

6-4-2018

Faculty Senate Monthly Packet June 2018

Portland State University Faculty Senate

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Faculty Senate, 4 June 2018

The meeting will include:

- Vote on amendments to the Faculty Constitution and Bylaws
- Nominations for and election of 2018-19 Presiding Officer Elect
- Nominations for and election of 2018-20 Steering Committee members
- Division caucuses to choose members of Committee on Committees

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 may designate **alternate** by notifying the Secretary in writing. An alternate is a Faculty member 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.

You are invited to a reception following the meeting • Location TBA

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

The Faculty Senate will meet on **4 June 2018** at 3:00 p.m. in **Cramer Hall 53**.

GENERAL PROCEDURAL NOTES:

- *Senators for 2017-18 vote on motions and amendments.*
- *Senators for 2018-19 vote for POE and Steering Committee and meet in divisional caucuses.*
- *Administrators' reports (items G.1-2) will take place at 4:00 regardless of agenda order.*
- *Consent agenda items will be approved or accepted as submitted in the Packet unless objections or requests for separate discussion are registered before the end of roll call.*

AGENDA

A. Roll Call

* B. Approval of the Minutes of the 7 May 2018 Meeting – *consent agenda*

C. Announcements and Discussion

- * 1. May notice of Senate actions – *consent agenda*
- 2. Announcements from Presiding Officer
- 3. Announcements from Secretary
- * 4. Draft of Access Control Policy
- * 5. Draft of postdoc mentoring plan
- 6. Redesign of PSU's website

NOMINATIONS FOR AND ELECTION OF 2018-19 FACULTY SENATE PRESIDING OFFICER ELECT
NOMINATIONS FOR 2018-20 STEERING COMMITTEE MEMBERS (2)

D. Unfinished Business

PROCEDURAL NOTES FOR ITEMS D.1.-2:

- *If there are proposed modifications, including proposals to divide the question, we will vote on those proposed modifications, and then the modified text will be considered at the next regular Senate meeting in October. Any proposed modifications must be submitted in writing either in advance of the meeting or from the Senate floor.*
- *If there are no proposed modifications, we will vote on the amendments as given.*
- * 1. Proposed amendments of textual clarification to Faculty Constitution (cf. May E.6)
- * 2. Proposed amendments of textual clarification to Faculty Senate Bylaws (cf. May E.7)

ELECTION OF 2018-20 STEERING COMMITTEE MEMBERS (2)

E. New Business

- * 1. Curricular proposals (GC, UCC) – *consent agenda*
- * 2. Graduate Certificate in Human Resource Analysis (SB via GC)
- * 3. Undergraduate Minor in American Sign Language (CLAS via UCC)
- * 4. MOA to correct supplemental letters for new hired faculty re: P&T guidelines (Steering)
- † 5. Confucius Institute at PSU (Steering)

F. Questions for Administrators and for Presiding Officer

G. Reports from Administrators and Committees

PROCEDURAL NOTE: Reports from administrators, items G.1-2, will take place at 4:00 regardless of agenda order

- 1. President's Report
- 2. Provost's Report
- * 3. Academic Requirements Committee Annual Report – *consent agenda*
- * 4. Budget Committee Annual Report – *consent agenda*
- * 5. Educational Policy Committee Quarterly Report – *consent agenda*
- * 6. Faculty Development Committee Semiannual Report – *consent agenda*
- * 7. Graduate Council Annual Report – *consent agenda*
- * 8. Undergraduate Curriculum Committee Annual Report – *consent agenda*
- * 9. University Writing Council Annual Report – *consent agenda*

DIVISION CAUCUSES TO CHOOSE MEMBERS OF COMMITTEE ON COMMITTEES: AO, CLAS-AL, CLAS-Sci, CLAS-SS (2), COTA, SB, SPH
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H. Adjournment

* **See the following attachments.**

Complete proposals for E.1-2 are available on-line: psucurriculumtracker.pbworks.com.

- B. Minutes of the Senate meeting of 7 May – *consent agenda*
- C.1. May notice of Senate actions
- C.2. Information re: Confucius Institute
- C.4. Draft of Access Control Policy
- C.5. Draft of postdoc mentoring plan
- D.1. Proposed amendments to Constitution
- D.2. Proposed amendments to Bylaws
- E.1.a,c. Curricular proposals (summaries) – *note: there is no E.1.b – consent agenda*
- E.2. Grad. Cert. in Human Resource Analysis (summary)
- E.3. Undergrad. Minor in ASL (summary)
- E.4. MOA to correct supplemental letters re: P&T guidelines
- G.3. ARC Annual Report – *consent agenda*
- G.4. BC Annual Report – *consent agenda*
- G.5. EPC Quarterly Report – *consent agenda*
- G.6. FDC Semiannual Report – *consent agenda*
- G.7. GC Annual Report – *consent agenda*
- G.8. UCC Annual Report – *consent agenda*
- G.9. UWC Annual Report – *consent agenda*
- † E.5. See documents posted to the [Discussion Resources](#) section of the [Faculty Senate website](#)

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2017-18

STEERING COMMITTEE

Michael Clark, Presiding Officer

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

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

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

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

FACULTY SENATE ROSTER (64)

All Others (8)

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

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

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

College of Liberal Arts & Sciences–Sciences (8)

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

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

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

College of the Arts (4)

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

* Interim appointment

† Member of Committee on Committees

New senators in italics

Date: 12 Sep. 2017

College of Urban and Public Affairs (6)

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

Graduate School of Education (4)

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

Library (1)

† <i>Emery, Jill</i>	LIB	2020
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Maseeh College of Engineering & Computer Sci. (5)

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

Other Instructional (4)

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

School of Business Administration (4)

<i>Dimond, Michael</i>	SBA	2020
*Hansen, David	SBA	2018
* <i>Mathwick, Charla</i>	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
† <i>Cunningham, Miranda</i>	SSW	2020
* <i>Martinez Thompson, Michele</i>	SSW	2019
* <i>Smith, Gary</i>	SSW	2018

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2018-19

STEERING COMMITTEE

Thomas Luckett, Presiding Officer

Michael Clark, Past Presiding Officer • _____, Presiding Officer Elect

Elected Members: Annabelle Dolidon (2019) • Karen Kennedy (2019) • _____ (2020) • _____ (2020)

Ex officio: Maude Hines, Board of Trustees Member • Candyce Reynolds, Senior IFS Representative (through December)
• _____, Chair, Committee on Committees • _____, Secretary to the Faculty

FACULTY SENATE ROSTER (62)

All Others (9)

Baccar, Cindy	REG	2020
Blekic, Mirela	ACS	2019
<i>Broussard, Scott</i>	ACS	2021
Faaleava, Toeutu	OAA	2020
<i>Ingersoll, Becki</i>	ACS	2021
<i>Matlick, Nick</i>	REG	2021
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
<i>Greco, Gina</i>	WLL	2021
<i>Holt, Jon</i>	WLL	2021
Reese, Susan	ENG	2019
†Watanabe, Suwako	WLL	2020

College of Liberal Arts & Sciences–Sciences (7)

Cruzan, Mitchell	BIO	2019
<i>Fountain, Robert</i>	MTH	2021
George, Linda	ESM	2020
†Mitchell, Drake	PHY	2019
Palmiter, Jeanette	MTH	2020
Podrabsky, Jason	BIO	2019
<i>Thanheiser, Eva</i>	MTH	2021

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

Craven, Sri	WGSS	2020
<i>Fritz, Charlotte</i>	PSY	2021
Hsu, Chia Yin	HST	2020
Liebman, Robert	SOC	2020
Luckett, Thomas	HST	2019
<i>Meyer, Claudia</i>	SPHR	2021
Schechter, Patricia	HST	2019

College of the Arts (4)

* <i>Dillard, Chuck</i>	MUS	2019
Griffin, Corey	ARC	2020
James, Meredith	ART	2020
<i>Magaldi, Karin</i>	TAD	2021

College of Urban and Public Affairs (5)

Chaillé, Peter	PAD	2020
<i>Eastin, Josh</i>	PS	2021
<i>Labrecque, Ryan</i>	CCJ	2021
†Martin, Sheila	IMS	2020
Nishishiba, Masami	PAD	2019

Graduate School of Education (4)

†Reynolds, Candyce	ELP	2020
<i>Sugimoto, Amanda</i>	C&I	2021
Thieman, Gayle	C&I	2020
Yeigh, Maika	C&I	2019

Library (1)

†Emery, Jill	LIB	2020
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Maseeh College of Engineering & Computer Sci. (5)

<i>Anderson, Tim</i>	ETM	2021
<i>Chrzanowska-Jeske, Malgorzata</i>	ECE	2021
†Karavanic, Karen	CMP	2020
Recktenwald, Gerald	MME	2019
Siderius, Martin	ECE	2019

Other Instructional (4)

Carpenter, Rowanna	UNST	2019
†Lindsay, Susan	IELP	2020
<i>Lupro, Michael</i>	UNST	2021
<i>Newlands, Sarah</i>	UNST	2021

The School of Business (4)

Dimond, Michael	SB	2020
Hansen, David	SB	2021
*Mathwick, Charla	SB	2019
Sorensen, Tichelle	SB	2019

School of Public Health (2)

McBride, Leslie	CH	2021
Messer, Lynne	CH	2019

School of Social Work (4)

Bryson, Stephanie	SSW	2020
†Cunningham, Miranda	SSW	2020
*Martinez Thompson, Michele	SSW	2019
[run-off election in progress]	SSW	2021

* Interim appointment

† Member of Committee on Committees

New senators in italics

Date: 28 May 2018

PORTLAND STATE UNIVERSITY

Minutes of the Faculty Senate Meeting, 7 May 2018

Presiding Officer: Michael Clark

Secretary: Richard Beyler

Senators Present:

Baccar, Brown, Bryson, Burgess, Carpenter, Chang, Constable, Craven, Cruzan, Cunningham, de Rivera, Dimond, Dolidon, Emery, Faaleava, Fernández, Fiorillo, Flight, Gelmon, George, Griffin, D. Hansen, Harris, Jaén Portillo, James, Karavanic, Kennedy, Liebman, Lindsay, Luckett, Messer, Mitchell, Mitra, Nishishiba, O'Banion, Palmiter, Podrabsky, S. Reese, C. Reynolds, Schechter, Siderius, S. Taylor, Thieman, Tretheway, Walsh, Watanabe, Webb, Yeigh

Alternates Present:

David Raffo for Mathwick, Evguenia Davidova for Smallman

Senators Absent:

Blekic, Chaillé, de la Cruz, Epplin, Farahmandpur, Hsu, Martin, Martinez Thompson, Monsere, Recktenwald, Robson, Singleton, Smith, Sorenson

Ex-officio Members Present:

Allen, Beyler, Bynum, Chabon, Clark, Davidova (also as alternate), Duncan, Everett, Fraire, B. Hansen, Harmon, Hines, Holmes, Ketcheson, Lynn, Maier, Marrongelle, H. Miller, R. Miller, Padín, Percy, Raffo (also as alternate), D. Reese, Shoureshi, Starke, Woods, Wooster

A. ROLL

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

B. APPROVAL OF THE MINUTES

The **2 April 2018 Minutes** were **approved** as part of the **consent agenda**.

C. ANNOUNCEMENTS AND DISCUSSION

1. OAA concurrence to April Senate actions was **received** as part of the **consent agenda** [see **May Agenda Attachment C.1**].
2. **Announcements from Presiding Officer** [*this item was divided into two parts, with the second occurring after item C.4. below.*]

CLARK introduced emeritus professor Scott BURNS for some comments about the reception planned for after the meeting.

CLARK called attention to the committee reports submitted in the Packet [**Attachments G.3-10**]. Several of these raised issues having to do with their charge and scope which would probably deserve attention over the summer or next fall. He thanked the committees who had submitted reports, and particularly their chairs: Carla HARCLEROAD, Academic Advising Council; Josh EPSTEIN (acting), General Student Affairs Committee; Cornelia COLEMAN, Honors Council; Janelle VOEGELE, Institutional Assessment Council; Randy MILLER, Intercollegiate Athletics Board; Susan CHAN, Library Committee; Paloma HARRISON, Scholastic Standards Committee; Evguenia DAVIDOVA, University Studies Council. [Applause.]

3. Announcements from Secretary

BEYLER noted that the ballot for Faculty elections was in circulation. He reiterated CLARK's statement that several committee reports raised issues that would require future attention, and urged senators to read the reports carefully.

4. Proposed Revision to Information Security Policy

CLARK introduced Sean MCKAY, Chief Information Security Officer, who gave an overview of the draft Information Security Policy [**May Packet Attachment C.4**]. The old policy is a 28-page document, created in 2009 and updated in 2011. University Policy Committee reviewed policies from around thirty institutions, and it seemed that PSU's current policy is not meeting our needs. The new policy is intended to be one that can stand the test of time, covering technological changes now underway or in prospect, such as two-factor authentication. The foundation is a simpler, three-level data classification model; there is then a set of standards to be determined in conversation with stakeholders such as data owners and stewards, technology administrators, ACITAC [Academic Computing and Information Technology Advisory Council], data owners and stewards, student financial services, etc. Standards will be reviewed by ITAC [Information Technology Advisory Council] as part of the IT [information technology] governance process. The shorter policy should embody core values, but be readable and comprehensible. Granular details dealing with technical controls do not necessarily need approval by the University Policy Committee. Risks need to be met and standards adjusted as technology changes over time; the policy itself doesn't need to be, and shouldn't be, weighed down with technical details.

RAFFO asked how various stakeholders dealt with issues such as transparency and accuracy: these are issues that people are interested in on a non-technical level.

MCKAY agreed that transparency was critical. The proposed three-tiered classification system arose out of conversations with data owners and managers such as Student Financial Services, Financial Aid Office, Registrar's Office, Human Resources, Comptroller, etc. The Technology Administrators Group, i.e., the technology managers embedded in each unit, also provided comment. BACCAR said it was not so much about who on campus had rights to access particular data: that was defined by job role. It was more about securing data from the outside.

SCHECHTER asked why it was necessary to log-in repeatedly to access various data systems, e.g., with the library, whereas it seemed relatively easy to access the personal profile on Banweb. How many screens does it take to get to a given site? MCKAY: this was part of the big picture they were thinking about. For example, two-factor authentication might be used: a password would be combined with authentication from another device. SCHECHTER: please don't do that! Her broader point is that there seems to be mismatch between security protocols and use of specific sites. D. REESE said that the draft policy would soon be presented for public comment, and this would be an opportunity for anyone on campus to express specific comments or questions.

KARAVANIC asked about a survey which was tracking information about the recipients. Does the policy include guidelines for those administering surveys? MCKAY: not per se, but there is perhaps a need for a policy dealing with privacy issues.

D. HANSEN asked if the policy had been reviewed by the University Policy Committee. D. REESE: that was happening now. HANSEN also asked if the policy governed who was assigned to various security groups, i.e., levels of access to data. MCKAY said that the foundation was the data classification itself; the next layer was the policy itself; the next layer would be technical standards, including work-station administration, access controls, system or server, administration; the next layer would be administrators within units who would map out which user group goes with a particular purpose—thus handled at the departmental level. HANSEN: governed by the policy? MCKAY: correct.

B. HANSEN the current policy doesn't provide clear guidance about roles and responsibilities, but the proposed new policy doesn't address such questions either. A number of things addressed in the current policy, such as phishing attacks, disaster recovery, etc., are not covered in the new document. The Information Security Officer is tasked with responses to such questions. Is it a policy, or a mandate to create a policy? MCKAY: it's a mandate to create technical standards to respond to such questions.

5. Announcements from Presiding Officer, cont'd: information on Confucius Institute *[see note at item C.2 above]*

CLARK said that several Faculty members had brought to Steering Committee questions relating to the contract of Confucius Institute [CI] at PSU, which was up for renewal. Steering Committee had already discussed the issue at some length. Planned for today was not any decision, or extended debate, but a presentation of information. The question would be revisited at the June meeting. He turned to LUCKETT for an overview of the issue.

LUCKETT said that this might well be a new issue for many senators, so it would be best to start with a presentation of information. CI, housed under the Office of International Affairs [OIA], exists to promote cultural exchange between the United States and China. On campus, CI offers non-credit courses on language and culture. They also oversee Confucius Classrooms in schools throughout the state, which offer Chinese language instruction. The contract is for five years, and it auto-renews in early February 2019 unless either party signals six months in advance—i.e., in August—a desire to renegotiate or not to renew. That's why the issue comes up at this time. Over the past year years, CI's have received a variety of criticisms nationally. But as far as he is aware, there have not been any criticisms of the CI at PSU specifically; he's not aware of any incidents of concern. In terms of structure, CI's are overseen by a Chinese governmental agency commonly known as Hanban (not its official name). In 2014, the AAUP's national organization called attention to ways that these institutes were operating in ways not in conformity with AAUP's understanding of academic freedom, particularly as regards the employment of instructors that they bring over from China to teach courses on university campuses or in Confucius Classrooms. LUCKETT said that as he had been learning about the issue over the last few weeks, it had come to seem more and more complex for him. He had prepared a one-page summary of links to various pieces of background information, circulated in the May Packet [**Attachment C.2**].

CLARK added that there is a substantive component to the issue, e.g., questions about academic freedom; there is also a procedural component, e.g., how institutes are

approved at Portland State University. The contract was first elaborated about ten years ago, when the current procedures were not in place.

KARAVANIC asked if there is a financial component. B. HANSEN said that, according to a public information request, the institute received about \$500,000 in funding from Hanban. EVERETT stated that the bulk of this went to Confucius Classrooms around the state. Hanban also provides funding for some events and initiatives at PSU's request. CLARK recognized Jennifer RUTH (FLM): PSU in turn provides rooms in the Karl Miller Center and some staffing. EVERETT: what staffing? LUCKETT: the director? EVERETT: a portion of that is covered out of a PSU Foundation account. CLARK: the financial issues need clarification.

YEIGH said that the Graduate School of Education [GSE] had partnerships with universities in China, whereby scholars in China who are working on their teaching licenses, or who are already teaching in China, were doing student teaching and internships in classrooms around the state. This is a program that is significant for GSE.

LUCKETT noted that by most measures, the CI at PSU is one of the largest in the US.

RUTH urged senators to look carefully at the criticisms of CIs nationally; a number of universities have terminated their contracts. The resolution that AAUP and Faculty Senate would like to put forward—CLARK interjected: it's up to Faculty Senate—would not ask for the termination of the contract, but renegotiation of the contract taking into account academic freedom along the lines advocated by the national AAUP. The information page includes a link to a documentary, "In the Name of Confucius" about the discussion that took place at McMaster University. CLARK observed that there was a broad stream of information. Several universities, e.g., Texas A&M, had ended their relationship, but not all.

EVERETT urged that as Faculty consider not just what is happening nationally, but what was happening particularly at the CI at PSU. The CIs are all quite different in how they operate and in how they relate to the academic mission [of the respective universities]. Her understanding that the action at Texas A&M was due to political pressure in the context of the current administration's policies towards China. There are valid questions, but she urged senators to keep in mind the broader context.

S. REESE recognized Jonathan PEASE (WLL): as the documentary film shows, the institutes are good at currying favor with administrators, who are not necessarily China experts, and ignoring people with China connections who might question our relationships with central government entities. Our own institute has been excessively political, and has violated the contract by offering courses for credit through GSE. These institutes are part of a Chinese government effort to harass and intimidate anyone with Chinese connections, family, etc., who does not toe the official line. They've harassed people in our library, and by their presence induced silence. Few people are in a position to be able to talk about this publicly.

EVERETT said that to her knowledge CI has never offered credit courses, and CI teachers have never been instructors of record at PSU.

D. HANSEN: is the contract available for review? EVERETT: that would entail a public records request.

RUTH: the issue is not a partisan political one.

BEYLER wished to clarify that to this point, no proposed resolution had been offered by Steering Committee or by any other Faculty governance entity.

LYNN stated that in the upcoming meeting he wished to clarify certain things which had been said about GSE's role.

NOMINATIONS FOR PRESIDING OFFICER ELECT FOR 2018-19

D. HANSEN asked if the position was open to all Faculty. BEYLER: no, only to senators or senators-elect (we do not yet know the latter). At the June meeting there will also be nominations for two members of Steering Committee. Nominations or self-nominations may also be submitted in writing prior to the June meeting.

CLARK, despite initial anxieties, had found the job very interesting and informative, and he had made a number of valuable connections and friendships. There is a course release (one) for the Presiding Officer Elect and three or four for the Presiding Officer.

FAALEAVA nominated TRETHERWAY.

D. UNFINISHED BUSINESS

1. Proposed task force to revise P&T guidelines

CLARK said that a proposal had been made for a task force to address the perceived issue that promotion pathways were foreclosed to certain non-tenure-track Faculty [NTTF] B. HANSEN indicated that this was the outcome of the previous discussion about the report of the [now terminated] Task Force on Tenure for Teaching-Intensive Faculty [TFTTIF].

RAFFO/_____ **moved** the proposal as stated in **May Agenda Attachment D.1**, giving the charge, composition, and deadlines for the task force.

D. HANSEN raised the question whether the creation of a "task force" was constitutionally recognized. B. HANSEN said the terminology could be adjusted if necessary. O'BANION: weren't the two groups created last month task forces? BEYLER: no, they were changed to ad-hoc committees. His understanding is that the term "task force" means the appointments are to be made from several different authorities. CHABON: these ranks aren't to be used for new faculty, so she wondered about the specific charge for the committee. The ranks in question exists only for Faculty who were here before 2014. B. HANSEN was not sure if that was in fact the case: he believed that there were instance of new Faculty being hired into these ranks. CHABON: so professor of practice ranks? B. HANSEN: professor of practice ranks require licensing. The issue did not arise with research ranks. CHABON: where professor of practice ranks existed, there were promotion guidelines. THIEMAN confirmed that there were guidelines for professor of practice ranks in GSE, but she was interested to learn that these policies did not exist across the University. B. HANSEN said that this issue came up for TFTTIF because the promotion criteria for tenure-track faculty [for professor ranks] are the only ones in the guidelines. CHABON: there is a difference between the criteria for the professor ranks and the professor of practice ranks. Thus she's confused

about what is being voted on. B. HANSEN said the general intent is to systematically review the promotion guidelines for NTTF.

JAMES said there were addenda for promotional paths for NTTF. LUCKETT thought the issue was that for NTTF, the only promotion criteria available were those for tenure-track faculty, which included expectations for scholarship (for example) which was not part of the NTTF job descriptions. LYNN said the professor of practice guidelines in GSE to some extent follow the tenure-track model; a current task is to review these to make sure they are not in lockstep with the tenure-track guidelines. THIEMAN's understanding as member of the committee that developed the NTTF policies was that there would be path for assistant professor of practice, etc. Apparently not all colleges have this, however, which perhaps has led to confusion. If that's the case, the proposed task force could help rectify this.

The **motion** was **approved** (26 yes, 11 no, 5 abstain, vote recorded by clicker).

2. Student ratings of instruction

RAFFO, as co-chair of Educational Policy Committee [EPC], reviewed the issue as reported last month [see **April Agenda Attachment G.4**; for presentation **slides**, see **Appendix D.2**]. Student ratings of instruction [SRIs], or course evaluations, are used in various units as part of various high-stakes decisions. Given the weight of these instruments, EPC wanted to look into best practices for valid questions, analysis of data, and interpretation of results. Goals of EPC were to provide some guidance about how to improve PSU's use of SRIs, also in support of accreditation. EPC also wanted to identify essential requirements for the new on-line SRI system that PSU is currently in the process of selecting. A goal was also to reduce PSU's legal liability.

RAFFO listed as foci of the report: What are valid questions to use? What are valid ways to analyze and interpret data? EPC talked with a number of internal PSU experts, e.g. at OAI, and also undertook some of its own research. Some initial conclusions (see the report for specifics): Using [student] teaching evaluations alone is not a good method of assessment. Valid questions start from a department's own definition of quality teaching, and can vary upon the type of class, delivery mode, size of class. Students are the best source of information about their own experience, but not about areas of faculty expertise such as currency of the material. Data used for performance evaluations of faculty has to be demonstrably reliable. Valid analysis is based on valid statistical methods; this requires training. For example, requiring all faculty to get above a certain score is not statistically valid. Departments should standardize and document their policies. Questions can be used to provide feedback to improve teaching; departments need to consider carefully which summative questions to use for purposed of evaluation.

PALMITER said that in her department (MTH), a major problem is simply getting responses: typically, only a small fraction of students respond. RAFFO: it is important to get response rates higher. This question is being asked of both paper evaluations and the proposed on-line system. However, the EPC report focused primarily on how to create valid instruments. JAEN PORTILLO: will training on how to use and interpret these instruments include avoidance of gender bias? A recent article in the *Chronicle of Higher Education* discussed the extent of gender bias in such evaluations, and suggested that might render them illegal. D. HANSEN said that the full report contains information

on this important topic. Constructing a well considered instrument is not trivial. Avoiding various kinds of bias is important. FERNANDEZ: are we devaluing the experience of students? Each classroom has a culture, and we can learn from assessing that. RAFFO: what's important is that the questions are designed at the departmental level and that they take context into account. CARPENTER: students may not have expertise about content, but can talk about their experience of teaching methods, etc.

B. HANSEN/D. HANSEN **moved** the resolution as given in **May Agenda Attachment D.2**. PALMITER believed that the appropriate use of these instruments was as a way to improve teaching, not necessarily as students' evaluation of faculty. When we [faculty] look at these evaluations, what's most useful is the comments, not the numerical scores. This, and not their rewarding or punitive use, is what's worthwhile. RAFFO said that this is addressed in the report. However, the reality is that on campus they are commonly used to evaluate faculty's teaching. PALMITER: in some departments, faculty don't even see the evaluations, or have to request to see them. RAFFO and C. REYNOLDS: not good! CLARK said that a similar discussion was underway at the University of Oregon. The **motion** was **approved** (31 yes, 4 no, 4 abstain).

E. NEW BUSINESS

1. Curricular proposals – *consent agenda*

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

[The order of discussion of the next two items was inadvertently reversed from the order given in the agenda and packet. They are given here in the Minutes in their agenda order, not in the order of their discussion at the meeting.]

2. Master of Nonprofit Leadership (CUPA via GC)

WOODS, chair of Graduate Council, gave an overview of the proposal from the College of Urban and Public Affairs for a new Master of Nonprofit Leadership program [**May Agenda Attachment E.2**]. The program will build on existing courses. The intended audience is twofold: students currently in the MBA programs, etc.; and new students drawn by the nonprofit aspect. There are similar programs in Oregon, though not in Portland; their focus is more on internal management, whereas this program will include how nonprofits can take a leadership role in society, and thus has a broader conception. Demand was indicated by a survey taken by the Educational Advisory Board.

DE RIVERA/HANSEN **moved** approval of the program as summarized in **May Agenda Attachment E.2** and given in full in the [Curriculum Tracker](#). The **motion** was **approved** (35 yes, 5 no, 1 abstain, vote recorded by clicker).

3. Graduate Certificate in Econometric and Data Analysis (CUPA via GC)

WOODS gave an overview of the proposal from the College of Urban and Public Affairs for a new Graduate Certificate in Econometric and Data Analysis [**May Agenda Attachment E.3**]. The subject is taught regularly in the Department of Economics. They were unable to find any examples of certification for it in the Pacific Northwest.

There is a demonstrated demand within the job market. One new course needed for the program had just been approved as part of the consent agenda.

THIEMAN/EMERY moved approval of the program as summarized in **May Agenda Attachment E.3** and given in full in the [Curriculum Tracker](#). The **motion** was **approved** (by show of hands).

4. Change in undergraduate writing requirement course list (ARC & UWC)

HOLMES, chair of Academic Requirements Committee, reviewed the proposal coming jointly from that committee and the University Writing Council [see **May Agenda Attachment E.4**]. This is a change for the second of the two writing classes required. The change is to allow WR 301, and to remove WR 324 and WR 211. The latter two courses will no longer be taught. CLARK: WR 301 essentially takes the place of WR 324. WR 211 has not been taught in several years and with the new transfer model is unlikely to be taught in the future.

RAFFO/S. REESE moved the proposed change as given in **May Agenda Attachment E.4**. The **motion** was **approved** (40 yes, 0 no, 0 abstain, vote recorded by clicker).

5. English language proficiency for international post-baccalaureate applicants (ARC)

HOLMES reviewed the proposal contained in **May Agenda Attachment E.5**. In 2010 Faculty Senate voted to allow international transfer students to use an associate's degree from a US institution to fulfill to English proficiency requirement for admission to PSU. International post-baccalaureate students were not included. We have seen an uptick in this population. The proposed change will include post-bacc. students under the general admissions guidelines for international students.

WATANABE/RAFFO **moved** the proposal as given in **May Agenda Attachment E.5**. It was asked whether these applicants were to adhere to the same requirements to show proficiency, or were also required to take particular classes. The wording was unclear. MAIER: it's hard to parse. HOLMES: the intent was the former. BEYLER thought that the qualifier was there to distinguish between taking credit vs. non-credit courses. It was suggested that this distinction was covered under the phrase "full enrollment."

O'BANION/C. REYNOLDS **moved an amendment** to strike everything between "English language proficiency" and "as international transfer" so that the criterion reads:

International applicants for post-baccalaureate full admission shall adhere to the same requirements for proof of English language proficiency as international transfer applicants.

The **amendment** was **approved** unanimously (by show of hands). The **motion as amended** was **approved** (by show of hands).

[The following two items were considered simultaneously]

6. Proposed amendments of textual clarification to Faculty Constitution

7. Proposed amendments of textual clarification to Faculty Senate Bylaws

BEYLER reviewed the procedural position in view of the time. If senators were satisfied with the text as it stood [see **May Agenda Attachments E.6 and E.7**], it could be voted on at the June meeting. If there were any suggested modifications these could be

entertained, but there would not be time to debate and vote on them today, so they would have to be deferred to the June meeting. Then the final vote on the amendments (as modified) would take place at the next meeting in October.

B. HANSEN: what about typographical corrections? CLARK: these can be handled administratively. BEYLER: what's apropos now is any proposed modifications, or amendments to the amendments, including any division of the question. PALMITER: we can't vote on this, since there are parts that say, e.g. in Amendment 27, "new text regarding part-time faculty representative." BEYLER: what appears in the Packet is [only] changes to the text; the text in question already appears in the Constitution; it's not recapitulated here because what is being changed is the sequencing, not the text itself. D. HANSEN asked about the changes regarding "special committees" as it appears in Amendment 4, a term which appears elsewhere in the Constitution. Removing it in only one place creates problems or inconsistencies. BEYLER asked for the specific instance.

CLARK proposed that the matter be deferred till June.

B. HANSEN wanted Faculty Senate to consider moving back to an "opt-out" model, rather than the current "opt-in" model for Faculty Senate elections. CLARK: behind the suggestion is the notion that we are losing potential candidates in the current system. O'BANION believed that this should perhaps be dropped from the docket of proposed amendments. BEYLER: it was not included, since the idea was to propose only textual clarifications, not change any current practices. It would require a separate future discussion. There are potentially several more substantive changes.

F. QUESTIONS TO ADMINISTRATORS. None.

G. REPORTS FROM ADMINISTRATORS AND COMMITTEES

1. President's Report

SHOURESHI thanked those who participated in the inauguration on May 4th.

SHOURESHI gave an update on searches. There is one provost candidate who had received support of relevant participants and who was making another visit to campus, including a meeting with the Board of Trustees. In the search for Vice President for Research, the committee appeared to have focused on one candidate, and he would be meeting further with that candidate. For the Dean of MCECS, there are four finalists, and SHOURESHI hoped that Faculty could attend the respective public forums.

SHOURESHI announced Michael ALEXANDER had become Interim Vice President for Global Diversity and Inclusion. He comes from a non-academic background, but has much relevant experience in the community as well as enthusiasm.

With the pending departure of David REESE as General Counsel and Secretary to the Board of Trustees, Cindy STARKE has stepped into that role on an interim basis.

Barry Satvat of Northeastern University will be visiting PSU on May 17-18 to discuss co-op programs, and SHOURESHI hoped that Faculty would be able to meet with him at the various forums scheduled. Already about fifteen business have expressed an interest in participating in a co-op program.

SHOURESHI expressed appreciation for Faculty who had been involved with the proposals for centers of excellence that had come forward. He had been impressed with the creativity he had seen.

SHOURESHI, seeking to engage Board of Trustees members more closely with key issues for students and faculty, had organized five task forces that each included a couple of Board members: co-ops, legislative, development, centers, and operational efficiency.

He had asked CLARK to be the “bookends” for Commencement, as a reflection that the event is fundamentally a recognition of academic success. At each Commencement ceremony, there will be a recognition of alumni had graduated fifty or more years earlier.

SHOURESHI said that the next capital request from the state is for Science Building I; there is also movement on securing private contributions, thanks to the efforts of MARRONGELLE and CLAS science faculty and students.

The Wine and Roses fundraising event at the Viking Pavilion last Saturday had raised a record \$720,000 for scholarships.

SHOURESHI said he had received many questions about the Strategic Plan. His view was that the plan identified areas where we needed to demonstrate progress, but that we need to develop strategies for implementation and execution. This was, for example, the goal of the task forces referred to above.

2. Provost’s Report *[deferred in view of time]*

*[Annual reports of the following committees were **received** as part of the **consent agenda**. See the respective **May Agenda Attachments**.]*

- 3. Academic Advising Council Annual Report**
- 4. General Student Affairs Committee Annual Report**
- 5. Honors Council Annual Report**
- 6. Institutional Assessment Council Annual Report**
- 7. Intercollegiate Athletics Board Annual Report**
- 8. Library Committee Annual Report**
- 9. Scholastic Standards Committee Annual Report**
- 10. University Studies Council Annual Report**

H. ADJOURNMENT

The meeting was **adjourned** at 5:09 p.m.

May Minutes Appendix D.2

Student Ratings of Instruction

Educational Policy Committee

Context for the Report

- ▶ Investigate appropriate uses of student ratings of instructions (SRI, AKA course evaluations) in faculty review processes (adjunct, NTTF, tenure, PTR)
- ▶ Determine requirements for online SRI system being acquired by PSU with planned campus wide roll out AY 2018
- ▶ Support of NWCCU accreditation

Focus of the Report

- ▶ Talked with internal PSU experts (especially folks from OAI) and conducted research to determine best practices
- ▶ Focus of the report was to determine
 - ▶ What are valid questions to ask on a SRI?
 - ▶ What are valid analyses to do on the data from SRIs?
 - ▶ What are valid interpretations of the analyses?

Key Take-Aways - 1

- ▶ Multiple methods of assessment are required to truly assess teaching quality
- ▶ Valid questions start from the department's definition of quality teaching. These questions may be different based on type of class, delivery mode, class size, etc.
- ▶ The primary purpose of SRIs is formative feedback for faculty for improvement. Departments need to determine which (few) questions are used in the review process (one size does not fit all)

May Minutes Appendix D.2

Key Take-Aways - 2

- ▶ Students are the best source of information on their experience. They are not qualified to assess things beyond that (such as the currency of the material)
- ▶ Valid analyses are rooted in parametric or non-parametric statistics (depending on the types of questions asked). Requiring that faculty get above a certain "number" on their student evaluations is not valid.

Attachment C.1

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



To: Margaret Everett, Interim Provost
From: Portland State University Faculty Senate
Michael Clark, Presiding Officer; Richard Beyler, Secretary
Date: 9 May 2018
Re: Notice of Senate Actions

At its regular meeting on 7 May 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 May Agenda.

In addition, **the Faculty Senate voted to approve:**

- Creation of a Task Force to Address Advancement of Non-Tenure-Track Faculty;
- A resolution regarding student ratings of instruction, calling for adherence to standards for validity set forth the EPC report submitted to Faculty Senate in April;
- A new Master of Nonprofit Leadership program in the College of Urban and Public Affairs;
- A new Graduate Certificate in Econometric and Data Analysis in the College of Urban and Public Affairs;
- Changes to the list of of courses fulfilling the undergraduate writing requirement, as recommended by the Academic Requirements Committee and the University Writing Council in Attachment E.4;
- Changes to the policy for English language proficiency for undergraduate international post-baccalaureate applicants, as recommended by the Academic Requirements Committee in Attachment E.5.

Best regards,

A handwritten signature in black ink, appearing to read 'Michael Clark'.

Michael Clark
Presiding Officer

A handwritten signature in black ink, appearing to read 'Richard H. Beyler'.

Richard H. Beyler
Secretary to the Faculty



Responsible Officer: Vice President FADM
Responsible Office: Campus Public Safety
DRAFT VERSION #11 - 5/22/18

ACCESS CONTROL POLICY

I. Policy Statement

Portland State University (PSU) is committed to the safety and security of all members of the campus community. The university demonstrates this commitment by securing its facilities and physical spaces while striving to maintain a welcoming and hospitable campus environment and allowing as much freedom of access as possible to the general public.

II. Reason for Policy/Purpose

This policy accomplishes the following objectives:

- Establishes access hours and security procedures for campus buildings;
- Helps ensure the safety of PSU faculty, staff, students and visitors;
- Helps prevent crime where possible, deter crimes that cannot be prevented, and provides tools and information to help law enforcement solve crimes when they have been committed within PSU's jurisdiction;
- Helps protect PSU infrastructure, research, property and other assets; and
- Establishes authorities and procedures for access control during normal day-to-day campus operations, special events, and the construction and remodeling of campus spaces.

III. Applicability

This policy applies to all PSU colleges, schools, organizations, and departments as well as all users of PSU facilities and those working on behalf, or at the behest of PSU. It is applicable to all PSU used, owned or controlled facilities, rooms, and enclosures.

IV. Definitions

Access Control: The ability to regulate or restrict building access via a centralized electronic control system. Also, the office within the campus police department that manages access control issues.

Attachment C.4

Access Control Systems: All systems used by the University to control, manage and administer access to PSU facilities, rooms and enclosures. Systems include all hardware, software and campus infrastructure used for access control purposes.

Access Control Key: Keys issued and managed by the office of Facilities and Property Management (FPM) that control mechanical locks on campus.

Authorized Requestor: A person within each academic and administrative unit who has been given the authority by the Dean (for academic units) or the Vice President (for administrative units) to work with CPSO to manage access control issues. Authorized Requestors have the authority to allow special access requests when they are made by faculty, students or staff.

CPSO: The Campus Public Safety Office.

CPSC: The Campus Public Safety Committee is a representative group of faculty, staff and students that has been charged by the Board of Trustees to provide oversight, counsel and advice to CPSO leadership in order to advance overall public safety at Portland State University.

Electronic Access: Campus-wide computerized card access system consisting of an access control database and server, access control hardware installed in individual buildings and PSU Identification (ID Cards) that activate the system and enable access into a building.

FPM: The office of Facilities and Property Management.

General Access: The default level of access for faculty, students, and staff with PSU ID/Access cards. General access allows access to PSU facilities, rooms and enclosures that are not considered high security areas.

Information Technology (IT) Infrastructure: All IT hardware, software and network infrastructure required to operate campus access control systems.

Master Access: This level enables access to every building except the CPSO office and specific high security areas. Students may not have master access.

OIT: The Office of Information Technology

University Identification/Access Card: The authorized university identification/access (ID/Access) card used to access campus facilities.

UHRL: University Housing and Residence Life

V. Policy

1. Authority

- 1.1 **Ownership of Access Devices and Codes:** All access control devices issued under this policy are the property of PSU.
- 1.2 **Administration of Access Control Systems:** CPSO is responsible for administration and oversight of access and security for all PSU facilities. FPM is responsible for issuing and managing keys used to access PSU facilities. CPSO may delegate some or all of their responsibility to other campus departments to accommodate specific access needs or unique situations that warrant such delegation. All delegations by CPSO shall be in written form describing the specific nature of the delegated authority. CPSO will review all access control delegation decisions for crime prevention and regulatory purposes.
- 1.3 **Installation and Modification of Access Control Doors, Cameras, Sensors, and Locking Devices:** Approved contractors (overseen by FPM) are responsible for all installations or modifications of access control doors, keys, cameras, sensors, and locking devices. FPM, along with CPSO and OIT, will develop standards, processes and procedures to ensure the consistency of access control decisions made during planning, construction, implementation, and modification of any access controlled facility. The purpose of these processes and procedures is to address legal and regulatory requirements, crime prevention, security, safety, accountability, and adherence to appropriate campus standards while maintaining an efficient flow of traffic.
- 1.4 **Management of Information Technology Infrastructure:** OIT is responsible for management and oversight of all information technology infrastructure related to access control.
- 1.5 **Record Keeping:** CPSO is responsible for establishing and maintaining a record keeping system for all delegated authority and operating documents required under this policy.
- 1.6 **Authorized Requestors:** Authorized Requestors are selected by the Deans of the relevant school or college (for academic units) and by a Vice President (for administrative units). Faculty and staff requesting access beyond the General Access enabled by their ID/Access card, must do so through their departments' Authorized Requestor. Authorized Requestors are limited to assigned areas of responsibility and no authorized requestor may grant access to themselves. CPSO must be notified any time an Authorized Requestor leaves the position and a new Authorized Requestor is appointed. A list of Authorized Requestors shall be maintained by CPSO, and updated annually.

Attachment C.4

2. Building Access

- 2.1 **Academic and Administrative Buildings:** With some exceptions, academic and administrative buildings are open 7:30 am to 8:00 pm, Monday through Friday. After-hours access to academic and administrative buildings is limited to faculty, staff, students, and contractors with proper electronic access cards or keys.
- 2.2 **Residence Halls:** Except for residence halls with classroom and/or computer lab space (currently Broadway, Epler, and Ondine), university residence halls are locked at all times and accessible only by electronic access card or key.

3. Electronic Access Card and Key Distribution

- 3.1 **Students:** Enrolled students receive an ID/Access card that gives them general access to campus buildings. The distribution of access keys for students living in residential buildings on campus is managed by UHRL. Access will be limited to the residential building in which the student resides for the current academic year. All student keys must be returned to UHRL at the end of the academic year or upon move out.
- 3.2 **Faculty and Staff:** When employed, faculty and staff receive an ID/Access card that gives them general access to campus buildings. Faculty and staff needing to access locked academic, administrative and/or unoccupied buildings may be given such access through a request to their academic (for faculty) or administrative (for staff) Authorized Requestor. The Authorized Requestor will work with CPSO and FPM to enable access.
- 3.3 **Designated Non-University Individuals:** In collaboration with Authorized Requestors, CPSO manages the issuance of ID/Access cards for designated non-university individuals including: outside vendors, summer camp, conference participants and others needing temporary access to PSU facilities. FPM does the same for keys. All ID/Access cards and keys will be collected by Authorized Requestors upon completion of the activity requiring temporary access. Authorized Requestors will notify CPSO should ID/Access cards - and FPM when keys - have been lost.

4. Master Electronic Access Cards and Keys

- 4.1 Requests for Master ID/Access cards and keys must be submitted using the appropriate signature form (See Section VII forms) by an Authorized Requestor. Forms route to CPSO for cards and to FPM for keys. Final determinations whether or not to issue a Master ID/Access card or key will be made by CPSO.

5 Non-Compliance with the Policy

- 5.1 The University reserves the right to take administrative action when individuals or departments violate this policy. CPSO will work with the Dean of Students, FPM, Human Resources, the Business Affairs Office, UHRL, General Counsel, and the Provost's office to develop and implement these actions.
- 5.2 ID/Access cards and keys assigned to faculty, staff, students and designated non-University individuals must be returned to CPSO (in the case of ID/Access cards) and to FPM (in the case of keys) when they have no further official use for the card or key (i.e. lock changed, door removed, transfer within or separation from the University, subject of an administrative action) or when their contract expires. In the event of an unreturned access device, the individual's department or organization may be liable for costs related to restoring security to the area. Fees shall be assessed as described in the University's Schedule of Fines and Fees.

VI. Procedure

1. Building Access Hours

- 1.1 CPSO sets the general hours of operation for building access. CPSC, as the representative oversight committee for faculty, students and staff, will be consulted when the general operating hours for any buildings are changed. CPSC will work with CPSO to ensure these changes reflect the needs of the campus community. Deans (or their designee) may adjust the hours of academic buildings in their schools and colleges to address a special need by filing a request at least 10 business days in advance with CPSO. In an emergency, CPSO may change the hours of operation for building access.

2. Authorized Requestors

- 2.1 **Appointment:** Authorized Requestor(s) are appointed by, and serve at the discretion of, the Deans of a school or college (for academic units), or the Vice President (for administrative units).
- 2.2 **Responsibilities:** Authorized Requestor(s) work with their Deans, Vice Presidents and CPSO to assign special access control privileges and manage access control issues pertaining to their units. When enabling access, Authorized Requestors will inform those given access of this policy.
- 2.3 **Authorities:** Authorized Requestor(s) authorities are limited to assigned areas of responsibility and no Authorized Requestor will have the authority to grant access to themselves. Appointing Deans and Vice President may revoke an Authorized Requestor and appoint a new Authorized Requestor at their discretion.

Attachment C.4

- 2.4 **Training:** CPSO will work with the CPSC to develop and administer a training program for new Authorized Requestors.

3. Lost or Stolen Keys:

- 3.1 In the event of a lost or stolen key, submit a Lost Key Report Form to FPM.

4. Lost or Stolen ID/Access Cards:

- 4.1 The cardholder (student, faculty or staff) is responsible for immediately reporting their card as lost to ID Services during business hours or to CPSO outside of business hours. These offices will identify the card as lost in the access control system. Faculty, staff and students (when appropriate) should also notify their supervisor and/or Authorized Requestor as soon as possible.
- 4.2 If the ID card was stolen, the cardholder is responsible for filing a report with CPSO as soon as possible.

5. Loss of Access:

- 5.1 Should a faculty or staff member lose access to a building for reasons other than administrative leave or termination of employment, they may renew their access privileges by notifying the Authorized Requestor for their unit. The Authorized Requestor will then initiate the process for access renewal.

6. Designated Non-University Individuals:

- 6.1 The Authorized Requestor in the department will review special requests for access and if they determine them to be legitimate, will request that CPSO give the necessary access.

7. Emergency Responder Access:

- 7.1 Twenty-four hour access to all buildings will be granted to the Fire Department.




8. Internal Audit:

- 8.1 The University's Office of Internal Audit will conduct periodic reviews of access device and key issuance procedures to ensure that they are consistent with this policy.

VII. Links To Related Forms

1. Key Authorization Form (print using landscape format)
2. Key Ring Authorization Form - For use by Planning, Construction, and Real Estate or Residence Life Personnel Only (print using landscape format)

Attachment C.4

3. [Collaborative Life Sciences Building Key Authorization Form](#) (print using landscape format)
4. [Maseeh College of Engineering Key Authorization Form](#) (print using landscape format)
5. [Lost Key Report Form](#)
6.  [Access Request Form.xlsx](#) - Use this form to request after-hours access to a building or room.
7.  [Campus Master Access Request.pdf](#) - Use this form to request Campus master access only.
8.  [Exception Request for Access Building Hours.docx](#) - Use this form to request a building be open outside of regular business hours, or to appeal an access decision.

VIII. Links To Related Policies, Procedures or Information

- [Reasonable Accommodation and Access Policy](#)
- [Key Use Policy](#)
- [Campus Public Safety Office \(CPSO\)](#)
- [Access Control office website](#)

IX. Contacts

If you have any questions regarding this policy, please contact [department name] at (503) 725-[main dept. number] or [department]@pdx.edu.

X. History/Revision Dates [use this date format: Month, Day, Year]

Adoption Date:	[date policy first approved by UPC and is in effect]
Reaffirmation Date:	[date UPC concurs with responsible officer that an existing policy requires no change, and remains in effect]
Revision Date:	[date policy has been changed and reapproved]
Next Review Date:	Month, Day, Year [<i>at least</i> every five years, sooner as needed]

Portland State University Postdoctoral Mentoring Program

Postdoctoral scholars (“postdocs”) are a vital part of the US research community. The scholar receives training critical for their professional development, and their mentor receives assistance for carrying out their research projects. Often it is during the postdoctoral phase of a career when the skills necessary to transition into an independent researcher are acquired. PSU’s postdoctoral mentoring program is meant to formalize postdocs’ training goals, and to provide resources to help them get the skills necessary to become successful researchers.

Definitions

Postdoctoral scholar. For employment purposes in Oregon, a postdoctoral scholar is defined by Senate Bill 214 as follows: *a postdoctoral scholar is ... a person holding a doctoral degree or equivalent that is employed for a defined period of time under formal faculty mentorship.*

Formal mentorship. The mentorship program must include the following characteristics: (1) *the professional development plan for the scholar must be set forth in writing,* (2) *it must be directed by a faculty member,* and (3) *it must teach professional research skills necessary for the funding of sponsored research projects that include funding for postdocs.*

Administration

The postdoctoral mentoring program is administered by the Office of Graduate Studies (OGS) in collaboration with the Office of Research and Sponsored Projects (RSP). These two offices will appoint a joint *Postdoctoral Mentoring Program Committee* to administer and support the program.

The Joint Committee will:

- Review, approve, and archive documentation including mentoring plans and annual updates;
- Ensure scholar and mentor compliance with the program;
- Develop and support training opportunities for professional development of scholars;
- Ensure compliance with federal regulations regarding postdocs on grants and contracts.

Overview of Mentoring Program

Within 2 months of employment, the postdoc and mentor will complete and submit the postdoc’s *Professional Development Plan (PDP)* to the OGS. The plan will be approved or sent back for revisions after review by the Postdoctoral Mentoring Program Committee. The PDP will establish expectations for the mentoring relationship and outline a plan for professional development with clear goals and defined steps to achieve those goals. Each year an annual progress report update will be submitted for review and the PDP will be updated as appropriate.

Attachment C.5

DRAFT - Portland State University Postdoctoral Mentoring Program

Postdoctoral scholars are engaged in an apprenticeship type employment where the bulk of the professional development occurs through on-the-job training as they work on research projects. Thus, PDPs will be highly individualized for each scholar and discipline. In addition to this experience, PSU will provide workshops and other opportunities for scholars to learn, develop, and refine skills that are essential to a successful career in research.

Professional Development Programming

Portland State University will develop and offer formal programming to help develop competencies that are consistent with the career goals of the scholar. Skills development will be fostered through a series of 2- to 4-hour **workshops** offered each quarter on topics relevant to typical postdoctoral scholar career paths. Formal **training** required for compliance with research regulations will be offered online and/or annually as appropriate.

Workshops to be developed/offered

- *Grant Writing* - how to develop a compelling grant proposal in order to secure funding.
- *Grant Administration* - a primer to understand the federal and state regulations that govern how monies can be spent, and how to best manage an award once obtained.
- *CV/Biosketch Development* - what is the key information to highlight in a Biosketch to best communicate skills and competencies.
- *Research Communication* - how to communicate with the public, use social media and the press to promote your work, and create effective presentations.
- *Multicultural Competency* - how to support students, employees, and colleagues from diverse backgrounds and create an inclusive environment.
- *Project Management* - how to manage people, resources, and time to achieve research goals.
- *Teaching in Higher Education* - how to develop courses and be an effective instructor.
- *Working with Government Agencies* - how to cultivate collaborative relationships with scientists at federal and state agencies that engage in research.
- *Working with Nonprofits and NGOs* - how to develop research relationships with partner scientists at nonprofits and NGOs.
- *Intellectual Property, Patents, Commercialization, and Technology Transfer* - how to pursue commercialization of research in order to maximize its impact.

Trainings to be required by scholars as appropriate

- *Responsible Conduct of Research*
- *Financial Conflict of Interest*
- *Human Subjects in Research; Institutional Review Boards (IRB)*
- *Use of Animals in Research; Institutional Animal Care and Use Committee (IACUC)*
- *Biosafety in Research (Radiation Safety?)*
- *Data Sharing, Ownership, and Authorship*
- *Research Misconduct*

Postdoctoral Scholar Professional Development Plan

(To be filled out by the postdoc and their mentor)

A. Career Goals.

- What are your immediate career goals for this postdoctoral traineeship?
- What are your long-term career goals? What is your timeline for achieving these goals?
- What types of positions are you interested in and when will you begin to actively search for these positions?

B. Skills Development.

- List and prioritize the skills you feel are the most critical to develop in order to achieve your career goals.
- Which of these skills are you most concerned about developing and why?

C. Research Plan.

- After consulting with your mentor(s) please briefly describe the Specific Aims and Experimental, Theoretical, or Field Approaches for your research project(s)

D. Expectations. This section is meant to initiate a discussion between the trainee and the mentor of mutual expectations for the relationship and establish the anticipated needs of each party during the traineeship. If there is a mismatch in expectations, a process for resolving these differences will need to be outlined.

- Postdocs' expectations of their mentor (to be filled out by postdoc)
 - Describe your expectations of your mentor(s) in the following areas:
 - Research support (access to facilities, equipment, etc.)
 - Communication (frequency, form of communication)
 - Skills development (specific techniques, approaches)
 - Briefly describe the level of supervision that you are most comfortable with
 - Briefly describe the work schedule you would prefer
- Mentors' expectations of their trainee (to be filled out by mentor)
 - Describe your expectations for the postdoc in the following areas:
 - Contributions to management activities
 - Mentoring of students
 - Completion of research-specific aims
 - Work schedule and availability
 - Communication (frequency, form of communication)
 - Briefly describe the level of supervision you intend to provide
 - Briefly describe the work schedule you expect of the postdoc
- Mismatch resolution process.

E. Professional Development Plan. Please fill out the table below for each core competency with goals and specific plans for achieving those goals where appropriate.

Attachment C.5

DRAFT - Portland State University Postdoctoral Mentoring Program

Annual Professional Development Plan. Year: _____

Core Competency	Goals/Plans	Expected Outcomes	Mentor responsibilities and/or contributions
1. Discipline-specific conceptual knowledge <ul style="list-style-type: none"> • Theories/concepts • Controversies • Cross-disciplinary perspectives? 			
2. Research skills <ul style="list-style-type: none"> • Experimental design • Techniques • Field methods • Data analysis • Peer review • Literature review 			
3. Communication skills <ul style="list-style-type: none"> • Writing papers • Presentations • Grant writing • CV/biosketch • Networking • Informal comm. • Press • Web/social media 			
4. Professionalism <ul style="list-style-type: none"> • Relationship building • Multicultural competency • Institutional obligations • Science and society 			
5. Leadership and management skills <ul style="list-style-type: none"> • Project management • Grant administration 			

Attachment C.5

DRAFT - Portland State University Postdoctoral Mentoring Program

<ul style="list-style-type: none">• Personnel management• Strategic planning• Lab management• Organization and time management• Commercialization and tech transfer			
6. Responsible conduct of research <ul style="list-style-type: none">• Data sharing and ownership• Authorship• Human subjects• Biosafety• Animal care• Misconduct• Conflicts of interest			
7. Teaching/mentoring <ul style="list-style-type: none">• Creating a syllabus• Inclusive instruction• Online skills• Effective mentoring			

**PROPOSED AMENDMENTS OF TEXTUAL CLARIFICATION
TO THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY**

• With changes from the 7 May 2018 version as highlighted •

To be presented to Faculty Senate on 4 June 2018

Rationale. Over several months, a subcommittee of the Steering Committee has been examining the Faculty Constitution with the aim of removing or changing outdated, inconsistent, or redundant language. The following proposed amendments are ones in which there is a consensus within the subcommittee that the change in question is a purely mechanical one, and not one entailing any alteration in current de facto practices or policies.

In the course of this examination, the subcommittee also identified a number of passages which perhaps are in need of revision, but in which a broader discussion of the underlying policy/philosophy and potential implications would be desirable or necessary. This docket of proposed amendments is not intended to include any of these more wide-ranging cases.

Procedural note. As indicated in Article VIII of the Constitution, amendments are enacted through a multi-stage process. The proposed amendment is first presented to Senate for discussion, debate, and potential modification (that is, amendments to the amendment), including alterations of the text or subdividing the motion. Any proposed modifications must be expressed precisely in writing, and voted up or down by simple majority vote. Once any proposed modifications have been considered, the amendment is then circulated to Advisory Council for review “for proper form and numbering.” Assuming it passes this review, the amendment is then voted upon at the subsequent Senate meeting. At this second meeting, the amendment is open for discussion and debate but further modifications are not allowed: the final text from the previous meeting must be voted on as-is. A two-third vote (of senators present and voting) is required for approval. As with all Senate actions, the Faculty as a whole has the right of appeal through a procedure set forth in Article V, Section 5.

Per Article VIII of the Constitution, notice of the amendments was presented by senators Dolidon, Jaén Portillo, Lockett, O’Banion, C. Reynolds, Robson, Schechter, S. Taylor, Thieman, and Yeigh

Amendment 1

In **ARTICLE II**, sentence 2, change:

Unranked members of Portland State University

to:

Persons holding other appointments at Portland State University

Amendment 1.5

In **ARTICLE II**, last sentence, change:

the Oregon University System

to:

any Oregon public university

Amendment 2

In **ARTICLE III, Section 2**, sentence 1, change:

law and the Administrative Rules of the Oregon State System of Higher Education

to:

authority of the Board of Trustees and applicable law

Amendment 3

In **ARTICLE IV, Section 1.2**, paragraph 2, change:

preserve records of such meetings in a form convenient for reference, and duly circulate copies of all records of such meetings to members of the Faculty.

to:

and preserve and make available records of such meetings.

Amendment 4 [Requires futher discusion; therefore dropped from consideration for now]

Amendment 5

In **ARTICLE IV, Section 4.1**, paragraph 3, change:

For the purpose of committee representation ... the School of Business Administration [SBA]

to:

For the purpose of committee and Senate representation ... The School of Business [SB]

Amendment 5.5 [Clarification of wording]

In **ARTICLE IV, Section 4.1**, paragraph 4, add:

Members of the Committee on Committees shall be selected by caucuses of the senators elected from each division to Faculty Senate (as provided for hereinafter), with the three divisional caucuses of CLAS each selecting two members and the other divisional caucuses each selecting one member.

Amendment 6

In **ARTICLE IV, Section 4.1**, paragraph 4, delete:

~~The following divisions shall elect members in even-numbered years:~~

- ~~—• All Other Faculty~~
- ~~—• School of Business Administration~~
- ~~—• Graduate School of Education~~
- ~~—• College of Liberal Arts and Sciences—Arts & Letters~~
- ~~—• College of Liberal Arts and Sciences—Sciences~~
- ~~—• College of Liberal Arts and Sciences—Social Sciences~~
- ~~—• School of Social Work~~
- ~~—• College of Urban and Public Affairs~~

~~The following divisions shall elect members in odd-numbered years:~~

- ~~—• Maseeh College of Engineering and Computer Science~~
- ~~—• Library~~
- ~~—• College of Liberal Arts and Sciences—Arts & Letters~~
- ~~—• College of Liberal Arts and Sciences—Sciences~~
- ~~—• College of Liberal Arts and Sciences—Social Sciences~~
- ~~—• College of the Arts~~
- ~~—• Other Instructional Faculty~~
- ~~—• School of Public Health~~

~~In the event a member cannot serve the full two-year term, the replacement shall be elected to serve the remainder of the original term only, unless re-elected to serve an additional two-year term at the regular time of election designated for that unit.~~

Amendment 7

Delete **ARTICLE IV, Section 4.1**, paragraph 5, viz.:

~~In the event a new division is created, the Presiding Officer of the Senate will designate whether the new committee member be elected on an even-numbered or an odd-numbered year.~~

Amendment 8

In **ARTICLE IV, Section 4.2**, sentences 1-2, change:

Each committee shall choose a chairperson and optionally, a chair-elect appointed by the President, and no chairperson shall hold office more than three successive academic years. A secretary elected from the committee membership or the chair elect shall keep written records of meetings. Consultants are not voting members. In addition to designated consultants, committees may consult with any member of the University they see fit. At the discretion of the chair, committees may meet in executive session with only voting members; however, results of all deliberations shall be communicated to

to:

Each committee shall choose a chairperson and optionally, a chair-elect, subject to approval by the Committee on Committees. Each committee shall be responsible for keeping minutes. In addition to designated consultants, committees may consult with any member of the University as the chair deems proper. At the discretion of the chair, committees may meet in executive session with only voting members; however, results of all deliberations shall be communicated to designated consultants.

Amendment 9

Change title of **ARTICLE IV, Section 4.4** from:

Standing Committees and Their Functions

to:

Constitutional Committees and Their Functions

Amendment 10

In **ARTICLE IV, Section 4.4.b**, sentence 1, change:

b) Academic Requirements Committee.... seven faculty members ...:

to:

b) Academic Requirements Committee.... seven Faculty members ...:

Amendment 11

In **ARTICLE IV, Section 4.4.c**, sentence 1, change:

b) Scholastic Standards Committee.... ten faculty members ...:

to:

b) Scholastic Standards Committee.... ten Faculty members ...:

Amendment 12

In **ARTICLE IV, Section 4.4.d**, sentence 1, change:

d) Undergraduate Curriculum Committee. This committee shall consist of six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), one from each of the other divisions, two students, and, as consultants, the following or his/her representative, the Provost, and the Dean of Undergraduate Studies, and as a consultant a representative of the Office of Institutional Research & Planning.

to:

d) Undergraduate Curriculum Committee. This committee shall consist of six Faculty

members from the College of Liberal Arts and Sciences (two from each of its divisions); one Faculty member from each of the other divisions; and two students. Consultants shall include the following or their representatives: the Provost, the principle administrative officer with oversight of undergraduate studies, and a member of the Office of Institutional Research & Planning.

Amendment 13 [stylistic correction]

In **ARTICLE IV, Section 4.4.e**, sentences 1-2, change:

e) Intercollegiate Athletics Board. This board shall be composed of five members of the Portland State University Faculty nominated by the Committee on Committees, three students nominated by the Student Senate, and one member representing the public, each to be appointed by the President of the University for terms s/he considers appropriate. Additionally, non-voting ex-officio members of the Board shall include the Vice President for Finance and Administration, Director of Athletics, Associate Director of Athletics, Faculty Athletics Representative (NCAA).

to:

e) Intercollegiate Athletics Board. This board shall consist of five Faculty members nominated by the Committee on Committees, three students nominated by the Associated Students of Portland State University, and one member representing the public, each to be appointed by the President of the University for terms **the President** considers appropriate. Additionally, non-voting ex-officio members of the Board shall include the Vice President for Finance and Administration, the Director of Athletics, the Associate Director of Athletics, and the NCAA Faculty Athletics Representative.

Amendment 14

In **ARTICLE IV, Section 4.4.f**, sentence 1, sentence 2, change:

f) Library Committee....The faculty members shall include at least two each from Arts & Humanities, Science & Engineering, and Social Sciences.

to:

f) Library Committee....The Faculty members shall include at least two each from fields in i) arts and humanities; ii) science and engineering; and iii) social sciences.

Amendment 15

In **ARTICLE IV, Section 4.4.f**, item 1, change:

University Librarian

to:

Dean of the University Library

Amendment 16

In **ARTICLE IV, Section 4.4.g**, sentences 1-2, change:

g) Faculty Development Committee. This committee shall consist of six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), two from the Library, one from each of the other divisions, and, as consultants, the following, or their representatives, the Provost, the Vice Provost for Academic Personnel and Leadership Development and the Vice President for Research and Strategic Partnerships. It is desirable that the appointees be selected from among faculty members who are active and interested in research, teaching, or other scholarly activity.

to:

g) Faculty Development Committee. This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), two from the Library, and one from each of the other divisions. Consultants shall include the following or their representatives: the Provost, the Vice Provost for Academic Personnel and Leadership Development, and the Vice President for Research and Strategic Partnerships.

Amendment 17

In **ARTICLE IV, Section 4.4.h**, sentences 1-2, change:

h) Graduate Council. This committee shall consist of six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), one from each of the other divisions, two graduate students appointed upon recommendations by the Dean of Graduate Studies, and, as consultants, the following or his/her representative, the Provost, and the Dean of Graduate Studies, and a representative of the Office of Institutional Research and Planning. The Committee on Committees shall endeavor to select appointees only from among faculty members with an involvement in graduate education.

to:

h) Graduate Council. This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions) and one from each of the other divisions; and two graduate students appointed by the Associated Students of Portland State University and approved by the Dean of Graduate Studies. Consultants shall include the following or their representatives: the Provost, the Dean of Graduate Studies, and a member of the Office of Institutional Research and Planning. The Committee on Committees shall endeavor to appoint Faculty members involved in graduate education.

Amendment 18

In **ARTICLE IV, Section 4.4.i**, sentences 1-3, change:

i) General Student Affairs Committee. The membership of the General Student Affairs Committee shall be composed of five faculty members other than those who report to the Vice President for Enrollment Management and Student Affairs, and five members of the Associated Students of Portland State University. The chairperson of the General Student Affairs Committee

shall be chosen from the Faculty membership. Consultants shall include, but not be limited to, one representative from the Vice Provost and Dean of Students Life office.

to:

i) General Student Affairs Committee. This committee shall consist of five Faculty members other than those who report to the Vice President for Enrollment Management and Student Affairs and five students appointed by the Associated Students of Portland State University. The chairperson of the Committee shall be chosen from the Faculty membership. Consultants shall include the Dean of Student Life or his/her representative.

Amendment 19

In **ARTICLE IV, Section 4.4.i**, item 2, change:

... Educational Activities

to:

... educational activities

Amendment 20 [typographical correction]

In **ARTICLE IV, Section 4.4.j**, sentences 1-3, change:

j) Budget Committee. This committee shall consist of six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), one from each of the other divisions, two students, the chairperson of the Education Policy Committee and, as consultants, the following or his or her representative, the Vice President for Finance and Administration, the Provost, the Vice Provost for Academic Fiscal Strategies and Planning, and a representative from the Office of Institutional Research and Planning. The chairperson (or a designated member) shall serve on the Education Policy Committee. The Committee shall:

to:

j) Budget Committee. This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions) and one from each of the other divisions; the chairperson of the Education Policy Committee (or a member designated by him/her); and two students. Consultants shall include their following or their representatives: the Vice President for Finance and Administration, the Provost, and a member of the Office of Institutional Research and Planning. The chairperson of the Budget Committee (or a member designated by him/her) shall be a member of the Education Policy Committee:

Amendment 21

In **ARTICLE IV, Section 4.4.k**, sentences 1-5, change:

k) Educational Policy Committee. The Educational Policy Committee shall advise the Faculty Senate and the President on educational policies and planning for the University. Membership of the committee shall consist of six faculty members from the College of Liberal Arts and Sciences

(two from each of its divisions), one from each of the other divisions, one classified member of PSU, and two students (one undergraduate and one graduate). The chairperson shall be selected from the membership by the Committee on Committees. The Provost, the Associate Vice President for Research, the Associate Vice President for Finance & Administration, and a representative from the Office of Institutional Research and Planning shall serve as consultants at the request of the Committee. The chairperson (or a designated member) shall serve on the Budget Committee.

to:

k) Educational Policy Committee. This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions) and one from each of the other divisions; and two students (one undergraduate and one graduate). Consultants shall include the following or their representatives: the Provost, the Vice President for Research and Strategic Partnerships, the Vice President for Finance and Administration, and a member of the Office of Institutional Research and Planning. The chairperson of this committee (or a member designated by him/her) shall serve on the Budget Committee. A representative from this committee shall be a consultant to the Academic Quality Committee.

Amendment 22

In **ARTICLE IV, Section 4.4.i**, sentences 1-2, change:

l) University Studies Council. This council shall consist of six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), one from each of the other divisions, one elected representative of the core University Studies faculty, two upper-division undergraduate students and, as consultants, the following or his/her representative: the Provost, the Dean of Undergraduate Studies, the immediate administrator of the program, and a representative of the Office of Institutional Research and Planning. The Committee on Committees shall endeavor to select appointees from among faculty members with an involvement in general education.

to:

l) University Studies Council. This council shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions) and one from each of the other divisions; one representative elected by the core University Studies; and two upper-division undergraduate students. Consultants shall include the following or their representatives: the Provost, the principal administrative officer with oversight of undergraduate studies, the Executive Director of University Studies, and a member of the Office of Institutional Research and Planning. The Committee on Committees shall endeavor to appoint Faculty members who are involved in general education.

Amendment 22

In **ARTICLE IV, Section 4.4.m**, sentences 1-3, change:

m) Honors Council. This council shall consist of the following: six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), one from each of the other

divisions, one from the University Honors Program, two upper-division undergraduate students, and, as consultants, the following or his/her representative: the Provost, the Dean of Undergraduate Studies, the director of the University Honors Program and a member of the University Studies Council. The Committee on Committees shall endeavor to select appointees from among faculty members with an involvement in department honors tracks, department honors societies, and the University Honors Program. As best as possible, the student representatives should be drawn from students participating in the University Honors Program or a departmental honors track.

to:

m) Honors Council. This council shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions) and one from each of the other divisions; one Faculty member from the University Honors Program; and two upper-division undergraduate students. Consultants shall include the following or their representatives: the Provost, the principal administrative officer with oversight of undergraduate studies, the Director of the Honors College, and a member of the University Studies Council. The Committee on Committees shall endeavor to select Faculty members involved in departmental honors tracks, departmental honor societies, or the Honors College. If possible, student member shall be drawn from among students participating in the Honors College or a departmental honors track.

Amendment 23

In **ARTICLE IV, Section 4.4.n**, sentences 1-2, change:

n) University Writing Council. This Committee shall consist of eight faculty members from across the University, including not more than four from CLAS, and including a representative from IELP

to:

n) University Writing Council. This committee shall consist of eight Faculty members, including not more than four from the College of Liberal Arts and Sciences, and including a representative from the Intensive English Language Program

Amendment 24

In **ARTICLE IV, Section 4.4.n, item 1**, change:

1) Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses.

to:

1) Make recommendations to the Provost and other administrators on such matters as writing placement, guidelines, and staffing for teaching writing in University Studies, writing-intensive courses, and composition courses.

Amendment 25

In **ARTICLE IV, Section 4.4.o**, sentence 1, change:

o) Academic Quality Committee. This committee shall consist of nine faculty members from across the University and a non-voting student member. Representatives from OAA, OIRP, and EPC will serve as consultants as the discretion of the committee.

to:

o) Academic Quality Committee. This committee shall consist of nine Faculty members and a non-voting student member. Consultants shall include representatives from the Office of Academic Affairs, the Office of Institutional Research and Planning, and the Educational Policy Committee.

Amendment 26

In **ARTICLE V, Section 1.2**, change the order of sub-sections from:

1) Ex-officio Members; 2) Elected Members; 3) Alternates

to:

1) Elected Members; 2) Alternates; 3) Ex-Officio Members

Amendment 26

In **ARTICLE V, Section 1.2.1 (formerly 1.2.2)**, change:

2) Elected Members. Elected members of the Senate shall be chosen from the members of the Faculty. Representation shall be proportional by the divisions defined above (Article IV, Section 4). Elected members shall have full right of discussion, making of motions, and voting.

to:

1) Elected Members. Elected members of the Senate shall be chosen from the members of the Faculty. Voting shall take place a representation shall be proportional by the divisions defined above (Article IV, Section 4). Administrative ex-officio members, defined below (Article V, Section 2.1.3) shall be eligible to vote if they are members of the Faculty, but are ineligible to serve as elected members. Elected members shall have full rights of participating in discussions, making motions, and voting.

Amendment 27

In **ARTICLE V, Section 1.2.2 (formerly 1.2.3)**, sentences 1-3, change:

3) Alternates. Each elected member of the Senate is expected to attend its meetings regularly. However, before the first meeting of the fall term each senator shall designate in writing to the Secretary to the Faculty an alternate who shall serve in the senator's absence with full rights and powers. A senator may change his or her alternate at any time by so informing the Secretary in writing. A senator who takes a leave of absence or sabbatical leave for one academic year or

more, or is absent for more than three consecutive meetings must resign his or her Senate seat, which shall be filled in accordance with Section 2, Paragraph 5 of this Article.

to:

2) Alternates. Elected members of the Senate are expected to attend meetings regularly. However, prior to any meeting a senator may designate in writing to the Secretary to the Faculty who shall act in the senator's absence with full rights and powers. Designation as alternate may be for a specific meeting or for a stated span of time, and may be changed by the senator's written notification to the Secretary at any time.

Amendment 27

In **ARTICLE V, Section 1.2.3 (formerly 1.2.1)**, change:

a) The President, the Provost, all Vice Presidents; all Deans; the University Librarian; all Vice Provosts; all Assistants to the President; the Secretary to the Faculty; and the Student Body President of the Associated Students of Portland State University shall serve as ex-officio members of the Senate. Ex-officio members shall have full rights of discussion and making of motions but shall not have the right to vote. These Ex-officio members are not eligible to become elected members.

b) The chairperson of constitutional committees, members of the Advisory Council, and representatives to the Interinstitutional Faculty Senate shall serve as ex-officio members if they are not serving as elected members.

c) In the event that they are not serving as elected members, the Presiding Officer Elect and Past Presiding Officer shall serve as ex-officio members.

d) [... new text regarding part-time faculty representative]

to:

a) Ex-officio members shall have rights of participating in discussion without further recognition and making motions, but not voting.

b) Administrative ex-officio members shall be the President, the Provost, all vice presidents, all deans, all vice provosts; all assistants to the President; the Secretary to the Faculty, and the President of the Associated Students of Portland State University shall serve as ex-officio members of the Senate. These administrative ex-officio members are not eligible to become elected senators, nor to be Faculty members of constitutional committees as listed above (Article IV, Section 4.4).

c) Chairpersons of constitutional committees, members of the Advisory Council, and representatives to the Interinstitutional Faculty Senate shall be ex-officio members if they are not already elected senators.

d) Members of Senate Steering Committee or other executive committee as specified in the Senate's Bylaws shall be ex-officio members if they are not already elected senators.

e) [... new text regarding part-time faculty representative]

Amendment 28

In **ARTICLE V, Section 2.1**, sentences 1-4, change:

1) Determination of Divisional Representation. By the first Monday in March of each year, the chief administrative officer of each division (see Article V, Section 1, Paragraph 2) shall report to the Secretary to the Faculty the name of each faculty member, and the number of full-time equivalent faculty assigned to each division. At the same time, names of regular faculty and the number of full-time equivalent faculty in programs not in any division shall be reported by the chief academic administrative officer and the vice presidents, or their designees, to the Secretary to the Faculty. These Faculty shall be assigned by the Senate Steering Committee to divisions as prescribed in Article V, Section 1, Paragraph 2. The Secretary to the Faculty, under the supervision of the Senate Steering Committee, shall then determine the number of senators to be allocated to each division, apportioning one senator for each multiple of twenty full-time equivalent faculty with an additional senator for any remainder of 10.0 or more full-time equivalent faculty....

to:

1) Determination of Divisional Representation. By the first Monday in March of each year, the Secretary to the Faculty, in consultation with the administrative officers of the respective divisions (see Article IV, Section 3) and under supervision of the Faculty Senate Steering, shall prepare a list of members of the Faculty in each division, based on relevant University data systems and adhering to the criteria for membership in the Faculty set forth in Article II. The Secretary shall then determine the number of senators allocated to each division, apportioning one senator for each multiple of twenty Faculty members, with an additional senator for any remainder of ten or more Faculty members....

Amendment 29

In **ARTICLE V, Section 2.2**, sentences 1-2, change:

2) Identification of Candidates. At least eight weeks prior to the date of Senate elections, the Secretary to the Faculty shall obtain from each divisional administrative officer an approved list of the faculty members assigned to the division. No later than four weeks before the Senate election, each eligible person on this list will receive an invitation to opt-in as a candidate for a Senate position....

to:

2) Identification of Candidates. At least eight weeks prior to the date of Senate elections, each person on the certified Faculty list shall receive an invitation to opt-in as a candidate for a Senate position....

Amendment 30

In **ARTICLE V, Section 2.3**, sentence 1, change:

3) Election. On the last Monday in April the Secretary to the Faculty, under the supervision of the Senate Steering Committee, shall mail ballots containing the names of final candidates for

Senate election to faculty members of the respective divisions....

to:

3) Ballot. On the last Monday in April the Secretary to the Faculty shall send ballots with the names of Senate candidates to Faculty members of the respective divisions....

Amendment 31

In **ARTICLE V, Section 3.1**, paragraph 1, change:

1) Officers and Their Duties. Upon delegation of authority by the President, the Senate should choose a presiding officer and a presiding officer-elect in such manner as shall be prescribed in “Functions and Procedures of the Senate.” The Presiding-Officer will serve a one-year term to be succeeded by the Presiding Officer-Elect. The outgoing Presiding Officer shall be considered as Past Presiding Officer during the year following her/his term.

to:

1) Officers and Their Duties. The Senate shall choose a Presiding Officer and other officers in such manner as shall be prescribed in the Senate Bylaws.

Amendment 32

In **ARTICLE V, Section 3.1**, paragraph 2, change:

The Secretary to the Faculty shall be the ex-officio Secretary of the Senate and shall keep all records of the deliberations and actions of the Senate for use by the President, members of the Faculty, and members of the Board of Trustees. The Secretary shall send to each member of the Faculty within one week of a Senate meeting a summary of all actions taken by the Senate at that meeting.

to:

The Secretary to the Faculty shall be the ex-officio Secretary of the Senate and shall keep all records of the deliberations and actions of the Senate for use by members of the Faculty and members of the Board of Trustees. The Secretary shall make available to the Faculty within one week of a Senate meeting a summary of all actions taken by the Senate at that meeting.

Amendment 33

In **ARTICLE V, Section 3.2.c**, change:

Voting shall be by secret ballot if requested by any five voting members of the Senate; otherwise, on all matters which the chairperson deems of University-wide importance, voting shall be by roll-call vote.

to:

Voting shall be by secret ballot if requested by any five senators. If this provision is not requested, voting may be by roll-call vote at the discretion of the Presiding Officer.

Amendment 33

In **ARTICLE V, Section 3.3**, sentence 1, change:

3) Meetings of the Senate. Regular meetings shall normally be held during the academic year on the first Monday of each month at 3:00 p.m....

to:

3) Meetings of the Senate. Regular meetings shall normally be held during the academic year on the first Monday of each month at 3:00 p.m. To accommodate the academic calendar, the Presiding Officer may transfer the regular monthly meeting to another week by announcement at the beginning of the academic year. If the University is unexpectedly closed on the day of a regular meeting, it will be transferred to the next Monday (excluding holidays). If the agenda of any regular meeting is not completed, the Presiding Officer may call for an additional meeting on the following Monday.

Amendment 33.5 [Requires further discussion; therefore dropped from consideration for now]

Amendment 34

In **ARTICLE V, Section 4.1**, paragraph 1, sentence 3, change:

However, no curricular offerings shall be established except with the approval of the State Board of Higher Education upon recommendation of the Senate and the President.

to:

No curricular offerings shall be established except with the approval of the Board of Trustees and, if necessary, the Higher Education Coordinating Commission, upon recommendation of the Senate and the President.

Amendment 35

In **ARTICLE V, Section 5**, sentence 2, change:

... of the mailing date of the summaries ...

to:

... of the posting date of the summaries ...

Amendment 36

In **ARTICLE VI, Section 4, item 3**, change:

.... as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code.

to:

... applicable University policies and standards.

Amendment 37

In **ARTICLE VII** change:

The Faculty shall elect during spring term by secret ballot one institutional representative and two alternates to the Interinstitutional Faculty Senate, from the membership of the Faculty other than ex-officio members of the Senate. The election shall be administered by the Secretary to the Faculty, under the supervision of the Senate Steering Committee, according to the same procedures as described in Article V, Section 2. The person receiving the highest number of votes shall be appointed to serve a three-year term. An interim vacancy shall be filled by appointment by the Secretary to the Faculty who shall designate the non-elected nominee with the greatest number of votes to fill the unexpired term. An additional vacancy shall be filled by the third finalist.

to:

The Faculty shall elect during spring term by secret ballot a representative to the Interinstitutional Faculty Senate, to serve for a three-year term, from among the Faculty other than administrative ex-officio members of the Senate. The election shall be administered by the Secretary to the Faculty, under the supervision of the Senate Steering Committee, according to procedures as described in Article VI, Section 1 (except that the election shall be at-large rather than by divisions). An interim vacancy shall be filled by appointment by the Secretary of the non-elected nominee with the next greatest number of votes.

Amendment 38

In **ARTICLE VIII**, paragraph 1, sentences 2-3, change:

.... Notice of a proposed amendment must be accompanied by the signatures of ten elected members of the Senate and must be filed with the Secretary to the Faculty with a request that the agenda of the next Senate meeting, regular or special, include presentation of amendments. The Secretary will include in the announcement of the agenda either the text of the to-be-proposed amendment(s) or a summary of the revision of the amendment(s).

to:

.... A proposed amendment must be endorsed by ten senators and filed with the Secretary for inclusion on the agenda of the next Senate meeting, subject to specifications in the Bylaws about deadlines for setting the Senate agenda. The Secretary will include in the announcement of the agenda the text of the proposed amendment.

**PROPOSED AMENDMENTS OF TEXTUAL CLARIFICATION
TO THE BYLAWS OF THE PORTLAND STATE UNIVERSITY FACULTY SENATE
For presentation to Faculty Senate on 4 June 2018**

Rationale. Parallel to a similar study of the Faculty Constitution, a subcommittee of the Steering Committee has been examining the Senate Bylaws with the aim of removing or changing outdated, inconsistent, or redundant language. The following proposed amendments are ones which appear to the subcommittee to be purely mechanical ones, thus not implying any alteration in current de facto practices or policies.

The subcommittee identified additional passages which possibly need revision, but in which a broader discussion of underlying principles and potential implications would be desirable. The current proposal is not intended to encompass these additional potential changes.

Procedural note. Although there's not any formal requirement to do so, these amendments to the Bylaws will be considered under the same multi-stage process used for amendments to the Faculty Constitution: presentation for discussion and any possible modification at one Senate meeting, with vote upon the final text (with no further modifications considered) at the subsequent Senate meeting.

Notice of the amendments was presented by senators Dolidon, Jaén Portillo, Lockett, O'Banion, C. Reynolds, Robson, Schechter, S. Taylor, Thieman, and Yeigh

Amendment B1

In section **Meetings**, change:

As required by the Portland State University Faculty Constitution, the Faculty Senate meets normally on the first Monday of each month during the academic year....

to:

As required by the Portland State University Faculty Constitution, the Faculty Senate meets normally on the first Monday of each month during the academic year. To accommodate the academic calendar, the Presiding Officer may transfer a regular meeting to another week by announcement at the beginning of the academic year. If there is an unexpected University closure on the day of a regular meeting, the meeting shall take place on the subsequent Monday (excluding holidays). If the agenda at any regular meeting is not completed, the Presiding Officer may call for an additional meeting on the following Monday....

Amendment B2

In section **Meetings**, change:

Special meetings during the academic year may be held at the call of the President of the University, the Senate Steering Committee, or upon written petition to the Secretary by any five

members of the Senate.

to:

Special meetings during the academic year may be held at the call of the President or upon written petition to the Secretary by any five members of the Senate.

Amendment B3

In section **Alternates**, change:

The Constitution requires that prior to the first Senate meeting each academic year elected members must provide the Secretary with the name of an alternate A senator may change his or her alternate at any time

to:

Senators may designate an alternate, empowered to act on their behalf, by notifying the Secretary in writing prior to the meeting. The designation may be for a specific meeting or for a stated span of time... Senators may change their alternate at any time by written notification to the Secretary....

Amendment B3.5

In section **Presiding Officer Elect, Presiding Officer, and Past Presiding Officer**, sentence 1, delete wording up to "the Senate shall," viz.:

~~Upon delegation of authority by the President under Article V, Section 3, of the Faculty Constitution, the Senate shall...~~

Amendment B4

In section **Agenda**, paragraph 1, change:

.... The Senate has established the following rules for placing items on the agenda for regular meetings:

to:

.... Items may be placed on the Senate agenda as follows:

Amendment B5

In section **Agenda**, paragraph 1, add:

d) By action of the Steering committee in accordance with its functions given above

Amendment B6

In section **Agenda**, paragraph 1, change:

- a) Roll
- b) Approval of Minutes of Preceding Meeting
- c) Announcements and Communications from the Floor, and Discussion Item (optional)
-
- f) Question Period
 - 1) Questions for Administrators
 - 2) Questions from the Floor for the Chair

....

to:

- a) Roll, Approval of Minutes of Preceding Meeting, and Approval of Consent Agenda
- b) Announcements
- c) Discussion Item (optional)
-
- f) Question Period
 - 1) Questions for Administrators
 - 2) Questions for the Presiding Officer

Amendment B7

In section **Senate Mailing**, change:

Senate Mailing

The full agenda of the Senate meetings will be distributed eight to ten working days before the meeting in order to give Senators a full week to study the documents and confer with their colleagues. The full mailing goes to regular members and ex-officio members of the Senate....

to:

Meeting Materials

At least one week before each regular Senate meeting, a packet of materials containing the full agenda and relevant supporting documents shall be distributed to senators and ex-officio members, and posted on-line.

Amendment B8

In section **Question Period, item b**, change:

- b) Questions should be designated for a particular administrator—President, Vice President, Provost, or Dean

to:

- b) Questions shall be designated for a particular officer of the University who is an administrative ex-officio member of the Senate (viz. President, Vice President, Assistant to the President, Provost, Vice Provost, or Dean)

Amendment B9

In section **Question Period, item c**, change:

c) Questions should be straightforward, with no more than one or two subparts. (Additional subparts can be taken up in oral supplementary questions.)

to:

c) Questions shall be clearly framed and focused on a single issue.

Amendment B10

In section **Division Caucuses**, change:

... The meeting will be called by the outgoing representative on the Committee on Committees; if that person is no longer on campus, the meeting will be called by the Secretary to the Faculty. Normally, the caucus will take place after Senate election results are announced in May; however, when a mid-term vacancy occurs, a caucus will be called at that time.... Within three days after the June Senate meeting, the Secretary to the Faculty shall be informed, in writing, of the Committee on Committees representative(s), along with the names of those present at the meeting.

to:

... The meeting will be called by the Secretary to the Faculty. The outgoing member of the Committee on Committees, or, in absence of that person, the senior senator from the division, shall serve as chair of the caucus. Normally, the caucus will take place at the June Senate meeting to select Committee on Committee member(s) for the subsequent year; however, when a mid-term vacancy occurs, a caucus will be called at that time.... Within three days after the caucus, the chair of the caucus shall report in writing to the Secretary of the Faculty the chosen Committee on Committee member(s), along with the names of those present at the caucus.

The following is not part of the Bylaws, but a statement by the Secretary of procedures to be followed in conducting Faculty Senate business. As such, it is not up for vote by Senate, but is presented here as a point of information. The section **Proposals and Reports** will now read as follows:

Submitting Proposals and Reports

Persons wishing to bring business before the Senate should contact the Presiding Officer or Secretary to the Faculty no later than the Friday after a regular Senate meeting for inclusion in the agenda at the next Senate meeting, and be available to meet with Steering Committee on the Monday following the regular Senate meeting (generally the second Monday of the month).

Chairs of constitutional committees and groups of senators wishing to place items on the Senate agenda in accordance with the Bylaws are strongly encouraged to follow the above procedure, but may submit agenda items up to the Monday two weeks prior to the Senate meeting.

When an agenda item involves a proposed motion or resolution, it is strongly encouraged that the anticipated motion or resolution also be submitted in writing following the above procedure.

In any event, all motions and resolutions to be voted on by Senate must be submitted in writing, whether in advance of the meeting or from the floor.

Committee chairs and other persons submitting reports should give notice of this to the Presiding Officer or Secretary to the Faculty no later than the Friday after a regular Senate meeting for inclusion on the agenda at the next Senate meeting. If the report is to be included on the consent agenda, a written draft for review by Steering Committee should also be submitted by this deadline.

Final version of all materials (agenda items, motions, reports, supporting documents) must be received by the Secretary to the Faculty, in electronic .doc, .docx, or .pdf format, no later than 5:00 p.m. on the Monday two weeks prior to the Senate meeting. If the Secretary does not receive the material by this deadline, the corresponding item may, at the discretion of the Presiding Officer, be struck from the agenda of the meeting.

Preparation of committee reports and proposals for inclusion in the Senate packet is the responsibility of the chairperson of the committee.

Note from Secretary: Prior to approval of the Consent Agenda at the 4 June 2018 Faculty Senate meeting, a correction was made to items E.1.a.52-54 as originally published, viz., that these items should be listed as actions of the School of Public Health.

May 10, 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

- MA/MS in Book Publishing - change to existing program: add new requirement

E.1.a.2

- PHD in Mathematical Sciences - change to existing program: reduce total credits and change requirements, add qualifying exam

New Courses

E.1.a.3

- *BI 537 Physiological Adaptations to Extreme Environments, 3 credits
Cellular, biochemical and physiological adaptations that allow animals to thrive in the Earth's harshest habitats with a focus on what makes species from extreme environments unique.

E.1.a.4

- SOC 579 Food, Justice, and Social Movements, 4 credits
This seminar examines growing social movements around food and agriculture. Includes theoretical and conceptual frameworks for understanding historical and current dynamics in the global food and agriculture system, and debates over land grabs, food price crises, hunger, and the role of biotechnology, agribusiness, and low-input peasant agriculture. Case studies examine social movements around land and food in the global South and North. Concludes with alternative models and emerging paradigms, including food sovereignty and food justice.

E.1.a.5

- SOC 679 Food, Justice, and Social Movements, 4 credits
This seminar examines growing social movements around food and agriculture. Includes theoretical and conceptual frameworks for understanding historical and current dynamics in the global food and agriculture system, and debates over land grabs, food price crises,

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

hunger, and the role of biotechnology, agribusiness, and low-input peasant agriculture. Case studies examine social movements around land and food in the global South and North. Concludes with alternative models and emerging paradigms, including food sovereignty and food justice.

E.1.a.6

- *WR 566 Digital Skills, 4 credits

Gives hands-on training in digital skills and surveys developmental trends in writing in computational environments: webpages, computer programs, word processing programs, multimodal essays. Learn core principles and methods of web design, web management, media history, and present-day uses of authoring software. Assess scholarly articles about writing and reading in computational environments.

E.1.a.7

- *WR 578 Digital Marketing for Book Publishers, 4 credits

This course examines the contexts and impacts of digital book marketing on the book industry, authors, and readers.

Change to Existing Courses

E.1.a.8

- *ENG 511 English Drama, 4 credits - change course description, change repeatability, change grading option

E.1.a.9

- *ENG 512 English Drama, 4 credits - drop course

E.1.a.10

- *ENG 521 African Fiction, 4 credits - drop course

E.1.a.11

- *ENG 522 African Fiction, 4 credits - change course description, change repeatability, change grading option

E.1.a.12

- *ENG 541 Advanced Topics in Renaissance Culture, 4 credits - change course title to Advanced Topics in Renaissance Literature, change course description, change repeatability, change grading option

E.1.a.13

- *ENG 543 British Women Writers, 4 credits - drop course

E.1.a.14

- *ENG 544 British Women Writers, 4 credits - change course description, change repeatability, change grading option

E.1.a.15

- *ENG 545 American Women Writers: 19th Century, 4 credits - change course title to American Women Writers, change course description, change repeatability, change grading option

E.1.a.16

- *ENG 546 American Women Writers: 20th Century, 4 credits - drop course

E.1.a.17

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

- *ENG 548 Major Figures in Literature, 4 credits - change course title to Advanced Topics: Major Figures in Literature, change course description, change repeatability, change grading option

E.1.a.18

- *ENG 550 Advanced Topics in Eighteenth Century Literature, 4 credits - change course title to Advanced Topics in Eighteenth-Century Literature, change course description, change repeatability, change grading option

E.1.a.19

- *ENG 577 American Poetry, 4 credits - drop course

E.1.a.20

- *ENG 578 American Poetry, 4 credits - drop course

E.1.a.21

- *PH 571 Atmospheric Physics, 4 credits - change course title to Global Climate Change: Science and Policy, change course description, change prereqs

School of Business

New Courses

E.1.a.22

- MGMT 540 HR Analytics Rapid Evidence Assessments, 2 credits
Learn the skills necessary to leverage existing research and evidence in order to produce key HR questions and answers. Topics covered include framing appropriate questions, choosing research sources, conducting rapid evidence assessments, and understanding how to complete a critically appraised topic (CAT).

E.1.a.23

- MGMT 541 Introduction to HR Analytics, 4 credits
Introduction to the foundations of human resource (HR) analytics. Topics include theory and practice regarding HR information systems, psychological theory, descriptive, predictive, and prescriptive analytics, ethics, legal issues, data privacy/security, and visualizations. Students will engage in case analyses and reflections, and introductory data-management and analytics exercises.

E.1.a.24

- MGMT 543 HR Metrics and Analytics in Daily Operations, 2 credits
Organizations vary regarding the extent to which they leverage HR metrics and analytics in daily operations. This course focuses on a variety of contemporary applications. Assigned readings and exercises inform students about the advantages and disadvantages of different applications, and how to develop effective HR metrics and analytics.

E.1.a.25

- MGMT 552 HR Analytics Capstone, 4 credits
Continuation of the HR Analytics Tools and Applications course. It delves deeply into HR analytics, taking students from a beginner to an intermediate level of proficiency in

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

key HR analytical tools and strategies. Emphasis is placed on integrating data analytic approaches culminating in a term-long project. Prerequisite: Mgmt 542.

E.1.a.26

- **MGMT 553 HR Data Visualization and Storytelling, 2 credits**
Focuses on the importance of communicating data analytics findings to different audiences in a proficient, convincing, and compelling manner. The art of storytelling with data will focus on assembling key data analytics findings, creating data visualizations, and communicating the information to different stakeholders.

Change to Existing Courses

E.1.a.27

- *MGMT 542 Human Resources Information Systems & People Analytics, 4 credits - change course title to HR Analytics Tools and Applications, change course description, remove 400-level slash course

Graduate School of Education**Change to Existing Programs**

E.1.a.28

- MA/MS in Education: Counselor Education - change to existing program: clinical mental health counseling specialization - remove requirement, add new requirement and electives

E.1.a.29

- MED in Education - Secondary Dual Educator Program (SDEP) track - change to existing program: revise SDEP track curriculum and licensure requirements

New Courses

E.1.a.30

- *SPED 532 Inclusive Practices, 2 credits
This course prepares teacher candidates to use evidence-based practices to support students with diverse learning needs to gain access to the general education curriculum. Incorporating Universal Design for Learning as a framework, teacher candidates will plan, implement and assess study skills and learning strategies for students in all academic areas. Prerequisite: Admission to program.

E.1.a.31

- SPED 577 Interagency Collaboration, 2 credits
Focuses on service coordination that unifies school personnel and community agencies to strategically use collective expertise to plan the transition from school to adult life with students and families for the development and well-being of youth. Strategies for effective leadership and community resource mapping are employed.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

Change to Existing Courses

E.1.a.32

- ED 585 Instructional Planning for Inclusive Classrooms, 4 credits - change course description, change credits from 4 to 3

E.1.a.33

- *SPED 512 Diagnostic Assessment, 3 credits - add 400 level, change course description, change hours from 3 to 3-4

E.1.a.34

- *SPED 521 Behavior Management in the Classroom, 3 credits - change course number to SPED 448/548, change course title to Positive Behavior Support in the Classroom, change course description

E.1.a.35

- *SPED 522 Comprehensive Individualized Assessment and Curriculum I, 3-4 credits - change course description, change credit hours from 3-4 to 3

E.1.a.36

- *SPED 523 Comprehensive Individualized Assessment and Curriculum II, 3-4 credits - change course description, change credits from 3-4 to 3

E.1.a.37

- *SPED 525 Student Teaching, 6-15 credits - add 400-level section

E.1.a.38

- *SPED 526 IEP and Collaborative Teaming (Elementary), 3 credits - change course title to IEP and Collaborative Teaming, change course description, change credits from 3 to 4

E.1.a.39

- *SPED 530 Families and Advocacy (Elementary), 3 credits - change course title to Families and Advocacy, change course description

E.1.a.40

- *SPED 537 Reading Assessment and Instruction (Elementary), 3 credits - change credits from 3 to 3-4

E.1.a.41

- *SPED 538 Reading Assessment and Instruction (Secondary), 3 credits - change credits from 3 to 3-4

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

E.1.a.42

- CE 596 Theories and Methods of Travel Behavior, 4 credits
Covers the various theoretical perspectives on travel behavior and the methodological approaches used to analyze and understand behavior. Travel behavior includes the study of the set of transportation choices and outcomes, including: vehicle ownership, activity engagement and scheduling, mode choices, destination choices, and routing decisions.
Prerequisite: Graduate standing or consent of instructor.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

E.1.a.43

- CE 598 Travel Survey Methods & Analysis, 4 credits
Focuses on the design, administration, and analysis of various types of surveys used to collect transportation data, including but not limited to household travel surveys, establishment surveys, intercept surveys, and freight/commercial vehicle surveys.
Prerequisite: CE 454 or graduate standing.

E.1.a.44

- CE 696 Theories and Methods of Travel Behavior, 4 credits
Covers the various theoretical perspectives on travel behavior and the methodological approaches used to analyze and understand behavior. Travel behavior includes the study of the set of transportation choices and outcomes, including: vehicle ownership, activity engagement and scheduling, mode choices, destination choices, and routing decisions.
Prerequisite: Graduate standing.

E.1.a.45

- CE 698 Travel Survey Methods & Analysis, 4 credits
Focuses on the design, administration, and analysis of various types of surveys used to collect transportation data, including but not limited to household travel surveys, establishment surveys, intercept surveys, and freight/commercial vehicle surveys.
Prerequisite: Graduate standing.

E.1.a.46

- *CS 588 Cloud and Cluster Data Management, 3 credits
Covers advanced data management solutions emerging for cloud and cluster computing environments, focusing on horizontal and vertical scalable approaches. It covers principles behind data management in these environments, plus specific data management systems that are currently in use or being developed. The topics range from novel data processing paradigms to commercial data management platforms and open-source NoSQL databases. Students will gain broad knowledge about these systems and practical experience with them. Prerequisites: CS 586 or consent of instructor.

E.1.a.47

- ME 546 Scaling and Asymptotic Analysis, 4 credits
Scaling and Asymptotic and/or perturbation methods for the systematic simplification of complex problems in engineering analysis are introduced. The techniques learned will find direct application in system modeling, data reduction, and guidance of complex experimentation and/or testing and 3-D computer model benchmarking. Applied mathematical techniques focus on, but are not at all limited to, thermal-fluids sciences.
Prerequisite: ME 551.

E.1.a.48

- ME 646 Scaling and Asymptotic Analysis, 4 credits
Scaling and Asymptotic and/or perturbation methods for the systematic simplification of complex problems in engineering analysis are introduced. The techniques learned will find direct application in system modeling, data reduction, and guidance of complex experimentation and/or testing and 3-D computer model benchmarking. Applied

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

mathematical techniques focus on, but are not at all limited to, thermal-fluids sciences.
Prerequisite: ME 551.

Change to Existing Courses

E.1.a.49

- *CS 565 Server-side Applications: Construction and Analysis, 3 credits - change course title to Full-stack Web Development, change course description

E.1.a.50

- ECE 571 Introduction to System Verilog for Design and Verification, 4 credits - change prereqs

E.1.a.51

- ME 525 Advanced Topics in Building Science, 4 credits - change course description

School of Public Health

Change to Existing Programs

E.1.a.52

- MPH in Health Promotion - change to existing program: reduce internship credits, add two new requirements

E.1.a.53

- MPH in Health Management and Policy - change to existing program: reduce internship credits, add two new requirements

New Courses

E.1.a.54

- HSMP 581 Population Health: Policy and Practice Implications, 3 credits
Introduction to concepts of population health as they relate to policy and practice. In addition to exploring various meanings of the term “population health”, the course considers three primary drivers of population health: long-term demographic trends (e.g., population aging, immigration, fertility); social and economic policies (including health policy); and characteristics of the healthcare system. Special emphasis is placed on translating knowledge into effective policies and practice to address population health.

E.1.a.55

- HSMP 681 Population Health: Policy and Practice Implications, 3 credits
Introduction to concepts of population health as they relate to policy and practice. In addition to exploring various meanings of the term “population health”, the course considers three primary drivers of population health: long-term demographic trends (e.g., population aging, immigration, fertility); social and economic policies (including health policy); and characteristics of the healthcare system. Special emphasis is placed on translating knowledge into effective policies and practice to address population health.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

Note from Secretary: Prior to approval of the Consent Agenda at the 4 June 2018 Faculty Senate meeting, a correction was made to item E.1.54, viz., a correction to the course title.

May 10, 2018

TO: Faculty Senate|

FROM: Donald Duncan, Chair, Undergraduate Curriculum Committee

RE: June, 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 Film –adds a 4-credit course under International Cinema increasing the requirement from 4 to 8 credits; adds a core production course (Film 132 Introduction to Digital Filmmaking) which will serve as a required course for students seeking a BA or BS in Film and which will also be a pre-requisite for the program’s 200-level film production courses; shifts topics from Film 360 Topics in Film Production to stand-alone classes that highlight editing, cinematography, sound, and experimental cinema and media production; other housekeeping changes.

New Courses

E.1.c.2

- FILM 363 Topics in Experimental Film and Media Production, 4 credits
Introduction to new scenarios for cinema and new reasons for deploying it in different spaces, particularly in public. In using various combinations of cameras, screens, projectors, participants, and spaces it challenges students to design and construct moving image-based works that address unique historical, spatial, and social situations and struggles in public and semi-public spaces. Prerequisites: FILM 131 and either FILM 257 or FILM 258.

E.1.c.3

- FILM 364 Sound: Production and Design, 4 credits
Students will study and apply production and post-production sound techniques for fiction and non-fiction film and video applications. The technical aspects and aesthetic considerations of storytelling through sound in lectures, screenings, demonstrations, exercises, creative projects, and class critiques will be assessed. Topics include: principles of sound, production sound recording equipment, positioning microphones, audio software, sound mixing, effects editing, using music, editing dialogue, and careers in production and post-production audio. Prerequisites: FILM 132 and either FILM 257 or FILM 258.

E.1.c.4

- FILM 365 Editing, 4 credits
Introduction to the fundamental theories of fiction and non-fiction editing techniques, technologies, and skills required to produce well- edited work. Topics include rhythm, continuity, style, space, and motion contextualized within global film practices. Learn how to use editing to shape and structure moving images and sound to invest them with intention, narrative and meaning. Prerequisites: FILM 131, FILM 132, and either FILM 257 or FILM 258.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.c.5

- FILM 366 Digital Cinematography, 4 credits

Students will study and apply camera and lighting techniques for fiction and non-fiction film and video applications. We will address the technical aspects and aesthetic considerations of visual storytelling through lectures, screenings, demonstrations, exercises, creative projects and class critiques. Topics include: pre-production visualization, methods for shooting coverage, principles of composition, employing 2D and 3D space, the moving camera, using available light, production lighting techniques, how focal length impacts the shot, controlling depth of field, and managing exposure. Prerequisites: FILM 131, FILM 132, and either FILM 257 or FILM 258.

E.1.c.6

- FILM 451 Advanced Production Workshop, 4 credits

Provides an intensive production experience for advanced students who apply acquired skills to the creation of a significant, sophisticated short film in a chosen genre. Students manage all aspects of production and generate marketing materials and a distribution plan for the finished film. In addition to producing their own work, students are required to crew on fellow classmates' projects and therefore exit the course with high quality assets to add to a reel or portfolio. Prerequisite: Either FILM 359 or FILM 362.

E.1.c.7

- FILM 460 Advanced Topics in Production, 4 credits

Advanced study of a variety of specialized skills and/or genres related to digital film production. From term to term, topics might include: Massive Media; Visual Effects; Music Videos; Web Cinema; Urban Media. Course may be repeated for credit with different topics. Prerequisites: Either FILM 362, FILM 359 or permission of instructor.

Changes to Existing Courses

E.1.c.8

- Art 241 Interaction Design Principles – change course number to Art 340, description, prerequisites.

The School of Business**Changes to Existing Courses**

E.1.c.9

- ISQA 429 Transportation and Logistics Management, 4 credits – change prefix to GSCM; title to *Global Transportation and Logistics Management*; description, prerequisites; eliminate 529 section.

E.1.c.10

- ISQA 439 Purchasing and Supply Chain Management, 4 credits – change prefix to GSCM; title to *Global Sourcing and Negotiation*; description, prerequisites; eliminate 539 section.

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

E.1.c.11

- BS in Computer Engineering – changes the electives which brings the requirements for the BS in CMPE into better alignment (similar rigor) with the requirements for the BS in EE while providing students flexibility in choosing their elective courses.

E.1.c.12

- BS in Computer Science – removes one 4-credit course from the set of required courses for the degree and adds one 4-credit upper-division Computer Science elective course in its place. There is no change in either the total number of sections offered or the total number of required credits.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

New Courses

E.1.c.13

- *CE 411 Law & Civil/Environmental Engineering, 4 credits
Overview of legal issues relevant to civil and environmental engineers, including contract law, environmental law, professional liability/negligence, and property law. This course will consider legal decisions, statutes and administrative rules, and case studies relevant to the practice of civil and environmental engineering. Prerequisites: Senior or graduate standing in BSCE, BSENE, or CEEV.

E.1.c.14

- *CE 497 Transportation & Health, 4 credits
Introduction to the linkages between transportation investments, public policy, and behaviors and various related public and individual health outcomes. Content is divided into four modules covering: a) healthy behaviors, b) exposure to unsafe conditions, c) disaster relief/emergency response and d) integration into practice/health impact analyses. Prerequisite: CE 351.

E.1.c.15

- *CS 431 Introduction to Performance Measurement, Modeling and Analysis, 4 credit
A survey of the fundamentals of computer application and system performance. Hands on programming exercises will allow us to apply the techniques to increasingly complex problems. We will use a variety of state of the art tools for measurement, modeling, simulation, and analysis throughout the course. Prerequisites: CS 201 and CS 202 and CS 333.

E.1.c.16

- *CS 435 Accelerated Computing, 4 credits
Heterogeneous approaches that use special-purpose processors to accelerate the execution of a variety of applications. GPUs, Intel Xeon Phi, APUs, FPGUs. The sustainability implications of these platforms. Lectures, homework, labs, and group programming projects using NVIDIA GPUs and Intel Xeon Phi. Prerequisites: CS 333, CS 415P.

E.1.c.17

- *CS 495 Web Security, 4 credits
This course covers web clients, servers, and protocols and how they can be subverted. The class will focus on the highest risk web vulnerabilities, give students practical experience in how they work, and study how they can be prevented. The class will consist mostly of laboratory exercises focused on developing student skills in performing web penetration testing. Prerequisite: CS 333.

E.1.c.18

- EnvE 365 Physical Environmental Processes, 2 credits
Engineering physics of environmental processes and system dynamics. Relates to separate laboratory course using quantitative techniques for conceptualizing and analyzing movement of energy and material at local and global scales. Co-requisite: ENVE 368. Expected preparation: Admission to ENVE Upper Division.

E.1.c.19

- EnvE 366 Analytic Methods in Environmental Engineering, 2 credits
Theory and analytical techniques for assessment of water quality properties important in environmental engineering. Co-requisite: EnvE 369. Prerequisites: Ch 222/Ch 228, Ph 223 (or Ph 213)/Ph 216, Mth 256.

E.1.c.20

- EnvE 368 Physical Environmental Process Lab, 2 credits
Laboratory and field exercises to accompany Physical Environmental Processes (EnvE 365). Requires concurrent enrollment in EnvE 365. Prerequisites: Ch 222/Ch 228, Ph 223 (Ph 213)/Ph 216, Mth 256.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.c.21

- EnvE 369 Analytical Methods in Environmental Engineering Lab, 2 credits
Laboratory and field exercises to accompany Analytical Methods in Environmental Engineering (EnvE 366). Requires concurrent enrollment in EnvE 366. Prerequisites: Ch 222/Ch 228, Ph 223 (Ph 213)/Ph 216, Mth 256.

E.1.c.22

- EnvE 370 Sampling, Analysis and Risk Assessment for Environmental Engineering Lab, 2 credits
Synthesis of analytical chemistry and water quality knowledge. Laboratory and field exercises to implement water quality assessment project. Interpretation and presentation of project results.
Prerequisites: EnvE 366, EnvE 369.

Changes to Existing Courses

E.1.c.23

- *CS 465 Server-side Applications: Construction and Analysis, 4 credits – change title to *Full-stack Web Development*, description.

College of Liberal Arts and Sciences**New Courses**

E.1.c.24

- Ar 360 Arab Cinema, 4 credits
Focus on conversation and writing skills through the viewing and discussion of films. Topics may include: history of Arab and Arabophone cinema; Arabic literature through film; social themes such as gender, sexuality, national identity; and representations of war and colonialism in Arab cinema. Taught in English.

E.1.c.25

- ASL 301 Third-Year American Sign Language Term 1, 4 credits
This course will assist students in developing improved and advanced vocabulary, receptive and expressive skills, and specific terminology used in the fields of education, medicine, law, and artistic/dramatic performances. Students' confidence and fluency in ASL will improve to ensure effective interaction and communication with Deaf and hard of hearing ASL users. Prerequisite: ASL 203.

E.1.c.26

- ASL 302 Third-Year American Sign Language Term 2, 4 credits
This course aims to improve receptive and expressive fluency of students in two essential elements of American Sign Language—fingerspelling and numbers—in a variety of contexts and settings. Students will develop mastery of hand positioning and movement pertaining to the use of fingerspelling and numbers in a variety of communication settings and contexts. Students will also improve their abilities to utilize ASL numbering systems for time, money, measurements, game scores, and others in a variety of settings and contexts. Prerequisite: ASL 301.

E.1.c.27

- ASL 303 Third-Year American Sign Language Term 3, 4 credits
This course focuses on the advanced utilization of gestures, mime, pantomime, facial expressions, body movements, and handshapes that often accompany non-manual communication and which convey meaningful information in American Sign Language. Strategies for developing fluency and skills in these elements will be presented. Prerequisite: ASL 302.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.c.28

- *Fr 445 Representations of War in French Cinema, 4 credits
Explores representations of WWI, WWII and the Algerian War in French films. Combines methods of film analysis and historical inquiry to understand nuances of representations of everyday life during conflicts –methods and skills that students will learn and apply throughout the quarter. Taught in French.
Prerequisite: Fr 303.

E.1.c.29

- *G 436 Sensors and Instrumentation for the Earth Sciences, 4 credits
This course focuses on the construction and use of electronic instrumentation useful for Earth and Environmental Sciences. Expected preparation: Ph 202 or Ph 212. Some programming experience (e.g., G 324/G 326, G 523). Prerequisites: Ph 201, Ph 202 or Ph 211, Ph 212.

E.1.c.30

- *G 462 Hillslope Materials and Processes, 4 credits
This class examines the physical, biological, and chemical processes that convert fresh bedrock into mobile regolith and transport materials on hillslopes. Topics include sediment budgets, hillslope hydrology, weathering, soil production and transport, mass movements, landslides, and landscape evolution. Prerequisites: G 318 or Geog 320 or ESM 320 and Ph 201 or Ph 211 or EAS 211 and Mth 251.

E.1.c.31

- Hst 210 The Ancient World, 4 credits
An introductory survey into the political, social, economic, and cultural history of the Ancient World, concentrating mainly on the Ancient Near East, Greece, and Rome.

E.1.c.32

- Hst 309U The Roman Republic, 4 credits
A study of the political, social, economic, and cultural history of the Roman world between the 8th and 1st centuries BCE.

E.1.c.33

- Hst 310U The Roman Empire, 4 credits
A study of the political, social, economic, and cultural history of the Roman world between the 1st century BCE and the 4th century CE.

E.1.c.34

- NAS 426 Tribal Critical Race Theory, 4 credits
This course involves the discourse on Native American Studies from the perception of Indigenous storytellers, artists, and activists whose compelling productions undertake critical examinations of imperialism, history, writing and theory-- focusing on strategies of resistance. These productions will help us challenge myths about Indigenous peoples which replicate and reproduce stereotypes.
Prerequisite: NAS 201.

E.1.c.35

- NAS 442 Decolonizing Methodologies: Insurgent Research and Indigenous Education, 4 credits
Decolonizing Methodologies will provide students the analytical tools and methods necessary for conducting applied research, as well as exploration of the practical, ethical, and political issues involved in conducting research with Indigenous communities. This course integrates a post-colonial research utilizing a decolonized lens – encouraging students to engage in community-based research.
Prerequisite: NAS 201.

E.1.c.36

- Ph 231 General Physics I with Life Science and Medical Applications, 4 credits

This is a general physics course with a focus on life science and medical applications. In Ph 231 students explore mechanics and thermal physics. This is the first course in a sequence of three: Ph 231, Ph 232, and Ph 233 and it is recommended they be taken in this order. Prerequisite: Mth 112 or Aleks Placement Test at 75%.

E.1.c.37

- Ph 232 General Physics II with Life Science and Medical Applications, 4 credits

This is a general physics course with a focus on life science and medical applications. In Ph 232 students explore fluids and electromagnetism. This is the second course in a sequence of three: Ph 231, Ph 232, and Ph 233 and it is recommended they be taken in this order. Prerequisite: Mth 112 or Aleks Placement Test at 75%.

E.1.c.38

- Ph 233 General Physics III with Life Science and Medical Applications, 4 credits

This is a general physics course with a focus on life science and medical applications. In Ph 233 students explore waves and optics. This is the third course in a sequence of three: Ph 231, Ph 232, and Ph 233 and it is recommended they be taken in this order. Prerequisite: Mth 112 or Aleks Placement Test at 75%.

E.1.c.39

- Ph 234 Lab for General Physics I with Life Science and Medical Applications, 1 credit

This is a general physics lab course with a focus on life science and medical applications. Students conduct lab exercises exploring mechanics and thermal physics. This is the first course in a sequence of three: Ph 234, Ph 235, and Ph 236 and it is recommended they be taken in this order. Prerequisite: Mth 112 or Aleks Placement Test at 75%.

E.1.c.40

- Ph 235 Lab for General Physics II with Life Science and Medical Applications, 1 credit

This is a general physics lab course with a focus on life science and medical applications. Students conduct lab exercises exploring fluids and electromagnetism. This is the second course in a sequence of three: Ph 234, Ph 235, and Ph 236 and it is recommended they be taken in this order. Prerequisite: Mth 112 or Aleks Placement Test at 75%.

E.1.c.41

- Ph 236 Lab for General Physics III with Life Science and Medical Applications, 1 credit

This is a general physics lab course with a focus on life science and medical applications. Students conduct lab exercises exploring waves and optics. This is the third course in a sequence of three: Ph 234, Ph 235, and Ph 236 and it is recommended they be taken in this order. Prerequisite: Mth 112 or Aleks Placement Test at 75%.

E.1.c.42

- *Psy 413 Ecopsychology, 4 credits

Course explores a range of topics regarding the human-nature relationship, including humans as an inseparable from nature, influences of built and natural environments on mind and behavior, psychological theory and strategies for addressing environmental problems, evolutionary and cultural factors, and the use of nature in therapy. Prerequisites: Psy 200, Psy 204, and Psy 321.

E.1.c.43

- Soc 417 Law & Society, 4 credits
Examination of different sociological and sociolegal theories and empirical research on the social origins, processes, functions, and actors of the social reality known as law. Consideration of law as a social institution that shapes and is shaped by society, including how law reinforces and/or ameliorates class, gender, and racial inequalities as well as fundamental issues such as free speech and privacy. Prerequisite: Soc 200.

E.1.c.44

- SpHr 491 Principles of Behavior Analysis: Clinical Applications, 4 credits
The aim of this course is to examine key principles of behavior, including: assessment, behavior modification, and measurement. While the course will discuss how principles of behavior can be applied across all populations, specific attention will be given to individuals with communication challenges and how to meet the needs of individuals with such challenges. Prerequisite: upper-division standing.

E.1.c.45

- *WLL 438 Language and Technology, 4 credits
Examination of the communicative dynamics, cultures, and educational possibilities of digital environments as they are used in social, professional and world language education settings. Students will analyze and assess a variety of online environments for their own language learning or can choose to focus on research or pedagogical projects. Prerequisite: Upper-division standing.

Changes to Existing Courses

E.1.c.46

- Ph 211 General Physics (with Calculus) – change title to *General Physics (with Calculus) I*, description, prerequisites.

E.1.c.47

- Ph 212 General Physics (with Calculus) – change title to *General Physics (with Calculus) II*, description, prerequisites.

E.1.c.48

- Ph 213 General Physics (with Calculus) – change title to *General Physics (with Calculus) III*, description, prerequisites.

E.1.c.49

- Ph 221 General Physics (with Calculus) – change title to *General Physics (with Calculus) I*, description, prerequisites.

E.1.c.50

- Ph 222 General Physics (with Calculus) – change title to *General Physics (with Calculus) II*, description, prerequisites.

E.1.c.51

- Ph 223 General Physics (with Calculus) – change title to *General Physics (with Calculus) III*, description, prerequisites.

School of Public Health**Changes to Existing Programs**

E.1.c.52

- BA/BS in Applied Health & Fitness – changes specific PE requirements to advisor approved PE electives; changes specific list of possible business electives to require BA 101 or Fin 218 or advisor approved BA courses.

E.1.c.53

- Human Lactation Education Certificate – integrates a 407 seminar with the 409 clinical practicum course. This is intended to house all competency attainment, related assignments, and student evaluation into once course. The 407 seminar is dropped and the 409 practicum is expanded by one credit per term.

New Courses

E.1.c.54

- PHE 321U Introduction to Health Policy, 4 credits
This course presents an overview of health policymaking and describes health policy at the state and federal levels. In addition to the policy process, special emphasis is placed on the role of health services and public health managers and other advocates, and the role they play in crafting policy. The course examines new developments in health policy as they are introduced during the duration of the course and follows them throughout their journey.

E.1.c.55

- PHE 322U Health Services Administration, 4 credits
Understanding the functions of management and administration is essential for anyone assuming administrative roles in health services delivery organizations (e.g., hospitals, clinics, and nonprofits). This course introduces the six classic management functions, and illustrates health services applications of topics such as strategic planning, risk management, working in/with teams, and changing trends in health care. Students will develop knowledge and the interdisciplinary skills needed to effectively work in administration in various types of health services organizations.

E.1.c.56

- PHE 426 Advanced Topics in Health Services Administration, 4 credits
This advanced course will build upon knowledge attained in previous courses in the HSMP curriculum. Content addresses advanced discussion of topics regarding systems, policy and organization in health services administration practice. Current issues/events will be emphasized. The course employs techniques that capitalize on group participation and peer-to-peer learning to stimulate sharing of diverse perspectives and increase the participants' level of engagement with historically marginalized viewpoints. Prerequisite: PHE 350.

E.1.c.57

- PHE 427 Introduction to Health Informatics, 4 credits
An introduction to health informatics, the field devoted to the optimal use of data, information, and knowledge to advance individual health, health care, public health, and health-related research. Students will learn the application of informatics skills and knowledge to health-related problems. Prerequisite: Upper-division standing.

School of Social Work**Changes to Existing Programs**

E.1.c.58

- BA/BS in Social Work – eliminates one upper-division course. This change aligns the major requirements with other undergrad degree requirements eliminating one 3-credit course and increasing three required junior-level courses to 4 credits each.

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

E.1.c.59

- CCJ 325 Crime Myths, 4 credits
Misperceptions about crime and justice are commonly fostered by the media and political leaders. This course examines research as the primary way to identify the existence of crime myths. It reviews the origins of common myths about crime and criminal justice, while focusing on the consequences of myths for society.

E.1.c.60

- CCJ 425 Geographic Criminology, 4 credits
The course provides a theoretical background for the geographic study of crime. Topics covered include criminological theories addressing the geographical distribution of crime, an introduction to common terminology in crime mapping, use of spatial data in crime prevention efforts, and crime mapping as it is used in criminal justice agencies. Prerequisite: Upper-division standing.

E.1.c.61

- CCJ 430 Applied Crime Mapping, 4 credits
The course provides technical and analytical skills for crime mapping and a basis for further geographic examination of crime data. Students use ArcGIS® software and learn to create maps conveying spatial crime data and relationships between crime and geographical features. GIS knowledge not required; basic computer literacy is required. Prerequisite: Upper-division standing.

E.1.c.62

- CCJ 485 Offender Rehabilitation, 4 credit
This course examines the history of the rehabilitative ideal in corrections. Students will develop an understanding of assessment and classification systems, treatment programs, as well as evidence-based theories and approaches to the treatment of offenders. Finally, this course will consider how correctional programs should be implemented, monitored, and evaluated. Prerequisite: sophomore standing or completion of CCJ 200 or CCJ 300.

E.1.c.63

- *USP 439 Workforce Development, 4 credits
Introduction to policies and practices for workforce development. Topics discussed include labor market dynamics, failures and inequities; tools and methods for urban labor market analysis; and workforce development policies for skill investment, job matching and career development toward goals of household, business, community and regional economic development. Prerequisite: Upper-division standing.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

May 10, 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

New Program

- Graduate Certificate in Human Resource Analytics
(two-page summary attached)

FSBC comments: see wiki link above

April 30, 2018

PROPOSAL SUMMARY FOR
GRADUATE CERTIFICATE IN HUMAN RESOURCE (HR) ANALYTICS

Overview

The Proposed Graduate Certificate in Human Resource (HR) Analytics (“HR Analytics Certificate”) will enable Graduates to use data analytics as a means to answer questions central to human resource management. Graduates of the Certificate will be able to grow an organization’s HR analytics capability in order to improve critical organizational initiatives related to the HR function. Through this certificate, The School of Business is responding to the needs of the HR community as workforce analytics is spreading rapidly. This certificate will empower our students to become leading HR professionals because they will gain knowledge and skills in data analysis and visualization, with an emphasis on interpreting and communicating findings. They will move from HR Analytics literacy, to fluency, and finally mastery through the series of courses.

Evidence of Need

Prior to submitting the proposal in late November, we reviewed current job openings in the area of HR analytics using Indeed.com. Those data showed a salary estimate range of \$45,000 to \$95,000, with approximately 3,000 open full-time jobs. Since that time, the number of jobs has increased to around 4,500 with the salary estimate range increasing to \$60,000 to \$120,000.

To assess demand for the HR analytics certificate, we conducted numerous interviews with industry leaders in HR Analytics (including leaders at SAP Success Factors, adidas, New Seasons, the Port of Portland, Intel, Google, and a former leader at Credit Suisse who now is at Amazon). To date, all of the companies we have consulted have expressed a extremely positive interest in the HR Analytics certificate and intend to support the program.

In addition to HR professionals, the prospect of a HR Analytics Certificate has also been discussed with current and prospective Graduate Business students. Because the MBA program does not currently have an HR specialization option, this certificate will fill that unmet need for current and incoming MBA students.

There are no other graduate HR analytics programs in the State of Oregon and very few in the country, so this online program will allow us broad reach to fulfill demand throughout the region.

Program Objectives

The objective of the Graduate Certificate in Human Resource (HR) Analytics (“GCHRA”) is to impart knowledge of, and ability to use, HR analytics through hands-on application of tools such as Tableau, IBM Watson, and R to answer questions central to human resource management. The GCHRA will help equip its graduates to grow an organization's HR Analytics capability by: being able to assess and adopt appropriate analytics tools; being able to follow ethical and legal standards required when using HR data; and ultimately being able to improve critical organizational initiatives (e.g., related to hiring, training, and retention).

April 30, 2018

Course of Study

A Total of 18 Credits - All Classes Required
MGMT 541 - Introduction to HR Analytics (4 credits)
MGMT 540 - Asking HR Questions: Rapid Evidence Assessments (2 credits)
MGMT 542 - HR Analytics Tools and Applications (4 credits)
MGMT 543 - HR Metrics and Analytics in Daily Operations (2 credits)
MGMT 552 - HR Analytics Capstone (4 credits)
MGMT 553 - HR Data Visualization and Storytelling (2 credits)

Learning Outcomes

The HR Analytics certificate is designed to provide students with four distinct categories of knowledge and experience. These are (1) technical knowledge, (2) knowledge about ethics, law, and privacy, (3) critical thinking, and (4) communication. Course subject matter will allow students to gain technical knowledge, including demonstrable technical skills such as being able to use R and Tableau for descriptive, predictive, and prescriptive analytics. These subjects will also ensure that students will be steeped in the ethical management of data consistent with employment law and privacy standards. The pedagogical approach will encourage critical thinking, whereby graduates will be capable of utilizing the scientific method of problem identification, data analysis, and presentation of findings. Related to communication, graduates will build from HR Analytics literacy to proficiency to mastery, and course work products will convey this progression. Finally, graduates will be able to present their analyses using tools such as Tableau and R while being grounded in the critically appraised topic (CAT) approach to analysis, resulting in evidence-based inquiry.

Cost and Organization

The HR Analytics Certificate will require the development and delivery of 5 new courses and the revision of one existing course through OAI's Flexible Degree Initiative. Two full-time faculty will develop and teach three courses in the certificate (one will be team-taught) and three adjunct faculty members will develop and teach three courses. Three additional adjunct faculty also will be hired to replace the full-time faculty in their current teaching assignments.

Anticipated enrollment in the certificate by year three is 30 students. The MBA tuition rate (\$636/credit) will be charged, and so the anticipated revenue (\$340K/year by year three) will more than cover the teaching costs. The marketing, promotion, recruiting, admissions, academic advising, and career advising costs will be minimal, as the majority of the anticipated students either will be PSU MBA students who already receive these services, or those HR professionals relying on continuing education funding looking to extend their technical skills in analytics.

Along with normal program oversight, the primary means for assuring quality of the program will be quarterly oversight by the HR Analytics Advisory Board that will be formed. Leading HR professionals will be recruited for this board who are thought leaders in HR Analytics, as well as consumers of HR Analytics in their daily operations (e.g., SAP, Intel, Amazon, etc.). The community members of the board will review curriculum relevancy and faculty engagement.

Administrative support will be provided by existing staff in the School of Business Graduate Programs Office, which will serve as the primary point of student contact.

Attachment E.3

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 Minor in American Sign Language

Overview of the Program

ASL, the fourth most widely used language in the United States, is a very important course in the department, and students' interest in taking ASL courses keeps growing. Now there is demand for a minor in ASL. All areas of study in this university are concerned with preparing graduates to be able to work with diverse populations, including Deaf people. Professionals able to communicate one-on-one with Deaf clients in science, technology, education, mathematics, and all fields of human services are in very high demand. Consequently, it is of immense benefit to students in career opportunities, regardless of their majors, to develop good communication skills in ASL. Thus, this minor is in alignment with PSU's vision of impacting knowledge and skills that adequately equip graduates to function effectively in our ever-changing and globalizing world.

Evidence of Need

There is high interest for an ASL Minor from students here at PSU and from other programs from different parts of the state and country. There is no program in the Northwest that offers an ASL Minor. Offering a Minor will expand program offerings in WLL and CLAS, attracting more students. Further, this course is in alignment with PSU's vision of impacting knowledge and skills that adequately equip graduates to function effectively in our ever-changing and globalizing world.

Skills in ASL will equip our graduates in providing effective services to Deaf clients in business, industry, agriculture, education, medical, and other services. Offering an ASL Minor will provide PSU the platform to offer a bachelor's degree in Interpreting. Qualified interpreters (those who possess at least a bachelor's degree) have always been in high demand. Our goal will be to negotiate with PCC, which currently offers an associate's degree in the field, to design a program that will lead to students earning a bachelor's degree in interpreting from PSU. This should be a wonderful means of further attracting students to PSU.

Course of Study

An undergraduate world language minor must complete 20 upper-division credits (numbered 300 or above) in language, literature, or culture, and at least 12 of which are in the target language, and 4 credits in general linguistics (WLL 390, Ling 390, or a linguistics course in the target language). Students will be offered ASL 330 Deaf Culture, ASL 301, ASL 302, ASL 303. Each is 4 credits.

**Memorandum of Agreement (MOA) between
Portland State University (University)
and the Portland State University Chapter
of the American Association of University Professors (Association)
April 26, 2018 CORRECTED**

Subject: Supplemental Letters issued to newly hired Tenure Track Faculty members with reference to incorrect P&T Guidelines

Recitals

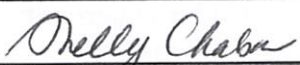
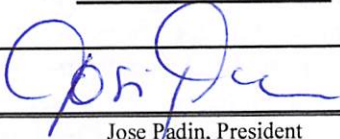
The parties have a well-established past practice that provides for Tenure Track faculty to choose to be evaluated under the University P&T Guidelines and Department P&T guidelines in place on their hiring date, or under the new guidelines at the time of any review in the tenure process. That process is correctly described on the Office of Academic Affairs (OAA) website. A recent revision to the "Tenure Supplemental Offer Letter Template," hosted on HR's website, incorrectly stated that their "eventual application for tenure will be based upon the requirements established by the University P&T guidelines in place at the time of hire, and as those requirements have been interpreted by the department at the time of hire." The parties wish to correct the error in all Supplemental Offer Letters executed with the inconsistent language contained in the recent revision hosted on HR's website.

Agreement

1. This agreement applies to the Supplemental Offer Letters issued to Tenure Track faculty members with the above inconsistent language.
2. All Tenure Track faculty members issued Supplemental Offer Letters with the inconsistent language will receive this MOA, and this MOA shall become an addendum to their Supplemental Offer Letter.
3. The inconsistent language above in any Supplemental Offer Letter issued to a Tenure Track Faculty member is void.
4. All Promotion and Tenure guidelines approved by the Office of Academic Affairs (OAA) will show the date of OAA approval.
5. Starting in Fall 2018, Tenure Track faculty members that have a first or second year review can choose to be evaluated under the P&T guidelines in place at the time of hire (and as those requirements have been interpreted by the SCHOOL/COLLEGE/DEPT at the time of hire), or under the P&T guidelines in place at the time of their review. The member shall indicate the guidelines chosen at the beginning of their narrative.
6. Starting in Fall 2018 and applicable to those Tenure Track faculty members that have an upcoming 3rd year review, at the time a Tenure Track faculty member submits their materials for their 3rd year review, the member shall indicate at the beginning of their narrative that they choose to be evaluated under the University P&T Guidelines and Department P&T guidelines in place on their hiring date, or under the University P&T guidelines and Department P&T Guidelines that are in place at the time of the review. That choice will carry forward to the member's subsequent reviews through to the tenure

PSU-AAUP and PSU
 MOA- TT Supplemental Offer Letter Correction
 April 26, 2018 CORRECTED
 Page 2 of 2

- decision. The member shall indicate the approval date of the Promotion and Tenure Guidelines chosen in their narrative.
7. For Tenure Track faculty who have passed their 3rd year milestone as of September 2018, at the time a Tenure Track faculty member submits their materials ~~for their 5th year for their next review~~ in the tenure process, the member shall indicate at the beginning of their narrative that they choose to be evaluated under the University P&T Guidelines and Department P&T guidelines in place on their hiring date, or under the University P&T guidelines and Department P&T Guidelines that are in place at the time of the review. That choice will carry forward to the member's subsequent reviews through to the tenure decision. The member shall indicate the approval date of the Promotion and Tenure Guidelines chosen in their narrative.
 8. The Promotion and Tenure "Appraisal Signature Sheet and Recommendation Form" shall have a fill-in item added to the top of the form that indicates the Approval date of the Promotion and Tenure Guidelines indicated in paragraph 4.
 9. The Portland State University Faculty Senate will be notified of this MOA and will be asked to incorporate this procedure in the University P&T Guidelines.
 10. This MOA shall be an addendum to the parties CBA.
 11. The parties will determine how to capture relevant elements of this MOA in the successor agreement to the 2015-19 CBA at the time of its negotiation.

<u>For the University</u>	<u>For the Association</u>
 <hr/> Shelly Chabon, Vice Provost for Academic Personnel & Leadership Development	 <hr/> Jose Padin, President
5/2/18 <hr/> Date	5/4/18 <hr/> Date

Academics Requirements Committee (ARC) Annual Report

Date: May 8, 2018

Members 2017-18

Haley Holmes SB, UNST Chair

Geoffrey Duh GEOG

Marie Fiorillo COTA

Vicki Reitenauer WGSS

Debra Lindberg CCJ

Laura Marsh CLAS

DeLys Ostlund WLL

Santiago Velasco Lopez, student member

Consultants:

Nick Matlick RO

Rebecca Ingersoll ACS

Support Staff: Jill Moss

The Responsibilities of the Academic Requirements Committee are:

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

The ARC met regularly (about twice per month) from September 2017 through May 2018. We reviewed 135 petitions, of which 107 were approved (through April 27, 2018). The number of petitions continues to gradually decline. The University Studies Cluster Requirement was the most common focus of the petitions. The average turnaround time for petitions, from submission to implementation, was 10 days, a reduction from previous years.

Significant issues that we worked on this year include:

Pathways and Majors Declaration Policy

Through the work of the Academic and Career Advising Redesign, the Academic Advising Council, along with ARC, has proposed a new policy requiring that students declare a Pathway upon admission and that they should declare a major before achieving junior status (90 credits). Students who transfer to PSU with 90 or more credits would be required to declare a major by the end of their first term. The ARC reviewed the proposed policy change and brought a joint motion to Senate in November, which passed.

Clarification of Admissions Writing Requirement

The Admissions/Registration team wanted a clarification on the Admissions Writing Requirement. The committee clarified that the admissions processors can count any class for the admissions writing requirement that fits the first writing requirement for the degree, even if it's not specifically WR 121.

Anthropology course designation change

The ARC committee proposed changes to the designation of specific Anthropology classes from the social science distribution area to the science distribution area. The proposed changes were voted on by Faculty Senate in February and approved.

HB 2998 information/preparation

The ARC committee welcomed Cindy Baccar and Maurice Hamington to our meeting to explain HB 2998 and what possible changes will be happening for PSU. There are 2 phases. We don't anticipate needing to make any curricular changes for the 1st phase but there may be changes that will need to go through ARC for the 2nd phase. We anticipate more information about this next year.

Writing Requirement course changes

The ARC committee proposed a change to the university writing requirement that would allow WR 301 to be counted under the 2nd writing course requirement. The proposal also included removal of WR 324 and WR 211 from the 2nd writing requirement list. The proposed change was voted on by Faculty Senate in May and approved.

International Post baccalaureate admissions requirement policy

The ARC committee proposed a change/clarification to the current International Admissions English Language Proficiency to also include international Post Baccalaureate students. The proposed change was voted on by Faculty Senate in May and approved.

The committee wishes to thank Nicholas Matlick, Becki Ingersoll, and Jill Moss for their excellent support of our work.

Faculty Senate Budget Committee Annual Report May 11, 2018

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

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

Committee Charge and Roles

The Budget Committee has a multipart charge:

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

This report complements the Winter report accepted by the Faculty Senate at the March 2018 meeting. There are several topics the Committee plans to discuss by the end of the year, thus they are not included in this report: discussion of types of fees and differential tuition students pay in addition to tuition, impact of graduate employee contract on colleges/schools/departments, and cost of online courses.

FY19 OAA Budget Process

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

The committee continued to receive updates on IPEB process. The second round of IPEB documents for each unit has been received and discussed in committee meetings as well as with the Deans. The Budget Committee liaisons meet with the Deans several times during the academic year. The meetings are in addition to the regular Budget Committee meetings and take place between November and June. The liaisons met for another round of conversations with the Deans during winter term and received updates. The plan is to have one more meeting with each Dean later in the year after budget is set. The liaison process is well established now and has gone smoothly this year. During Spring term OAA shared an initial overview of their recommendations on requests for additional resources to individual units. This is tentative based on the Board's final determination of tuition increase and the President's initiatives and review. The final OAA budget should be set in early May.

University Budget

The committee members attended the university-wide Budget Forum where Kevin Reynolds and Andria Johnson shared updates on the university budget. FSBC was invited to host/facilitate a poster session designed to gather feedback about questions related to budget challenges. Two of the committee members participated as facilitators.

PSU Board of Trustees

The co-chairs are invited and attend the Board's Finance & Administration Committee meetings. Board members have expressed an interest to have a stronger connection with the Budget Committee and faculty in general. The FSBC had a conversation about ways to structure this relationship. This is an area in need of further discussion to determine possible connections with more specificity. The committee meeting minutes, including Kevin Reynold's presentations and budget updates can be found at: [Board F&A Committee](#).

Proposal Reviews

The committee has reviewed about 60 proposals this year. The proposals are reviewed by two-person review panels, which report their recommendations (no significant impact/modest impact/significant impact) to the committee via an online google document. This system enables other committee members to review and comment on proposals not assigned to them. Major proposals such as those for completely new programs are discussed in committee meetings. The final recommendation is posted in the curriculum proposal system.

To: Faculty Senate

From: Educational Policy Committee

Date: June 4, 2018

Subject: EPC Quarterly Report

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

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

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

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

Report:

During the Spring term, the EPC continued work on several key issues including Student Ratings of Instruction, Online Education, Online Student Evaluations, and Course Assessment.

With Student Ratings of Instruction (aka Course Evaluations) and Course Assessment, the EPC began looking into assessment and student evaluations at the beginning of the year. There appear to be two main purposes for student evaluations – feedback on the effectiveness of the course and feedback on the instructor and their delivery style. The questions we ask are: “What are the best practices for assessing each of these aspects?”, “What are the current practices at PSU?”, “How are teaching evaluations and assessments used in evaluating faculty performance?”, and “How can practices be improved at PSU?” We submitted our written report in the April Faculty Senate packet and presented our report to Faculty Senate at the May Faculty Senate Meeting. A resolution was also passed by the Senate adopting our report’s recommendations. Since there are many issues associated with the appropriate collection and analysis of student course evaluation data, it is hoped that The EPC SRI report describing best practices will be used by OIT and others within PSU when determining the requirements for any system that is acquired by the university for this purpose.

With respect to Online Education at PSU, last year, the EPC expanded its membership through Faculty Senate. The focus of the our continues to be to examine the impact of Online Education on education quality, on students, and on faculty. The EPC has focused on the following areas:

1. Strategy – What is PSU’s strategy for Online Education?
2. Faculty – What are faculty sentiments toward online education at PSU?
3. Students - What are student sentiments toward online education at PSU?
4. Cost – How are costs for online education tracked at PSU? Given the costs, what are sensible strategies and charges for online education?

The sub-committee continues to gather information about the status of online education at PSU today and the strategy going forward. The EPC has conducted interviews with administrators within the units and conducted surveys of both faculty and students. We also followed up with faculty focus groups. In addition, we have explored the cost of online education at PSU. The EPC is in the process of writing reports in each of the areas mentioned above and plans to deliver these reports during fall term AY 2018-2019.

Report of the Faculty Development Committee to Faculty Senate 19 May 2018

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

2017-2018 Members: Sarah Beasely, Christopher Butenhoff, Berrin Erdogan, Gerasimos Fergadiotis, John Gallup, Julia Goodman, Barbara Heilmair, Arthur Hendricks, Bruno Jedynak, Thomas Keller, Thomas Kindermann, Anoop Mirpuri, Regina Weaver, Chien Wern, Angela Zagarella. Co-chairs: Todd Cherner and Kathi Ketcheson.

Funding Decisions

The Faculty Development Committee received 111 proposals totaling \$1,488,599 in requests. Faculty may apply for grants up to \$15,000. Of the total, 50 were funded for the full amount requested, totaling \$674,551 of the \$675,000 allotted for the 2018-2019 fiscal year. Letters announcing the committee decisions were sent to applicants on May 19, 2018; the award decisions also were sent to the Office of Academic Affairs, which allocates the funds.

Process

This year, the Faculty Development Committee (FDC) revised its collection and evaluation process for proposals. Specifically, the FDC converted the criterion checklist used in prior years to a four-point rubric, and used Google Forms to collect and review the proposals. During April, the co-chairs provided committee members an Excel spreadsheet, downloaded from Google, which contained proposal documents. Each member “bid” on reviews appropriate to their area of expertise. Following this, the co-chairs reviewed the bids and assigned each member 10-16 reviews, depending on need. They took care to ensure, to the extent possible, that committee members’ expertise was well-aligned with the topic of each proposal. Members had one month to complete the reviews.

To capture their reviews, the co-chairs developed a Google Form based on the rubric: it should be noted that the rubric was shared with applicants in the request for proposals. FDC committee members then uploaded their evaluations of the proposals using the Google Form, and each proposal was evaluated twice.

The committee met twice in May 2018 to review the scores, arrive at a cut score for funding within the \$675,000 allocation, and finalize the award decisions. The total number of points possible was 18: to stay within the \$675,000, the cut score was determined to be 15.5.

Next, the FDC analyzed the data further by total points and identified proposals where the reviewers’ scores differed by more than five points. As a result, 22 proposals were discussed individually by the committee. This discussion consisted of the two reviewers sharing their thoughts about the proposal before the committee. The committee then built consensus around

whether or not the proposal should or should not be funded. As these discussions took place, proposals were funded based on the total points until the FDC's funding allotment was exhausted.

Distribution of Submissions and Percentage Funded, by School or College

	<u>Proposals</u>	<u>Percent Funded</u>
CLAS	50	52%
COTA	8	38%
CUPA	17	41%
Business	3	33%
GSED	10	30%
Library	1	100%
MCECS	13	54%
SSW	8	25%
Other	1	--

Recommendations for Next Year

Membership of the committee should be reviewed by the Committee on Committees and FDC chair or co-chairs to ensure a better representation of disciplines among the membership. This year, the committee was short on representation from the Life Sciences.

The co-chairs wish to thank Sally Brauckmiller in the Office of Academic Affairs, who provides fiscal management to the committee, and staff members in the Office of Institutional Research and Planning who helped organize the funding decision spreadsheets and send out the award letters. The committee recommends that the Faculty Senate Steering Committee consider a way to provide clerical support to labor-intensive committees, like the FDC, so that faculty chairs or co-chairs do not bear the full burden of this important work. The committee also recommends that Committee on Committees work with OAA to provide information to new chairs or co-chairs at the beginning of the Fall Term on what support will be available.

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MEMORANDUM

Date: 10 May 2018

To: Faculty Senate

From: Mark Woods, Graduate Council Chair

Re: Report of the Graduate Council for the 2017-2018 Academic Year

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

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

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

Member	Years Served	College / School
Abel de la Cruz	2017-18	COTA
Jeanne Enders	2017-18	SB
Rachael Godlove	2017-18	SPH
Jon Holt	2016-17	CLAS
Ericka Kimball	2017-18	SSW
Darcy Kramer	2016-17	AOF
Paul Loikith	2016-17	CLAS
Sally McWilliams	2015-17	CLAS
Connie Ozawa	2016-17	CUPA
Lynn Santelmann	2017-18	CLAS
Robert Schroeder	2017-18	LIB
Michael Smith	2016-17	GSE
Linnea Spitzer	2017-18	OIF
Wayne Wakeland	2017-18	CLAS
Chien Wern	2016-17	MCECS
Mark Woods – Chair	2015-17	CLAS

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

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

I. Graduate Policy and Procedures

- As noted in last year's report from the Graduate Council there are significant issues in the way in which "slash" 400 and 500 course have been differentiated. The previous criteria as to what would be accepted by Graduate Council were not widely available to faculty and it was evident that both the faculty as a whole and some members of the Graduate Council were unclear how to appropriately differentiate a graduate and undergraduate course. Accordingly at the beginning of the academic year the Graduate Council devoted significant time to updating the guidance on 4/500 level differentiation. The product of this discussion was to reaffirm 2 key aspects of the previous language but also to add another key component to the differentiation criteria. The key points reaffirmed by the Graduate Council are:
 - More work for graduate students is **not** sufficient to differentiate a 500 level course from a 400 level course
 - Grading graduate students on a more difficult scale is **not** sufficient to differentiate a 500 level course from a 400 level course

In addition the Graduate Council decided that:

- A graduate course **must** be differentiated from the an undergraduate course through the inclusion of enhanced learning outcomes for graduate students in the syllabus

The rationale for this is that the university regularly receives complaints from students that 4/500 level courses are inadequately differentiated. Faculty must be cognizant of the fact that if an undergraduate student wishes to receive a graduate level course, they may do so for the same tuition by enrolling for the 500 level course. By enrolling in a 400 level course faculty must acknowledge that the student has elected not to be held to a "graduate" standard. Graduate students, who pay a higher level of tuition, are entitled to a higher level of education from the course. The criteria for differentiation as agreed by Graduate Council are:

"A course offered at both the undergraduate and graduate level (400/500 course) must include distinct requirements for undergraduate and graduate students. The syllabus must clearly specify how assessment of student work and the learning outcomes within the 500-level course provide a distinct graduate learning experience. The differences between graduate and undergraduate learning experiences should be clearly identifiable in both the stated learning outcomes and student evaluation sections of the syllabus. This distinction cannot simply be that graduate students will perform "more work" or "that the graduate students will be held to a higher standard"."

- An area of concern this year academic year in how the curriculum committees (both graduate Council and the Undergraduate Curriculum Committee) should review issues of potential

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course overlap. Several questions have come up, notably: should the question of overlap relate to the protection of “academic turf” or the duplication (and by implication, waste) of university resources; and how should a course developed by a faculty member who is moving departments within the university be handled. Both GC and the UCC have asked the Steering Committee of Faculty Senate for Guidance on these questions. In order to facilitate review while waiting for the Senate to decide on this question the two committees jointly arrived at the following language to guide review in the interim:

“The university curriculum committees (UCC and GC) will evaluate new course proposals to ensure that there is no (or minimal) overlap between the proposed course and existing courses in other schools or colleges on campus. The purpose of this review is to ensure that university resources are not duplicated in offering the same material in multiple courses. This review is not intended to protect the “academic turf” of individual faculty members or departments. It is the responsibility of the proposing department to properly evaluate all possible instances of overlap between the proposed course and existing courses on campus.

Overlap within the same department is an easy one for the Department curriculum committees to solve. If the Dept. believes that they can sustain the needed student registrations for courses that overlap, then it is the department's call.

Instances of potential overlap between courses offered within the same school or college must be resolved by that school or college's own curriculum committee prior to review by a university curriculum committee. In cases where such potential overlap is identified by a university curriculum committee and is deemed to be insufficiently addressed, the proposal will be returned to the relevant college curriculum committee without further review.

Cases of overlap between colleges and schools should be resolved between the college/school curriculum committees and if necessary, deans should get involved.

In cases where a new course is proposed that duplicates an existing course (e.g. when a faculty member moves from one department to another and wishes to teach a course that they have developed in their new department) the new course will only be approved if: 1) the proposal is accompanied by a drop course proposal for the old course; 2) a formal agreement between the two departments/schools/colleges is in place that will either formally cross-list the two courses or sunset the old course.”

- Over the course of this year it has come to our attention that the Undergraduate Curriculum Committee has adopted a different standard of review for diversity questions on the new course proposal forms than that which was agreed with the Graduate Council last year when these questions were introduced. The agreement of a uniform review standard for these questions was included in the annual report from the Graduate Council last year. A situation in which the two curriculum committees have widely divergent standards for the review of curriculum proposals is clearly intolerable: faculty have the right to expect that both curriculum committees are working to the same standard of review. The Graduate Council has not been asked by the UCC to revisit the way in which diversity statements are evaluated and has implemented no changes from last year. In consequence the Graduate Council continues to review diversity questions to the standard agreed upon with the UCC last year.
- The Graduate Council reaffirmed the current language that the meaning of a P (pass) grade is a B- or better for the *same* work in all graduate courses. It should not represent a way for faculty to permit students to undertake less work or to perform work to a lower standard.
- The Graduate Council, at the request of the Office of Graduate Studies, decided that language in the bulletin stating that for doctoral students “*Failure to meet the five-year limitation will*

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invalidate passing of the comprehensive examinations and remove the student from candidacy. Advancement to a second period of candidacy requires the passing of the regular, or a special, comprehensive examination. Approvals for a second period of candidacy are required from the doctoral program and the Dean of Graduate Studies; the maximum time limit (which will be less than five years) will be determined by the doctoral program and the Dean of Graduate Studies” was obsolete and contrary to the aim of ensuring completion of a doctoral program in a reasonable time-frame. Accordingly, this language will be replaced with “*Failure to meet the five-year limitation will result in cancellation of enrollment.*”

II. New Programs and Program Changes

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

Table 1. New Programs

Program	Unit
Graduate Certificate in Econometric and Data Analysis	CUPA
Graduate Certificate in Human Resource Analytics (pending June Senate)	SB
Master of Nonprofit Leadership	CUPA
Graduate Certificate in Taxation	SB

Table 2. Program Changes

Program	Change	Unit
MPH in Biostatistics	Revise program requirements, electives, and culminating experience	SPH
MA/MS in Book Publishing (pending June Senate)	Add new required course	CLAS
Graduate Certificate in Computer Security	Revise core requirements	MCECS
MA/MS in Counselor Education (pending June Senate)	Change requirements for clinical mental health counseling specialization	GSE
MEd in Education (pending June Senate)	Revise coursework for SDEP track	GSE
MPH in Environmental Systems & Human Health	Revise program requirements, electives, and culminating experience	SPH
MPH in Epidemiology	Revise program requirements, electives, and culminating experience	SPH
MPH in Health Management and Policy (pending June Senate)	Reduce internship credits, add two new required courses	SPH

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MPH in Health Promotion (pending June Senate)	Reduce internship credits, add two new required courses	SPH
MIM in International Management	Eliminate program	SB
Graduate Certificate in Marital, Couples, and Family Counseling	Eliminate program	GSE
MS in Material Science and Engineering	Change the limit on 507 credits	MCECS
PhD in Mathematical Sciences (pending June Senate)	Revise core coursework and reduce total number of credits	CLAS
MM in Music: Performance	Add Collaborative Piano Track	COTA
MA/MS in Physics	Revise 600-level requirement	CLAS
MA/MS in Political Science	Add new required course; revise core coursework	CUPA
MPH in Primary Health Care & Health Disparities	Revise program requirements, electives, and culminating experience	SPH
MSW in Social Work	Revision to Advanced Standing core coursework	SSW
PhD in Sociology	Add and drop required courses	CLAS

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through late April, a total of 69 new course proposals were reviewed and recommended to the Senate for approval, along with 117 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Proposals by College and School

Unit	New Courses	Course Changes
CLAS	31	85
GSE	9	4
SB	2	14
COTA	3	5
SSW	3	2
MCECS	15	3
UPA	5	4
SPH	1	0

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IV. Petitions

Teams of three to four Council members reviewed 80 petitions for exceptions to PSU policies pertaining to graduate studies and issued decisions. The distribution of these petitions among the various categories is presented in Table 4.

Table 4. Petition Decisions, May 2017 through April 2018

Code	Petition Category	Total	Approved	Denied	% Total Petitions	% Approved
A	INCOMPLETES					
A1	Waive one year deadline for Incompletes	13	11	2	16	85
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven year limit on coursework	8	7	1	10	88
D	DISQUALIFICATION					
D2	Extend probation	13	13	0	16	100
D3	Readmission one year after disqualification	1	0	1	1	0
F	TRANSFER CREDITS					
F1	Accept more transfer or pre-admission credit than allowed	12†	11	1	15	92
F4	Accept non-graded transfer or pre-admission credits	2	2	0	2	100
F5	Accept miscellaneous transfer credit	1†	0	1	1	0
H	REGISTRATION PROBLEMS					
H6	Late grade change	3	2	1	3	67
J	PhD & DISSERTATION PROBLEMS					
J4	Extend 5 years from admission to comps	2	2	0	2	100
J5	Extend 3 years from comps to advancement	21	20	1	26	95
J6	Extend 5 years from advancement to graduation	3	3	0	3	100
J7	Waive residency requirement	1	1	0	1	100
	UNIVERSITY LIMITS ON COURSE TYPES					
K2	Waive limit on 504 & 509 credits	1	1	0	1	100
	TOTAL	81	73	8		90

† indicates more than one request category on a single petition; total reflects 81 decisions on 80 petitions

There was a decrease in the number of petitions over last year. More than a third of all graduate petitions were for doctoral time limit issues. Since these policies have become fully implemented, a high volume of petitions for these issues has become the new normal. The GC hopes that doctoral programs will work to mentor their students through the degree process in a timely fashion.

Excluding doctoral time limit petitions, the total number of petitions and their distribution among the various categories is consistent with the lower petition numbers we have seen over the past several years. The Council interprets this as a sign of careful graduate advising in the respective

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academic units as well as close scrutiny of petitions by departments before they are forwarded to Graduate Council.

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

Academic Year	Total Petitions	Percent Approved	Grad Degrees Awarded	Approved Petitions, Percent of Degrees
2017-18	81	90%	[n.a.]	[n.a.]
2016-17	93	92%	1673	5.5
2015-16	108	95%	1546	6.7
2014-15	97	97%	1677	5.8
2013-14	106	95%	1627	6.5
2012-13	69	90%	1820	3.7
2011-12	56	91%	1642	3.4
2010-11	43	93%	1812	2.0
2009-10	50	100%	1674	3.0
2008-09	51	80%	1645	2.5
2007-08	54	71%	1550	2.5
2006-07	75	69%	1675	3.1
2005-06	86	71%	1494	4.1
2004-05	71	72%	1565	3.3
2002-03	56	93%	1331	3.9
2001-02	78	81%	1218	5.2
2000-01	79	78%	1217	5.1
1999-00	102	92%	1119	8.4
1998-99	84	77%	1088	6.0
1997-98	70	80%	998	5.6

V. Program Proposals in Progress

- MEd in Education; update core course requirements
- Executive MPA: update required courses

VI. Future Graduate Policy

- The Graduate Council will coordinate with both the UCC and Faculty Senate to try and establish a campus-wide policy on how course overlap should be reviewed.
- The Graduate Council will coordinate with the UCC to ensure that a uniform and practical review standard is in place for diversity questions on new course proposals.
- The Graduate Council has identified the absence of a single clear and concise resource that provides information about the expectations and review standards for curriculum proposals on campus as problem. The first stage in developing such a resource is to establish the review criteria and Graduate Council has already begun to do this. Next year we hope to complete this process and work with the administration to publish these criteria as a logical and easy to find resource.

May 23, 2018

To: Faculty Senate

From: Donald Duncan, Chair, Undergraduate Curriculum Committee

RE: 2017-2018 Annual Report to Faculty Senate

Chair: Donald Duncan (ECE)

Members: Mirela Blekic (ACS), Amy Borden (Film), Donald Duncan (ECE), Susan Ginley (SpHr), John Hellerman (LING), Hillary Hyde (CFS), Sara Key-Delyria (SpHr), Drake Mitchell (Ph), Max Nielson-Pincus (ESM), Kimberly Pendell (LIBW), Leslie Siebert (IELP), Yer Thao (ED), Kristi Yuthas (SBA), Belinda Zeidler (SCH)

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

Committee Charge:

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

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

Landmarks

With few exceptions, all of the proposals received this year were through the Online Curriculum Management System (OCMS). Steve Harmon (OAA) was invaluable in educating the committee on the intricacies of this system.

One of the issues that the committee wrestled with this year was how to assess the manner in which proposal authors addressed diversity and inclusion. Early in the year, a subcommittee was formed (Amy Borden (Film), Sara Key-Delyria (SpHr), Kimberly Pendell (LIBW)) to create a document that would clarify expectations for proposal authors. The result was the position document, “Clarification and Support Regarding Diverse Perspectives and Diversity Engagement Requirements from the UCC.” We are grateful to Dr. Lisa Grady-Willis (GDI) for her help in creating this document. This document was made available to proposal authors.

The other major issue that the UCC addressed was communication with proposal authors regarding issues of clarification or shortcomings such as inadequate statements of overlap. The consensus of the committee was that these issues (e.g., overlap) should be resolved at the unit level rather than at the UCC. As a result, it was agreed that communication should be between the UCC and the curriculum committee in the unit, rather than between the UCC and the proposal author. Initially, this created some confusion, but ultimately it is believed that this method of communication will increase efficiency as the UCC continues to see an ever increasing number of proposals.

Committee Work and Efficiency

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

Units who would like to see quicker review of their proposals might consider closer curricular review at the unit level. The UCC receives a surprising number of proposals with substantive defects. Critiques by UCC members are available to units via OCMS and it is hoped that this will lead to greater transparency and efficiency.

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

Future trends and Recommendations

For this academic year the UCC addressed a two-fold increase in changes to existing Baccalaureate programs, a 50% increase in new course proposals, and a more than two-fold increase in changes to existing courses. It is expected that this trend will continue into the future. With the ensuing demand on committee members’ time, any measures that would increase efficiency would be very helpful. It is recommended that the UCC continue the practice of communication with the units rather than the proposal authors. Additionally, convening a meeting with the various units along with the chairs of the UCC and GC would be most useful in communicating expectations among all parties.

The manner in which proposal authors address the issues of diversity and inclusion will continue to arise in the future. An aspect of these issues that raised concern was the different standards applied by the UCC and GC. Closer coordination of these policies between UCC and GC would be facilitated by a joint meeting of the two committees early in the academic year. It is expected that an outcome of this meeting would be a clear statement of expectations that would be useful for proposal authors and the curriculum committees within the various units across the university. Such a joint meeting would also prove useful in arriving at clearer expectations for differentiating slash courses. Specifically, greater specificity on student performance evaluation at the undergraduate versus graduate level, is needed.

Curricular Proposals Reviewed

In 2017-2018 the Committee will have convened 13 times, on the dates shown below, to review proposals for new programs and courses and changes to courses and programs, and to discuss additional issues related to the charge of the Committee.

Meeting dates:

Fall 2017	Winter 2018	Spring 2018
10/9/17	1/8/18	4/9/18
10/23/17	1/22/18	4/23/18
11/13/17	2/12/18	5/14/18
11/27/17	2/26/18	5/21/18
	3/12/18	

The number of reviewed courses and programs are shown below (previous year in parentheses):

New Baccalaureate Programs	4 (2)
Changes to Existing Baccalaureate Programs	37 (18)
Eliminations of Baccalaureate Programs	3
New Courses	122 (82)
Changes to Existing Courses	266 (120)
Drop Courses	42 (13)

University Writing Council 2017-18 Annual Report to the PSU Faculty Senate

From the PSU Faculty Constitution, Article 4 Section 4: University Writing Council This Committee shall consist of seven faculty members from across the University of whom no more than four would come from CLAS. The Committee shall also have four voting standing members: the Director of Rhetoric and Composition, the University Studies Writing Coordinator, the Director of the Writing Center, and a representative from IELP. Members will serve for two-year terms, with the possibility of continuing. The Committee shall: 1) Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses; 2) Offer recommendations for improving writing instruction across the university; 3) Initiate assessment of the teaching and learning of writing at PSU; 4) Support training of faculty, mentors, and WIC Assistants teaching writing; 5) Advise on budgeting writing instruction; 6) Act in liaison with appropriate committees; 7) Report at least once a year in liaison with appropriate committees; 7) Report at least once a year to the Senate, outlining committee activities.

Committee chair: Miller, Hildy (English)

Committee members:

Linda Absher (Library)
Barber, Katrine (History)
Kate Comer (English)
DeWeese, Dan (English)
Glasscott, Brenda (Honors)
Jaffee, Daniel (Sociology)
Knepler, Annie (University Studies)
Pickard, Elizabeth (Library)
Spitzer, Linnea (IELP)

Completed Business:

1. UWC discussed the Writing Action Plan with Margaret Everett, Interim Provost and Vice President of Academic Affairs, Karen Marrongelle, Dean of CLAS, and Rossizta Wooster, Director of Graduate Studies.
2. Spoke with Faculty Senate about progress on the Action Plan (Hildy Miller).
3. Revised University Writing Requirement for clarity (Hildy Miller, Kate Comer, Dan DeWeese)

Ongoing business:

1. Writing Across the Curriculum questionnaire distributed to Faculty Senate and Chairs/Directors of all departments on April 11 (Hildy Miller, Kate Comer). Covers current practices in teaching writing at undergraduate and graduate levels and projected needs. Results should be available in May 2018. Results will be presented to the UWC and Faculty Senate Fall 2018.

2. Vicki Tolar Burton, Writing across the Curriculum Director, Oregon State University, upcoming visit April 27, 2018 to present on her program and discuss possibilities for a WAC program at PSU.
3. Writing Placement Subcommittee (Kate Comer, Brenda Glascott, Linnea Spitzer, Annie Knepler) will present their findings to UWC in May 2018; to Faculty Senate in fall 2018.
4. Study of Student Writing at PSU continues (Annie Knepler).