The meeting will include:
- Presentation of proposed Constitutional amendments
- Nominations for 2018-19 Presiding Officer Elect

In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available at the PSU Curricular Tracking System: http://psucurriculumtracker.pbworks.com. If there are questions or concerns about agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the Senate.

Items on the consent agenda are approved (in the case of proposals or motions) or are received (in the case of reports) without further discussion, unless a Senator gives notice to the Secretary in writing prior to the meeting, or from the floor prior to the end of roll call. Any senator may pull any item from the consent agenda for separate consideration, provided timely notice is given.

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

www.pdx.edu/faculty-senate
To: Faculty Senators and Ex-officio Members of the Senate
From: Richard H. Beyler, Secretary to the Faculty

The Faculty Senate will meet on 7 May 2018 at 3:00 p.m. in Cramer Hall 53.

AGENDA

A. Roll Call

*B. Approval of the Minutes of the 2 April 2018 Meeting – consent agenda

C. Announcements

* 1. OAA response to April notice of Senate actions – consent agenda
* 2. Announcements from Presiding Officer (including information re: Confucius Institute)
* 3. Announcements from Secretary
* 4. Proposed revision to Information Security Policy (S. McKay)

NOMINATIONS FOR 2018-19 FACULTY SENATE PRESIDING OFFICER ELECT

D. Unfinished Business

* 1. Proposed Task Force on Revising P&T Guidelines; (Steering; cf. April agenda item E.6)
* 2. Student ratings of instruction (EPC; cf. April agenda item G.4)

E. New Business

Procedural note for item E.1: heretofore, GC and UCC submitted a joint curricular memo for 400/500-level (“slash”) courses. These committees have now adopted the policy of listing such courses separately on their respective memos, with indication that the proposal is part of a dual-level course.

* 1. Curricular proposals (GC, UCC) – consent agenda
* 2. Master of Nonprofit Leadership (CUPA via GC)
* 3. Graduate Certificate in Econometric and Data Analysis (CUPA via GC)
* 4. Change in undergraduate writing requirement course list (ARC & UWC)
* 5. English language proficiency for international post-baccalaureate applicants (ARC)

Procedural note for items E.6 & E.7: the amendments are presented at this meeting for discussion and for any proposed modifications (amendments to the amendments). Any proposed modifications must be voted on at this meeting. The final text with any approved modifications is then referred to the Advisory Council for review for proper form. The final text with any approved modifications will be debated and voted on at the June meeting. Additional modifications will not be in order at the June meeting; the debate and vote will be upon the final text with any modifications agreed upon today.
F. Question Period and Communications from the Floor to the Chair

G. Reports from Administrators and Committees

1. President’s Report
2. Provost’s Report

* 3. Academic Advising Council Annual Report – consent agenda
* 4. General Student Affairs Committee Annual Report – consent agenda
* 5. Honors Council Annual Report – consent agenda
* 7. Intercollegiate Athletics Board Annual Report – consent agenda
* 8. Library Committee Annual Report – consent agenda
* 9. Scholastic Standards Committee Annual Report – consent agenda

H. Adjournment

* See the following attachments.
  Complete proposals for E.1-3 are available on-line: [psucurriculumtracker.pbworks.com](psucurriculumtracker.pbworks.com).
B. Minutes of the Senate meeting of 2 April – consent agenda
C.2. Information re: Confucius Institute
C.4. Draft of Information Security Policy
D.1. Motion to create Task Force to Address Advancement of NTTF
E.1,a,c.. Curricular proposals (summaries) – note: there is no E.1.b – consent agenda
E.2. Master of Nonprofit Leadership (summary)
E.4. Change to undergrad. writing requirement course list
E.5. Change to English proficiency requirement for international post-bacc. applicants
E.6. Proposed Constitutional amendments
E.7. Proposed amendments to Bylaws
G.3. AAC Annual Report – consent agenda
G.4. GSAC Annual Report – consent agenda
G.5. HC Annual Report – consent agenda
G.6. IAC Annual Report – consent agenda
G.7. IAB Annual Report – consent agenda
G.8. LC Annual Report – consent agenda
G.9. SSC Annual Report – consent agenda
G.10. UNST Council Annual Report – consent agenda
FACULTY SENATE ROSTER (64)

<table>
<thead>
<tr>
<th>College of Liberal Arts &amp; Sciences–Arts &amp; Letters (6)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown, Kimberley</td>
<td>LIN</td>
<td>2019</td>
</tr>
<tr>
<td>Dolidon, Annabelle</td>
<td>WLL</td>
<td>2020</td>
</tr>
<tr>
<td>Epplin, Craig</td>
<td>WLL</td>
<td>2018</td>
</tr>
<tr>
<td>O'Banion, Liane</td>
<td>TLC</td>
<td>2019</td>
</tr>
<tr>
<td>Reese, Susan</td>
<td>ENG</td>
<td>2019</td>
</tr>
<tr>
<td>Watanabe, Suwako</td>
<td>WLL</td>
<td>2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Liberal Arts &amp; Sciences–Sciences (8)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cruzan, Mitchell</td>
<td>BIO</td>
<td>2019</td>
</tr>
<tr>
<td>de Rivera, Catherine</td>
<td>ESR</td>
<td>2018</td>
</tr>
<tr>
<td>Flight, Andrew</td>
<td>MTH</td>
<td>2018</td>
</tr>
<tr>
<td>George, Linda</td>
<td>ESM</td>
<td>2020</td>
</tr>
<tr>
<td>Mitchell, Drake</td>
<td>PHY</td>
<td>2019</td>
</tr>
<tr>
<td>Palmiter, Jeanette</td>
<td>MTH</td>
<td>2020</td>
</tr>
<tr>
<td>Podrabsky, Jason</td>
<td>BIO</td>
<td>2019</td>
</tr>
<tr>
<td>Webb, Rachel</td>
<td>MTH</td>
<td>2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Liberal Arts &amp; Sciences–Social Sciences (7)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chang, Heejun</td>
<td>GGR</td>
<td>2018</td>
</tr>
<tr>
<td>Craven, Sri</td>
<td>WGSS</td>
<td>2020</td>
</tr>
<tr>
<td>Hsu, Chia Yin</td>
<td>HST</td>
<td>2020</td>
</tr>
<tr>
<td>Liebman, Robert</td>
<td>SOC</td>
<td>2020</td>
</tr>
<tr>
<td>Luckett, Thomas</td>
<td>HST</td>
<td>2019</td>
</tr>
<tr>
<td>Robson, Laura</td>
<td>HST</td>
<td>2018</td>
</tr>
<tr>
<td>Schechter, Patricia</td>
<td>HST</td>
<td>2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of the Arts (4)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*de la Cruz, Abel</td>
<td>COTA</td>
<td>2018</td>
</tr>
<tr>
<td>*Fiorillo, Marie</td>
<td>COTA</td>
<td>2019</td>
</tr>
<tr>
<td>*Griffin, Corey</td>
<td>ARCH</td>
<td>2020</td>
</tr>
<tr>
<td>*James, Meredith</td>
<td>ART</td>
<td>2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Urban and Public Affairs (6)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chaillé, Peter</td>
<td>PAD</td>
<td>2020</td>
</tr>
<tr>
<td>Harris, G.L.A.</td>
<td>PAD</td>
<td>2018</td>
</tr>
<tr>
<td>*Martin, Sheila</td>
<td>IMS</td>
<td>2020</td>
</tr>
<tr>
<td>*Mitra, Arnab</td>
<td>ECP</td>
<td>2019</td>
</tr>
<tr>
<td>Nishihibah, Masami</td>
<td>PAD</td>
<td>2019</td>
</tr>
<tr>
<td>Smallman, Shawn</td>
<td>IGS</td>
<td>2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate School of Education (4)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Farahmandpur, Ramin</td>
<td>ELP</td>
<td>2018</td>
</tr>
<tr>
<td>Reynolds, Candyce</td>
<td>ELP</td>
<td>2020</td>
</tr>
<tr>
<td>Thieman, Gayle</td>
<td>CI</td>
<td>2020</td>
</tr>
<tr>
<td>Yeigh, Maika</td>
<td>CI</td>
<td>2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library (1)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emery, Jill</td>
<td>LIB</td>
<td>2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maseeh College of Engineering &amp; Computer Sci. (5)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Karavanic, Karen</td>
<td>CMP</td>
<td>2020</td>
</tr>
<tr>
<td>Monsere, Christopher</td>
<td>CEE</td>
<td>2018</td>
</tr>
<tr>
<td>Recktenwald, Gerald</td>
<td>MME</td>
<td>2019</td>
</tr>
<tr>
<td>Siderius, Martin</td>
<td>ECE</td>
<td>2019</td>
</tr>
<tr>
<td>Tretheway, Derek</td>
<td>MME</td>
<td>2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Instructional (4)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenter, Rowanna</td>
<td>UNST</td>
<td>2019</td>
</tr>
<tr>
<td>*Lindsay, Susan</td>
<td>IELP</td>
<td>2020</td>
</tr>
<tr>
<td>*Fernandez, Oscar</td>
<td>UNST</td>
<td>2018</td>
</tr>
<tr>
<td>*Taylor, Sonja</td>
<td>UNST</td>
<td>2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Business Administration (4)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimond, Michael</td>
<td>SBA</td>
<td>2020</td>
</tr>
<tr>
<td>*Hansen, David</td>
<td>SBA</td>
<td>2018</td>
</tr>
<tr>
<td>*Mathwick, Charla</td>
<td>SBA</td>
<td>2019</td>
</tr>
<tr>
<td>Sorensen, Tichelle</td>
<td>SBA</td>
<td>2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Public Health (2)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gelmon, Sherrill</td>
<td>HPM</td>
<td>2018</td>
</tr>
<tr>
<td>Messer, Lynne</td>
<td>CH</td>
<td>2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Social Work (5)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryson, Stephanie</td>
<td>SSW</td>
<td>2020</td>
</tr>
<tr>
<td>Constable, Kate</td>
<td>SSW</td>
<td>2018</td>
</tr>
<tr>
<td>Cunningham, Miranda</td>
<td>SSW</td>
<td>2020</td>
</tr>
<tr>
<td>*Martinez Thompson, Michele</td>
<td>SSW</td>
<td>2019</td>
</tr>
<tr>
<td>Smith, Gary</td>
<td>SSW</td>
<td>2018</td>
</tr>
</tbody>
</table>

* Interim appointment
† Member of Committee on Committees
New senators in italics
Date: 12 Sep. 2017
PORTLAND STATE UNIVERSITY
Minutes of the Faculty Senate Meeting, 2 April 2018

Presiding Officer: Michael Clark
Secretary: Richard Beyler

Senators Present:

Alternates Present:
Nick Matlick for Baccar, David Raffo for Mathwick

Senators Absent:
Craven, de la Cruz, Harris, Hsu, Lindsay, Podrabsky, Recktenwald, Singleton, Smith

Ex-officio Members Present:
Allen, Beyler, Chabon, Clark, Duncan, Everett, Finkbeiner, Fraire, B. Hansen, Harmon, Hines, Holmes, Lafferriere, Maier, Marrongelle, Raffo (also as alternate), Shoureshi, Woods

A. ROLL

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

B. APPROVAL OF THE MINUTES

The 5 March 2018 Minutes were approved with the correction that S. REESE was present.

C. ANNOUNCEMENTS AND DISCUSSION

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

[There was a change to order of announcements.]

2. Announcement on President’s Inauguration

The inauguration of Dr. Rahmat SHOURESHI as President of Portland State University will take place on 4 May 2018, starting at 9:00 a.m. Be on the lookout for announcements concerning this event. The deadline for renting regalia has passed, but the commencement office may have additional gowns. Contact Rachel MARTINEZ in the President’s office for information.

3. Announcements from Secretary

BEYLER called attention to changes to the order of business indicated in the agenda.

The opt-in survey to declare candidacy for Faculty Senate, Interinstitutional Faculty Senate, and Advisory Council will be going out soon.
4. Announcements from Presiding Officer

CLARK indicated that there will be a social event after May senate meeting, in the Simon Benson house, with wine donated by Scott BURNS.

CLARK introduced FINKBEINER for an announcement on behalf of ASPSU. FINKBEINER said that his last fight as ASPSU President would be about the rising cost of tuition. At the upcoming Board of Trustees meeting, a tuition increase of about 5% was expected. As previously, he is opposed to this. The biggest cost driver is lack of state funding over the last decade; it seems that there will be a tuition increase every year at every Oregon state institution for the foreseeable future. FINKBEINER held this to be intolerable, and urged taking a stance against it. Otherwise student numbers will decrease. The cost of the state violating PERS agreements is now being put onto students. There will be a student budget forum on Thursday, April 5th, 5:30-7:30.

FINKBEINER also noted that the student trustee position will become open this summer.

5. PSU response to HB 2998 and Foundational Curriculum

CLARK recognized Maurice HAMINGTON to make a presentation on this topic. HAMINGTON reminded senators about the motivations behind House Bill 2998: excessive credits and the sense that transfer students were losing the validity of credits as they transferred. HAMINGTON has been a PSU representative to state-wide meetings on this subject—seven official meetings and numerous informal conversations.

HAMINGTON summarized the first part of the bill as mandating a foundational curriculum of thirty credits that can be taken in any community college and transferred to any four-year institution without losing progress toward the degree. The foundational curriculum constitutes “safe” courses that you can take without knowing what university you will transfer to or what major you will have. It’s thus a very narrow band. Once students decide on a major, they should follow more specific curricular maps. Deciding on the foundational curriculum was not easy. PSU is positioned to the easiest user: we will not need to change our practices, University Studies or other requirements, etc.

HAMINGTON: the second part of the bill call for state-wide transfer agreements within majors. Faculty from these disciplines from the various campuses will need to decide what the lower-division curriculum for the major should be, so that when students transfer from community college to university they will know the optimum transfer point. The four disciplines chosen to begin with are English, education, business, and biology. Much discussion will need to take place. PSU will host the kickoff of this process this coming Friday. The Provost has identified faculty to represent PSU at this event.

JAEN PORTILLO asked how the four disciplines were chosen. Are they pilots? HAMINGTON: chosen with great difficulty. Data was used to find the majors with the most impact, most lost credits, previous discussions on the transfer issue, etc.

FIORILLO asked about the status of associate’s degrees. Community colleges often encouraged students to get these degrees under the assertion that it would cover the requirements, but in practice this was often not the case. HAMINGTON said it was not yet clear how this would play out in respect of all the disciplines. FIORILLO said that there were many different options for the associate’s degree, and that it might make sense
to streamline this, e.g., into transfer tracks. HAMINGTON: the community colleges indeed had much work to do to figure out how to align their curriculum with this process.

FERNANDEZ asked about the shelf life the thirty credits. HAMINGTON said there was no intention to change current policies in this regard.

CLARK added this had been the main topic of discussion at IFS.

[Modification to order of business: item D.1 incorporated into item E.6 below.]

D. UNFINISHED BUSINESS

1. Report from Task Force on Tenure for Teaching-Intensive Faculty

[incorporated into E.6 below]

E. NEW BUSINESS

1. Curricular proposals – consent agenda

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

2. Graduate Certificate in Taxation (SB via GC)

WOODS, chair of Graduate Council, gave an overview of the proposal from The School of Business for a new Graduate Certificate in Taxation [April Agenda Attachment E.2]. Last year there was an overhaul of the Masters in Taxation program due to changes in tax law. This successful program is aimed at students going into tax preparation or accounting. There is an unmet need for continuing education for people already in these fields, because Oregon law requires that they keep training and credentials up to date. SB believes they have excess capacity in the classes that were approved last year. GC reviewed the numbers and did not have any major concerns.

THIEMAN/RAFFO moved the proposal as summarized in April Agenda Attachment E.2 and given in full in the Curriculum Tracker. The motion was approved (48 yes, 1 no, 0 abstain, recorded by clicker).

3. Undergraduate Major in Indigenous Nations and Native American Studies (CLAS via UCC)

DUNCAN, chair of Undergraduate Curriculum Committee, reviewed the proposal from the College of Liberal Arts & Sciences for a new Undergraduate Major in Indigenous Nations and Native American Studies [April Agenda Attachment E.3]. The proposal is based on an existing minor. Need was established by petitions and a survey. There are 56 total credits, of which 24 are core, 8 experiential, and the remainder elective credits.

LUCKETT/SMALLMAN moved the proposal as summarized in April Agenda Attachment E.3 and given in full in the Curriculum Tracker. The motion was approved (45 yes, 3 no, 0 abstain, recorded by clicker).

4. Undergraduate Major in Special Education (GRE via UCC)

DUNCAN gave an overview of the proposal from the Graduate School of Education for a new Undergraduate Major in Special Education [April Agenda Attachment E.4]. The need was made visible by a 2016 national report on teacher shortages in secondary
education. There is a chronic shortage of special education instructors. The major includes 75 credits (11 lower-division, 64 upper-division). It will have minimal fiscal impact. UCC approved the proposal easily.

KARAVANIC/S. REESE moved the proposal as summarized in April Agenda Attachment E.4 and given in full in the Curriculum Tracker. YEIGH stated that there is such a shortage of special education teachers in Oregon that it’s not uncommon for school districts to hire people who are still working on bachelor’s degrees or mid-program in a special ed. program, to put in special ed. classrooms. The major serves a need to prepare educators. PALMITER asked why a bachelor’s degree is being effected in the Graduate School of Education. Will there be undergraduate degrees in the graduate schools? DUNCAN recognized Randy DE PRY, chair of the Department of Special Education, to respond: recently the Oregon Teacher Standards and Practices Commission did a licensure redesign, which will result in more undergraduate teacher preparation programs. There will likely be an increased market and need for such undergraduate programs. Graduate programs will, however, be retained. SCHECHTER related that she had learned from prospective history student who was also interested in teaching, that in another state, the student would not be required to get an additional degree [beyond the history degree] to enter the classroom. LIEBMAN: what would be the consequences for intake into the master’s program? Will the master’s program shrink? DE PRY thought it would give opportunity to increase graduate offerings, because currently these are nested with licensure offerings. They want to be able to offer master’s curriculum in specialized areas or emphases not necessarily tied to licensure requirements. The motion was approved (37 yes, 9 no, 2 abstain, recorded by clicker).

[Modification to order of business: item E.5 incorporates item G.5 below.]

5. AQC recommendations for task forces on undergraduate research and on interdisciplinary teaching [including AQC Annual Report]

DOLIDON, chair of Academic Quality Committee, reviewed their annual report [see April Agenda Attachment E.5/G.5 and slides, Appendix E.5]. AQC keeps track of academic quality across campus, with a view to see what is working well and what can be improved. Surveys of graduate students and faculty both had a relatively good response rate. Results were communicated to and discussed with other relevant committees and administrative offices. Most graduate students reported a good experience at PSU and would recommend their program to others.

Two aspirational practices the AQC looked at more closely, DOLIDON continued, are undergraduate research and interdisciplinary research/teaching. Undergraduate research is a high-impact practice that aligns with the PSU mission of student success. We have some practices in place, but faculty responses revealed limitations: issues connected to writing, workload, and funding. Initiatives to foster partnerships are of interest.

In interdisciplinary teaching and research, there are some things being done, but we can do more, DOLIDON said. Not everyone has the same understanding of this term. Perceived barriers include departmental funding models and the impact on promotion and tenure. Practices that faculty wished to see supported, according to the survey, include University-write projects, and some of these are being pursued.
AQC recommends the formation of task forces to monitor these issues, see what is being done and collate that information, and collaborate with OAI and other relevant offices to promote them.

An upcoming project for AQC, DOLIDON said, is an undergraduate survey—a large undertaking—hopefully to be launched in the fall.

DOLIDON called attention to concerns which surfaced in several different areas of the faculty survey. One was workload; another was that [in practice] certain activities were not valued toward promotion and tenure [as they were in theory]. Faculty were asked how they divide their time; about 40% was the average for teaching, but only about 20% for research.

AQC recommended formation of a task force on Undergraduate Research Opportunities. CUNNINGHAM/RAFFO moved as follows [note: in the text of the motion, struck out and underlined text reflects the sense of the amendment approved below]:

Faculty Senate moves to create a task force an Ad-Hoc Committee on Undergraduate Research Opportunities (TF-AHC-URO) to get a better understanding of URO at PSU and elsewhere, and to develop recommendations for consideration by Faculty Senate. The TF-AHC-URO will explore:

• Current practices at PSU
• New initiatives or development/improvement of current practices to get undergraduates more involved in research, including in disciplines perceived as overlooked in this area, especially the humanities
• Ways/structures to sustain these practices over time

The TF-AHC-URO will consist of 5-6 members chosen by Steering Committee from among nominations by heads of academic units and self-nominations by Faculty, along with 1-2 members chosen by the Office for Research and Strategic Partnerships. The TF-AHC-URO will present an interim report to Faculty Senate in academic year 2018-19 and a final report in academic year 2019-20.

LUCKETT asked if there is a difference between a task force and ad-hoc committee. B. HANSEN said that in his experience a task force had membership appointed by several different groups in addition to Faculty Senate, such as OAA and AAUP.

B. HANSEN moved and it was seconded to amend the motion by changing the wording “task force” to “ad-hoc committee,” and similarly in the abbreviation. The amendment was approved (38 yes, 0 no, 3 abstain, by show of hands). [The sense of this amendment is reflected in struck out and underlined wording in the motion above.]

A senator said that she believed that there was a group already looking at undergraduate research, and that as a member of Committee on Committees she was not in favor of creating additional committees where existing ones could do the job. DOLIDON asked what that group was. O’BANION, chair of CoC, said that she was not aware of it, but that this didn’t mean it didn’t exist. It was suggested that AQC should research this. DOLIDON acknowledged that there were things being done on campus, such as the undergraduate research symposium. However, a general account or map of what is being done campus-wide would be useful; also, it might be worth exploring the value of a more centralized body to promote undergraduate research. GEORGE noted that the data shows
that a small fraction of the faculty are doing most of the mentoring of undergraduate research. Part of the motivation is to move the dial to incentivize to take this up. There are various activities going on, but they are concentrated in a few places. JAEN PORTILLO noted that one of the main obstacles is workload; would the [ad-hoc committee] explore the balance of faculty work? DOLIDON said the main focus of the work would be on other aspects, but acknowledged that workload as a problem kept coming up and would have to be addressed somewhere. It could be part of what the [committee] would look at, but she (DOLIDON) couldn’t dictate to them.

The motion as amended was approved (31 yes, 14 no, 0 abstain, recorded by clicker).

DOLIDON stated that AQC also recommended creating a similar ad-hoc committee focusing on interdisciplinary research and teaching. Without objection from the assembly, BEYLER applied the previous amendment to the wording of that motion.

O’BANION/RAFFO moved as follows:

Faculty Senate moves to create an Ad Hoc Committee on Interdisciplinary Teaching and Research (AHC-ITR) to get a better understanding of ITR practices at PSU and elsewhere, and to develop practical recommendations to support them at PSU, for consideration by Faculty Senate. The AHC-ITR will explore:

- Practices already in place at PSU
- Impact on preferred practices of budget model and other institutional structures
- Ways to promote ITR, including concrete collaboration activities with OAI

The AHC-ITR will consist of 6-8 members chosen by Steering Committee from among nominations by heads of academic units and self-nominations by Faculty. The AHC-ITR will present an interim report to Faculty Senate in academic year 2018-19 and a final report in academic year 2019-20.

The motion was approved (26 yes, 20 no, 1 abstain, recorded by clicker).

[Modification to order of business: item E.6 incorporates item D.1 above.]

E.6. Recommendation from TFTTIF to re-evaluate P&T guidelines

B. HANSEN represented Steering Committee’s gathering of information about this issue. [See April Agenda Attachment E.6.] He had been secretary to the Task Force on Tenure for Teaching-Intensive Faculty (TFTTIF), but that task force, having issued its report, was no longer extant. The task force had not recommended implementing a specific tenure-for-teaching track. A problem with the committee’s charge was that there was no definition of “teaching intensive” broadly accepted across PSU, or even consensus whether such a common definition was desirable. The task force included members chosen by AAUP, OAA and Faculty Senate, mostly with a view to avoid bias; some members underwent a 360-degree movement on the question. The report did recommend that Senate explore the complicated set of ranks for non-tenure-track faculty, and expectations for advancement in these ranks. There was discussion of this and related issues last month, and Steering had fielded additional comments.

B. HANSEN continued: the suggestion [in Attachment E.6] was to create a task force to more specifically address the criteria for advancement for non-tenure-track faculty
(NTTF) [in the professorial set of ranks], inasmuch as these currently include criteria not necessarily relevant to all NTTF (e.g., research). While other concerns raised by the report such as workload allocation, service component, class size, on-line curriculum, etc., are significant, HANSEN said, he wished to set those aside as deserving of separate study. The issues impacted each other, but should not be conflated. The task force would have a more singular focus.

THIEMAN did not object to studying this issue, but stated that the GSE has very clear requirements for promotion for NTTF assistant professors of practice to associate, etc., distinct from those for tenure-line colleagues. She had been on the task force, along with PERCY and others, that had created the continuous hire policy, which included specific examples for promotion to associate and full. It’s incorrect to say that such criteria did not exist, but perhaps not all schools were using them. B. HANSEN: this is correct; C. REYNOLDS had made a similar point in Steering. GSE had addressed the issue, but that was not the case across campus as a whole. LIEBMAN made two points: the danger is to take a detour from the basic mandate of TFTTIF. It’s important for an institution driven by [both] the mission for excellence and the need for enrollment to be attentive to achievement that are not narrowly defined as research: case studies, software, simulations, etc. All of these can be nationally important accomplishments, but they are not well addressed by our criteria [for tenure]. LIEBMAN’s second point was that employment letters could include expectations about teaching, large classes, new curriculum, etc.: that is the hole that needs to be filled. To cast the issue solely in terms of NTTF is problematic. He believed that the academy as a whole had clear ideas about what constitutes tenurable research accomplishments; in teaching, this was unclear.

BEYLER suggested that it would proper to have a specific motion which could then be debated. B. HANSEN said he was not offering the text [of April Agenda Attachment E.6] as a motion.

B. HANSEN addressed LIEBMAN’s comments: the task force he mentioned no longer exists. We can create further task forces, however, to address further issues of concern. The time-honored scholar-teacher role was something the task force kept in mind. The idea that the scholar should be actively contributing to the knowledge of the discipline is important; however, we also want to be known for excellence in teaching, access, reaching out. Are these goals embedded our promotion and tenure guidelines? This question suggested revisiting the guidelines, taking into account different roles. He was trying to disentangle the various issues. RAFFO asked whether the post-tenure review framework was one that could be applied to NTTF. B. HANSEN said he hadn’t considered this, but it might be relevant since it asked for continued activity and excellence in all three spheres (research, service, teaching). It might something for the committee to consider.

EVERETT was concerned about the number of committees, especially in view of the two just created. She has heard in this meeting and elsewhere concerns about workload; creating a committee increases workload. While, for example, the issue of undergraduate research is a worthy one, she did not hear a convincing argument that the work was not already taking place elsewhere. In the current case, the wording (admittedly not a resolution) seemed to refer to a task force to review the findings of another task force. The current discussion was also important, but there had already been much work on
creating continuous appointment opportunities for NTTF, promotional ranks for NTTF with clear evaluation criteria; THIEMAN had provided an example at the school level of promotional opportunities for professors of practice. Those avenues could continue to be explored, but she is not sure if creating a third [track] of tenured teaching faculty is the solution. She urged ways of exploring this other than creating a new task force.

D. HANSEN noted that the clinical ranks are not available to every academic unit, since they require licensure or certification. Typically the professional schools have access to these ranks; it is not universal across campus. EVERETT said this showed a way in which departmental guidelines could be specific to what was appropriate in that field.

JAMES was concerned that the proposal seemed to evade the question of setting a benchmark for “teaching intensive.” Setting a benchmark credit load was doable. B. HANSEN responded that 36 credits has been typically used as an upper limit, with credit deducted from that for the service component, etc.

PALMITER took issue with the recommendations from the task force: the recommendation not to procedure with tenure for teaching seemed not in accord with the survey finding. Survey respondents reported they had spent 60%-80% teaching; many tenured faculty did not receive the survey. She wished that this issue could be further discussed with the various academic units; in Mathematics & Statistics they need tenured teaching-intensive faculty since new hires are very research-intensive and doing relatively little teaching. A sweeping solution across the University may not be suitable for all academic units with differing needs. Is a standard teaching load required or needed across the units? B. HANSEN responded that the task force had generated much data, interviews, etc., from many sources that formed the basis of the recommendation. Regarding the survey specifically, it had been sent out by OAA using their list for surveys to faculty. Of the 20%-30% who responded, 50+% admitted they did not know about the concept of “teaching intensive”; of that group, the numbers about percentage of time spent teaching were impressions and may or may not have been accurate. A more recent survey had resulted in the different data about time spent on service, teaching, etc. PALMITER: does this mean that the results are not valid, yet decisions are being made on that basis? HANSEN said that recommendations are not being made on the basis of the survey; it was intended to gather information about teaching loads and workloads. He agreed with the points that different departments had different needs, so that a one-size-fits-all solution was inappropriate; also, that the GSE example might be a good to look at for how to provide a path for promotion for NTTF. For NTTF assistant professors, there is generally not relevant language regarding promotion pathways—it is haphazard and subjective. Those are the issues the proposal is meant to address. However, he is not putting forward a specific motion.

BEYLER reiterated a point he had made last month regarding this very discussion. How are items placed on the Senate agenda? Constitutional committees, including Steering Committee and ad-hoc committees, are empowered to place items on the agenda. Also, any three senators acting in concert are empowered to place items on the agenda. Once an item is on agenda, motions can be made about it. If possible, proposed motions should be submitted in advance in writing, so as to avoid word-smithing on the Senate floor.
In regard to committees, BEYLER noted that the committee preference survey will be going out soon, and if there are committee that are no longer serving their intended purpose it would be useful to know that. He also noted that there are constitutional and administrative committees, and that Faculty Senate has no jurisdiction over the latter. If it is believed that there are superfluous committees, it would be useful to have specifics.

F. QUESTIONS TO ADMINISTRATORS. None.

G. REPORTS FROM ADMINISTRATORS AND COMMITTEES

1. President’s Report

SHOURESHI said he wished to discuss important issues facing the University, sharing information the sense of shared governance.

SHOURESHI: there are three integral elements for any organization, especially in an academic environment: purpose, performance, principles. With regard to purpose, the question is: why does PSU exist? What gap does it fill? What happens if PSU did not exist—would anyone miss us? From his perspective, it is to provide quality education particularly for the diverse demographic that we have; transform students’ lives; contribute to the discovery of knowledge; be socially responsible; be a partner with local and global communities; economic development. He hoped to hear also Faculty’s ideas about our purpose. Our core values SHOURESHI took to be access, inclusion, purposefulness, social consciousness, transparency, trust, shared governance. The most important one is collaborative and mutual reliance.

With respect to performance, SHOURESHI continued, milestones are needed. This was apropos to the previous discussion: what metrics do we consider? We could look at (e.g.) graduation rates, faculty success and satisfaction, student/alumni success and satisfaction, annual research volume, successful capital campaigns, etc. Shared governance means winning together, but in turn accountability of individuals.

SHOURESHI pointed to Arizona State University as an aspirational comparator. In many ways they are similar to PSU: urban, without a medical school, and (some years ago) not highly placed within the state system. They defined their character as a comprehensive public research university, measured not by whom it excludes but by whom it includes and how they succeed; advancing research of public value; assuming responsibility for the economic, social, cultural, and moral health the communities it serves. Specific goals include: maintain accessibility and bring it to match the social and economic diversity of the region; improve freshman retention to 90%; enhance graduation rates to 75%-80%; enhance quality while reducing the cost of the degree; enrolling 100,000 on-line and distance education degree-seeking students; enhance linkage with community colleges so as to expand degree production. SHOURESHI remarked that the existing Strategic Plan needs specific goals and plans for execution. Faculty input is needed to formalize them.

SHOURESHI said that he had been meeting with the board of a foundation—that was why he was a few minutes late. They said that since our research funding was not yet at a $100 million level, we can only ask them for funding every three or four years, but if we reach that level we can go as often as we want. This lies behind the discussion of the centers of excellence, the candidates for VP of Research, etc.
BROWN observed that in the past decade we’ve had much input from CSU-Northridge and ASU; she urged us to look at other comparator schools [also]. SHOURESHI shared the ASU example because it is an urban university that has undergone a major transformation successfully. In the presentation KENNEDY had not seen terms such as raising intellectual development, thinking, growing. She also referred to a New York Times article, “When Your College Has Your Back”; from it, she suggested Wayne State could be a good comparator. As an access institution, they took steps to offer these things to their students. SHOURESHI saw intellectual growth as included under student success and satisfaction. He did not include Wayne State as a comparator because it has a medical school, which significantly changes the picture. Another possible example might be Georgia Tech, though that is more of a reach. D. HANSEN noted that previous president Dan BERNSTINE had also modelled us after ASU, which was growing by leaps and bounds, so that the legislature could no longer ignore them within the state system. He doubted that we are in that position today. SHOURESHI suggested that we educate the legislators by our actions so that they look at PSU as the same level as UofO and OSU. RAFFO noted that ASU had defined access as being for all students qualified to study at a research university. Did that fit for us? SHOURESHI: no, that is a version that needs to be modified for us. Some of our students may not have had any opportunity to be involved with research. RAFFO: what is the funding level for PhD programs at ASU? SHOURESHI did not have the number immediately available. Their model for state funding is different. What makes a big difference is the 100,000 on-line students.

[In view of time, the following three reports were deferred till next month:]

2. Provost’s Report
3. IFS Report
4. EPC Report on Students’ Ratings of Instruction

[Item G.5 was incorporated into item E.5 above.]

5. AQC Annual Report

H. ADJOURNMENT

The meeting was adjourned at 5:06 p.m.
ACADEMIC QUALITY COMMITTEE
2017-2018

REMINDER

OUR CHARGE: AQC researches, identifies, monitors, and recommends practices that promote and sustain academic quality at PSU for faculty and students.

Identifies and recommends practices that promote and sustain academic quality at PSU by surveying faculty and students, researching best practices, reporting on actionable ideas, and evaluating progress on the implementation of initiatives.

Members: Linda George, J.R. Jones Estes, Ginny Garcia-Alexander, Mirela Blekic, Kathleen Memow, Craig Leets, Annabelle Dolidon (Chair), Kathi Ketcheson (ex officio)

FOCUS THIS YEAR

- Graduate experience
- Writing
- Undergraduate research (Opportunities) (UR/UROs)
- Interdisciplinary teaching and research (IT&R)
- Support to faculty (intrinsic to previous four)

2 surveys

- Graduate students survey
  - Response rate = 41% (415/1007)
    - Master’s 78%
    - Ph.D. 13%
    - MA/PhD 4%
    - Grad. Certificate 5%

- Faculty survey:
  - Response rate = 41% (1841/4471)
    - Gender 50/50
    - Indefinite tenure 50%; annual tenure 21%; Fixed term 28%
    - Asso/Assi/Prof 78%
Graduate students

- Results were communicated to the Graduate Council, the Dean of Graduate Studies, and the Provost’s office.

Grad Students’ Overall Quality of Experience at University

GOOD NEWS: overall, graduate students are satisfied and would recommend the university to others.

Writing (faculty survey)

- The quality of writing is often perceived as unsatisfactory. Results of this survey have been shared with the Writing Council. Class size and workload are seen as barriers to incorporating more writing in courses.

Undergraduate Research (faculty survey)

- HIGH IMPACT PRACTICE
- ALIGNS WITH PSU’S MISSION TO ELEVATE STUDENT SUCCESS
- PRACTICES ALREADY IN PLACE AT PSU (UNST, HONORS, MCNAIR SCHOLARS, ETC.)
- POTENTIAL ROADBLOCKS: STUDENTS’ PREPAREDNESS, P&T, WORKLOAD

Possible initiatives and level of support

Choose TWO of the these practices that you would like to see the university pursue.
**RECOMMENDATIONS**

- AQC recommends that a **task force** be created to look at the following implementation options to promote UROs in addition to General Education program practices already in place within Honors and UNST:
  - A clear mission and vision – align research topics with mission and vision of the college and department.
  - Faculty active in research committed to URO, collaborations cutting across disciplines.
  - Community-based partnerships, study abroad, residence halls with research theme communities.
  - Recognition through opportunities for publication of student coauthored peer-reviewed research. For faculty, such activities should be taken into account when reviewing promotion and tenure, salary review and campus awards.
  - Intellectual ownership to students of their research and membership to a community of student scholars – and making sure that UGs what this ownership does and does not entail.
  - An assessment / evaluation tool that lays down expected outcomes and how they measure up to benchmarks or over time e.g. enrollment in research-themed classes.
  - (Indicators of successful implementation could include % UG students with volunteer or paid research experience at PSU and % UG with senior thesis projects.)
  - Approaches to curriculum
    - Problem-based instruction
    - Project-oriented laboratory
    - Writing-intensive instruction

**INTERDISCIPLINARY TEACHING AND RESEARCH (faculty survey)**

- HIGH IMPACT PRACTICE:
  - LEARNING COMMUNITIES
  - COLLABORATIVE PROJECTS
  - COMMON INTELLECTUAL EXPERIENCES

**BARRIERS**

- BARRIERS TO INTERDISCIPLINARY TEACHING AT PSU

  - **High**
  - **Moderate**
  - **Low**

- BARRIERS TO INTERDISCIPLINARY RESEARCH IN FIELD

  - **High**
  - **Moderate**
  - **Low**

**PRACTICES TO SUPPORT**

- **AVERAGE LEVEL OF SUPPORT FOR:**
  - Create center w/funding for interdisciplinary research, grants, careers, and publication
  - University-wide project w faculty development funds for interdisciplinary teaching and research
  - More cross-listed courses within colleges and across university
  - More team-taught courses across the university

- **PRACTICES UNIVERSITY SHOULD PURSUE**

  - **High**
  - **Moderate**
  - **Low**
RECOMMENDATIONS

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

What’s next?

- An undergraduate survey will go out in Fall 2018 to get a sense of how undergraduate students perceive academic quality at PSU (general education, disciplines, online delivery, advising, etc.).

NOTE ABOUT OVERLAPPING ISSUES IN VARIOUS CONVERSATIONS ON CAMPUS

- WORKLOAD (priorities on teaching/research; proportion of service in general activities; balance work/life)
- PROMOTION & TENURE (some activities that take a lot of time are not valued)
- FUNDING MODEL (prevents collaboration between disciplines → silo cultures, competition instead of collaborations)

ON WORKLOAD

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

Teaching (course prep, delivery, grading, etc.) - ABOUT 40%
Research - ABOUT 20%
Graduate mentoring
Undergraduate advising
Helping students with non-academic personal issues
Departmental service
University service
Administration (Dept. chair, Associate Dean, etc.)
Community Service
Professional Service

ABOUT 40%
MOTIONS

1. The Academic Quality Committee proposes the creation of a task force on Undergraduate Research Opportunities to get a better understanding of URO at PSU and elsewhere and develop recommendations. Paths of exploration:
   - Current practices at PSU
   - New initiatives or development/improvement of current practices to get undergraduates more involved, including in disciplines perceived as overlooked in this area, especially in the Humanities
   - Ways/Structures to sustain these practices over time

2. The Academic Quality Committee proposes the creation of a task force on Interdisciplinary Teaching & Research to get a better understanding of ITR practices at PSU and elsewhere and develop practical recommendations to support them at PSU. Paths of exploration:
   - Reviewing practices already in place at PSU
   - The impact on preferred practices of budget model and other structures on campus
   - Ways to promote ITR, including concrete collaboration activities with OAI
To: Margaret Everett, Interim Provost  
From: Portland State University Faculty Senate  
Michael Clark, Presiding Officer  
Date: 6 April 2018  
Re: Notice of Senate Actions

At its regular meeting on 2 April 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 April Agenda.

04-17-18—OAA concurs with the recommendation and approves the proposed new courses, changes to courses, and changes to programs.

In addition, the Faculty Senate voted to approve:

• A new Graduate Certificate in Taxation in The School of Business;
  04-17-18—OAA concurs with the recommendation and approves a new Graduate Certificate in Taxation in The School of Business.

• A new Undergraduate Major in Indigenous Nations and Native American Studies in the College of Liberal Arts & Sciences;
  04-17-18—OAA concurs with the recommendation and approves a new Undergraduate Major in Indigenous Nations and Native American Studies in the College of Liberal Arts & Sciences

• A new Undergraduate Major in Special Education in the Graduate School of Education;
  04-17-18—OAA concurs with the recommendation and approves a new Undergraduate Major in Special Education in the Graduate School of Education.

• Formation of an Ad-Hoc Committee on Interdisciplinary Teaching & Research;
  04-17-18—OAA As the provost mentioned at the April Faculty Senate meeting, OAA has a concern about the addition of new committees, especially given the comments senators made about workload, which is impacted by service obligations. OAA respects the rights of the Senate to form committees on matters such as this, but registers this concern.

• Formation on an Ad-Hoc Committee on Undergraduate Research Opportunities.
  04-17-18—OAA As the provost mentioned at the April Faculty Senate meeting, OAA has a concern about the addition of new committees, especially given the concerns
senators raised about workload, which is impacted by service obligations. OAA respects the rights of the Senate to form committees on matters such as this, but registers this concern.

Best regards,

Michael Clark  
Presiding Officer

Richard H. Beyler  
Secretary to the Faculty

Margaret C. Everett  
Interim Provost and Vice President of Academic Affairs
Background on potential resolution(s) on renegotiation or nonrenewal of the PSU Confucius Institute Agreement

As its website states, “The Confucius Institute at PSU (CI-PSU) promotes cultural exchange and cooperation between the U.S. and the People’s Republic of China.” Its five-year contract with PSU is scheduled to auto-renew in February 2019 unless the University gives notice otherwise by early August 2018. In recent years concerns have been raised locally, nationally and internationally, alleging that the Confucius Institutes operating on university campuses provide foreign language courses without the curricular oversight of the university, and operate in violation of the academic freedom, freedom of expression, and freedom of conscience of the instructors whom they employ. To address these concerns the Steering Committee intends to include a discussion on this topic in the June meeting of the Senate, which may lead to a vote on a resolution urging the University to include explicit protections of academic freedom and first amendment rights in its contract with the Confucius Institute as a condition of contract renewal.

In advance of the June meeting, the Steering Committee asks the members of the Senate and their constituents to investigate the topic for themselves. To that end, we provide these links to several online resources:

The websites of the CI-PSU and its parent organization, known as the Hanban:
- https://www.pdx.edu/confucius-institute/
- http://english.hanban.org/

The June 2014 report of the national AAUP, “On Partnerships with Foreign Governments: The Case of Confucius Institutes,” and the AAUP’s Statement on Government of Colleges and Universities:
- https://www.aaup.org/report/confucius-institutes

“In the Name of Confucius” (2017), a documentary film directed by Doris Liu to which we have been granted streaming access until May 30, 2018:
- https://passionriver.wistia.com/medias/xq53h9n78j

Elizabeth Redden, “New Scrutiny for Confucius Institutes,” Inside Higher Ed, April 26, 2017:


- https://www-taylorfrancis-com.proxy.lib.pdx.edu/books/9781317611097
INFORMATION SECURITY POLICY

I. Policy Statement

Portland State University (“University”) is committed to protecting the confidentiality, integrity, availability, and overall security of its information resources. These protections may be governed by legal, contractual, or University policy considerations.

All members of the University community share the responsibility for safeguarding University data to which they have access.

II. Reason for Policy/Purpose

Portland State University (PSU) has adopted this Information Security Policy as a measure to guide protection of the confidentiality, integrity, and availability of University data as well as all information systems that store, process, or transmit University data. In addition, this policy defines a framework for classifying institutional data based on its level of sensitivity, value, impact, and risk to the University, as well as the roles and responsibilities for the protection of PSU information resources.

The Information Security Policy serves as the foundation for the university information security program providing the Chief Information Security Officer authority to develop and implement policies, standards, or procedures necessary to put into effect a successful information security program in compliance with this Policy.

III. Applicability

This policy applies to all employees, students, volunteers, visiting researchers, schools, colleges, and administrative units of the University; contracted non-permanent individuals; and vendors (“agents”) accessing, using, holding, or managing University Information Resources on behalf of Portland State University.

This policy also applies to all Information Resources owned, leased, operated, or under the care of Portland State University and its agents.

1 – Information Security Policy Draft version date: 03/21/2018
IV. Definitions

**Confidentiality:** Preserving obligatory restrictions on the access, use, and disclosure of University information.

**Integrity:** Guarding against improper information modification or destruction, and ensuring non-repudiation and authenticity of University information.

**Availability:** Ensuring timely and reliable access to University information and systems.

**Data Owner/Steward:** A person or organization with statutory or operational authority for information and responsibility for establishing the controls for its generation, collection, processing, dissemination, and disposal.

**Data Custodian:** Individual or group responsible for the safe custody, transport, data storage, and implementation of business rules.

**Data User:** A person, group, or automated process acting on behalf thereof authorized to access an information system.

**Impact:** The magnitude of harm that can be expected to result from the consequences of unauthorized disclosure of information, modification of information, destruction of information, or loss of information or information system availability.

**Risk:** The combination of the impact of an adverse event combined with the likelihood of such an event occurring.

**Data:** A basic unit of information that has a unique meaning and subcategories (data items) of distinct value. Examples of data elements include gender, race, and geographic location.

**Information:** Any communication or representation of knowledge such as facts, data, or opinions in any medium or form. Examples include textual, numerical, graphic, cartographic, narrative, audiovisual information, and metadata.

**Information Resource:** Information and related resources, such as personnel, equipment, funds, and information technology.

**Information System:** A discrete set of information resources organized for the collection, processing, maintenance, use, sharing, dissemination, or disposition of information.
V. Policy

1. Classification of Data

All University data is classified into one of three levels based on sensitivity, impact, and risk. These classifications take into account legal protections, contractual agreements, ethical considerations, privacy, and strategic or proprietary worth. The classification level determines the security protections and access authorization mechanisms which must be used for the information.

The data classifications are as follows:

a. Restricted Data
Data is classified as restricted when the unauthorized disclosure, alteration, and/or destruction of that data could cause a critical level of risk to PSU. The highest level of security controls should be applied to restricted data.

Examples: Data elements protected by state or federal regulations, data protected by confidentiality/privacy contracts, or agreements and high-risk data elements such as SSN, passport numbers, human resource records, credit card information, system logs, etc.

b. Confidential Data
Data is classified as confidential when the unauthorized disclosure, alteration, and/or destruction of that data could result in a low to high level of risk to PSU. Confidential information includes by default all Institutional data that is not explicitly classified as restricted or public data. A moderate level of security controls should be applied to confidential data.

Examples: Non-public reports and contracts, plans, sensitive financial information such as banking information, unpublished research data, unpublished intellectual property, etc.

c. Public Data
Data is classified as public when the unauthorized disclosure of that data would result in little or no risk to PSU. While controls are not required to protect the confidentiality of public data, controls protecting the integrity and availability of public data remain necessary.

Examples: Public data includes press releases, student directory information, public records, and public research publications.
2. Roles and Responsibilities

2.1 The Chief Information Officer (CIO) shall designate a Chief Information Security Officer (CISO).

2.2 The Chief Information Security Officer (CISO) shall, in consultation with relevant stakeholders, develop and adopt necessary and appropriate Information Security Standards which will include, among other things, the technical, physical, and administrative safeguards required to ensure the confidentiality, integrity, and availability of University information resources and for the protection of Portland State assets against anticipated threats, hazards, and unauthorized use or disclosure.

2.2.1 All relevant University stakeholders shall cooperate with the CISO in the development and implementation of the Information Security Standards.

2.2.2 Information Security Standards shall be submitted for review to the IT Advisory Council (ITAC).

2.2.3 Information Security Standards shall be submitted for final approval to the CIO prior to adoption.

2.3 The CISO shall have the responsibilities set forth in the information security standards. In addition, the CISO may, in consultation with relevant stakeholders, add, revise, or modify the information security standards as necessary to incorporate guidance for the protection of University information resources.

2.4 Data Owners and/or Stewards shall assign an appropriate classification to University data. Additionally, Data Stewards are responsible for the definition and assignment of administrative and operational management requirements for University data.

2.5 Data Custodians are responsible for implementing appropriate administrative, physical, and technical safeguards to protect the confidentiality, integrity, and availability of University data assigned by Data Owners and/or Stewards, which commonly includes, among other activities, secure custody, transmission, processing, storage, archiving, and destruction of information resources.

2.6 All PSU faculty, staff, students, and others granted use of University data are expected to:
2.6.1 Understand and comply with this Information Security Policy and related standards applicable to their role.
2.6.2 Understand the data classification levels defined in this Information Security Policy.
2.6.3 As appropriate, classify the data for which one is responsible accordingly.
2.6.4 Protect the confidentiality, integrity, and availability of University data in a manner that is reasonable and prudent consistent with the data classification level and industry best practices.
2.6.5 Handle data following the Information Security Standards and procedures or any other applicable University standard or policy.
2.6.6 Report information security breaches, disruptions caused by the failure of security controls, and suspected security incidents.
2.6.7 Contact and gain approval from the Data Owner and/or Steward prior to disclosing Confidential or Restricted data.
2.6.8 Contact the Office of General Counsel prior to responding to any litigation or law enforcement subpoenas, court orders, and other data requests.

3. Enforcement

3.1 Violations of this policy include but are not limited to: accessing data without authorization; exceeding authorized access; enabling unauthorized individuals to access data; disclosing data in a way that violates applicable policy, standard, procedure, or other relevant regulations or laws; inappropriately modifying or destroying data; inadequately protecting data; or ignoring the explicit requirements of Data Owners and/or Stewards for the proper management, use, and protection of information resources.

3.2 Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination, may be taken in accordance with applicable PSU policies and procedures and collective bargaining agreements. Additional accountability for the financial penalties and remediation costs associated with a resulting information security incident may be applicable to the responsible school or department. Any student found to have violated this policy may be subject to disciplinary action in accordance with applicable PSU policies and procedures, up to and including expulsion from the University. Student employees may be disciplined as an employee and as a student, resulting in both professional and educational consequences. Any vendor, contractor, or affiliate found to have violated this policy or the Information Security Policies, Standards, and Procedures may be subject to disciplinary action, including termination of contract or affiliation. Additional financial liabilities, civil, and/or criminal punishments may be applicable in addition to termination of contract. All violations may result in network or system access revocation.
VI. Links To Related Forms

None.

VII. Links To Related Policies, Procedures or Information

OIT policies, standards, etc.

Acceptable Use Policy

Glossary of Key Information Security Terms (NISTIR 7298 Revision 2)

VIII. Contacts

If you have any questions regarding this policy, please contact Information Security Team at (503) 725-6246 or sec-requests@pdx.edu.

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

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

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

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

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

X. Policy Adoption/Reaffirmation/Revision Approvals

Approved ____________________________ Date ____________________________

PORTLAND STATE UNIVERSITY PRESIDENT

Approved ____________________________ Date ____________________________

PORTLAND STATE UNIVERSITY GENERAL COUNSEL
MOTION FOR A TASK FORCE TO ADDRESS ADVANCEMENT OF NON-TENURE TRACK FACULTY (NTTF)

Whereas:
• The existing Promotion and Tenure Guideline were updated previously to include criteria and assessment for non-tenure-track faculty (NTTF) through the Instructor ranks;
• No provisions were made for the advancement of NTTF through the professorial ranks;
• The existing criteria and methods of assessment for tenure track faculty are not appropriate for non-tenure track faculty;
• There is a need to address promotion issues specific to the various job descriptions, expectations, and roles of non-tenure track assignments:

The Faculty Senate moves to create a Task Force to Address Advancement of Non-Tenure-Track Faculty (TF-AANTTF).

Charge: Revise Guidelines for Promotion to include appropriate criteria and methods of assessment for the advancement of Non-Tenure Track Faculty (NTTF) beyond the rank of Assistant Professor for Instructional appointments. Review existing guidelines for advancement in the Instructor ranks, considering recent experience with this relatively new set of ranks. Clarify expectations and requirements for service performed by NTTF at all ranks. Clarify the importance of such components as scholarship, curricular development, advising, and other types of work performed by NTTF as part of their roles.

Membership: Two (2) Representatives from AAUP
Two (2) Representatives from OAA
Three (3) Representatives from Tenure Track Faculty
Two (2) Representatives from Non-Tenure Track Faculty

Timeline: The committee will be formulated in the Fall of 2018 through the collaboration of the Office of Academic Affairs, the AAUP, and the Senate’s Committee on Committees. An initial report to Senate on Phase One activities should be made in Winter of 2019. The final report containing specific language to be used in revision of the Guidelines should be made in Spring of 2019. It is anticipated that the revisions be approved by Spring 2019 and adopted at that time.

Phase One: Investigate the current P&T Guidelines and identify language which may be inconsistent or unclear, and where criteria and assessment for NTTF are not distinct from those for TTF. Discover which units at PSU have already addressed the issue with pathways for advancement or developed procedures in their disciplines. Discover best practices related to the advancement of NTTF at other institutions. Report on these activities.

Phase Two: Recommend revisions to the Guidelines in a report to the Senate Steering Committee by May, 2019.
The following proposed resolution is presented by the Steering Committee for consideration by Faculty Senate:

Whereas the Educational Policy Committee (EPC) report “Use of Students’ Ratings of Instruction in Faculty Evaluation,” dated 25 February 2018 and submitted to Faculty Senate on 2 April 2018, after reviewing the literature on best practices for the validity, construction, and use of student ratings of instruction (SRIs), presents several concrete recommendations on the use of SRIs and PSU;

The Faculty Senate, as the representative of the Faculty, resolves:

That any process or system used to provide Student Ratings of Instruction (SRIs) must follow the recommendations regarding validity set out in the EPC’s report. Given that the primary purpose of SRIs is for formative feedback to the instructor, the Faculty Senate resolves specifically that:

(1) SRIs be comprised of questions created at the department level and based on departmental definitions of quality teaching;

(2) the summative evaluation questions be few in number and known to faculty in advance;

(3) analyses of the data adhere to EPC SRI Report recommendations;

(4) appropriate presentation of results and interpretations of these analyses be used when evaluating faculty as stated in the EPC SRI Report;

(5) appropriate rights to privacy of faculty be maintained.

*****

The EPC’s report can be found in in the April Senate Packet as Attachment G.4. It is also posted on-line at the Faculty Senate website (under Discussion Resources).
April 5, 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
- MS in Physics - change to existing program: add more flexibility to 600-level course requirement

**New Courses**

E.1.a.2
- *BI 522  Bioinformatics and Genomics, 3 credits*
  Introduction to computational tools and databases that enable genome-scale research. Prerequisite: Complete Bi 334 with C- or better.

E.1.a.3
- *BI 552  Cancer Biology, 3 credits*
  Provides the fundamentals of cancer biology. Topics include: altered membrane receptor and cytoplasmic signaling; altered cell: cell interactions; dysregulated cell cycle, apoptosis, and senescence; angiogenesis; and altered cellular adhesion. Prerequisites: Bi 334, Bi 336, Bi 341; one quarter of Organic Chem recommended.

E.1.a.4
- *CR 547  Civil Society and Conflict Resolution, 4 credits*
  Explores the multi-faceted conflict resolution roles of civil society and non-governmental actors in helping societies experiencing strife, rebuild, manage and prevent conflict.

E.1.a.5
- *CR 548  Transitional Justice and Peacebuilding, 4 credits*
  Transitional justice as legal and non-legal initiatives to bring closure, healing, and reconciliation after tragedies. Prerequisite: Upper-division standing.

* 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.6
- *COMM 532  Communication and Technology, 4 credits
  Examination of several approaches to communication technology and how it affects human behavior and society. Topics include psychological aspects of communication technology; how design plays a role in the way we use the technology and interact with others; and the ways in which communication technology affects social institutions. Expected preparation: core communication courses (Comm 200, Comm 311, Comm 316, Comm 326). Prerequisite: Upper-division standing.

E.1.a.7
- *EC 576  Implementing Econometrics using Stata and R, 4 credits
  Nuts and bolts techniques for implementing econometric analysis using Stata software, the R statistical package and a short introduction to SAS. Topics include organizing data, nonparametric smoothing, graphing techniques, regression diagnostics, Stata and Mata programming. Preparation: an econometrics course or statistics courses including regression analysis. Prerequisites: Ec 469 or Ec 570 or permission of the instructor.

E.1.a.8
- *FR 545  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.a.9
- *G 536  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). Prerequisite: Ph 201/Ph 202 or Ph 211/Ph 212.

E.1.a.10
- *G 562  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. Prerequisite: (G 318 or Geog 320 or ESM 320) and (Ph 201 or Ph 211 or EAS 211) and Mth 251.

E.1.a.11
- *JPN 513  Advanced Japanese: Japanese for the Real World, 4 credits
  Development of Japanese language skills necessary in work-settings and for practical use. Completion of Jpn 302 and Jpn 305 or equivalent proficiency level is expected.

E.1.a.12
- MTH 589  Topics in Mathematical Exposition and Curriculum Development, 3 credits

* 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.
Selected topics in mathematics exposition and curriculum development. Potential topics may include specific mathematical topics (such as algebra, geometry, or statistics) or cross cutting topics (such as ethnomathematics or history of mathematics).

E.1.a.13
- *PSY 513  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. Discussions, lecturettes, experiential, guest-speakers. Prerequisites: Psy 200, Psy 204, and Psy 321.

E.1.a.14
- SPHR 555  Assessment and Treatment of Dysphagia in Adults, 2 credits
  Introduction to dysphagia and related disorders in adults. Covers the following topics: 1) anatomy and physiology of swallowing; 2) types of acquired dysphagia; 3) clinical swallowing examination; 4) common methods of instrumental swallowing examination, including radiographic studies, fiber-endoscopic examinations and manometry; and 5) Dysphagia Intervention.

E.1.a.15
- SPHR 556  Assessment and Treatment of Dysphagia in Pediatrics, 2 credits
  Introduction to dysphagia and related disorders in children. Covers the following topics: 1) anatomy and physiology of swallowing; 2) types of acquired dysphagia; 3) clinical swallowing examination; 4) common methods of instrumental swallowing examination, including radiographic studies, fiber-endoscopic examinations and 5) Dysphagia Intervention.

E.1.a.16
- SPHR 588  Advanced Assessment and Intervention for Bilinguals, 2 credits
  Focus on clinical language assessment and intervention for bilingual, bicultural, and non-mainstream populations within the field of speech-language pathology. Students learn how to select, administer and synthesize results from various assessment tools (e.g., standardized normed-referenced, criterion-referenced tests, dynamic assessment and parent interviews) to diagnose or rule out language impairment in bilinguals. Intervention goals and models are also addressed. While the course addresses several languages and cultures, it focuses on general principles.

E.1.a.17
- *WLL 538  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.

* 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.18
- *ENG 520 Caribbean Literature, 4 credits – change course description, change repeatability, change grading option

E.1.a.19
- *ENG 526 Advanced Topics in Medieval Literature, 4 credits – change course description, change repeatability, change grading option

E.1.a.20
- *ENG 530 Sixteenth Century Literature, 4 credits – drop 400-level section

E.1.a.21
- *ENG 535 Advanced Topics in Film and Media, 4 credits – change course description, change repeatability, change grading option

E.1.a.22
- *ENG 540 Advanced Topics in Seventeenth Century Literature, 4 credits - drop 400-level section

E.1.a.23
- *ENG 549 Advanced Topics in Cultural Studies, 4 credits – change course description, change repeatability, change grading option

E.1.a.24
- *ENG 558 Advanced Topics in Romanticism, 4 credits - change course description, change repeatability, change grading option

E.1.a.25
- *ENG 560 Advanced Topics in American Literature to 1800, 4 credits - change course description, change grading option

E.1.a.26
- *ENG 561 Topics: American Literature to 1900, 4 credits - change course title to Topics: American Literature 1800-1900, change course description, change repeatability, change grading option

E.1.a.27
- *ENG 564 American Literature: 20th Century, 4 credits - change course title to Advanced Topics in American Literature: 20th Century, change course description, change repeatability, change grading option

E.1.a.28
- *ENG 567 Advanced Topics: American Literature and Culture, 4 credits - change course title to Advanced Topics in American Literature and Culture, change course description, change repeatability, change grading option

E.1.a.29
- *ENG 569 Advanced Topics in Asian-American Literature and Culture, 4 credits - change course title to Advanced Topics in Asian American Literature and Culture, change course description, change repeatability, change grading option

E.1.a.30
- *ENG 575 Advanced Topics in Victorian Literature, 4 credits - change course description, change repeatability, change grading option

E.1.a.31

* 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 580  Advanced Topics in Twentieth Century British Literature, 4 credits - change course title to Advanced Topics in Twentieth-Century British Literature, change course description, change repeatability, change grading option

E.1.a.32
• *ENG 584  Modern Drama, 4 credits - drop 400-level section
E.1.a.33
• *ENG 585  Contemporary Drama, 4 credits - drop 400-level section
E.1.a.34
• *ENG 586  Contemporary American Novel, 4 credits - drop 400-level section
E.1.a.35
• *ENG 587  Contemporary American Short Story, 4 credits - drop 400-level section
E.1.a.36
• *ENG 588  Contemporary American Poetry, 4 credits - change course description, change repeatability, change grading option
E.1.a.37
• *ENG 590  Advanced Topics in Rhetoric and Composition Studies, 4 credits - change course description, change repeatability, change grading option
E.1.a.38
• *ENG 591  History of Literary Criticism and Theory I, 4 credits - change course description, change repeatability, change grading option
E.1.a.39
• *ENG 592  History of Literary Criticism and Theory II, 4 credits - change course description, change repeatability, change grading option
E.1.a.40
• *ENG 593  Advanced Topics in Feminist Literary Theory, 4 credits - drop 400-level section
E.1.a.41
• *ENG 594  Topics in Critical Theory and Methods, 4 credits - change course description, change repeatability, change grading option
E.1.a.42
• *ENG 596  Comics Theory, 4 credits - change repeatability, change grading option
E.1.a.43
• *ENG 598  Ecology, Criticism, and Culture, 4 credits - change course description, change repeatability, change grading option
E.1.a.44
• *JPN 516  Advanced Japanese: Reading and Writing, 2 credits – drop course
E.1.a.45
• *JPN 517  Advanced Japanese: Reading and Writing, 2 credits – drop course
E.1.a.46
• *JPN 523  Modern Japanese Poetry, 4 credits - change course title to Introduction to Modern Japanese Poetry, change prereqs
E.1.a.47
• *MTH 581  Topics in Probability for Mathematics Teachers, 2-3 credits – change course description, change prereqs
E.1.a.48

* 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.
• *MTH 582  Topics in Statistics for Mathematics Teachers, 2-3 credits – change course
description, change prereqs

E.1.a.49

• *MTH 583  Topics in Geometry for Mathematics Teachers, 2-3 credits – change course
description, change prereqs

E.1.a.50

• *MTH 584  Topics in Algebra for Mathematics Teachers, 2-3 credits – change course
description, change prereqs

E.1.a.51

• *MTH 585  Topics in Analysis for Mathematics Teachers, 2-3 credits – change course
description, change prereqs

E.1.a.52

• *MTH 587  Topics in Discrete Mathematics for Mathematics Teachers, 2-3 credits –
change course description, change prereqs

E.1.a.53

• *MTH 588  Topics in Computing for Mathematics Teachers, 1-3 credits – change course
description, change prereqs

E.1.a.54

• SPHR 565  Dysphagia, 4 credits - drop course

Graduate School of Education

New Courses

E.1.a.55

• SPED 549  Orientation and Mobility Methods, 3 credits
  Examine the foundations of learning and teaching Orientation and Mobility. Activities
  and synchronous online lectures introduce the principles of concept development, spatial
  orientation, and environmental analysis as related to the independent travel of individuals
  who are visual impairments including those with additional disabilities, deafblindness
  and/or from diverse backgrounds. Prerequisites: SpEd 540, SpEd 545, and SpEd 541.

E.1.a.56

• SPED 552  Orientation and Mobility Advanced Techniques, 4 credits
  Instruction in navigation methods used by persons with vision loss. Students complete 5+
hours lab based work per day under simulated conditions in indoor and outdoor
environments. Course covers the knowledge base of the instructional needs of persons
with visual impairments including those from diverse backgrounds, additional disabilities
and deafblindness. Prerequisites: SpEd 540, SpEd 545, and SpEd 541.

The School of Business

Change to Existing Programs

E.1.a.57

• MIM in International Management - eliminate program

* 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.58
- ACTG 550  Advanced Financial Reporting, 4 credits – change prereqs

College of the Arts

Change to Existing Program
E.1.a.59
- MM in Music: Performance - change to existing program: add a track in Collaborative Piano

New Courses
E.1.a.60
- *MUS 550  Collaborative Piano Literature Strings, 3 credits
  Introduction to the instruments from the string family through in-depth study of the instruments themselves and standard duo repertoire.

E.1.a.61
- *MUS 551  Collaborative Piano Literature Winds and Brass, 3 credits
  Introduction to the instruments from the woodwind and brass family through in-depth study of the instruments themselves and standard duo repertoire.

E.1.a.62
- *MUS 552  Advanced Keyboard Techniques, 3 credits
  This course is designed to provide pianists with skills needed to function successfully in many different professional environments. Many of these skills were previously common among pianists such as transposition, harmonization, and figured bass reading but fell out of favor over time. Other advanced skills were born out of today’s professional requirements such as playing from a chord chart, using electronic instruments, and extended keyboard techniques.

Change to Existing Courses
E.1.a.63
- *FILM 585  Anatomy of a Movie II: The Independent Film, 4 credits – drop course

Maseeh College of Engineering and Computer Science

New Courses
E.1.a.64
- *CS 531  Introduction to Performance Measurement, Modeling and Analysis, 3 credits
  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: graduate standing; CS 333 or an equivalent introductory course in Operating Systems.

E.1.a.65

* 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.
• **CS 532 Operating System Foundations, 3 credits**
  Foundational concepts of operating system design including processes, threads, scheduling, concurrent programming, synchronization mechanisms, memory management, virtual address translation, file systems and security. A primary goal of the course is to help graduate students acquire the foundational knowledge necessary to succeed in CS 533.

E.1.a.66

• **CS 535 Accelerated Computing, 3 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, home work, labs, and group programming projects using NVIDIA GPUs and Intel Xeon Phi. Prerequisite: CS 515.

E.1.a.67

• **CS 595 Web Security, 3 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.a.68

• **ME 519 Development Engineering, 4 credits**
  Reviews some of the origins of poverty and the current conditions of people in developing countries, and offers some engineering driven solutions being pursued around the world. The course hopes to empower students to play an active role in international poverty reduction.

E.1.a.69

• **ME 556 Mechatronics, 4 credits**
  Students will gain an understanding of mechatronic (mechanical-electrical) systems and apply this knowledge directly in hands-on lab experiments. They will build circuits, collect sensor data, use a microcontroller, and control a motor. The format of the course will be one lecture and one lab per week.

**Change to Existing Courses**

E.1.a.70

• **CE 541 Advanced Soil Mechanics, 4 credits - change prereqs for the 500-level only**

E.1.a.71

• **CS 557 Functional Languages, 3 credits – change prereqs**

E.1.a.72

• **CS 588 Distributed Database Systems, 3 credits – drop course**

E.1.a.73

• **CS 696 Network Management and Security, 3 credits - remove dual-level listing with CS 596**

E.1.a.74

• **ECE 593 Fundamentals of Pre-Silicon Validation, 4 credits – change prereqs**

E.1.a.75

* 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.
• ECE 595  Emulation and Functional Specification Verification, 4 credits – change prereqs
  E.1.a.76
  • EE 520  Random Processes, 4 credits – change prereqs

School of Social Work

Change to Existing Courses
  E.1.a.77
  • SW 562  Social Work with Grief and Loss, 3 credits - change course title to Loss & Grief Across the Lifespan, change course description, change prereqs

College of Urban and Public Affairs

New Courses
  E.1.a.78
  • *USP 539 Workforce Development, 3 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.

* 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.
April 24, 2018

TO: Faculty Senate

FROM: Donald Duncan
Chair, Undergraduate Curriculum Committee

RE: April, 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

New Courses

E.1.c.1
- Arch 102 Introduction to Landscape Architecture, 4 credits
  Introductory course designed to introduce concepts, theories and practices of the discipline of landscape architecture. Includes a study of the perceptual, environmental, technical and organizational concepts through lectures and individual projects in observing landscape spaces and forms.

E.1.c.2
- ArH 360 The Art of War: Representing the Crusades, 4 credits
  This class investigates the representation of the Crusades in light of the primary sources from the period as well as later depictions. Students will analyze both historical texts and more recent representations of the idea of the Crusades, and study how visual culture plays a role in these polemics.

E.1.c.3
- FILM 132 Introduction to Digital Filmmaking, 4 credits
  A video production course for film majors seeking a basic introduction to digital filmmaking technology and the film production process. Introduces students to the basic uses of current digital film equipment: cameras, lighting kits, editing software, and on-set safety procedures. Offers a survey of media landscapes (fiction, non-fiction, commercial, and experimental forms), production disciplines (live-action, animation, game design, virtual reality, visual effects). Prerequisite: FILM 131.

E.1.c.4
- *Mus 450 Collaborative Piano Literature Strings, 3 credits
  Introduction to the instruments from the string family through in-depth study of the instruments themselves and standard duo repertoire. Prerequisites: Mus 304, Mus 305, Mus 306.

E.1.c.5
- *Mus 451 Collaborative Piano Literature Winds and Brass, 3 credits
  Introduction to the instruments from the woodwind and brass family through in-depth study of the instruments themselves and standard duo repertoire. Prerequisites: Mus 304, Mus 305, and Mus 306.

* 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.
Changes to Existing Courses

E.1.c.6
• Art 111 Design Thinking, 4 credits – change description, prerequisites.

E.1.c.7
• Art 121 Introduction to Type and Communication Design, 4 credits – change prerequisites.

E.1.c.8
• Art 224 Narrative and Communication Design, 4 credits – change prerequisites.

E.1.c.9
• Art 271 Introduction to Printmaking: Etching, 4 credits – change prerequisites.

E.1.c.10
• Art 370 Topics in Printmaking Techniques, 4 credits – change prerequisites.

E.1.c.11
• Film 257 Narrative Film Production I, 4 credits – change prerequisites.

E.1.c.12
• Film 358 Documentary Film Production I, 4 credits – change prerequisites.

E.1.c.13
• Mus 112 Music Theory I, 3 credits – change title to Music Theory II.

E.1.c.14
• Mus 113 Music Theory I, 3 credits – change title to Music Theory III.

E.1.c.15
• Mus 114 Sight-Singing/Ear Training, 1 credit – change title to Sight Singing/Ear Training I.

E.1.c.16
• Mus 115 Sight-Singing/Ear Training, 1 credit – change title to Sight Singing/Ear Training II.

E.1.c.17
• Mus 116 Sight-Singing/Ear Training, 1 credit – change title to Sight Singing/Ear Training III.

E.1.c.18
• Mus 211 Music Theory II, 3 credits – change title to Music Theory IV.

E.1.c.19
• Mus 212 Music Theory II, 3 credits – change title to Music Theory V.

E.1.c.20
• Mus 213 Music Theory II, 3 credits – change title to Music Theory VI.

E.1.c.21
• Mus 214 Sight Singing and Ear Training, 1 credit – change title to Sight Singing/Ear Training IV.

E.1.c.22
• Mus 215 Sight Singing and Ear Training, 1 credit – change title to Sight Singing/Ear Training V.

E.1.c.23
• Mus 216 Sight Singing/Ear Training, 1 credit – change title to Sight Singing/Ear Training VI.

E.1.c.24

* 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.26

E.1.c.27

E.1.c.28
• *Mus 452 Advanced Keyboard Skills, 3 credits – change title to *Advanced Keyboard Techniques*, description, add Mus 552 to create a dual-level course.

**The School of Business**

**Changes to Existing Programs**

E.1.c.29
• BA/BS in Business Administration: Accounting Option – removes Phl 308U, Phl 309U, PS 101, and PS 102 and 3 credits of Anthropology, Psychology, or Sociology as requirements.

**Changes to Existing Courses**

E.1.c.30
• Actg 310 Professional Accounting Seminar, 2 credits – change description, prerequisites, grading option.

E.1.c.31
• Actg 335 Accounting Information Systems, 4 credits – change title to *Accounting Information Systems and Analytic Fundamentals*; description.

E.1.c.32
• Governmental and Not-for-Profit Accounting, 2 credits – change title to *Governmental Accounting*, description.

E.1.c.33
• *ISQA 429 Transportation and Logistics Management, 4 credits – change title to *Global Transportation and Logistics Management*, description, prerequisites, and prefix to GSCM.

E.1.c.34
• *ISQA 439 Purchasing and Supply Chain Management, 4 credits – change title to *Global Sourcing and Negotiation*, description, prerequisites, prefix to GSCM.

**Graduate School of Education**

**Changes to Existing Courses**

E.1.c.35
• ITP 438 Integrated Methods and Curriculum Design – drop.

E.1.c.36
• ITP 439 Elementary Mathematics Methods – drop.

E.1.c.37
• *SpEd 422 Comprehensive Individualized Assessment and Curriculum I, 3-4 credits – change credits to 3, description.

* 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.38
- *SpEd 423 Comprehensive Individualized Assessment and Curriculum II, 3-4 credits – change credits to 3, description.

E.1.c.39
- *SpEd 426 IEP and Collaborative Teaming (Elementary), 3 credits – change title to IEP and Collaborative Teaming, credits to 4, description.

E.1.c.40
- *SpEd 430 Families and Advocacy (Elementary), 3 credits – change title to Families and Advocacy, description.

E.1.c.41
- *SpEd 437 Reading Assessment and Instruction (Elementary), 3 credits – change credits to variable 3-4.

E.1.c.42
- *SpEd 438 Reading Assessment and Instruction (Secondary), 3 credits – change credits to variable 3-4.

Maseeh College of Engineering and Computer Science

Changes to Existing Programs
E.1.c.43
- BS in Environmental Engineering – adds a series of CEE courses in environmental sciences replacing currently required ESM courses; the two departments (CEE and ESM) met and agreed that CEE would develop courses specifically for the needs of students in the BSENVE major which relieves capacity issues in the ESM courses. The new CEE courses strengthen the departments compliance with ABET accrediting requirements. Also revises approved elective courses list. Changes total required credits from 188 to 187.

E.1.c.44
- BS in Mechanical Engineering – replacing required Physics sequence (221, 222, 223) with a different Physics sequence (211, 212, 213). The change will rectify the current insufficient science coursework to engineering coursework ratio. Also adding a natural or physical science elective requirement. Dropping Stat 353 which at this point is redundant material. Requiring Ch 222/228 a requirement for admission.

New Courses
E.1.c.45
- *CS 488 Cloud and Cluster Data Management, 4 credits
  Covers advanced data management solutions emerging for cloud and cluster computing environments, focusing on horizontal and vertical scalable approaches. Also covers principles behind data management in these environments, plus specific data management systems that are currently in use or being developed. 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 486 or consent of instructor.

E.1.c.46
- *CS 496 Network Security, 4 credits
  Focus on network security including a review of various forms of network attacks; a review of basic techniques in applied cryptography, and secure protocols will be covered including network-layer security and various application-layer secure protocols. Also covers network-side security management including both passive measures, as well as active intrusion detection and response. Covers protocols for protection of privacy and anonymity. Prerequisite: CS 494.

* 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.
Changes to Existing Courses

E.1.c.47
• *CE 443 Introduction to Seismology and Site Evaluation, 4 credits – change title to *Introduction to Geotechnical Earthquake Engineering*, description, prerequisites; removes cross-listings with G 475/575.

E.1.c.48
• CE 484 Civil Engineering Project Management and Design I, 3 credits – change title to *Civil & Environmental Engineering Project Management and Design I*, prerequisites.

E.1.c.49
• *CE 486 Environmental Chemistry, 4 credits – change prerequisites.

E.1.c.50
• *CE 487 Aquatic Chemistry, 4 credits – change prerequisites.

E.1.c.51
• *CE 493 Design and Operation of Bicycle and Pedestrian Infrastructure, 4 credits – change prerequisites.

E.1.c.52
• CE 494 Civil Engineering Project Management and Design II, 3 credits – change title to *Civil & Environmental Engineering Project Management and Design II*.

E.1.c.53
• CS 320 Principles of Programming Languages, 4 credits – change prerequisites.

E.1.c.54
• CS 350 Algorithms and Complexity, 4 credits – change prerequisites.

E.1.c.55
• *CS 420 Object-Oriented Programming, 4 credits – change title to *Object-Oriented Programming and Design*, description.

E.1.c.56
• CS 421 Programming Language Implementation: Syntax and Static Semantics, 4 credits – change prerequisites.

E.1.c.57
• CS 421P Program Language Implementation: Syntax and Static Semantics, 4 credits – change prerequisites.

E.1.c.58
• CS 422 Programming Language Implementation: Code Generation and Dynamic Semantics, 4 credits – change prerequisites.

E.1.c.59
• CS 422P Programming Language Implementation: Code Generation and Dynamic Semantics, 4 credits – change prerequisites.

E.1.c.60
• *CS 457 Functional Languages, 4 credits – change prerequisites.

E.1.c.61
• CS 469 Software Engineering Capstone I, 3 credits – change prerequisites.

E.1.c.62
• ECE 101 Exploring Electrical Engineering, 4 credits – change prerequisites.

E.1.c.
• ECE 331 R Recitation for ECE 331 – drop.

* 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.
- ECE 332R Recitation for ECE 332 – drop.

E.1.c.64
- ECE 351 Hardware Description Languages and Prototyping, 4 credits – change title to *Verilog and FPGA Design*.

E.1.c.65
- ECE 411 Industry Design Processes, 2-4 credits – change prerequisites.

E.1.c.66
- ECE 412 Senior Project Development I, 3-4 credits – change credits to 4.

E.1.c.67
- ME 120 An Introduction to Engineering, 3 credits – change prerequisites.

E.1.c.68
- ME 121 Introduction to Systems and Control, 3 credits – change prerequisites.

E.1.c.69
- ME 122 Introduction to Design, 3 credits – change prerequisites.

E.1.c.70
- ME 425 Advanced Topics in Building Science, 4 credits – change description.

E.1.c.71
- ME 488 Design of Experiments – change credit hours from 2 to 4; change prerequisites.

---

**College of Liberal Arts and Sciences**

**Changes to Existing Programs**

E.1.c.72
- BA/BS in English – clarifies in the Electives section that only three 200-level English courses (12 credits) are allowed and 200-level Writing courses will apply to the English major.

E.1.c.73
- BS in Geology – eliminated one core geology course, one mathematics course, and one physics or chemistry course while increasing flexibility by allowing more options to meet the math and allied science requirements. Curricula for several of the upper division geology courses have been updated to reflect the reduced lower division requirements. Specifically, upper division courses have a maximum of 2 terms each of calculus, introductory chemistry, and introductory physics for prerequisites. Reduced total credits from 110-115 to 100.

E.1.c.74
- BS in Physics: Environmental Option – adds Ph 473 to list of approved electives.

E.1.c.75
- BS in Physics: Standard Option – clarifies the language on elective science and technology requirements for the Standard option; improves the way courses are counted towards the major.

**New Courses**

E.1.c.76
- *Bi 437 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. Expected preparation: Bi 320. Prerequisites: Completion of Bi 211, Bi 212, Bi 213 with a C- or better.

E.1.c.77

* 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.
• *Bi 452 Cancer Biology, 4 credits  
  Provides the fundamentals of cancer biology. Topics include: altered membrane receptor and cytoplasmic signaling; altered cell: cell interactions; dysregulated cell cycle, apoptosis, and senescence; angiogenesis; and altered cellular adhesion. Expected preparation: one quarter of Organic Chemistry. Prerequisites: Bi 334, Bi 336, Bi 341.

E.1.c.78

• *Bi 479 Plant Reproductive Biology, 5 credits  
  Covers the diversity processes and functions of sexual and asexual reproduction of plants. Students will learn about pollination, anatomy, morphology, and physiology of plant reproduction. They will develop an understanding of how biological processes contribute to the ecology and evolution of vegetative growth and flowering. Three hours of lecture and 3 hours of lab per week; there are 2 mandatory field trips. Prerequisite: Successful completion of Bi 330 with a C- or better.

E.1.c.79

• ChLa 331 Barrio Culture, 4 credits  
  A focus on barrio communities as a construction model to Chicano/Latino Studies yields barrio cultures as dynamic sites of historical, visual and cultural production. Examination of traditions, lifestyles, and values of Chicana/Chicano communities and representations of legends, icons, and stereotypes through literature, music, media, cinema, and history.

E.1.c.80

• *COMM 432 Communication and Technology, 4 credits  
  Examination of several approaches to communication technology and how it affects human behavior and society. Topics include psychological aspects of communication technology; how design plays a role in the way we use the technology and interact with others; and the ways in which communication technology affects social institutions. Expected preparation: core communication courses (Comm 200, Comm 311, Comm 316, Comm 326). Prerequisite: Upper-division standing.

E.1.c.81

• *CR 446 Human Rights and Conflict Resolution, 4 credits  
  Key actors and core elements to promoting human rights as a conflict resolution mechanism around the world. Prerequisite: Upper-division standing.

E.1.c.82

• *CR 448 Transitional Justice and Peacebuilding, 4 credits  
  Transitional justice as legal and non-legal initiatives to bring closure, healing, and reconciliation after tragedies. Prerequisite: Upper-division standing.

E.1.c.83

• Eng 442 Women Writers in Global Contexts, 4 credits  
  Study of the works of women writers from the postcolonial and non-Western world. Prerequisites: Eng 300 and Wr 301.

E.1.c.84

• *Jpn 413 Advanced Japanese: Japanese for the Real World, 4 credits  
  Development of Japanese language skills necessary in work settings and for practical use. Prerequisites: Jpn 302 and Jpn 305 or equivalent proficiency level.

E.1.c.85

• NAS 346 Contemporary Issues in Indian Country, 4 credits  
  This course examines issues and challenges in Indian Country today, including economic development, natural resource management, health, education, identity and assimilation, social and environmental justice, tribal sovereignty and treaty rights, and the revitalization of Native cultures in the 21st Century.

* 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.
Students will develop a deeper awareness of those issues and how tribes and urban Native communities and organizations are planning, advocating, and taking action locally, nationally, and globally. This course may be repeated for up to 8 credits.

E.1.c.86
- Ph 284, 285, 286 Workshop for Ph 201, 202, 203, 1 credit
  Optional peer-led problem-solving sessions designed to promote the success of students in Ph 201, Ph 202, PH 203 general physics sequence. Corequisite: corresponding lecture course Ph 201, Ph 202, Ph 203. Pass/no pass only.

E.1.c.87
- Ph 294, 295, 296 Workshop for Ph 211, 212, 213, 1 credit
  Optional peer-led problem-solving sessions designed to promote the success of students in Ph 211, Ph 212, Ph 213 general physics sequence. Corequisite: corresponding lecture course Ph 211, Ph 212, Ph 213. Pass/no pass only.

E.1.c.88
- Ph 384U From Contemporary Nanoscience Towards Sustainable Nanotechnologies, 4 credits
  Provides an overview of nanoscience/technology, its interdisciplinarity, how it complements biomedical, engineering, economic, and environmental studies and gives students an appreciation of why “soft” machines are favored over “hard” machines. As second part of Ph 382U (cross listed Sci 382U), it provides a scientific/technological basis for sustainable future technology developments. This is the same course as Sci 384U and may be taken only once for credit.

E.1.c.89
- Sci 384U From Contemporary Nanoscience Towards Sustainable Nanotechnologies, 4 credits
  Provides an overview of nanoscience/technology, its interdisciplinarity, how it complements biomedical, engineering, economic, and environmental studies and gives students an appreciation of why “soft” machines are favored over “hard” machines. As second part of Ph 382U (cross listed Sci 382U), it provides a scientific/technological basis for sustainable future technology developments. This is the same course as Ph 384U and may be taken only once for credit.

E.1.c.90
- Span 313 Business & Culture in the Hispanic World, 4 credits
  Solid foundation in Spanish business vocabulary and cultural business concepts. Students will engage in situational role-play practices that will prepare them to successfully interact with today's growing Hispanic economies. Prerequisites: 8 credits of Span 301, Span 302, or Span 303.

E.1.c.91
- Span 314 Spanish in Social and Legal Services, 4 credits
  Study of cultural and linguistic issues that affect successful interaction with the Spanish-speaking community faced with matters concerning the law and social services. Prerequisites: 8 credits of Span 301, Span 302, or Span 303.

E.1.c.92
- Span 315 Written Translation (English-Spanish & Spanish-English), 4 credits
  Practice in translating a variety of genres and styles, both literary and non-literary. It introduces the translation of specialized subject matter, in particular political texts and economic and financial texts. Students have the opportunity to analyze critically, and to resolve creatively, the problems involving such issues in translation as context, register, tone, and audience. Written translation is offered both from English to Spanish, and from Spanish to English. Prerequisites: 8 credits of Span 301, Span 302, Span 303, Span 301H, Span 302H, or Span 303H.

E.1.c.93
- Span 316 Spanish and Medical Culture, 4 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.
An historical-descriptive and interdisciplinary perspective on the field and practice of medicine, this course will help students get familiar with the themes and vocabulary of the medical profession. Prerequisites: 8 credits of Span 301, Span 302, or Span 303.

E.1.c.94
- Span 317 Spanish for Agriculture Purposes, 4 credits
  This class will improve student's Spanish agricultural vocabulary and their ability to describe and participate in agricultural practices in Spanish. It will also give a summary of US agricultural policy and its connection to migrant communities; explaining the impact of the international industrialization of agriculture on rural populations in both Latin America and the United States. Prerequisites: 8 credits of Span 301, Span 302, Span 303, Span 301H, Span 302H, or Span 303H.

Changes to Existing Courses
E.1.c.95
- *Bi 436 Behavioral Endocrinology, 4 credits, - change prerequisites.
E.1.c.96
- Eng 100 Introduction to Literature, 4 credits – change description, repeatability of course, grading option.
E.1.c.97
- Eng 104 Introduction to Fiction, 4 credits – change description, repeatability of course, grading option.
E.1.c.98
- Eng 105 Introduction to Drama, 4 credits – change description, repeatability of course, grading option.
E.1.c.99
- Eng 106 Introduction to Poetry, 4 credits – change description, repeatability of course, grading option.
E.1.c.100
- Eng 107 World Literature, 4 credits – change title to Introduction to World Literature, description, repeatability of course, grading option.
E.1.c.101
- Eng 108 World Literature, 4 credits – drop.
E.1.c.102
- Eng 201 Introduction to Shakespeare, 4 credits – change description, repeatability of course, grading option.
E.1.c.103
- Eng 204 Survey of English Literature, 4 credits – change title to Survey of British Literature I, description, repeatability of course, grading option.
E.1.c.104
- Eng 205 Survey of English Literature, 4 credits – change title to Survey of British Literature II, description, repeatability of course, grading option.
E.1.c.105
- Eng 253 Survey of American Literature, 4 credits – change title to Survey of American Literature I, description, repeatability of course, grading option.
E.1.c.106
- Eng 254 Survey of American Literature, 4 credits – change title to Survey of American Literature II, description, repeatability of course, grading option.
E.1.c.107
- Eng 260 Introduction to Women’s Literature, 4 credits – change description, repeatability of course, grading option.
E.1.c.108

* 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.
• Eng 301U Topics: Shakespeare, 4 credits – change title to *Topics in Shakespearean Genre*, description, repeatability of course, grading option.

E.1.c.109

• Eng 304U Critical Theory of Cinema, 4 credits – change description, repeatability of course, grading option.

E.1.c.110

• Eng 306U Topics in Literature and Popular Culture, 4 credits – change description, repeatability of course, grading option.

E.1.c.111

• Eng 307U Science Fiction, 4 credits – change description, repeatability of course, grading option.

E.1.c.112

• Eng 309U American Indian Literature, 4 credits – change title to *Indigenous Nations Literature*, description, repeatability of course, grading option.

E.1.c.113

• Eng 310U Children’s Literature, 4 credits – change description, repeatability of course, grading option.

E.1.c.114

• Eng 311U Tragedy, 4 credits – change description, repeatability of course, grading option.

E.1.c.115

• Eng 312U Comedy and Satire, 4 credits – change description, repeatability of course, grading option.

E.1.c.116

• Eng 313U The American Short Story, 4 credits – change repeatability of course, grading option.

E.1.c.117

• Eng 314U The Epic, 4 credits – change description, repeatability of course, grading option.

E.1.c.118

• Eng 315U The Shorter Poem, 4 credits – change title to *Poetry and Form*, description, repeatability of course, grading option.

E.1.c.119

• Eng 316U The Short Story, 4 credits – change repeatability of course, grading option.

E.1.c.120

• Eng 317U Greek Mythology, 4 credits – change repeatability, grading option.

E.1.c.121

• Eng 318U The Bible as Literature, 4 credits – change description, repeatability, grading option.

E.1.c.122

• Eng 319U Northern European Mythology, 4 credits – change repeatability, grading option.

E.1.c.123

• Eng 320U The English Novel, 4 credits – change title to *The English Novel I*, description, repeatability, grading option.

E.1.c.124

• Eng 321U The English Novel, 4 credits – change title to *The English Novel II*, description, repeatability, grading option.

E.1.c.125

• Eng 325U Postcolonial Literature, 4 credits – change repeatability, grading option.

E.1.c.126

• Eng 330U Jewish and Israeli Literature, 4 credits – change repeatability, grading option.

E.1.c.127

• Eng 332U History of Cinema and Narrative Media I, 4 credits – change description, repeatability, grading option.

* 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.128
- Eng 333U History of Cinema and Narrative Media II, 4 credits – change repeatability, grading option.

E.1.c.129
- Eng 334U Topics in Film Genres and Movements, 4 credits – drop.

E.1.c.130
- Eng 335U Topics in Literature and Film, 4 credits – change description, repeatability, grading option.

E.1.c.131
- Eng 340U Medieval Literature, 4 credits – change description, repeatability, grading option.

E.1.c.132
- Eng 341U Renaissance Literature, 4 credits – change description, repeatability, grading option.

E.1.c.133
- Eng 342U Restoration and Eighteenth Century Literature, 4 credits – change title to *Eighteenth Century Literature*, description, repeatability, grading option.

E.1.c.134
- Eng 343U Romanticism, 4 credits – change description, repeatability, grading option.

E.1.c.135
- Eng 344U Victorian Literature, 4 credits – change description, repeatability, grading option.

E.1.c.136
- Eng 345U Modern British Literature, 4 credits – change description, repeatability, grading option.

E.1.c.137
- Eng 353U African American Literature, 4 credits – change title to *African American Literature III*, description, repeatability, grading option.

E.1.c.138
- Eng 360U American Literature to 1865, 4 credits – change title to *American Literature and Culture I*, description, repeatability, grading option.

E.1.c.139
- Eng 363U American Literature 1865-1965, 4 credits – change title to *American Literature and Culture II*, description, repeatability, grading option.

E.1.c.140
- Eng 364 American Fiction I, 4 credits – drop.

E.1.c.141
- Eng 365U American Fiction II, 4 credits – drop.

E.1.c.142
- Eng 366 American Fiction, 4 credits – drop.

E.1.c.143
- Eng 367U American Literature and Culture, 4 credits – change title to *Topics in American Literature and Culture*, description, repeatability, grading option.

E.1.c.144
- Eng 368U Literature and Ecology, 4 credits – change description, repeatability, grading option.

E.1.c.145
- Eng 369U Asian-American Literature, 4 credits – change title to *Asian American Literature*, description, repeatability, grading option.

E.1.c.146
- Eng 371 The Novel, 4 credits – change description, repeatability, grading option.

E.1.c.147
- Eng 372U Topics in Literature, Gender, and Sexuality, 4 credits – change description, repeatability, grading option.

* 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.148
• Eng 373U Topics in Literature, Race, and Ethnicity, 4 credit – change description, repeatability, grading option.

E.1.c.149
• Eng 384 Contemporary Literature, 4 credit – drop.

E.1.c.150
• Eng 385 Contemporary Literature, 4 credits – change description, repeatability, grading option.

E.1.c.151
• Eng 387U Women’s Literature, 4 credits – change description, repeatability, grading option.

E.1.c.152
• Eng 397U Digital Literary Studies, 4 credits – change repeatability, grading option.

E.1.c.153
• *Eng 411 English Drama, 4 credits – change description, repeatability, grading option.

E.1.c.154
• *Eng 412 English Drama, 4 credits – drop.

E.1.c.155
• *Eng 420 Caribbean Literature, 4 credits – change description, repeatability, grading option.

E.1.c.156
• *Eng 421 African Fiction, 4 credits – drop.

E.1.c.157
• *Eng 426 Advanced Topics in Medieval Literature, 4 credits – change description, repeatability, grading option.

E.1.c.158
• *Eng 430 Sixteenth Century Literature, 4 credits – drop.

E.1.c.159
• *Eng 435 Advanced Topics in Film and Media, 4 credits – change description, repeatability, grading option.

E.1.c.160
• *Eng 440 Advanced Topics in Seventeenth Century Literature, 4 credit – drop.

E.1.c.161
• *Eng 441 Advanced Topics in Renaissance Culture, 4 credits – change title to Advanced Topics in Renaissance Literature, description, repeatability, grading option.

E.1.c.162
• *Eng 443 British Women Writers, 4 credits – drop.

E.1.c.163
• *Eng 444 British Women Writers, 4 credits – change description, repeatability, grading option.

E.1.c.164

E.1.c.165
• *Eng 446 American Women Writers: 20th Century, 4 credits – drop.

E.1.c.166
• *Eng 448 Major Figures in Literature, 4 credits – change title to Advanced Topics: Major Figures in Literature, description, repeatability, grading option.

E.1.c.167
• *Eng 449 Advanced Topics in Cultural Studies, 4 credits – change description, repeatability, grading option.

* 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.
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.168
- *Eng 450 Advance Topics in Eighteenth Century Literature, 4 credits – change title to Advanced Topics in Eighteenth-Century Literature, description, repeatability, grading option.

E.1.c.169
- G 324 Computer Applications and Information Technology, 4 credits – change title to Data Management and Analysis, prerequisites.

E.1.c.170
- G 485 Field Methods in Geosciences, 4 credits – change title to Geologic Mapping.

E.1.c.171

E.1.c.172

E.1.c.173

E.1.c.174

E.1.c.175
- *Mth 481 Topics in Probability for Mathematics Teachers, 3 credits – change description, prerequisites.

E.1.c.176
- *Mth 482 Topics in Statistics for Mathematics Teachers, 3 credits – change description, prerequisites.

E.1.c.177
- *Mth 483 Topics in Geometry for Mathematics Teachers, 3 credits – change description, prerequisites.

E.1.c.178
- *Mth 484 Topics in Algebra for Mathematics Teachers, 3 credits – change description, prerequisites.

E.1.c.179
- *Mth 485 Topics in Analysis for Mathematics Teachers, 3 credits – change description, prerequisites.

E.1.c.180
- *Mth 487 Topics in Discrete Mathematics for Mathematics Teachers, 3 credits – change description, prerequisites.

E.1.c.181
- *Mth 488 Topics in Computing for Mathematics Teachers, 3 credits – change description, prerequisites.

E.1.c.182
- Ph 311 Introduction to Modern Physics, 4 credits – change title to Introduction to Modern Physics I, description, prerequisites.

E.1.c.183
- Ph 312 Introduction to Modern Physics, 4 credits – change title to Introduction to Modern Physics II, description, prerequisites.

E.1.c.184
- Ph 353U Radiation in the Environment, 4 credits – change description, prerequisites.

E.1.c.185
- *Ph 471 Atmospheric Physics, 4 credits – change title to Physical and Human Dimensions of Climate Change; description, prerequisites.

E.1.c.186
- *SySc 411 Systems Theory, 4 credits – add 411 to existing 511; change description.

* 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.
• *SySc 414 System Dynamics, 4 credits – add 414 to existing 514; change description.
E.1.c.188
• *SySc 418 System Sustainability and Organizational Resilience, 4 credits – add 418 to existing 518.
E.1.c.189
• WS 315 Feminist Analysis, 4 credits – change prerequisites.
E.1.c.190
• *WS 412 Feminist Methodologies, 4 credits – change prerequisites.

College of Urban and Public Affairs

Changes to Existing Programs
E.1.c.191
• BA in International Studies – removes Intl 499 International Experience. Intl 499 was dropped earlier and this change removes the dropped course.

New Courses
E.1.c.192
• Ec 476 Implementing Econometrics Using Stata and R, 4 credits
  Nuts and bolts techniques for implementing econometric analysis using Stata software, the R statistical package and a short introduction to SAS. Topics include organizing data, nonparametric smoothing, graphing techniques, regression diagnostics, Stata and Mata programming. Preparation: an econometrics course or statistics courses including regression analysis. Prerequisites: Ec 469 or Ec 570 or permission of the instructor.
E.1.c.193
• Intl 397 US Policy and International Development, 4 credits – change title to Theory and Policy in International Development; description.

* 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.
April 5, 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 Urban and Public Affairs

New Program

- Master of Nonprofit Leadership
  (two-page summary attached)

  FSBC comments: see wiki link above
PROPOSAL SUMMARY FOR
MASTER OF NONPROFIT LEADERSHIP

Overview

The Master of Nonprofit Leadership (MNL) meets a growing demand for well-trained and educated professionals to build the capacity and operational effectiveness of the nonprofit sector which is increasingly relied upon to meet individual and community needs. The degree also provides students with a robust understanding of the role that the nonprofit sector and organizations play in advancing a healthy civil society. The curriculum places strong emphasis on marrying theory and practice.

Drawing exclusively on existing courses and taking a multidisciplinary approach, the MNL builds upon the strengths, curriculum, and competencies developed for the Nonprofit Specialization of PSU’s Master of Public Administration (MPA) degree. It emphasizes 1) organizational and community leadership, 2) effective organization management, 3) the role that nonprofits play in larger society, and 4) the role that nonprofits play in public policy processes and public governance. The curriculum reflects the diverse nature of the nonprofit sector and the multitude of needs and issues nonprofits address, drawing from programs throughout the College of Urban and Public Affairs and across the university.

Evidence of Need

The College of Urban and Public Affairs commissioned the Education Advisory Board (EAB) to conduct a market study to determine the need for a graduate-level, nonprofit leadership-focused Master’s degree at PSU. The study found there is increased national and regional demand for graduates of Master of Nonprofit or Management degree programs. Specifically, the study found demands for graduates from these programs has steadily increased since January 2014, with demand regionally increasing 50 percent between July 2014 and January 2015. Overall, since 2011, the overall trend has been distinctly upward. PSU’s MNL will be the only Master of Nonprofit Leadership or Management in the Portland metro area. A Master of Nonprofit Management is offered by the University of Oregon in Eugene but there are no plans to expand the degree to the Portland area. The MNL proposal is supported by the faculty in the Department Planning, Public Policy and Management at UO, with a letter of support.

Program Objectives

The MNL will ensure that the individuals who serve communities through the nonprofit sector are well-trained and educated in strategic and sustainable organization management, ethical decision-making, diversity and cultural competence, advocacy, and collaborative decision-making. In this way, it meets the needs of the students in the program and the community organizations that they work in, as well as the communities that they serve over time.

Course of Study

<table>
<thead>
<tr>
<th>A Total of 54 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Knowledge Core Courses (12 total credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required (9):</th>
<th>Electives (3):</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 528 Leadership for the Nonprofit Sector (3)</td>
<td>PA 547 Culture, Values and Leadership (3)</td>
</tr>
<tr>
<td>PA 521 History and Foundations of the Nonprofit Sector (3)</td>
<td>PA 549 Cross-Cultural Communication (3)</td>
</tr>
<tr>
<td>PA 513 Administrative Ethics and Values (3)</td>
<td>PA 594 Enhancing Diversity in the Workplace (3)</td>
</tr>
<tr>
<td>PA 593 Civil Rights for Public Managers (3)</td>
<td>SW 539 Diversity and Social Justice (3)</td>
</tr>
</tbody>
</table>
### Fundamentals of Nonprofit Management Core Courses (12 total credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 522 Governance of Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PA 540 Administrative Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PA 526 Fundamentals of Fundraising</td>
<td>3</td>
</tr>
<tr>
<td>PA 524 Financial Management in Nonprofit Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

### Analytic Skills Core (9 total credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 551 Analytic Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PA 552 Analytic Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PA 555 Program Evaluation and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### Advocacy Policymaking, and Community Change (6 total credits)

**Required (3):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 538 Advocacy and Political Participation by Nonprofit Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (3):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 543 Creating Collaborative Communities</td>
<td>3</td>
</tr>
<tr>
<td>PA 519 Civic Capacity</td>
<td>3</td>
</tr>
<tr>
<td>PA 533 Public Policy Process: Origins &amp; Process</td>
<td>3</td>
</tr>
<tr>
<td>PA 534 Administrative Law (3), or PS 524 Law, Politics, and Society</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives (con’t.):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 517 Interest Groups</td>
<td>4</td>
</tr>
<tr>
<td>PS 559/USP 636 Political and Economic Decision-Making</td>
<td>4</td>
</tr>
<tr>
<td>USP 528/428 Concepts of Community Development</td>
<td>4</td>
</tr>
<tr>
<td>USP 584 Negotiation in the Public Sector, or CR 515/415 Negotiation</td>
<td>4</td>
</tr>
<tr>
<td>CR 523/423 Dialogue Across Differences</td>
<td>4</td>
</tr>
</tbody>
</table>

### Elective Courses (9 total credits)

**Capstone Project -- PA 509: Organizational Experience (6 total credits)**

### Learning Outcomes

Upon completion of the program, students will have strong competency to: (1) Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the nonprofit profession; (2) Identify and apply relevant theories and frameworks to the practice of nonprofit leadership, management and policy; (3) Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest; (4) Identify and engage with the key elements of the public policy process; (5) Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use; (6) Create and manage systems and processes to assess and improve organizational performance; (7) Conceptualize, analyze, and develop creative and collaborative solutions to challenges in nonprofit leadership, management and policy; (8) Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in nonprofit programs and services; (9) Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society; and, (10) Think critically and self-reflectively about emerging issues concerning nonprofit leadership, management and policy.

### Cost and Organization

As this proposed program draws significantly upon existing resources, including faculty and courses, few new resources are required to implement and maintain the program. We anticipate adding part-time staffing in Year 3 of the program and a new faculty member in Year 5 of the program to accommodate a growing student body. These expenses will be included in those years and henceforth in CUPA’s annual revenue requests. Enrollment is expected to grow each year, from a modest 8 students in Year 1 to 42 students in Year 5, with a 50/50 split between full-time and part-time enrollment. The MNL will be offered by the Department of Public Administration, with a faculty member appointed as Director of the MNL. This position will be supported with one course release through the CUPA Dean’s Office.
April 5, 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 Urban and Public Affairs**

**New Program**

- Graduate Certificate in Econometric and Data Analysis
  (two-page summary attached)

  FSBC comments: see wiki link above
PROPOSAL SUMMARY FOR
GRADUATE CERTIFICATE IN ECONOMETRIC AND DATA ANALYSIS

Overview

The Graduate Certificate in Econometric and Data Analysis is a natural extension of the portfolio of options available to graduate students in Economics. With the improvements in both data collection and computational power in recent years, the demand for professionals who can analyze data using advanced statistical methods and state-of-the-art statistical software continuously grows. A key benefit that this certificate provides to post-baccalaureate students and working professionals is the opportunity to upgrade their econometric skills through a course of study that can be completed in one academic year. The certificate is a perfect credential for individuals who seek to apply to positions requiring advanced econometrics preparation but are unable to undertake a full MA/MS program either due to time or funding constraints.

Evidence of Need

Currently, there is no university in Oregon or Washington that offers a Graduate Certificate in Econometric and Data Analysis. Yet, the industry demand for analytical and quantitative skills is high and growing. For example, the National Association of Colleges and Employers (NACE) conducts an annual report on the top attributes employers seek from graduates. “Problem-solving skills” and “Analytical/quantitative skills” consistently rank among the top 10 attributes with 77.3% of employers seeking the former and 64.4% seeking the latter in 2016. The Graduate Certificate in Econometric and Data analysis trains students in both areas of problem-solving with respect to empirical analysis and offers advanced training in quantitative methods.

Locally, the Employment Department with the State of Oregon provides information on job openings by area of occupation as well as forecasts for the prospects of employment in a given occupation through 2024. Common occupation categories for graduates of programs featuring training in research using analytical and quantitative methods include (i) Market Research Analysts and Marketing Specialists, (ii) Financial Analysts, (iii) Business Operations Specialists, and (iv) Operations Research Analysts, among others. Currently, there are over 200 job openings in (i), over 150 job openings in (ii), Approximately 250 job openings in (iii) and approximately 60 job openings in (iv). For all these occupation categories, the Employment Department states that “The total number of job openings is projected to be [somewhat or] much higher than the statewide average number of job openings for all occupations through 2024.”

Additional evidence of local demand by business professionals comes from the National Association for Business Economics (NABE). Every year, NABE offers a certificate in Applied Econometrics and at the last offering October 2016, there were 20 professionals who took the course in Portland.

Finally, robust demand exists for this certificate program within PSU. A survey of our current graduate students (15 students) reveals that over half of them would be interested in obtaining the certificate.
Additionally, students in Mathematics and Statistics as well as System Science have expressed interest in the certificate.

Program Objectives

The objective of the certificate are twofold. First, our goal is to put certificate students on a solid foundation in terms of the theoretical training required to perform advanced empirical work. We have two theoretical classes (Ec 570 and Ec 571) which students will be required to take to accomplish this. Second, it is our goal to give students hands-on experience when it comes to working with data and equip them to do so with training that involves the most widely used statistical packages in the discipline – STATA and R. This is the goal of the third required course, Ec 576. An additional elective graduate course rounds off the certificate requirements and offers students further opportunity to build their analytical skills in both depth and breath.

Course of Study

<table>
<thead>
<tr>
<th>A Total of 16 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core courses required for all students (12 credits)</strong></td>
</tr>
<tr>
<td>Ec570 [Econometrics] – offered in fall term</td>
</tr>
<tr>
<td>Ec571 [Advanced Econometrics] – offered in winter term</td>
</tr>
<tr>
<td>Ec576 [Implementing Econometrics Using STATA and R] – offered in spring term</td>
</tr>
<tr>
<td><strong>Elective Course (4 credits)</strong></td>
</tr>
<tr>
<td>Any graduate Economics course numbered Ec 511 and above may satisfy the elective requirement. Elective courses should be selected in consultation with the Graduate Program Director as advance approval may be required.</td>
</tr>
</tbody>
</table>

Learning Outcomes

The graduate certificate aims to prepare students by providing both theoretical and applied training. These constitute the two areas of intended learning outcomes are summarized below:

1. Sound knowledge of Econometric methods as they apply to cross-section, panel and time series data
2. Ability to apply Econometric methods to empirically examine economic problems with real-world data. Proficiency in use of the statistical packages STATA and R for empirical analysis.

Cost and Organization

The Graduate Certificate in Econometric and Data Analysis repackages existing courses offered for students in the MA/MS program in Economics. Therefore, there is not expectation that additional resources will be needed. Advising for certificate students will be done by the current Graduate Chair in Economics and faculty teaching the required courses.

Since this certificate relies on existing courses without requiring extra funding, additional student credit hours generated from this certificate can be considered as a positive impact to the budget.
The Academic Requirements Committee and the University Writing Council, with support of the English Department, endorse the following motion for consideration by Faculty Senate:

The following course shall be added to the University’s undergraduate writing requirement course list (part 2 – the additional/second writing course):

• WR 301 Critical Writing in English
Course description: This writing-intensive course extends the skills developed in ENG 300 by studying some selected theoretical and disciplinary approaches to literary and other texts (including literary and rhetorical theory), and by introducing students to research methods as a way of entering scholarly conversations.

The following courses shall be removed, starting in fall 2018, from the University’s undergraduate writing requirement course list (part 2 – the additional/second writing course):

• WR 324 Advanced Writing about Literature
• WR 211 Writing Practice

Students who have taken WR 324 and/or WR 211 prior to fall 2018 will still be allowed to count these courses for the second writing requirement course regardless of catalog year.

Rationale: WR 211 and WR 324 are no longer taught, and it is anticipated that they will be removed from the Bulletin by the English Department in the process of updating their curriculum. They are replacing WR 324, Advanced Writing About Literature with WR 301, Critical Writing in English, a writing-intensive course taught primarily by their core faculty. Please note that WR 301 can be taken as a freestanding course; ENG 300 is not prerequisite.
To: Faculty Senate Steering Committee  
From: Academic Requirements Committee  
    Samuel Dunlop Director of Admissions, International Recruitment and Outreach,  
    (Undergraduate)  
Date: April 17, 2018  
Re: Amending the current Portland State University International Applicant English  
Language Proficiency U.S. Transferable Associates Policy to international post-baccalaureate  
(PB) applicants  

The Academic Requirements Committee, with support of the Office International Admissions,  
endorses the following motion for consideration by Faculty Senate:  

International applicants for post-baccalaureate full admission shall adhere to the same  
requirements for proof of English language proficiency, required to enroll in academic  
courses at Portland State University, as international transfer applicants.

Rationale:  
All international undergraduate and post-baccalaureate applicants for full admission must show  
valid proof of English language proficiency to enroll in academic courses at Portland State  
University. One of the stipulations of the current policy allows for undergraduate international  
transfer students who have obtained an Associate’s degree (or a minimum of ninety  
transferable credits) from an U.S. institution are deemed to have demonstrated English  
language proficiency. This proposal includes undergraduate post-bacc students under this  
same stipulation.

The Undergraduate International Admissions Counselors have seen an uptick in undergraduate  
international post-bacc students who have earned associate’s degrees from local community  
colleges. Therefore, it makes sense to officially include them in the policy that is used for all  
other undergraduate international applicants.
ROPOSED AMENDMENTS OF TEXTUAL CLARIFICATION
TO THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY
To be presented to Faculty Senate on:
7 May 2018 for discussion and possible modification
4 June 2018 for vote

******

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, Luckett, 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 2

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

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

applicable laws and Oregon state regulations

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 to members of the Faculty records of such meetings.

Amendment 4

In ARTICLE IV, Section 4.1, paragraph 2, change:

Ad hoc and special committees may be established at any time by the Faculty, the Senate, or the President, and shall carry out specific duties and report as directed. No special committees shall be established that duplicate the work of an existing Faculty, Senate or administrative committee.
to:

Ad-hoc committees and task forces may be established at any time by the Faculty, the Senate, or the President, and shall carry out specific duties and report as directed. No ad-hoc committees nor task forces shall be established that duplicate the work of an existing committee.

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 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
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
- School of Social Work
- College of Urban and Public Affairs

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:

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 the 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 principal administrative officer with oversight of undergraduate studies, and a member of the Office of Institutional Research & Planning.
**Amendment 13**

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 s/he 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....seven faculty members ....** The faculty members shall include at least two each from from Arts & Humanities, Science & Engineering, and Social Sciences.

To:

f) **Library Committee.... seven Faculty members ....** 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 upon approval by the Dean of Graduate Studies. Consultants shall include the following or their representatives: the Provost, and 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**

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.


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; the chairperson of the Budget Committee (or a member designated by him/her); 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 be a member of 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.l**, sentences 1-2, change:

i) **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:

i) **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 Faculty; 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 Honors College; 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 members 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:

0) 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 Senators. 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 hereinafter (Article V, Section 2.1.3.b) shall be eligible to vote if they are members of the Faculty, but ineligible to serve as elected senators. Elected members shall have full rights of making motions, participating in discussions, 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 its meetings regularly.
However, prior to any meeting a senator may designate in writing to the Secretary to the Faculty and alternate 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 making motions and participating in discussion without further recognition, 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 any 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 Steering Committee, 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 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 at any regular meeting is not completed, the Presiding Officer may call for an additional meeting on the following Monday.

**Amendment 34**

In **ARTICLE V, Section 4.1**, paragraph 1, delete sentence 2, viz.:

Its authority shall not be construed as limiting the legal right of the President, the chief administrative officer of a division, as defined for purposes of representation, or the chairperson of a department to initiate changes in educational policy, curricula, or new kinds of work.

**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 relevant state authorities 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:
... as required by law and Oregon state regulations.

**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 Steering Committee, according to procedures 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 amendments(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
To be presented to Faculty Senate on:
7 May 2018 for discussion and possible modification
4 June 2018 for vote

******

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, Luckett, 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 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.
Academic Advising Council
Report to Faculty Senate, April 2018

Council Membership:

Chairperson: Carla Harcleroad, Office of Academic Affairs, Advising and Career Services

Ex-Officio: Cindy Baccar, ARR; Jim Hook, MCECS; CLAS; Sy Adler, USP; Sukhwant Jhaj, OAA

Consultants: Zach Markiss, OIRP

Charge of the Academic Advising Council: The Academic Advising Council promotes a positive and productive advising environment for advisors and students. Members will be responsible for reviewing the current status of advising and making recommendations on best practices regarding policies and processes related to academic advising campus-wide.

The Academic Advising Council’s current and future engagement for the 2017-18 year:

1. Academic and Career Advising Redesign
The five Student Advising Milestone work groups, chaired by members of the Academic Advising Council, presented their recommendations on content, tools, and resources to the advising and career services community in October 2017. An additional presentation was made to the Academic Advising Council in November 2017. Students will be required to meet with their advisor each year to cover the five Student Advising Milestone topics: (1) First Year Advising, (2) Career Development Conversation, (3) Financial Tools and Resources Conversation, (4) Major Confirmation Advising, and (5) Final Graduation Plan Advising. These trainings are part of a comprehensive training plan for advisors on the redesigned advising structure, majors, and common practices, and additional trainings will continue through Spring 2018.
In November 2017 a workgroup, chaired by and including members of the Academic Advising Council, presented a proposed Major Declaration Policy to Faculty Senate. The policy was approved by a 78% vote, and this policy will go into effect for the 2018-19 academic year. According to the policy, students must declare a major by the time they earn 90 credits, or within their first term if entering PSU with more than 90 credits. The policy was also reviewed by the Academic Requirements Committee (ARC), the Educational Policy Committee (EPC), and the Faculty Senate Steering Committee prior to the Faculty Senate meeting in November 2017.

Additional achievements shared with the Academic Advising Council include:

- Implementing an interim advising structure to include initial change in reporting lines.
- Convening a work group to establish an assessment plan focused on continuous improvement and achievement of the Academic and Career Advising Redesign goals.
- Convening a work group to develop a new advising and career services website to reflect the Redesign advising structure.
- Completing Redesign implementation planning with New Student Orientation for Summer 2018.
- Completing a six-month PSU-AAUP Redesign Interest-Based Bargaining process, which covered the following topics: advisor caseload and workload, appointment scheduling, advisor professional development, training, and support, advisor location and work environment, advisor roles and responsibilities, and personnel evaluation and supervision.
- Continuing implementation of changes to electronic systems in order to support Student Advising Milestone recommendations, advisor assignments, and student-facing appointment scheduling.

See Academic and Career Advising Redesign Implementation Phases and Milestones Document v5.0: goo.gl/94yMZE; See Major Declaration Policy: goo.gl/g4LzRK; See Academic and Career Advising Redesign Organizational Structure: goo.gl/jysmkd; See MOA (AAUP membership voting through April 6, 2018) between PSU and AAUP (March 14th, 2018): goo.gl/EnZn6y

2. Student Success Digital Tools & Programs

PSU continues to work on four projects that increase advising capacity, revitalize advising systems and improve the delivery and visibility of student services at PSU, and Council members have provided input and recommendations for improvement as appropriate.
Coordinated Service Network, which includes advising, Financial Aid, Bursar’s Office and Registrar’s Office, is working to implement an online appointment scheduling tool that is accessible, builds scheduling capacity, and simplifies the scheduling process for students and advisors.

Interactive Degree Planner, with integrated Course Projection Guide (CPG, to be launched in April 2018), will enable students to make more effective decisions in finding the most efficient pathway towards degree completion, chart their academic courses, and compare majors in relation to time and cost.

Redesign myPSU through a mobile-friendly app that connects students to tools and resources, academic planning, navigational, and financial information, and a personalized list of important deadlines and next steps in one place (i.e., myNextSteps through myPSU app).

Academic and Career Advising Redesign (see section 1). Project leads and team members have provided ongoing updates and presented to the Academic Advising Council.

See Student Success Project Pages:
Coordinated Service Network: goo.gl/v0LVFA; Interactive Degree Maps: goo.gl/v60C0j; Course Planning Guide Rebuild: goo.gl/HgLj8e; Redesign myPSU: goo.gl/9a9H9g; myNextSteps: goo.gl/2aV8k1; Academic and Career Advising Redesign: goo.gl/YquaJR.

3. Professional Development for the Advising and Career Services Community
The Professional Development Committee, including members of the Academic Advising Council, has focused on creating opportunities for the advising and career services community to participate in relevant training and development events, and they have presented updates to the Council on such opportunities.

These opportunities during the 2017-18 academic year have included the following:

- Workshops on the five required Student Advising Milestones.
- Interactive sessions on advising models facilitated by the Academic Advising Council GSE faculty member.
- Presentations from the Director of the Office of Academic Innovation and Directors of Cultural Resource Centers.
- Additional workshops on the Financial Tools & Resources Conversation Milestone and Career Development Conversation Milestone.
- Presentation and discussion on the impact of immigration legislation on higher education in partnership with the Office of International Student and Scholar Services.
- Additional Redesign workshops on advising exploratory students and students with interdisciplinary majors under the new Pathway Model.
- Presentation of awards to honor members of the advising and career services community.
4. **Long term and short term goals**
During Fall 2017 the AAC provided input on Council 2017-18 short and long-term goals through survey and discussion, and the Council chose to prioritize faculty engagement, transfer student/community college connections and support, and student retention (particularly within the first year). Based on member input, the Council further prioritized retention efforts and actions. Initial outcomes include an Academic Standing workgroup, chaired by a member of the AAC. This work group will be partnering with the College Transition Collaborative (collegetransitioncollaborative.org) on communication to help facilitate the success of students on academic warning.

In support of the Council’s focus on student persistence, the OIRP AAC Consultant provided an overview and update on enrollment, retention, and completion rates. Additionally, the Office of Student Success will provide an update on an exit survey administered in Fall 2017 to undergraduate students who left PSU for at least two terms during the 2016-17 school year and did not return (not including those academically dismissed). A future project may include a workgroup focused on how to support students with low engagement (i.e., conditional admits).

5. **Input on Policies, Practices, & Programs**
The AAC has provided input on the Major Declaration Policy and the five required Student Advising Milestones (see Section 1). Additionally, the AAC student representative shared her student experience with the Council, noting how policies, practices, and programs impacted that experience.
General Student Affairs Committee: 2017-18 Annual Report

Committee chair: Fall 2017: Jennifer Anderson, ED (departed PSU in Jan. 2018); the chair is currently empty, to be resolved in 2018-2019.

Committee Members: Jennifer Anderson, ED (departed as of Jan. 2018); Rachel Samuelson, SALP (departed as of Feb. 2018); Shannon Anciete, Advising and Career Services (as of February 2018); Josh Epstein, ENG; Erik Geschke, ART; Kristi Kang, IELP; Christopher Skinner, Admissions (as of March 2018); Mae Saslaw, student; Gabriela Kaneva, student.

This committee is charged by the Faculty Senate to:

1. Serve in an advisory capacity to Enrollment Management and Student Affairs (EMSA) leadership in regard to strategic projects, outreach and initiatives
2. Review and make recommendations regarding policies related to student services, programs and long-range planning for EMSA.
3. Nominate the recipients of the President’s Awards each spring term

The committee has met five times (as of April 2018). The spring term will be dedicated to the review of nominations and selection of the President’s Awards.

Advisory capacity:
The committee was not contacted for advisory services. However, the committee did meet with the Associate Vice President of Student Affairs, Michele Toppe, to solicit potential areas to assist and way to work together more in the future. Discussions included the role of GSAC and how the committee might intersect with EMSA/Student Affairs units. We discussed the possibility of updating the committee charge to reflect the current structure of EMSA, subject to Faculty Senate approval.

Also discussed was the possibility of increasing student participation on this and other committees. While having student members appointed/assigned to committees has generally worked well, the committee felt that it would be worth exploring new ways of promoting student involvement, including, but not limited to, the following:

- Giving information to committee chairs and other faculty members to distribute to their students;
- Having a more publicly visible PSU website on which students could read about and sign up for committees;
- Using student media (including the Vanguard, Virtual Viking, et al.) to publicize committee service;
- Encouraging the use of committee service for volunteer hours (e.g. for organizations that expect volunteer service)
- Having committees visit classes to speak with students.

We recommend that next year’s committee pursue these and other options in collaboration with EMSA and Student Affairs. We were not able to arrange a meeting with Liane O’Banion this year but would encourage next year’s GSAC to resume this conversation.
**President’s Awards:**
In Spring 2017, the committee participated in the review and the selection of the President's Awards. While the committee generally found that process successful, its members also agreed that the criteria, forms, rubric, and required materials could benefit from being standardized, to avoid disparities in the information available for assessing candidates. The committee also felt that the awards could benefit from greater outreach to potential applicants, and greater recognition/publicity for the award-winners.

Thus, in 2017-2018, the committee, with the support of EMSA Operations Manager, Andreen Morris, revamped the President's Achievement Awards process for the 2018 cycle. The committee created more specific criteria for the selection process, provided more information to potential nominators, and increased outreach efforts. The committee will no longer have schools/college screen out nominations and will review all completed nominations with administrative support from EMSA. The committee will select one winner for each category (Academic Achievement, Community Engagement, and University Service) at each of the bachelor, master, and doctoral levels. President's awards will be selected in May 2018.

The committee, upon consultation with Andreen Morris, felt that an end-of-term reception with the President would be a fitting way to recognize the award-winners. Logistical factors made a reception impossible this year, but the committee recommends continuing to explore avenues for publicly acknowledging the President’s Award recipients for their achievements.

**Review and recommendation capacity:**
The committee was not contacted to review or make recommendations to any policies related to student services, programs, and long-range planning for EMSA.

**ACTIONS completed:**
- Met with EMSA to discuss the committee charter, and strategies for increasing student involvement.
- Met with Andreen Morris several times with respect to the President’s Awards. As a result of these meetings, the committee extensively revised the rubric, clarified and standardized the guidelines and materials for review, and explored possibilities for outreach and publicity.

**ACTIONS to be taken in spring and summer terms:**
- Select 2018 President’s Awards.
- Select new Chair for the 2018-2019 academic year.

**RECOMMENDATIONS to 2018-19 committee chair:**
- Work with EMSA and Student Affairs to increase student participation on faculty committees through improved communications and interaction with students.
- With the potential increase to tuition, identify campus and other resources that students can use to reduce costs.
- Continue working on ways of publicizing President’s Award winners.
- Discuss any pending revisions to the committee charge with Faculty Senate.
Honors Council  
2017-2018 Annual Report to the PSU Faculty Senate

The Honors Council makes policy recommendations and establishes general standards for the University Honors Program and departmental honors tracks; coordinates review of new Honors courses; and reviews campus-wide resources, practices, and services for high-achieving students.

Council chair:  
Cornelia Coleman (HON)

Council members:  
Michael Bartlett (BIO)  
Pelin Basci (WLL)  
Mirela Blekic (ACS)  
Todd Bodner (PSY)  
Joseph Bohling (HST)  
Amy Borden (TAD)  
Erin Flynn (SSW)  
Hollie Hix-Small (GSE)  
Bin Jiang (MTH)  
Mauri Matsuda (CCJ)  
Robert Schroeder (LIB)  
Nina Spiegal (JST)  
David Stuart (CHE)  
Christina Sun (CH)  
Christof Teuscher (ECE)  
Ellen West (SBA)  
Lawrence Wheeler (HON)  
Kim Williams (POL)

Student members:  
None assigned by ASPSU

Consultants:  
Shelly Chabon (Dean of Interdisciplinary General Education and Vice Provost for Academic Personnel and Leadership Development)  
Brenda Glascott (Director of University Honors College)  
Steve Harmon (OAA)  
Amy Spring (UNST Council Representative)  

Council Business:  
The goals of the council this year have been campus-wide and include the creation of an inventory of programs that focus on high-achieving students including—in addition to the University Honors College—McNair Scholars, LSAMP, Build EXITO! as well as departmental
honors tracks and honors societies with chapters at PSU. The Council heard reports from McNair, EXITO!, and the Honors College at the March meeting, and LSAMP and departmental honors are scheduled to present in April and May. Determining how these groups can coordinate to deliver the best possible services to students across the university will enhance the robust and interconnected set of honors opportunities for undergraduate students. Further, it will strengthen PSU’s reputation as an attractive destination for high-achieving students. We expect the inventory to be complete by mid-June 2018.

This year the Honors Council welcomed new University Honors Director, Dr. Brenda Glascott. Dr. Glascott is leading, in cooperation with PSU Admissions, a review and redesign of UHC admissions processes with particular attention to lines of communication between incoming Honors students (first year and transfer) and the Admissions Office. Honors College will undergo academic program review (APR) in May and the results and recommendations will be shared with the Council. The Council will be guided by the needs identified in the report as they plan their UHC support agenda for 2018-19.

Since the elevation of University Honors to the status of a college came after the formation of the Honors Council, the Council’s description in the Faculty Constitution stands in need of updating. Since changes will require a constitutional amendment, updating the committee description must be undertaken by the Council in collaboration with the Faculty Senate next year.
Institutional Assessment Council Annual Report to the Faculty Senate

Council Charge
The Institutional Assessment Council (IAC) creates principles and recommendations for assessment planning that are sustainable and learning-focused, and provides support aimed at enhancing the quality of student learning through assessment activities. The Council has designed a framework for promoting and supporting assessment long term, both at the program and institution levels. The IAC serves as the primary advisory mechanism for institutional assessment planning and coordinates with the assistant and associate deans group the implementation of systematic Annual Assessment Updates and Academic Program Review by the schools and colleagues.

IAC Members 2017-2018
Members represent a wide range of departments and programs, and have significant roles related to assessment practices and policies.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Dept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey</td>
<td>Gerwing</td>
<td>UGE Univ Studies-General Ed</td>
</tr>
<tr>
<td>Leslee</td>
<td>Peterson</td>
<td>EDU Dean's Office</td>
</tr>
<tr>
<td>Amy</td>
<td>Donaldson</td>
<td>SPH Speech &amp; Hearing Science</td>
</tr>
<tr>
<td>Charles</td>
<td>Klein</td>
<td>ANT Anthropology</td>
</tr>
<tr>
<td>Vicki</td>
<td>Wise</td>
<td>OAI Faculty Development</td>
</tr>
<tr>
<td>Rowanna</td>
<td>Carpenter</td>
<td>UGE Univ Studies-General Ed</td>
</tr>
<tr>
<td>Janelle</td>
<td>Voegele</td>
<td>OAI Faculty Development</td>
</tr>
<tr>
<td>West</td>
<td>Ellen</td>
<td>School of School of Business Administration</td>
</tr>
<tr>
<td>Gerardo</td>
<td>Lafferriere</td>
<td>MTH Math Office</td>
</tr>
<tr>
<td>Billie</td>
<td>Sandberg</td>
<td>PAD Public Administration</td>
</tr>
<tr>
<td>Sarah</td>
<td>Beasley</td>
<td>Library</td>
</tr>
<tr>
<td>Brian</td>
<td>Sandlin</td>
<td>OAA</td>
</tr>
<tr>
<td>Christof</td>
<td>Teuscher</td>
<td>MCECS</td>
</tr>
<tr>
<td>Mariela</td>
<td>Bao</td>
<td>OAI Faculty Development</td>
</tr>
</tbody>
</table>
IAC Priorities
While the IAC is primarily focused on supporting effective program assessment practices, it also understands the need to respond to external accrediting requirements, such as those specified by the Northwest Commission on Colleges and Universities (NWCCU).

NWCCU’s articulation of Standard Four for Effectiveness and Improvement informed the IAC’s efforts to create streamlined and efficient assessment planning and reporting processes:

- 4.A.2: Faculty have a primary role in the evaluation of educational programs and services
- 4.A.3: The institution documents, through and effective, regular and comprehensive system of assessment of student achievement, that students who complete its courses, programs and degrees ... achieve identified course, program and degree learning outcomes
- 4.A.6: The institution regularly reviews its assessment processes to ensure they appraise authentic achievements

Following from a recent Year Seven NWCCU Self-Evaluation Report and a hosted team of on-site evaluators, NWCCU in their reaffirmation letter of February 1, 2016 recommended the following:

Recommendation 2
The Assessment Table and interviews indicated that Portland State University does not yet regularly and comprehensively assess all student program learning outcomes for undergraduate and graduate programs (Standard 4.A.3). Additionally, graduate program student learning outcomes were not published for all graduate programs (Standard 2.C.2). The Commission recommends that the assessment of student learning outcomes be systematically accelerated such that continuous improvement resulting from assessment leads to enhancement of student achievement and to a meaningful evaluation of mission fulfillment (Standards 2.C.2, 4.A.3, and 4.B).

Prior to the most recent NWCCU visit and Recommendation, the IAC had taken steps to accelerate assessment activities on campus. Beginning in 2013 with the reconstituted Institutional Assessment Council (IAC), the partnership between the IAC, the Office of Academic Innovation (OAI), and Office of Academic Affairs (OAA) strengthened around shared goals for quality systemic assessment of student learning. The collaboratively developed goals and plans align faculty engagement, best practices in assessment, and meets NWCCU standards and expectations.

In 2016-17 many of the IAC efforts to improve and accelerate the assessment activities on campus have come to fruition in the following ways.

- Revised the Academic Program Review Guidelines to require more detailed information on a program’s assessment of student learning outcomes. (Attachment A)
- Developed an Annual Assessment Update for all programs to inform the Office of Academic Affairs of PSU assessment activities. (Attachment B)
- Created a support mechanism for programs to improve their assessment activities and practices.

The IAC developed a plan to systematically link program-level student learning assessment with Academic Program Review (APR), a process that will result in a thorough review of all programs over
time. The Provost, office of the Vice Provost for Academic and Fiscal Planning, and the IAC are working
to ensure ongoing support for conducting quality assessment. To this end, the IAC has created a Rubric
(Attachment C) aligned to NWCCU standards to ensure that feedback to all programs is based on best
assessment practices. Moreover, the APR report template reflects the influence of the rubric for
programs’ reporting progress in assessment efforts. Fall 2016 was the first new cycle of the APR process.

Additionally in 2016, the OAA and IAC created an Annual Assessment Update that all academic
programs will complete each year. The initial test of this implementation will provide PSU with a
baseline of assessment practices. OAI will apply the best practice rubric to each assessment update, and
will provide formative feedback to support all academic programs in quality assessment practice. The
Office of Academic Innovation (OAI) will work with individual programs on any aspect of assessment
needing improvement. This formative process should result in improved quality and was evident in
2017-18 annual reporting. During this time, OAI will also work collaboratively with the IAC to ensure
that programs are receiving the assessment support they need and that quality program-level
assessment practices receive recognition.
Attachment A: Academic Program Review Guidelines (excerpt)

APR Section V. Assessment of Student Achievement. The Institutional Assessment Council (IAC) has developed a rubric aligned with NWCCU standards to provide guidance to programs on the assessment process and developing an assessment plan. The Office of Academic Innovation (OAI) can assist programs in development of an assessment plan.

A. Evidence of Student Learning
   - List and number the expected student learning outcomes for your program. Outcomes should explicitly describe what students know, understand, or are able to do. For undergraduate programs, draw connections between these program level learning outcomes and the PSU Campus Wide Learning Outcomes.
   - Describe the kinds of experiences that you expect students to have inside and outside of the classroom to meet these learning outcomes.

B. Evaluation of Student Academic Performance
   - Define meaningful curricular goals and present defensible standards for evaluating whether students are achieving those goals.
   - Specify what direct measures you are using to assess student learning. Direct assessment includes students’ demonstration of knowledge, skills, and abilities.

C. Analysis of the Results of Assessing Student Academic Performance
   - Report and discuss the findings from each learning outcome assessment activity.
   - Review Assessment Plan to see if any changes or modifications will create a more meaningful process.

D. Post-graduate Outcomes for the Program
   - Articulate how you prepare students for successful careers, meaningful lives, and where appropriate, further education.
   - Collect and provide data about whether you are meeting these goals.

E. Incorporate changes Based on Assessment Evidence of Student Learning Outcomes
   - Describe how the assessment findings are used to improve student learning and classroom instruction. How the assessment findings are used to assist in strategic program planning?
   - Provide examples that show how the program has closed the feedback loop and used assessment findings to review, evaluate, and modify the curriculum.

<table>
<thead>
<tr>
<th>Common elements (required):</th>
<th>Potential elements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program level learning outcomes</td>
<td>Learning outcomes alignment with workforce or post-graduate goals</td>
</tr>
<tr>
<td>Assessment plan</td>
<td>Metrics used to determine long-term outcomes of student’s experiences</td>
</tr>
<tr>
<td>Measures and indicators used to assess student learning</td>
<td>Baseline and trend information of student learning and progress</td>
</tr>
<tr>
<td>Number of students assessed</td>
<td>Alignment of program level learning outcomes with campus wide learning outcomes</td>
</tr>
</tbody>
</table>
Attachment B: Annual Assessment Update

Does your program have an assessment plan? Yes/no (upload plan)
- A formal assessment plan has:
  - identified learning outcomes;
  - appropriate assessments, including at least one direct measure of student learning;
  - a process to analyze the results of the outcomes assessed;
  - a plan to adjust or improve program from results of the learning outcomes assessed;
  - faculty involvement in assessment planning

Has your program carried out the assessment activities listed on the assessment plan? Yes/no (upload all assessments)

Please provide your program’s undergraduate and graduate (if applicable) learning outcomes.

Please report and discuss the actual findings from each learning outcome assessment activities. Examples of findings may include summaries of rubric scores, exit exam scores, survey responses to targeted questions, or narrative responses.

Describe specifically how your program used the results from assessment activities.

- Assessment findings are typically used to: improve student learning, classroom instruction, and assessments; and review, evaluate, and modify the curriculum in the programs.
Attachment C: Rubric for Evaluating Assessment Plans and Progress

The purpose of this rubric is to assist programs in their assessment planning, and to prepare them for the Academic Program Review process. This rubric is aligned with NWCCU (Northwest Commission on Colleges and Universities) standards for institutional assessment reporting as well. This rubric will allow for consistency in assessment reporting, and it will simplify expectations for quality. Please note that many specialized accrediting bodies have their own expectations for meeting accrediting performance standards. It is more than likely that those standards may exceed the ones specified here.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>(1) Does not meet expectations</th>
<th>Meets expectations (2)</th>
<th>Exceeds expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan</td>
<td>Does not meet one or more criteria specified in the met expectations column</td>
<td>Formal plan has identified - learning outcomes;</td>
<td>Exceeds by one or more criteria (specified in the met expectations column), for example:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- appropriate assessments, including at least one direct measure of student learning;</td>
<td>- assessments include approx. 50% direct measures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- a process to analyze the results of the outcomes assessed;</td>
<td>- plan specifies assessment for continuous improvement of the program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- a plan to adjust or improve program from results of the learning outcomes assessed;</td>
<td>- plan for multi-year data collection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- faculty involvement in assessment planning.</td>
<td></td>
</tr>
<tr>
<td>Curricular Alignments</td>
<td>Does not meet one or more criteria specified in the met expectations column</td>
<td>Clear relationships between student learning outcomes at the program level with</td>
<td>Evidence that program alignments are revisited annually to reflect changes or revisited at intervals required by specialized accreditors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- course-level outcomes;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- campus-wide learning outcomes, if undergraduate program;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- professional standards, if applicable.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Does not meet one or more criteria specified in the met expectations column</td>
<td>Evidence that expected student learning outcomes identify the intended knowledge,</td>
<td>Evidence that program communicates program-level learning outcomes to students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>understandings, or abilities that students will acquire through the academic program</td>
<td></td>
</tr>
<tr>
<td>Assessment Activities</td>
<td>Does not meet one or more criteria specified</td>
<td>Evidence that assessments activities - align to student learning outcomes;</td>
<td>Evidence that assessments are reviewed annually or revisited at</td>
</tr>
<tr>
<td>Criterion</td>
<td>(1) Does not meet expectations</td>
<td>Meets expectations (2)</td>
<td>Exceeds expectations (3)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>in the met expectations column</td>
<td>- are appropriate measures to assess learning outcomes; and</td>
<td>intervals required by specialized accreditors</td>
</tr>
<tr>
<td>Data Quality</td>
<td>Does not meet one or more criteria specified in the met expectations column</td>
<td>For at least A PORTION of program assessments there is evidence of</td>
<td>For ALL program assessments:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- process to check for inter-rater reliability, if applicable;</td>
<td>- process to check for inter-rater reliability, if applicable;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- process to check for quality (see detail below); and</td>
<td>- process to check for quality (see detail below); and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- process to ensure sampling quality (see detail below).</td>
<td>- process to ensure sampling quality (see detail below).</td>
</tr>
<tr>
<td>Assessment Findings</td>
<td>Does not meet one or more criteria specified in the met expectations column</td>
<td>Results for outcomes collected and discussed. For example:</td>
<td>Evidence that data are collected over time allowing for pre-post measures of student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- reporting addresses findings from each learning outcome assessment activity.</td>
<td>Findings used in strategic program planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- assessment findings are used to: 1) improve student learning, classroom instruction, and assessments; and 2) review, evaluate, and modify the curriculum in the programs.</td>
<td></td>
</tr>
</tbody>
</table>

**Data Quality**

Basically what you want to know if your assessment method is credible. Here are some ways to check:

**Quantitative Assessment:**
1) **Content Validity:** Is there a match between test (assessment) questions and the content or subject area assessed?
2) **Face Validity:** Does the assessment appear to measure a particular construct as viewed by an outside person?
3) **Content-related Validity:** Does an expert in the testing of that particular content area think it is credible?
4) **Curricular Validity:** Does the content of an assessment tool match the objectives of a specific curriculum (course or program) as it is formally described?
5) **Construct Validity:** Does the measure assess the underlying theoretical construct it is supposed to measure (i.e., the test is measuring what it is purported to measure).
6) **Consequential Validity:** Have you thought of the social consequences of using a particular test for a particular purpose?
Qualitative Assessment:
1) Have you accurately identified and described the students for whom data were collected?
2) Can the findings be transferred (applied to) to another similar context?
3) Is there dependability in your accounting of the changes inherent in any setting as well as changes to the assessment process as learning unfolded?
4) Can the findings be confirmed by another?

Sampling
For program review, we ideally want a combination of assessment evidence to address program goals. This evidence includes assessment of all students in the program at times, and assessing only a subset of the students at other times. We often see this difference in the choice to use quantitative vs. qualitative assessment methods.

Quantitative Methods
A randomly selected sample from a larger sample or population, giving all the individuals in the sample an equal chance to be chosen. In a simple random sample, individuals are chosen at random and not more than once to prevent a bias that would negatively affect the validity of the results. We strive in sampling for representativeness of the sample to the population from which it was drawn.

Qualitative Methods
Having a large number of students is not essential using qualitative methods, as the goals may be to 1) explore topics in depth, 2) try a new method that explores a topic of interest, and 3) the assessment method used is labor intensive (e.g., portfolio reviews), as an example.
The Intercollegiate Athletics Board is charged by the Faculty Senate to:
1) Serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University’s program in intercollegiate athletics;
2) Report to the Faculty Senate at least once each year.

I. Athletic Department staff changes

- Barrett Peery replaced Tyler Geving as Head men’s basketball coach
- Kati Falger replaced Jake Scott as Athletics Fiscal Officer
- Lindsay Meiggs replaced Charlie Frey as an Athletics Academic Advisor
- Colin Runt was appointed Director of Academic Support services
- David Hepburn was hired as the head Cross Country and Track coach
- Payam Saadat was hired to replace Malik Roberson as Defensive Coordinator for Football
- Katie Burton replaced Laura Schott as Head women’s soccer coach

- Due to the numerous scheduling difficulties between members who were on sabbatical and limited availability of the Athletics department staff meetings this year were very infrequent. We only had one meeting to this point during this academic year. This committee seems to have an extremely low priority from the perspective of much of the membership. I urge the steering committee, committee
on committees and the President’s office to reexamine the future need for this board as the level of investment from most of the membership was relatively low.

- In the one meeting this year much of the discussion revolved around the:
  - remodel of the Stott Center (Viking Pavilion)
  - The poor performance of the Football team
  - A brief discussion of the overall academic performance of the student athletes
  - A number of references to President Rahmat Shoureshi at convocation and other events related to the promotion of Athletic events.

There is work remaining on the aspects of student life as a whole which needs to be explored. Additionally, this group needs to do a follow up review to examine the concussion policy which was created and implemented 2 years ago. There is need to determine if the protocols and policies listed in this document are meeting the necessary measures to guarantee that Portland State University and the Department of Athletics are doing the best job possible to protect the health and academic success of student athletes who sustain a concussion while at PSU.
Library Committee: 2017-18 Annual Report

According to the Faculty Governance Guide, “The Library Committee meets monthly. The faculty membership represents at least two each from Arts & Humanities, Science & Engineering, and Social Science.”

Committee Chair: Susan Chan, MUS
Committee Members: Faculty members Elizabeth Almer, SBA; Desmond Cheung, HST; Carrie Collenberg-Gonzalez, WLL; Kevin Hill, PHL; Lea Millay, UNST; and Sarah Sterling, ANT; and student member Lifia Teguh.
Consultants: Dean Marilyn Moody, LIB; Thomas Bielavitz, LIB; and Michael Bowman, LIB; and Cris Paschild, LIB.

Following Dean Marilyn Moody’s retirement in December, Thomas Bielavitz has been serving as Interim Dean and Cris Paschild has been serving as Interim Assistant University Librarian.

Meetings were held in October and February. There will be one more meeting in May.

In the meetings, library staff gave detailed updates on various areas of library services, with feedback and discussion among members.

Topics discussed include the following:

- Budget: There has been salary savings of $220K from vacant positions.

- Personnel: Following some retirements last year, positions were being reorganized and many searches have been happening. Some vacancies have been filled and others are in progress. The search for the Dean is anticipated to occur in fall quarter after the new Provost has started and a committee can be staffed.

- Building improvements: Room 170 has been expanded from having 45 seats to 60. A lactation room with lock and code has been added. A foot washing station has been installed in a restroom and a meditation room has been added. High quality furniture was purchased and technology has been updated. The Library worked with OIT to improve wireless access.

- Open textbooks: 4 new open textbooks were published with more in progress. A proposal will go out to faculty for a new round of textbooks.

- Course Reserves, including Textbooks on Reserve: They help with affordability for students.

- PDXScholar: CLAS has held workshops for faculty.
• Library website accessibility: This has been an ongoing emphasis for the library.

• Support of research: Research is an emphasis of President Shoureshi. Areas of the library that support research include data management, data file sharing via PDX Scholar, and library liaisons working with faculty and students. The Provost is supportive of the library’s work.

• Committee student membership: This has been an ongoing discussion item. There is currently one undergraduate student member on the Committee. It is hoped that a graduate student would be recruited to join the Committee.

Overall, the meetings provided an effective channel for communication between the Library staff and faculty and student members. Everyone on the Committee showed dedication to the important role of the Library.
Date: April 2, 2018

To: Faculty Senate

From: Paloma Harrison, Scholastic Standards Committee Chair

Re: Report of the Scholastic Standards Committee for the 2017-18 Academic Year

I. Membership
The Scholastic Standards Committee is a constitutional committee, and its members are appointed by the Committee on Committees. Membership for the 2017-18 Academic Year:
  Scott Broussard, CLAS (2012-)
  Jennifer Dahlin, SHAC (2015-)
  Derek Garton, MTH (2015-)
  Andrea Griggs, EEP (2017-)
  Paula Harris, OIA (2016-)
  Paloma Harrison, CLAS (2013-)
  Jennifer Loney, SBA (2016-)
  Michele Miller, IELP (2013-)
  Anna Pittioni, COTA (2016-)
  Thomas Schumacher, CEN (2017-)

II. Charge of the Scholastic Standards Committee, per the Constitution
  1. Develop and recommend academic standards to maintain the integrity of the undergraduate program and academic transcripts of the University.
  2. Develop, maintain, and implement protocols regarding academic changes to undergraduate transcripts.
  3. Adjudicate undergraduate student petitions for academic reinstatement to the University.
  4. Report to the Senate at least once a year.
  5. Act, in all matters pertaining to policy, in liaison with the chairpersons of the Academic Requirements and Curriculum Committees, and the Graduate Council.

III. Function of the Scholastic Standards Committee
The Scholastic Standards Committee maintains the integrity of student academic records at the undergraduate level and adjudicates on student petitions for changes to the record. This takes the form of requests for retroactive adds, drops, tuition refunds, and withdrawals; grade option changes and grade-to-grade changes; incomplete extensions; and reinstatement following academic dismissal.

The Committee also makes recommendations to Faculty Senate regarding any alteration of policy or standards that affect the transcript, registration deadlines, and academic standing. As part of the Constitutional charge, the Committee is responsible for the undergraduate academic standing policy, and any proposed changes to it must be vetted by the Committee and approved by Faculty Senate.
IV. Activities
The Scholastic Standards Committee meets bi-weekly year-round, including one extra meeting at the start of each term. The main activity of the Committee is to read petitions and support materials, review previous petitions and academic records, and adjudicate on the petitions. The Committee saw a marked increase in the total number of petitions received in the 2017-18 AY, about a 30% increase. This may be a return to more usual numbers, as the Committee received a significantly lower number of petitions in 2016-17 AY, about 35% fewer than in previous years.

<table>
<thead>
<tr>
<th>Petition Type</th>
<th>2017-18</th>
<th>Granted</th>
<th>Denied</th>
<th>Pending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinstatement</td>
<td>127</td>
<td>87</td>
<td>33</td>
<td>7</td>
</tr>
<tr>
<td>Drop with Refund</td>
<td>231</td>
<td>175</td>
<td>48</td>
<td>8</td>
</tr>
<tr>
<td>Add/Drop Overall (including add, add/drop, drop no refund/withdrawals)</td>
<td>210</td>
<td>149</td>
<td>54</td>
<td>7</td>
</tr>
<tr>
<td>Grade option changes</td>
<td>55</td>
<td>44</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Incomplete Extension</td>
<td>13</td>
<td>12</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>636</td>
<td>467</td>
<td>144</td>
<td>25</td>
</tr>
</tbody>
</table>

V. Gratitude
The Scholastic Standards Committee would like to acknowledge the invaluable, ongoing assistance and expertise provided by the Registrar’s Office, including but not limited to Nicolle DuPont and Stephanie Youngs. And the chair would like to express appreciation for the continued support provided by former chair Michele Miller.
2017/2018 UNST Council Report to Faculty Senate

Prepared by Evguenia Davidova, Chair


Consultants: Rowanna Carpenter, Oscar Fernandez, Maurice Hamington, Michael Lupro

I. Curriculum

A. The UNST/Cluster Curriculum Committee (Chaired by Michael Lupro) reviewed and recommended a number of courses for inclusion in various clusters. The Council then reviewed and approved in the Fall and Winter the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 377</td>
<td>American Poetry I</td>
</tr>
<tr>
<td>ENG 378</td>
<td>American Poetry II</td>
</tr>
<tr>
<td>HST 390</td>
<td>Topics in World History</td>
</tr>
<tr>
<td>INTL 366</td>
<td>Cyberwar and Espionage</td>
</tr>
<tr>
<td>SYSC 399</td>
<td>Systems Thinking for Social Change</td>
</tr>
<tr>
<td></td>
<td>(342)</td>
</tr>
<tr>
<td>SYSC 399</td>
<td>Systems Thinking for Social Change</td>
</tr>
<tr>
<td></td>
<td>(342)</td>
</tr>
<tr>
<td>TUR 330</td>
<td>Popular Culture and Literature in Turkey</td>
</tr>
<tr>
<td>UNST 321U</td>
<td>Learning in Action</td>
</tr>
</tbody>
</table>

B. The following courses have been removed from UNST Clusters (the recommendation for removal was made by the Department):

<table>
<thead>
<tr>
<th>Course</th>
<th>Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST 424U</td>
<td>African American/African Culture in Cinema</td>
</tr>
<tr>
<td>BST 427U</td>
<td>African American Films and Film Makers</td>
</tr>
</tbody>
</table>

II. Program

A. Encouraged by the successful revision of the old UNST Diversity Goal, now titled “Diversity, Equity and Social Justice,” this Fall the Council launched the revision of the UNST Ethics and Social Responsibility Goal. So far, the following work was accomplished by the subcommittee:
a. Two forums, with speakers who represent all levels of the UNST curriculum (FRINQ-Capstone) and a wide range of disciplines, are already publicized. The speakers will also facilitate small group conversations with the UNST community (UNST Faculty & Council, PSU Library, and Cluster Coordinators).

b. By mid-April, a compilation of scholarly sources on the subject is expected.

c. By May, a first draft should be completed and the subcommittee will begin sharing the goal with the PSU community and making final revisions.

B. The Council has continued to expand the Awards for Teaching Excellence that recognize UNST teaching. The subcommittee has designed a FRINQ award (since 2016), Capstone award (since 2017), and this year there will be a SINQ award added for the first time.

C. The Director of Freshman Year Experience presented a preliminary report on the pilot FRINQ online course, which started last Fall. So far, teaching is going well from the instructor’s perspective. There is a new pre-term survey for students taking online classes to help understand expectations. The UNST is going to ask for $60,000 to develop another online FRINQ next year.

D. The Director of SINQ and Junior Clusters shared a modified Cluster course proposal form. It is expected to make the application process smoother.

E. Ongoing projects:

a. In Spring 2017, the Council endorsed a pilot project for developing a periodic cluster review process. The cluster currently under review is Healthy People/Healthy Places. So far, a rubric to review the UNST content in the cluster courses has been prepared (i.e. how the course learning outcomes align with the cluster and UNST outcomes). A survey and request for syllabi has been sent out to the respective instructors. After reviewing all materials, the subcommittee will send the results to department chairs. Based on its findings, the subcommittee will make recommendations to the Council by the end of the year.

b. In Spring, the Council will ask the UNST Diversity, Equity and Inclusion Coordinator to share ideas about the implementation of the new Diversity, Equity and Social Justice goal.

c. We also expect a new FRINQ course proposal in Spring.