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 through the Online Curriculum Management System:

pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard

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 Senate business.

Items on the consent agenda are approved (proposals or motions) or received (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 4 March 2019 at 3:00 p.m. in Cramer Hall 53.

AGENDA

A. Roll Call and Consent Agenda [see also E.1]
   * 1. Minutes of the 4 February 2019 meeting – consent agenda  
   * 2. OAA response to Notice of Senate Actions for February – consent agenda

B. Announcements
   1. Announcements from Presiding Officer  
   2. Announcements from Secretary

C. Discussion: none

D. Unfinished Business: none

E. New Business
   * 1. Curricular proposals (UCC, GC) – consent agenda  

F. Question Period
   * 1. Question to administrators regarding FBI’s advice to PSU on relations with China

G. Reports from Officers of the Administration and Committees
   1. President’s report  
   2. Provost’s report
   * 4. Report of Ad-Hoc Committee on Advancement of Non-Tenure-Track Faculty  
   5. Report from Luis Balderas-Villagrana, Pres. of ASPSU  
   6. Report of Inter-Institutional Faculty Senate
   * 7. Budget Committee quarterly report – consent agenda
   * 8. Educational Policy Committee quarterly report – consent agenda

H. Adjournment

* See the following attachments:
  A.1. Minutes of the Senate meeting of 4 February 2019 – consent agenda  
  A.2. February Notice of Senate Actions and OAA response – consent agenda  
  E.1. Curricular proposals (summaries) – consent agenda. Complete curricular proposals are on-line:  
  E.2. Proposal for Business Minor in Social Innovation
  F.1. Question to administrators regarding FBI’s advice to PSU on relations with China
  G.4. Report of Ad Hoc Committee on Advancement of Non-Tenure-Track Faculty
  G.7. Budget Committee quarterly report – consent agenda
  G.8. Educational Policy Committee quarterly report – consent agenda
PORTLAND STATE UNIVERSITY FACULTY SENATE, 2018-19
STEERING COMMITTEE
Thomas Luckett, Presiding Officer
Michael Clark, Past Presiding Officer • Isabel Jaén Portillo, Presiding Officer Elect
Ex officio: Richard Beyler, Secretary to the Faculty • Maude Hines, Faculty member of Board of Trustees
Susan Lindsay, Co-Chair, Committee on Committees • Karen Popp, Senior IFS Rep. (from Jan.)

FACULTY SENATE ROSTER (61)

<table>
<thead>
<tr>
<th>College of Liberal Arts &amp; Sciences–Arts &amp; Letters (6)</th>
<th>College of Urban and Public Affairs (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown, Kimberley</td>
<td>Chaillé, Peter</td>
</tr>
<tr>
<td>Dolidon, Annabelle</td>
<td>Eastin, Josh</td>
</tr>
<tr>
<td>Greco, Gina</td>
<td>Henderson, Kelsey</td>
</tr>
<tr>
<td>Holt, Jon</td>
<td>Labrecque, Ryan</td>
</tr>
<tr>
<td>Reese, Susan</td>
<td>Nishishiba, Masami</td>
</tr>
<tr>
<td>Watanabe, Suwako</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Liberal Arts &amp; Sciences–Sciences (7)</th>
<th>Graduate School of Education (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cruzan, Mitchell</td>
<td>Reynolds, Candyce</td>
</tr>
<tr>
<td>Fountain, Robert</td>
<td>Sugimoto, Amanda</td>
</tr>
<tr>
<td>George, Linda</td>
<td>Thieman, Gayle</td>
</tr>
<tr>
<td>Mitchell, Drake</td>
<td>Yeigh, Maika</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Liberal Arts &amp; Sciences–Social Sciences (7)</th>
<th>Library (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craven, Sri</td>
<td>Emery, Jill</td>
</tr>
<tr>
<td>Fritz, Charlotte</td>
<td></td>
</tr>
<tr>
<td>Hsu, Chia Yin</td>
<td></td>
</tr>
<tr>
<td>*Lafrenz, Martin</td>
<td></td>
</tr>
<tr>
<td>Luckett, Thomas</td>
<td></td>
</tr>
<tr>
<td>Meyer, Claudia</td>
<td></td>
</tr>
<tr>
<td>Schechter, Patricia</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of the Arts (4)</th>
<th>Maseeh College of Engineering &amp; Computer Sci. (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Dillard, Chuck</td>
<td>Anderson, Tim</td>
</tr>
<tr>
<td>*Geschke, Erik</td>
<td>Chrzanowska-Jeske, Malgorzata</td>
</tr>
<tr>
<td>James, Meredith</td>
<td>Karavanic, Karen</td>
</tr>
<tr>
<td>Magaldi, Karin</td>
<td>Recktenwald, Gerald</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library (1)</th>
<th>Other Instructional (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emery, Jill</td>
<td>Carpenter, Rowanna</td>
</tr>
<tr>
<td></td>
<td>Linsay, Susan</td>
</tr>
<tr>
<td></td>
<td>Lupro, Michael</td>
</tr>
<tr>
<td></td>
<td>Newlands, Sarah</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The School of Business (4)</th>
<th>School of Public Health (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimond, Michael</td>
<td>McBride, Leslie</td>
</tr>
<tr>
<td>Hansen, David</td>
<td></td>
</tr>
<tr>
<td>*Mathwick, Charla</td>
<td></td>
</tr>
<tr>
<td>Sorensen, Tichelle</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Social Work (4)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryson, Stephanie</td>
<td></td>
</tr>
<tr>
<td>Cunningham, Miranda</td>
<td></td>
</tr>
<tr>
<td>*Martinez Thompson, Michele</td>
<td></td>
</tr>
<tr>
<td>May, Edward</td>
<td></td>
</tr>
</tbody>
</table>

| * Interim appointment                                   | † Member of Committee on Committees           |
|                                                       | New senators in italics                       |

Date: 24 February 2019

College of Graduate School of Education (4)

<table>
<thead>
<tr>
<th>Maseeh College of Engineering &amp; Computer Sci. (5)</th>
<th>Library (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Tim</td>
<td>Emery, Jill</td>
</tr>
<tr>
<td>Chrzanowska-Jeske, Malgorzata</td>
<td></td>
</tr>
<tr>
<td>Karavanic, Karen</td>
<td></td>
</tr>
<tr>
<td>Recktenwald, Gerald</td>
<td></td>
</tr>
<tr>
<td>Siderius, Martin</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Instructional (4)</th>
<th>Maseeh College of Engineering &amp; Computer Sci. (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenter, Rowanna</td>
<td>Anderson, Tim</td>
</tr>
<tr>
<td>Linsay, Susan</td>
<td>Chrzanowska-Jeske, Malgorzata</td>
</tr>
<tr>
<td>Lupro, Michael</td>
<td>Karavanic, Karen</td>
</tr>
<tr>
<td>Newlands, Sarah</td>
<td>Recktenwald, Gerald</td>
</tr>
<tr>
<td></td>
<td>Siderius, Martin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The School of Business (4)</th>
<th>School of Public Health (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimond, Michael</td>
<td>McBride, Leslie</td>
</tr>
<tr>
<td>Hansen, David</td>
<td></td>
</tr>
<tr>
<td>Mathwick, Charla</td>
<td></td>
</tr>
<tr>
<td>Sorensen, Tichelle</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Social Work (4)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryson, Stephanie</td>
<td></td>
</tr>
<tr>
<td>Cunningham, Miranda</td>
<td></td>
</tr>
<tr>
<td>*Martinez Thompson, Michele</td>
<td></td>
</tr>
<tr>
<td>May, Edward</td>
<td></td>
</tr>
</tbody>
</table>

* Interim appointment
† Member of Committee on Committees
Ex-officio members of Faculty Senate include certain administrators, elected Faculty officers, and chairs of constitutional committees. Administrative ex-officio members are ineligible to be elected senators. Ex-officio members do not vote (unless they are also elected senators), but may make motions and participate in Senate discussions without further recognition.

Alexander, Michael  
Interim Vice President for Global Diversity and Inclusion

Allen, Clifford  
Dean, The School of Business

Baccar, Cindy  
Advisory Council (2018-20)

Baldaras-Villegrana, Luis  
President, ASPSU

Bangsberg, David  
Dean, OHSU-PSU Joint School of Public Health

Becker, Richard  
Secretary to the Faculty

Biellavitz, Thomas  
Interim Dean, University Library

Boldt, William  
President, PSU Foundation

Boyce, Steven  
Co-Chair, Budget Committee

Burgess, David  
Chair, Intercollegiate Athletics Board

Bynum, Leroy, Jr.  
Dean, College of the Arts

Carlson, Matthew  
Interim Dean, College of Liberal Arts and Sciences

Carpenter, Rowanna  
Steering Committee (2018-20) & Advisory Council (2017-19)

Chabon, Shelly  
Vice Provost for Academic Personnel and Leadership Development

Chang, Heejun  
Co-Chair, Budget Committee

Cherner, Todd  
Co-Chair, Faculty Development Committee

Clark, Michael  
Past Presiding Officer

Coleman, Cornelia  
Chair, Honors Council

Corsi, Richard  
Dean, Maseeh College of Engineering & Computer Science

Davidova, Evgenenia  
Chair, University Studies Council

Dolidon, Annabelle  
Steering Committee (2017-19)

Duh, Geoffrey  
Chair, Academic Requirements Committee

Epstein, Josh  
Acting Chair, General Student Affairs Committee

Greco, Gina  
Advisory Council (2018-20)

Hansen, David  
Co-Chair, Educational Policy Committee & Advisory Council (2018-20)

Harrison, Paloma  
Chair, Scholastic Standards Committee

Hendricks, Arthur  
Co-Chair, Educational Policy Committee

Hines, Maude  
Faculty member, Board of Trustees

Jaen Portillo, Isabel  
Presiding Officer Elect

Jeffords, Susan  
Provost & Vice President for Academic Affairs

Jhaj, Sukhwant  

Karavanaic, Karen  
Co-Chair, Committee on Committees

Ketcheson, Kathi  
Co-Chair, Faculty Development Committee

Kennedy, Karen  
Steering Committee (2017-19)

Kirtley, Susan  
Chair, University Writing Council

Lafferriere, Gerardo  
Advisory Council (2017-19)

Lindsay, Susan  
Chair, Committee on Committees

Luckett, Thomas  
Presiding Officer

Lynn, Marvin  
Dean, College of Education

Maier, David  
Advisory Council (2017-19)

McBride, Leslie  
Interinstitutional Faculty Senate (Jan. 2019-Dec. 2021)

McLellan, Mark  
Vice President for Research and Graduate Studies

Merrow, Kathleen  
Chair, Academic Quality Committee

Millay, Lea  
Chair, Library Committee

Nissen, Laura  
Dean, School of Social Work

O'Banion, Liane  
Steering Committee (2018-20) & Interinstitutional Faculty Senate (interim, Jan.-Dec. 2019)

Percy, Stephen  
Dean, College of Urban and Public Affairs

Popp, Karen  
Interinstitutional Faculty Senate (Jan. 2018-Dec. 2020)

Reynolds, Kevin  
Vice President for Finance and Administration

Shoureshi, Rahmat  
President

Toppe, Michele  
Vice Provost for Student Affairs

Woods, Mark  
Chair, Graduate Council

Wooster, Rossitza  
Dean, Graduate School

* Also an elected senator  • Administrative members in italics  • Date: 28 January 2019
Minutes of the Faculty Senate Meeting, 4 February 2019

Presiding Officer: Thomas Luckett
Secretary: Richard Beyler

Senators Present:

Alternates Present:

Senators Absent:

Ex-officio Members Present:
Balderas-Villagrana, Beyler, Bielavitz, Bynum, Carlson, Chang, Clark, Duh, Hines (also as alternate), Jaén Portillo, Jeffords, Kennedy, Lafferriere, Lynn, Percy, Popp, K. Reynolds, Shoureshi, Toppe, Woods, Wooster.

A. ROLL CALL AND CONSENT AGENDA. The meeting was called to order at 3:03 p.m.

1. Minutes of the 7 January 2019 meeting were approved as part of the consent agenda

2. OAA response to Notice of Senate Actions for January were received as part of the consent agenda

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

LUCKETT called attention to February Agenda Attachment G.6: in Fall 2019 the first day of class coincides with the first day of Rosh Hashanah. The Academic Calendar Committee decided not to make any alteration to the academic calendar, wanted to make everyone aware of the University’s religious accommodations policy, which is posted on the Office of General Counsel’s website.

LUCKETT apprised senators of the current status of the contract of the Confucius Institute at PSU [CI-PSU]. Recalling that in June Senate passed a resolution calling for the administration to either end the contract or to add language to it safeguarding academic freedoms for CI-PSU instructors [see June 2018 Minutes Appendix E.5]. The President pursued the second option, giving instructions accordingly to the Office of General Counsel and the Office of International Affairs. The renegotiation had to wait till the Hanban’s formal request in November to renew the contract. PSU officers have by now drafted and proposed revised contract language. Like many others, LUCKETT thought that February 5th was a hard deadline for renewing the contract. He has learned, however, that the deadline is a soft one; in many cases negotiations extend beyond the formal deadline. He’s been assured that any new proposed contract will be submitted to EPC for review, per the June Senate resolution [item 4]. LUCKETT’s saw items 3 and 4
of the June resolution as essentially procedural; points 1 and 2 referred to proposed content—though not necessarily specific wording—for the new contract. The proposed language is still subject to change; it has yet to be reviewed by EPC; it also has yet to be accepted by the Hanban. The draft language reads in part:

The Headquarters acknowledges that PSU and its faculty have the right to determine the content of the curriculum, the manner of instruction, and the choice of texts for all accredited and approved academic programs administered by PSU. PSU acknowledges that the Confucius Institute at PSU is not an accredited and approved academic program of PSU. PSU will afford all Confucius Institute teachers with the same First Amendment rights and academic freedom rights as it affords to its own faculty.

LUCKETT recognized that this was not the same wording [as the June resolution]; one can ask whether or not it covers these principles. But LUCKETT said that he been impressed by what he saw as a sincere effort by the PSU administration to work with Senate on the issue. At yet there is nothing for Senate to review, but there may be later.

YEIGH said that she had taught (non-credit) classes for the CI, for teachers coming from China who will be visiting teachers in K-12 schools. They may not have teaching licensure, so the College of Education provides training to enable them to teach in US schools. Therefore, does this also pertain to the K-12 curriculum? LUCKETT believed not, though he was not positive. YEIGH averred there is nuance in the CI K-12 programs. She wondered whether the “teacher” would be interpreted to mean teachers at the various middle and high schools; we don’t want to choose their curriculum. LUCKETT suggested these are concerns that could be brought to the EPC.

LUCKETT said that delivery of the report on campus policing by Margolis Healy has been delayed. They are now aiming for around February 15th. He had not heard any specific deadline for the report by OIR. The report will be quite long and complex. We should not expect to find a simple answer to the main question: should we disarm the campus police? It will be a set of recommendations which will require study; many of them may be expensive to implement. This is not unilaterally an argument against them, but it means carrying them out will require planning. LUCKETT intends that there be discussion of the report in Senate, but not until senators have a genuine chance to read it.

LUCKETT indicated that progress continues on recommendations for a Faculty member of the Board of Trustees. The survey produced a strong list of names; now the challenge is to make of a list of about three names. In some cases people have eliminated themselves. He would consult with AAUP, who’ve been undertaking a similar process.

LUCKETT said that the new deadline for launch of the new PSU website is July 14th.

2. **Announcements from Secretary**—*none*

C. **DISCUSSION**—*none*

D. **UNFINISHED BUSINESS**—*none*
E. NEW BUSINESS

1. Curricular proposals – consent agenda

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

2. Proposed Ad Hoc Committee on Open Access Publication (Steering Committee)

LUCKETT said that open-access publication had been presented to Steering Committee as an urgent issue for PSU by several people. THIEMAN/EMERY moved the creation of an Ad-Hoc Committee on Open-Access Publication [AHC-OAP] as specified in February Agenda Attachment E.2. LUCKETT said that formally Steering Committee is bringing the item to Senate, but there was much help crafting the proposal from Tom BIELAVITZ, Michael BOWMAN, Jill EMERY and others in the Library.

BIELAVITZ gave background: Open access [OA] is an increasingly common concept in academia. In 2008, Harvard faculty passed a policy which is now regarded as something of a best practice. About 50 or 60 research universities, including Oregon State, had adopted OA policies. Meanwhile, many funding institutions, both public and private, now require that OA be part of the output of research. Europe’s recently approved Plan S also has an OA requirement. The Harvard model says that scholarship should be held in an OA repository (such as PDXScholar at PSU). It does not require publication in an OA journal, just that a version be available in such a repository. This version is usually an “author-accepted manuscript” which has undergone peer review and been edited, but not typeset or published. BIELAVITZ said that, not being behind a paywall, articles in an OA repository may have higher citation rates and more of an impact in the field. Having such a policy also eases obtaining grants from agencies [that require OA]. It also reduces costs for students. The committee will be charged with finding information and making recommendations; it is not a policy writing committee.

DOLIDON: how are publishers reacting? BIELAVITZ: highly variably. Some are willing and open; others are, for example, instituting charges to recover lost revenues. Putting a copy in the repository is not a bar to traditional publishing methods.

SCHECHTER said that she had put a paper for a 2012 meeting in PDXScholar; a publisher had noted in there and expressed interest in publication.

WOOD: Office of Academic Innovation had also been working with this issue.

Responding to HANSEN, LUCKETT reviewed the charge [see Attachment E.2].

The motion was approved (48 yes, 0 no, 2 abstain, by show of hands).

F. QUESTION PERIOD

1. Faculty salaries of former administrators

LUCKETT read the question as stated in February Agenda Attachment F.1.

SHOURESHEI, responding: You are not the first to ask this question. He appreciated the underlying sentiment. He wanted us to consider several things, however. First, [practices for] those who are already here we cannot change, because we are legally
obligated; there are signed contracts. We can look at policies moving forward. He would be happy to ask Human Resources to look at practices in around twenty peer institutions. What he has seen from previous institutions is, for example, the principle that if an administrator goes back to faculty status, it is with the highest salary in that college or school. He’s also seen the policy of taking 9/12 of the administrative salary, and other variations. To get top-quality people, it’s necessary to offer a competitive package.

BROWN said that when she had served as Vice Provost for International Affairs some time ago, the then provost put in writing that she would return [to faculty status] with 9/12 of her salary; colleagues who were in a similar position at the time did not have a similar protection. There was inequity. The observation about who chooses to step into leadership positions is important.

GRECO understood that it’s important to be competitive in making job offers, but if someone is concerned about what will happen if they do not succeed in the role, that is not a candidate we should be interested in. The administration does not give colleges extra budget to carry these salaries; instead, it’s necessary to cancel classes taught by adjuncts, and the like, which has adverse effects for students. We should not be pursuing candidates who feel they need protection if they mess up. SHOURESHI: it’s necessary to have a provision for a minimum length of service in the position. In view of budget challenges, he has asked how many people we have in this category.

2. Physics Department PhD program

LUCKETT read the question as stated in February Agenda Attachment F.2.

JEFFORDS, responding: based on the information she received, it was an unfortunate mistake, an unintended consequence of a perfect storm of circumstances. Transitions in the relevant administrative offices and consequent reorganizations led to a lack of clarity in communication. All of those involved apologize for this. She had also learned that many people are not aware of the processes that should be followed; information may not be readily accessible. She had asked WOOSTER (Dean of the Graduate School) to work with Andreen MORRIS (OAA Curriculum Coordinator) and appropriate Faculty governance entities, including EPC and the curricular committees, to clarify processes and ensure clear lines of communication, and that this information is readily available.

G. REPORTS

1. President’s report

SHOURESHI updated the enrollment situation: in terms of credit hours, winter term enrollment was down by about 1.1%. The majority of the decrease was due to non-resident enrollment, and much of this in turn was from international students, especially at the graduate level. This was connected to the national situation.

Regarding the state budget: SHOURESHI recognized PSU students who’d been talking with legislators, including the Speaker of the House. The Speaker indicated she believed PSU should perhaps be treated differently, given the demographics of our students. The economic outlook for the region suggests that a recession might be on the way and we need to be prepared for that. From 2000 to 2017, there has been a gap between available housing and employment and population growth in the region. The median household income for different ethnicities shows that we are a long way from equity. A recent
survey of businesses asked for skills that important in hiring, but not seen as much as
they would like: many mentioned critical thinking and analytical, project management,
and communication skills, more than categories such as machine operation, office
software skills, and computer literacy. Who said that liberal arts are not important?

SHOURESHI thanked faculty and staff for making PSU a purpose-driven organization.
José PADIN, PSU-AAUP President, had spoken at the Board of Trustees meeting of
AAUP’s partnering with the University to meet challenges. SHOURESHI had also met
with SEIU leadership, and they affirmed that we in it together. Many people are
energizers and agents of change, which is necessary but not easy. He wants us to work as
a team, and hear ideas for how to address challenges. If the worst case happens—that is,
the legislature not approving any new funding—we need to be not taken by surprise.

SHOURESHI believed that key to the solution is increasing enrollment. We have to be
open to all kinds of enrollment to accomplish this. We need to partner with community,
businesses, legislature, governor. We need to expand partnerships with community
colleges, school systems, and colleges without graduate programs. We need to expand
international partnerships. The goal is to get to a point where we don’t have to be as
concerned about the state budget. Increasing retention and graduation is also an
important part of the solution—especially for students of color. We have to provide
students opportunity to be successful. Another important measure is the number of
students who graduate in four to six years, or within three years of transferring.

FIORILLO: if we are admit students who don’t have the usual preparation for college,
retaining and graduating them becomes problematic. If we can’t provide the kind of
support those students need, we aren’t doing them any favors. As an advisor she had
often worked with students who lacked basic skills to be successful in college; there was
very limited support for those students, and we had lost them. In collaborating with
community colleges: one of their functions is to act as a preparation, or perhaps a
redemption center, for students who need those kind of skills. But we should not change
the admission requirements so as to degrade the degrees that we offer. We need to give
students and education that will reflect well on PSU in the future. Budget issues make
providing support for our students even more of a problem.

SHOURESHI: he didn’t say anything about admission standards. FIORILLO: yes, but
she had seen many students facing these issues. SHOURESHI: In partnerships with
community colleges, they may not be aware of expectations other than through the
grapevine. Having our faculty and theirs in direct contact, or co-teaching or co-advising,
would alleviate the problem. He had heard it said that the best way to improve our
graduation rate would be to not admit half of those we are admitting now. When he was
in Colorado, he saw similar problems. Admitted students took a diagnostic test; those
below a certain level had a six-week refresher course for which there was no tuition
charge. This was repeated at the January break. There are ways to do this, but they
require resources. In our fundraising, we are focusing on student success.

SHOURESHI reiterated that the Margolis Healy report is now expected in mid-February.
Hence they have moved the date of the special Board of Trustees session so as to allow
everyone time to read the report.
SHOURESHI had been impressed with the Martin Luther King commemorations over the last two weeks. He particularly thanked the Global Diversity and Inclusion team.

2. Provost’s Report

JEFFORDS said her report would include one and only one item. Earlier in the year, PSU had submitted the mid-cycle accreditation report to NWCCU [Northwest Commission on Colleges and Universities]. This was our opportunity to respond to concerns that had been raised after submission of the full report a few years ago. These concerns were principally about our assessment of student learning. NWCCU last week sent to the President their formal response to the mid-cycle report.

We are assessed to be not in compliance. This is a big deal, JEFFORDS said. The commission determined that on recommendation two, that we have a robust and engaged activities to assess student learning and that we have evidence of those activities, we are out of compliance. The commission gives us two years to regain compliance; failing this, we would be put on probation as an institution.

This is not a fun matter, JEFFORDS continued. We followed up with NWCCU to get some details. We reported to the commission that 42.4% of undergraduate and 32% of graduate programs have assessment plans, and that 37.3% of undergraduate and 30% of graduate programs report assessment activities. The commission expects a minimum of 50% participation and 50% for reported plans. JEFFORDS said that for an institution such as PSU that cares as deeply about student learning as we do, and the outcomes, even 50% is not a number we should be satisfied with.

JEFFORDS will be working actively with faculty, the deans, Faculty leadership, and the Institutional Assessment Council to identify ways in which we can move forward, to increase the number of units that have assessment plans and that report assessment activities. We should articulate student learning outcomes and have an active conversation about whether students are achieving those outcomes.

There is much work to do over the next two years to achieve compliance, JEFFORDS said. We are expected to provide an updated report this fall, and she would like to report then that we have organized for plan of action. This is of such seriousness that she chose to report only on this topic.

The information has been shared with the Board of Trustees as well, and the chair of the Board’s Committee on Academic and Student Affairs has asked for a report from JEFFORDS about how we intend to address our being out of compliance.

THIEMAN asked whether the percentages referred to students or units. JEFFORDS: units. There are many units that have their own [professional] accrediting bodies that require assessment plans to be developed and reported on; units that do not have this plans appear to be principally those that don’t have external accrediting bodies. We need to reach out to those units, provide templates, examples, etc. It’s not lost on anyone here, JEFFORDS continued, that an assessment plan should not be something superficial, going through the motion to meet the commission’s desires. They should be practices about how we commit ourselves to support our students in their learning. How do curriculum, pedagogy, and support systems align with the goals and desired outcomes we have articulated? That is the most serious business we do while we are here. It’s not
intended to penalize specific units, but rather an institution to share best practices about setting and achieving goals.

LUCKETT said that Steering Committee had been discussing this, and he had met with representatives of NWCCU during their visit. There’s a concern in Steering Committee that Senate ought to be playing a bigger role in assessment. We don’t have a constitutional committee devoted to assessment (there is an administrative committee, IAC). Assessment plans and results are not regularly reported to Senate. If Senate were to provide more leadership in this area, what would that look like?

JAMES: can units find out their status? JEFFORDS: as part of the process, we queried units about what they’re doing. This would therefore seem to be information that is available, but she wasn’t sure if it had been shared with Senate. We could perhaps do that. LUCKETT: the response was given by chairs, so you could ask the chair of your unit. A follow-up question: if chairs didn’t respond, how was that reported? JEFFORDS recognized Brian SANDLIN (OAA): the information reported was from the annual assessment update, which includes a series of questions to chairs.

3. Report from Kevin Neely, Assoc. Vice President for Government Relations

LUCKETT introduced Kevin NEELY from PSU’s Government Relations office.

NEELY reported on what is happening in Salem, particularly after the released of the Governor’s proposed budget. [For slides see Appendix G.3.] The challenges we hear about, NEELY said, are also opportunities. The governor’s recommended budget—essentially, her message to the legislature funds allocation—included no new money for universities. They would need to continue with their 2017-19 funding. This would mean for us a net reduction, because we get 49% in the first and 51% in the second year; we would thus be falling back from 51% to 49%. The proposal would also take away Engineering Technology Sustaining Funds [ETSF], a substantial source of funding for the College of Engineering; and also Sports Lottery dollars, a key component not only for athletics but also for graduate scholarships. This disproportionately impacts PSU. For universities as a whole, it’s a net reduction of $20 million. The governor also proposed holding off on any new buildings for at least a year. We had proposed rebuilding Science Building I; we would have to hold off on that. NEELY pointed out that the legislature makes the final decision.

For PSU, NEELY said, this means about $1.5 million in lost revenue on the engineering side, about $1 million in lost resources for athletics (principally women’s athletics) and for graduate scholarships, and about $3.5 million reduction in the E&G [education and general] operating dollars. Altogether this is about a net $7 million in operating dollars—not adjusted for cost increases. Filling this hole with student dollars would mean about a 15% increase in tuition.

The Governor also offered an investment budget, NEELY continued. There would be about $120 million in new funding for universities; this is what we told the Governor we would need to cover current services and shift the burden of fixed costs (principally retirement benefits) off students and onto the state. The Governor also said [in the investment budget] that the engineering fund would be doubled. We are statutorily entitled to 1% of Sports Lottery, though we have never gotten that; the investment budget
would allocate the entire 1% for at least three biennia. These resources would mean an increase of about $12 million for PSU in general E&G money; about $3 million more of ETSF; and about $1 million increase in lottery funds.

To do this, the Governor said, we would need about $1.9 billion in new revenue. How much energy, NEELY asked, are we willing to put into trying to get a new revenue package? It would first have to be passed by the legislature, and would then probably be referred to the voters. Among other things, we would very probably have to make a commitment to the legislature to limit tuition increases.

NEELY stated that we were not the only ones facing challenges in the proposed budget: community colleges also had a net loss of funds. The Governor was essentially putting higher education together and asking: how committed are you to seeking new revenue? We are backing the $120 million in new investment and restoration of ETSF and Sports Lottery funds, but we are also saying that the needs of the universities and of the students we serve are changing. We are therefore also asking for an additional $66 million to address student debt and to support student success. Our motto is: Invest in Oregon.

NEELY believed that there is a legitimate shot at new revenue. There is a supermajority of Democrats, who may be sympathetic to this goal. Other major issues in Salem include carbon tax and trade; housing and homelessness; and health care and Medicaid. We want to get our voice heard among the noise. 90% of NEELY’s efforts would be to see that there enough resources, but there are some other higher education issues to discuss with legislators: credit transfer policies, workplace issues, and public safety on campuses.

There are only two people in the Government Relations office, NEELY said. He hoped that everyone could pitch it. They had met with SEIU and would be meeting with AAUP leadership. To educate legislators, personal relationships are important: reach out, if you have those. If you are willing to go to Salem, contact NEELY’s office; legislators listen most to students and faculty. There may be opportunities for media presence. PSU Day at the Capitol (April 16th) is an important event. He is optimistic about the potential for change in the revenue picture.

4. Report from Luis Balderas-Villagrana, Pres. of ASPSU

LUCKETT stated that Presiding Officer Elect JAEN PORTILLO had taken a lead in making connections with student leadership, and in turn we’ve invited BALDERAS-VILLAGRANA to make a report. [See Appendix G.4.]

BALDERAS outlined the work done by the different ASPSU committees this term and last term. He and the Vice President [Lelani LEALIEE] had been participating on the Tuition Review Advisory Committee, generating resources for sexual assault awareness, and working on increasing student engagement with student government.

The Academic Affairs Committee, BALDERAS reported, had focused on an open education campaign: sharing information about degree requirements, etc. They were also working on a mental health task force. The University Affairs Committee was working on placing students in University committees and increasing student engagement with the administration. A particular issue is getting input on whether to renovate the Smith Center. The Multicultural Affairs Committee had brought over thirty students to a conference at Western Oregon University, and had established relationships with the
Middle East/North Africa/South Asia initiative of the Cultural Resource Center, as well as continuing connections to TRIO and BUILD EXITO. International Affairs Committee has been working on resources for international students and reviewing anti-hate-crime resources. The Sustainability Committee has (re-)secured funding for a community garden. The Student Life Committee has been building relationships with Athletics, SALP, and SHAC. They had brought actor Josh Rivedal to campus to talk about living well in college. The Equal Rights Advocacy Committee was focusing on the proposed changes to Title IX legislation, and on building social justice awareness. They had initiated a resolution, recently passed by the ASPSU Senate, on gender self-determination. The Legislative Affairs Committee had taken the stance that they would not lobby at the state Capitol unless the administration commits to a 0% tuition increase, and starts moving towards a strategy for decreasing tuition. Students, many of whom feel overwhelmed, have asked ASPSU to secure something in this direction.

[At this point a fire alarm began sounding, thus disrupting the proceedings.]

5. IFS Report

[This report was dropped due to the fire alarm.]

6. Recommendation of Academic Calendar Committee – consent agenda

This report, as contained in February Agenda Attachment G.6, was received as part of the consent agenda.

7. Faculty Development Committee semi-annual report – consent agenda

This report, as contained in February Agenda Attachment G.7, was received as part of the consent agenda.

H. ADJOURNMENT

The meeting, having been disrupted by the fire alarm, was declared adjourned by the Presiding Officer as of 4:49 p.m.
Governor’s Recommended Budget

- Flat funding for universities
- Elimination of Engineering Sustaining Funds
- Elimination of Sports Lottery funding
- Net real reduction of over $20 million
- Delay of capital projects to 2020

Impact on PSU
- Over $1.5M in lost engineering funds for faculty
- Over $1M in lost scholarships and funds for athletics, mainly on the women’s athletics side.
- ($3.5M) in 2019 PSU General Education (E&G) funding
- Likely tuition hike of 15% or more.
- Possible delay of Science Building 1 renovation

Governor’s Investment Budget

- Increase of $120M in Public University Support Fund ($857M total)
- Full funding and increase of Engineering and Technology Sustaining Funds ($60M)
- Full 1% funding of Sports Lottery ($14.3M)
- Requires passage of revenue package
Governor's Investment Budget

- Impact on PSU in FY 2020
  - Increase of $12M in PUSF funding
  - Increase of $3M in ETSF funding
  - Increase of nearly $1M in lottery funding
  - Limits tuition increase to well below 5%

Legislative Goals

- Coordinate efforts between universities and community colleges
- Increase Public University Support Fund by $120M to $857M
- Restoration of base funding for engineering and sports lottery
- Propose $66M investment package focused on debt reduction and student success
- Invest in Oregon
- Policy Advocacy

2019 Session Policy Overview

- Democratic supermajority
- Four key priorities
  - Revenue package
  - Carbon cap and invest/trade
  - Housing/homelessness
  - Health Care / Medicaid
- Higher education issues
  - Budget
  - Credit transfer
  - Workplace (pay equity, harassment, etc.)
  - Public safety

How you can help

- Educate legislators and other policy makers;
- Earned media opportunities;
- PSU Day at the Capitol (April 16, 2019)
STUDENT GOVERNMENT

February 4, 2019

President  Luis Balderas-Villagrana

Vice-President  Lelani Lealiiee
2018-2019 ASPSU Administration:

Executive Cabinet:
Luis Balderas-Villagrana President aspsuprs@pdx.edu
Lelani Lealiie Vice President aspsuvp@pdx.edu
Fatima V. Preciado Mendoza Multicultural Affairs Director aspsumd@pdx.edu
Julieta Castro Equal Rights Advocacy Director aspsuerd@pdx.edu
Alex Dassise Academic Affairs Director aspsuuad@pdx.edu
Kyle Leslie-Christy Student Life Director aspsusld@pdx.edu
Emily M. Korte University Affairs Director aspsuuad@pdx.edu
Gabby Pereira Sustainability Affairs Director aspsusd@pdx.edu
Camilo Assad Legislative Affairs Director aspsuld@pdx.edu
Jenna Oh International Affairs Director aspsuiad@pdx.edu

Student Fee Committee:
Donald Thompson III Student Fee Committee Chair aspsusfc@pdx.edu

Judicial Review Board:
Leona Yazdidoust Judicial Review Board aspsucj@pdx.edu

Executive Staff:
Roosevelt Sowka Executive Staff Director aspsucos@pdx.edu
Hakan Kutgun Operations Director aspsuod@pdx.edu
Sophia Voronoff Publicity Affairs Director aspsupdd@pdx.edu
Reports:

President/Vice President
The President and Vice-President have been working to hire vacant positions within the organization. The Vice-President has worked with the ERA to put on five days of events focused on fighting for survivors. Has also been working with Illuminate to get more resources and programs. The President has been focused on finding students to sit in the Tuition Review Advisory Committee. He has also been working on increased student engagement with the university. Will continue to work to get more students participating in ASPSU Elections.

Academics Affairs Committee
Academic affairs are working on the open education campaign on campus as well as degree requirements and university information. They are also working on creating a mental health task force among students in attempt to create awareness and support for students.

University Affairs Committee
The university affairs committee is working diligently and giving their advice and opinions on the best way to enhance the overall student experience through the continued collaboration between administration and student government to renovate the Smith Memorial Student Union. Also working to actively place student on All University Committees in order to increase student engagement. They are also holding a Smith Renovation Open House today in SMSU 298 at 2:00pm.

Multicultural Affairs Committee
Multicultural affairs committee was able to take over 30 students to the Oregon Students of Color conference held in Monmouth, OR at the Western Oregon University campus. The committee also established a successful relationship with student organizers from the MENASA initiative (Middle East/North Africa/South Asia). The MENASA initiative is part of the Cultural Resource Center’s five-year strategic plan. This year the ASPSU Student Fee Committee was able to grant sufficient funds to ensure the request for a MENASA director. On November 13th, senators from the Multicultural affairs committee volunteered and helped celebrate
PSU’s Native American Student Community Center’s 15th year anniversary. Throughout the term senators were assigned to connect with director or staff from the various cultural resource centers, TRIO program, and BUILD EXITO. The committee is excited to work on several projects and campaigns going into winter term which include educating students on tuition increases and allowing them to feel empowered to advocate for their rights as students. This committee will also be directly supporting organizational efforts around cultural sustainability alongside Sustainability Affairs Committee who will be working on Sustainability month in May 2019.

**International Affairs Committee**
This committee is currently building relationship with other groups and student organizations on campus. They are reviewing anti-hate crime materials that are available on campus and strategic planning for ASPSU. They are also reviewing campus resources that are available to students.

**Legislative Affairs Committee**
Legislative started working on methodology for OSA organizing on campus, outreach/research/support for disarm PSU statewide, and memos and advocacy for new perspectives in OSA. They also worked on OSCC workshops, creation and funding of OSA, a ten-point plan for ASPSU, and support for trans rights resolution with ERAC. Legislative is still working on the ten-point plan for ASPSU as well as support for trans rights.

**Sustainability Affairs Committee**
Sustainability has worked with the sustainability groups on campus and has successfully gotten space for a community garden. They will continue to evaluate resources for sustainability into the winter term.

**Student Life Committee**
Student life are creating relationships within housing, athletics, SALP, SHAC, and others on campus as well as event planning for the year. They were also able to plan and put together a midterm watch party as well as formulate the monthly newsletters for students. They are also working on an re-organizing orgsync, as well as upcoming newsletters, and having Broadway Actor: Josh Rivedal talk to
PSU students on learning to live well in college. This event will take place today, January 24th in SMSU Parkway North at 5:00pm.

**Equal Rights Advocacy Committee**
ERAC was able to work on creating liaisons between ERAC senators and resource centers and discuss campaigns including illuminate, recovery program, and disarm PSU. They were able to work with the ASPSU interns and successfully pass the first resolution of the 2018-2019 school year supporting trans rights. They are currently working on the title IX resolution being passed and implemented, as well as continuing support for resource centers. ERAC is also working on continuous support for campus-wide programs and beginning to build programming and educational opportunities for social justice awareness within ASPSU. They have also held five day events focused on Fighting for Survivors.

**Student Fee Committee**
The Student Fee Committee has worked for months and has presented their proposed Incidental Fee Budget for 2019-20 to the ASPSU Senate. Senate is working with them to get a budget approved and forwarded to the PSU President.

**Judicial Review Board**
The Judicial Review Board has been working on Constitutional changes and is preparing a presentation for the approval from Senate, moving the proposed changes to be considered by students during student government elections in the spring.

**Senate**
Passed its first Resolution title “Resolution for Upholding Self Determination of Gender” (Attached). Passed the ASPSU Budget.
To: Susan Jeffords, Provost

From: Portland State University Faculty Senate
(Thomas Luckett, Presiding Officer; Richard Beyler, Secretary)

Date: 6 February 2019

Re: Notice of Senate Actions

At its regular meeting on 4 February 2019, Faculty Senate approved the curricular consent agenda with the new courses, changes to courses, and changes to programs given in Attachment E.1 to the February Agenda.

02-06-19—OAA concurs with the recommendation, and approves the new courses, changes to courses, and changes to programs.

The Senate also voted to approve creation of an Ad-Hoc Committee on Open-Access Publication, as specified in Attachment E.2.

02-06-19—OAA concurs with the recommendation, and approves the creation of the Ad-Hoc Committee.

Best regards,

Thomas M. Luckett
Presiding Officer

Richard H. Beyler
Secretary to the Faculty

Susan Jeffords, Ph.D.
Provost and Vice President for Academic Affairs
February 7, 2019

TO: Faculty Senate
FROM: Mark Woods, Chair, Graduate Council
RE: March 2019 Consent Agenda

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 Online Curriculum Management System (OCMS) Curriculum Dashboard to access and review proposals (https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).

**College of the Arts**

**Change to Existing Courses**

E.1.a.1
- *Arch 525 Architectural Computer Graphics I, 4 credits – change description and change title to Computational Design & Digital Making I*

E.1.a.2
- *Arch 526 Architectural Computer Graphics II, 4 credits – change description and change title to Computational Design & Digital Making II*

E.1.a.3
- *Mus 524 Instrumental Jazz Arranging, 2 credits – change title to Instrumental Jazz Arranging I*

E.1.a.4
- *Mus 525 Instrumental Jazz Arranging, 2 credits – change title to Instrumental Jazz Arranging II*

E.1.a.5
- *Mus 526 Instrumental Jazz Arranging, 2 credits – change title to Instrumental Jazz Arranging III*

E.1.a.6
- *Mus 571 Advanced Jazz Improvisation, 2 credits – change title to Advanced Jazz Improvisation I*

E.1.a.7
- *Mus 572 Advanced Jazz Improvisation, 2 credits – change title to Advanced Jazz Improvisation II*

E.1.a.8
- *Mus 573 Advanced Jazz Improvisation, 2 credits – change title to Advanced Jazz Improvisation III*

E.1.a.9
- *Mus 585 Diction for Singers: Italian, German, and French, 2 credits – change description, change course title to Diction for Singers: Italian*

E.1.a.10
- *Mus 586 Diction for Singers: Italian, German, and French, 2 credits – change description, change course title to Diction for Singers: German*

E.1.a.11
- *Mus 587 Diction for Singers: Italian, German, and French, 2 credits – change description, change course title to Diction for Singers: French*

* 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.
**Drop Courses**

E.1.a.12
- Mus 517 Advanced Harmony, 2 credits

E.1.a.13
- Mus 518 Advanced Harmony, 2 credits

E.1.a.14
- Mus 519 Advanced Harmony, 2 credits

E.1.a.15
- *Mus 546 Coordinate Movement Master Class, 1 credit

E.1.a.16
- *Mus 547 Coordinate Movement Master Class, 1 credit

E.1.a.17
- *Mus 548 Coordinate Movement Master Class, 1 credit

E.1.a.18
- *Mus 582 Pedagogy, 3 credits

E.1.a.19
- *Mus 583 Pedagogy, 3 credits

**School of Business**

**Change to Existing Programs**

E.1.a.20
- Graduate Certificate in Human Resource Analytics – remove one required course and add one required course

E.1.a.21
- Graduate Certificate in Social Innovation and Social Entrepreneurship – add additional course options for fulling certificate requirements

**New Course**

E.1.a.22
- Mgmt 548 Special Topics in HR Analytics, 2 credits

Selected topics in HR analytics for human resources professionals. Potential topics include Storytelling with Data for HR, HR Data Visualizations, Addressing Evidence-Based HR Questions, HR Metrics, Recruitment and Selection, Training, Performance Management, Reward Systems, and Workforce Planning and Mobility.

**Change to Existing Course**

E.1.a.23
- *Mktg 562S Customer Information and Relationship Management, 4 credits – change description, change prerequisites, and change title to Marketing Analytics

**College of Liberal Arts and Sciences**

**Change to Existing Programs**

E.1.a.24
- Chemistry M.A. – revise core requirements

E.1.a.25
- Chemistry M.S. – revise core requirements

E.1.a.26
- Chemistry Ph.D. – revise core requirements

*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.*
New Course
E.1.a.27
- *Comm 548 Issues in Science & Environmental Communication, 4 credits
  The course centers on how we focus a critical lens on how issues in science and the environment are communicated. Students are asked to examine the question: "How do we know what we know?" by exploring how scientists, policy-makers, lay publics and mass media practitioners understand and communicate in this domain. Students examine how scientific meanings are produced in public arenas, ranging from such issues as childhood vaccines to the discovery of ancient mummies. Also offered for undergraduate-level credit as Comm 448 and may be taken only once for credit.

School of Social Work
New Courses
E.1.a.28
- SW 565 Critical Disability Studies in Practice, 3 credits
  Emphasizes deepening understanding of lived experiences of individuals with disability in the context of larger societal and community structures. Students will examine participation, community, health, mental health, education, academia, personal assistance services, violence, hate crime, and employment through critical disabilities studies theory and first person narratives. Through lectures, readings, guest speakers, assignments and discussions, students will engage with each other to encourage application of new concepts in current and future academic, professional, and personal lives.

E.1.a.29
- SW 570 Brief Behavioral Interventions & Treatment, 3 credits
  This course will prepare students to practice brief interventions with clients and families. They will develop skills in case conceptualization, assessment, intervention, and treatment planning using advanced therapeutic techniques and methods including solution-focused, cognitive-behavioral, and mindfulness with special focus on crisis intervention. Students will also gain knowledge and skills in anti-oppressive, culturally responsive practice. Prerequisite: SW 530.

Changes to Existing Courses
E.1.a.30
- SW 640 Research Practicum Seminar, 1-3 credits – change description, change credit hours to 3 credits, reduce required practicum hours

E.1.a.31
- SW 690 Teaching Practicum Seminar, 3 credits – change description and reduce required practicum hours

College of Urban and Public Affairs
Change to Existing Program
E.1.a.32
- Master of Urban and Regional Planning – remove requirement and increase electives

Change to Existing Course
E.1.a.33
- USP 697 Urban Studies Seminar, 4 credits – change description and change title to Research Design 2

* 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.
February 7, 2019

TO: Faculty Senate

FROM: Drake Mitchell, Chair, Undergraduate Curriculum Committee

RE: March 2019 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 Online Curriculum Management System (OCMS) Curriculum Dashboard to access and review proposals: (https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).

College of the Arts

Change to Existing Program
E.1.b.1
- Architecture B.A./B.S. – adding course requirement

New Course
E.1.b.2
- Mus 369 Music and Social Change, 4 credits
  Examines the connection between music and social/political movements in the United States, with special emphasis on the tumultuous social, economic, and political challenges of the 20th Century. Students will identify the music of social change, its relationship with history, diversity, and social justice, and its place in the broader context of American Studies.

Change to Existing Courses
E.1.b.3

E.1.b.4

E.1.b.5
- ArH 311U History of Asian Art, 4 credits – change description, change title to Survey of South and Southeast Asian Art

E.1.b.6
- ArH 312U History of Asian Art, 4 credits – change description, change title to Survey of Chinese Art

E.1.b.7
- ArH 313U History of Asian Art, 4 credits – change description, change title to Survey of Japanese Art

E.1.b.8
- ArH 411U Chinese Buddhist Art, 4 credits – change description, change course number to ArH 315U

* 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.b.9
  • ArH 412U Japanese Buddhist Art, 4 credits – change description, change course number to ArH 316U

E.1.b.10
  • ArH 422U Chinese Painting, 4 credits – change description, change course number to ArH 317U

E.1.b.11
  • ArH 423U Japanese Painting, 4 credits – change description, change course number to ArH 318U

E.1.b.12
  • ArH 425U Modern Japanese Painting, 4 credits – change description, change course number to ArH 319U

E.1.b.13
  • Art 282 Introductory Level Painting Topics, 4 credits – change description, change prerequisites, change title to Introductory Painting Topics

E.1.b.14
  • FILM 362 Documentary Film Production III, 4 credits – change prerequisites

E.1.b.15
  • FILM 363 Topics in Experimental Film and Media Production, 4 credits – change prerequisites

E.1.b.16
  • FILM 364 Sound: Production and Design, 4 credits – change prerequisites

E.1.b.17
  • FILM 365 Editing, 4 credits – change prerequisites

E.1.b.18
  • FILM 366 Digital Cinematography, 4 credits – change prerequisites

E.1.b.19
  • FILM 374 Topics in Screenwriting, 4 credits – change prerequisites

E.1.b.20
  • FILM 484 Anatomy of a Movie, 4 credits – change prerequisites

E.1.b.21
  • FILM 486 Topics in Film and Moving Image, 4 credits – change prerequisites

E.1.b.22
  • FILM 487 Topics in International Film and the Moving Image, 4 credits – change prerequisites

E.1.b.23
  • Mus 351 Accompanying, 2 credits – change repeatability

E.1.b.24
  • Mus 374U World Music, 4 credits – change course description and change title to World Music: Africa and the Middle East

E.1.b.25
  • Mus 375U World Music, 4 credits – change course description and change title to World Music: Asia

E.1.b.26
  • *Mus 424 Instrumental Jazz Arranging, 2 credits – change course title to Instrumental Jazz Arranging I

E.1.b.27
  • *Mus 425 Instrumental Jazz Arranging, 2 credits – change course title to Instrumental Jazz Arranging II

* 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.b.28
• *Mus 426 Instrumental Jazz Arranging, 2 credits – change course title to Instrumental Jazz Arranging III

E.1.b.29
• *Mus 471 Advanced Jazz Improvisation, 2 credits – change title to Advanced Jazz Improvisation I

E.1.b.30
• *Mus 472 Advanced Jazz Improvisation, 2 credits – change title to Advanced Jazz Improvisation II

E.1.b.31
• *Mus 473 Advanced Jazz Improvisation, 2 credits – change title to Advanced Jazz Improvisation III

E.1.b.32
• *Mus 485 Diction for Singers: Italian, German, and French, 2 credits – change description, change course title to Diction for Singers: Italian

E.1.b.33
• *Mus 486 Diction for Singers: Italian, German, and French, 2 credits – change description, change course title to Diction for Singers: German

E.1.b.34
• *Mus 487 Diction for Singers: Italian, German, and French, 2 credits – change description, change course title to Diction for Singers: French

E.1.b.35
• TA 348 Acting for the Camera, 4 credits – change prerequisites

Drop Courses
E.1.b.36
• *Mus 446 Coordinate Movement Master Class, 1 credit

E.1.b.37
• *Mus 447 Coordinate Movement Master Class, 1 credit

E.1.b.38
• *Mus 448 Coordinate Movement Master Class, 1 credit

E.1.b.39
• *Mus 482 Pedagogy, 3 credits

E.1.b.40
• *Mus 483 Pedagogy, 3 credits

School of Business
Change to Existing Program
E.1.b.41
• Advertising Management Minor for Graphic Design Majors – change title to Business Minor in Advertising for Graphic Design Majors and change course requirements

Change to Existing Course
E.1.b.42
• *Mktg 462 Customer Information and Relationship Management, 4 credits – change description, change prerequisites, and change title to Marketing Analytics

* 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.
College of Liberal Arts and Sciences

Change to Existing Program
E.1.b.43
- Conflict Resolution B.A./B.S. – change elective requirements

New Course
E.1.b.44
- *Comm 448 Issues in Science & Environmental Communication, 4 credits
  The course centers on how we focus a critical lens on how issues in science and the environment are communicated. Students are asked to examine the question: "How do we know what we know?" by exploring how scientists, policy-makers, lay publics and mass media practitioners understand and communicate in this domain. Students examine how scientific meanings are produced in public arenas, ranging from such issues as childhood vaccines to the discovery of ancient mummies. Also offered for graduate-level credit as Comm 548 and may be taken only once for credit. Prerequisite: Comm 311 or comparable course in social science research methods.

Changes to Existing Courses
E.1.b.45
- Anth 313U Indian-White Relations, 4 credits – change description and change title to Native American-Settler Relations

E.1.b.46
- BSt 450 Topics in African/Caribbean History and Culture, 4 credits – change prerequisites

Drop Existing Course
E.1.b.47
- BSt 470U African Art, 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.
February 7, 2019

TO: Faculty Senate

FROM: Drake Mitchell, Chair, Undergraduate Curriculum Committee

RE: New Minor: Business Minor in Social Innovation

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

You may read the full text of the program proposal, as well as Faculty Senate Budget Committee comments, online by going to the Online Curriculum Management System (OCMS) Curriculum Dashboard (https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).

PROPOSAL SUMMARY FOR
School of Business

Business Minor in Social Innovation

Overview of the Program

The Business Minor in Social Innovation is designed for non-business majors interested in social innovation, social entrepreneurship, and social intrapreneurship as a field of study and career option. The proposed minor brings together core business courses from the current Business Minor, along with essential courses from the current Certificate in Social Innovation and Social Entrepreneurship, to teach a mix of technical skills, such as marketing and finance, and 21st-Century or “changemaker” human skills, such as problem solving and social/emotional intelligence.

The 100- and 300-level courses in the proposed minor provide foundational business planning, organizational leadership, marketing, financial analysis, and management skills required to understand the language of business and the fundamental requirements to operate, maintain, or grow a sustainable entity. The 400-level courses enable students to identify a social or environmental challenge that matters to them and either design their own, new solution or refine an existing solution through applied assignments and community-based learning. This combination will equip participants to design, launch, and lead a nonprofit or for-profit social enterprise, a B Corp, a sustainable business, or a government program serving such organizations.

Evidence of Need

Net Impact has found that 72% of university students say making a positive difference through their jobs is an important life goal—more than those who list having children or a prestigious career.¹ Deloitte found that “millennials feel accountable, to at least a fair degree, for many issues both in the workplace and the wider world. However it is primarily in and via the

workplace that they feel most impactful.”² Students seek both opportunities to generate positive impact through their work, and the tools to do so successfully.

At the graduate level, 24% of PSU MBA students engage in optional social innovation programming to a significant extent, and 61% participate in optional programming to some extent. Similar demand is anticipated at the undergraduate level, although fewer offerings currently exist for them. The proposed minor is designed to meet that demand.

The Business Minor courses have seen an increase in enrollment for the past three years; however, the number of declared and completing students have remained relatively stable. Many students sample one or more of the courses as part of the Design Thinking Innovation and Entrepreneurship University Studies junior level cluster. While the current 28-credit minor serves many of their needs, its fixed structure and focus on entrepreneurship primarily appeals to a subset of students interested in starting their own business. Results from student focus groups indicate an increased interest in providing options within the Business Minor to better serve different career goals and interest areas.

PSU is recognized by Ashoka U as a “Changemaker Campus” for excellence in teaching social innovation. Fewer than 50 universities worldwide have received the designation, including Brown, Duke, Johns Hopkins, and Middlebury. PSU remains the only university in Oregon with the designation. Creating a new minor focused on social innovation would not only support this designation, but would also connect students in the minor to campus-wide research, student organizations, curriculum, travel, and project opportunities linked by this designation and related coordinating activities.

The proposed minor would also address barriers to students who seek to complete both the current Business Minor and the Certificate in Social Innovation and Social Entrepreneurship, from which the courses in the proposal are drawn. The combination of the current minor and certificate together comprise 44 credits, while the proposed minor would only require 28 credits.

**Course of Study**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business and World Affairs</td>
<td>4</td>
</tr>
<tr>
<td>BA 306U</td>
<td>Essentials of Finance for Non-Business Majors</td>
<td>4</td>
</tr>
<tr>
<td>BA 316U</td>
<td>Essentials of Marketing for Non-Business Majors</td>
<td>4</td>
</tr>
<tr>
<td>BA 326U</td>
<td>Essentials of Management for Non-Business Majors</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 421</td>
<td>Design Thinking for Social Innovation</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 422</td>
<td>Money Matters for Social Innovation</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 423</td>
<td>Storytelling and Impact Measurement for Social Innovation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

February 7, 2019

TO: Faculty Senate

FROM: Drake Mitchell, Chair, Undergraduate Curriculum Committee

RE: New Certificate: Institutional Economics

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

You may read the full text of the program proposal, as well as Faculty Senate Budget Committee comments, on by going to the Online Curriculum Management System (OCMS) Curriculum Dashboard: (https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).

PROPOSAL SUMMARY FOR
College of Urban and Public Affairs
Certificate in Institutional Economics

Overview of the Program

Institutional Economics is widely recognized as a distinct field of research and inquiry within the discipline of economics. It has much in common with the subfields of economic history, history of economic thought, labor economics, the economics of poverty and inequality, economic development, and the economics of race/ethnicity and gender. Institutional Economics focuses on the relationship between economic outcomes and the evolving structures and organization of societies. By its very nature, Institutional Economics is skeptical of the dominant neoclassical paradigm with its focus on outcomes determined by individual economic agents (i.e. “the rational economic man”). Institutional Economics is international in scope, broad ranging as to subject matter, and acutely concerned with inequalities between groups. Institutional Economics has deep roots in the field of economics, reaching back to the works of Smith, Ricardo, Marx and Veblen.

The certificate objective is to increase understanding of the role that institutions play in determining economic outcomes. Institutional Economics challenges students to examine the economy through a lens that reflects the experiences of people who find themselves at the margins of the economy. Seventy percent of PSU students are on financial aid, 40% attend school part time while working, and more than half are female. By recognizing the institutions that shape, and are shaped by, the economy, students who complete the Certificate in Institutional Economics will understand that economic outcomes are mediated by group membership, and are not simply the result of individual efforts. This provides an important counterbalance to the neoclassical economic emphasis on the central role of the individual in creating their own success.

The programmatic focus is that of a program that emphasizes power relationships among different groups in societies, non-western models of economic organization, and international economic relationships.

Evidence of Need

Economics majors are composed of two rather distinct populations. The first group of students is very interested in the quantitative underpinnings of economics and often goes on to graduate school. In the labor market, they are offered jobs with titles such as "financial analyst," and "junior data analyst." To serve this population, the department introduced a major in Quantitative Economics (QUANTEC). The program has grown rapidly since 2016, and there are now over 30 QUANTEC majors. The second population consists of students who are interested in economics but less interested in quantitative
methods. They are thoughtful, introspective and philosophical with strong verbal skills. They find employment in the nonprofit sector, government, teaching of social studies at the high school level, or they attend graduate school in fields other than Economics (such as Law, Public Policy, Planning and Public Health). The goal of the Certificate in Institutional Economics is to add depth to the curriculum for these students in the same way that the introduction of QUANTEC added depth for the technical/analytical majors.

There has been significant growth in the minors in Economics at a time when the major is trending downward (despite the recent growth in QUANTEC). The downward trend in the major is to be expected since unemployment in Oregon fell from 8.5% in Jan 2013 to 3.8% in August 2018 (Source: bls.gov), and college enrollment is strongly countercyclical. However, the growth in the minors is surprising and we suspect it reflects a genuine interest on the part of students to study economics in a way that emphasizes graphical and verbal reasoning skills, without the requirement for mathematics and statistics classes found in the major. Many of our majors wish to minor in a subfield of economics (Political Economy or International Economics). Having a Certificate in Institutional Economics will allow economics students to specialize in this highly distinct field.

Course of Study

Institutional Economics focuses on the relationship between economic outcomes and the evolving structure and organization of society. Students completing the Certificate in Institutional Economics will deepen their understanding of how institutions within the economy contribute to economics outcomes. The Certificate in Institutional Economics program welcomes the wisdom that (i) currently enrolled undergraduate students, (ii) postgraduate students, and (iii) members of the broader community bring to the classroom. For students who are majoring in Economics or Quantitative Economics, the certificate requires the completion of an additional 16 credits of approved elective courses (i.e. electives included in the Certificate in Institutional Economics do not count towards the Economics major.)

Required Courses (12 credits):
Ec 201: Principles of Microeconomics (4)
Ec 202: Principles of Macroeconomics (4)
Ec 460: History of Economic Thought (4)

Elective Courses (16 credits)
Student may propose up to two alternative electives courses, inside or outside the Economics Department. Alternative electives will contribute to the understanding of economic institutions and meet the educational and career goals of the student.

Elective Courses not Subject to Program Director Approval:
- EC 332 - Environmental Economics (4)
- EC 345 - Marxist Political Economy (4)
- EC 350 - Economics of Developing Countries (4)
- EC 417 - Women in the Economy (4)
- EC 419 - Economics of Race and Ethnicity (4)
- EC 442 - The Multinational Enterprise in the World Economy (4)
- EC 443 - Global Environmental Economics (4)
- EC 445 - Comparative Economic Systems (4)
- EC 446 - Institutional Economics (4)
- EC 447 - Economics of Transition (4)
- EC 448 - East Asian Economic Development (4)
- EC 456 - American Economic History: the First Century (4)
- EC 457 - American Economic History: the 20th Century (4)
- EC 465 - Labor Economics (4)

**Other Requirements:**

- 16 of the required 28 credits must be taken in residency with the Department of Economics at Portland State University.
- All courses must be taken for a grade (not P/NP), with a grade of C- or better.
- Award of the Certificate in Institutional Economics requires a GPA in included courses of 2.00 or above.
The following Question for Administrators from a senator, on behalf of a Faculty constituent, has been requested for inclusion in the March 2019 meeting of the PSU Faculty Senate:

Question for Administrators: It has come to our attention that the FBI has consulted with PSU about safety and security issues regarding collaboration with China. As one with an extensive knowledge of China, I can attest that these security issues are a very legitimate subject of concern, and not simply a matter of partisan U.S. politics. Indeed, I was personally very worried even before the Department of State issued its latest travel advisory on January 3, 2019.* Could you please inform us what PSU has learned from the FBI about security issues with respect to China, and how students, faculty, and staff can best protect themselves?

February 18, 2019

**Report on Instructional Non-Tenure Faculty Ranks**

An Ad Hoc Committee, consisting of nine members representing AAUP, OAA, and tenured and Non-Tenure Track Faculty (NTTF), was created to investigate and provide a report on appropriate criteria and methods of assessment for the advancement of NTTF beyond the rank of Assistant Professor for Instructional appointments. We were also asked to 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. We also investigated which units at PSU have already addressed the issue with pathways for advancement or developed procedures in their disciplines and explored best practices related to the advancement of NTTF at other institutions.

The members were: **David Hansen** (SB Information Systems: AAUP); **Jennifer Kerns** (CLAS History Dept.: AAUP); **Lemmy Meekisho** (Engineering Materials Science: NTTF); **Delys Ostlund** (Assoc Dean CLAS Spanish Dept: OAA); **Jeanette Palminter** (CLAS Math Dept: Tenured); **Steve Percy** (Dean, CUPA:OAA); **Gayle Thieman** (COE: Tenured); **Rachel Webb** (CLAS, Statistics Dept.: NTTF); **David Weber**, (CLAS Philosophy Dept.: NTTF).

Leadership: Jennifer Kerns Ph.D. (NTTF) and Gayle Thieman Ed.D. (Tenured), co-chairs

**Context:**
Currently there are only two pathways for advancement for Non Tenure Track Faculty (NTTF): the Instructor series (Instructor, Senior Instructor I and Senior Instructor II) and the Practice/Clinical Professor Series (e.g. Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice). Non-tenure track faculty at Portland State University, both instructor ranks and Professor of Practice ranks, teach approximately one-third of the total student credit hours generated each quarter. An average NTTF teaches 36 SCH in the academic calendar. These faculty have been hired by departments and colleges primarily to instruct PSU students, and their contracts do not stipulate maintaining an active research agenda. Promotion for NTTF ranks is based on excellence and innovation in teaching, curricular and pedagogical development.

After initial NTTF hire, departments evaluate NTTF annually and in order to renew their contracts, these faculty members must demonstrate excellence in teaching as well as innovation in curricular development and pedagogical methodology. After six years of successful reviews, NTTF can earn a continuous appointment, after which their departments conduct reviews of NTTF every three years.
Non Tenure Track Faculty who are teaching in the Instructional ranks are doing similar work as Assistant, Associate, Full Professor of Practice/Clinical ranks with different compensation and no opportunity to advance in rank or pay, e.g., step raises. This represents a campus-wide inequity. The Instructor II minimum salary of $59,391 is close to Assistant Professor of Practice ($60,597), but Instructors have not been allowed to advance through promotion to Associate Professor of Practice that starts at $72,473 or to Professor of Practice that starts at $89,091.

Additionally, there is lack of uniformity on interpreting practice ranks across campus. When PSU created new Professor of Practice ranks for NTTF (2014) who instruct in clinical or professional practice or professionally-related community engagement, some faculty had the opportunity for promotion based upon their job descriptions (e.g. the School of Social Work, the School of Public Health, the College of Education and the Department of Speech and Hearing). However, some schools/units did not adopt the ranks of assistant, associate, full professor of practice/clinical practice even when there were individual faculty who are or could be licensed and are clinical faculty and therefore could potentially move from Sr. Instructor II to the Professor of Practice track in that school or unit. e.g School of Business.

Currently there is no path for promotion above the level of Sr. Instructor II for NTTF who are not eligible for clinical or professional ranks. Faculty Senate minutes (Jan 2014) indicate that only “current NTTF faculty” (those hired before Sept. 16, 2014) could seek promotion to Asst Professor NTTF rank under grandfathering rules (on the tenure line guidelines). For those faculty hired after September 16, 2014, including those with a terminal degree such as a Ph.D., their salaries have been capped at those of a Senior Instructor II regardless of either their excellence as instructors or even if they in fact do conduct research. Since Faculty Senate did not vote on “Tenure for Teaching,” there is no pathway for promotion of Instructors.

Even those grandfathered in to the parallel tenure ranks (hired before September 16, 2014) are unable to promote from NTTF Assistant Professor to NTTF Associate Professor unless they engage in extensive research outside of their contractual responsibilities.

Finally: for those NTTF who do complete a successful review after three years with a continuous appointment, there is no salary adjustment comparable to those tenure related faculty who complete a post-tenure review evaluation successfully. Tenure related faculty receive an additional $4,000 to their base salary if they do complete a post tenure review process successfully.

Therefore: A significant portion of our PSU faculty are stuck within a rank system that does not allow for promotion, regardless of excellence or innovation in instruction. They are also unable to achieve any financial rewards attached to their contributions to our students and the University's larger mission to serve the city and to innovate in their profession as instructors. In
order to recognize the value of and excellence in instruction of our NTTF and to promote salary equity among our faculty, we recommend the following.

Recommendations

1. Adopt new non-tenure rank series “Teaching Professor” distinct from the “Instructor Series” Note: The OAR 580-020-0050 does not include the term “Teaching Professor” but the OAR does include the term Lecturer that has similar criteria as the “Teaching Professor” series we are recommending.
   a. Description of Teaching Professor Ranks
   b. Table 1: Description of Non-Tenure Track Instructional Faculty Ranks
   c. Table 2: Description of Ranks within each Rank Series
2. All units that have any faculty who meet the criteria of practice or clinical instruction should adopt the Practice/Clinical Faculty rank series.
3. The Post Continuous Appointment Review (PCAR) process, described in a separate document, should apply to all NTTF ranks, including the new Teaching Professor ranks.
4. Amend the Post Continuous Appointment Review (PCAR) process to occur every 5 years with opportunities for compensation comparable to that available for tenured faculty (Post Tenure Review-PTR).
5. Faculty in the teaching professor ranks should be eligible to serve as Principal Investigators.
Teaching Assistant Professor

A non-tenure track faculty (NTTF) appointment for an individual whose responsibilities are primarily devoted to academic instruction, including teaching, advising, and mentoring at the undergraduate and/or graduate levels. Responsibilities may include making significant improvements to undergraduate courses and training graduate teaching assistants and adjuncts. Appointees to the rank of Teaching Assistant Professor will be required to hold the terminal degree related to instructional responsibilities (or its professional equivalent); in most cases, this is the Ed.D. or a PhD. A minimum of three years of higher education teaching experience is required.

Expectations of the position are teaching, assessment, mentoring, advising and service. Appointments include significant responsibility for undergraduate and/or graduate education that include expertise and diversity in the discipline, participation in assessment, curriculum development or redesign, conferences and professional activities. Ability to work with students and graduate teaching assistants/tutors of diverse populations and participation in departmental, college/school, or university service are required.

Teaching Associate Professor

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires six years in rank as a Teaching Assistant Professor. Exceptions will be made only if warranted by extraordinary circumstances, or if faculty member has been granted comparable time in rank at time of hire. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Teaching Associate Professor is based on demonstrated excellence in teaching, assessing, advising, and mentoring as well as contributions to innovative curriculum or pedagogy, and participation in governance and professionally-related service to the department, school/college, or university. Ability to work with students and graduate teaching assistants/tutors of diverse populations is required. Criteria for promotion may include strong student evaluations, observations of classroom teaching, demonstrated expertise in the development and delivery of instructional materials and assessment, ongoing engagement with the profession through participation in state or national organizations, grant activities or conference presentations.

Teaching Professor

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires a minimum of four years in rank as a Teaching Assistant Professor. Exceptions will be made only if warranted by extraordinary circumstances, or if faculty member has been granted comparable time in rank at time of hire. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Professor requires demonstration of a sustained and consistent pattern of excellence in teaching, advising, and mentoring. Additional criteria include excellence in educational innovation, assessment, curriculum development, course design and impact on student learning, significant contributions to the governance and professionally-related service to
the university and/or community outreach, and national and/or international recognition in the professional field. Ability to work with students and graduate teaching assistants/tutors of diverse populations is required. Scholarship of teaching and learning (SOTL) is not required but its application can be used as evidence of educational innovation and teaching excellence. Such evidence may be indicated by appointments as a reviewer of peer-reviewed journals, invited papers and presentations given beyond the state and region; honors, grants, awards; and committee service and leadership with national or international professional associations.
<table>
<thead>
<tr>
<th>Minimum Criteria for Appointment</th>
<th>Instructor Series</th>
<th>NEW Teaching Professor Series</th>
<th>Professor of Practice/Clinical Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced degree in field of specialization</td>
<td>Terminal degree in field related to instructional responsibilities; Three years of higher education teaching experience.</td>
<td>Advanced degree in field of specialization from an accredited program in their discipline and/or comparable experience</td>
<td></td>
</tr>
<tr>
<td>Level of Appointment</td>
<td>0.50 FTE or greater</td>
<td>0.50 FTE or greater</td>
<td>0.50 FTE or greater</td>
</tr>
<tr>
<td>Instructional Responsibilities</td>
<td>Primarily devoted to academic instruction including teaching, advising, and mentoring expectations congruent with creative and engaged instruction. Teaching primarily focused on undergraduate education.</td>
<td>Academic instruction including teaching, advising, and mentoring expectations congruent with creative and engaged instruction with additional responsibilities (as defined in letter of offer) such as: assessment, curriculum development, oversight of curricular programs, contributions to pedagogy and effective instruction in professionally-related venues, community-based instruction, and/or experiential learning. Ability to work with students and teaching assistants and tutors of diverse populations. Participation in department, school/college or university service. Teaching focused on undergraduate and/or graduate education.</td>
<td>Instruction in clinical or professional practice or in professionally-related community engagement; connecting curriculum design to the needs of relevant professions; connecting students to professional-based experiential learning opportunities. May include participation in curricular design related to alignment with expertise needed in professional practice.</td>
</tr>
<tr>
<td>Instructional Focus</td>
<td>Instruction primarily at undergraduate level.</td>
<td>Instruction at the undergraduate and graduate levels.</td>
<td>Professional/clinical instruction at the undergraduate and graduate levels.</td>
</tr>
</tbody>
</table>
| Ranks within the Series | -Instructor  
-Senior Instructor 1  
-Senior Instructor 2 | -Teaching Assistant Professor  
-Teaching Associate Professor  
-Teaching Professor | -Assistant Professor of Practice/Clinical Assistant Professor  
-Associate Professor of Practice/Clinical Associate Professor  
-Professor of Practice/Clinical Professor |
| Eligible to be a PI on a grant | No | Yes | Yes |
| Salary Minimums | Lower than Teaching Professor or Professor of Practice ranks | Same as Professor of Practice rank | Same as Teaching Professor rank |
Table 2

Description of Rank Responsibilities within Instructional Non-Tenure Faculty Ranks

<table>
<thead>
<tr>
<th>Instructor Series*</th>
<th>New Teaching Professor Series</th>
<th>Practice/Clinical Professor Series</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor:</strong> A non-tenure track faculty appointment for individuals whose responsibilities are primarily devoted to academic instruction. Such appointments include teaching, advising, and mentoring expectations congruent with creative and engaged instruction. Normally, this appointment requires an advanced degree in the field of specialization.</td>
<td><strong>Teaching Assistant Professor:</strong> A non-tenure track faculty appointment for individuals whose primary work is in the areas of teaching, advising and mentoring. Faculty hired in this category must hold the terminal degree in their field of specialization from an accredited program in their discipline and three years of higher education teaching experience.</td>
<td><strong>Assistant Professor of Practice/Clinical Assistant Professor:</strong> A non-tenure track faculty appointment for individuals whose primary work is in the areas of instruction in clinical or professional practice or in professionally-related community engagement. Faculty hired in this category must hold an advanced degree in their field of specialization from an accredited program in their discipline and/or have comparable experience.</td>
</tr>
<tr>
<td><strong>Senior Instructor 1:</strong> Normally, a faculty member will not be eligible for consideration for promotion to Senior Instructor I until the completion of the third year in rank as an Instructor at PSU. Length of time in rank is not a sufficient reason for promotion. Promotion based on criteria such as: quality of instruction (as determined by classroom observation), assessment of student-learning outcomes, and review of student evaluations and course materials; expertise in the discipline, as demonstrated by activities such as ongoing revision of course materials, curricular innovations, participation in continuing education, conferences, and other professional activities; evidence of ability to work effectively with individuals from and topics related to diverse populations; and participation in departmental, college/school, and university governance as appropriate to assignment and contract.</td>
<td><strong>Teaching Associate Professor</strong> Typically candidates will meet the following requirements unless there is remarkable achievement: a minimum of six years of teaching, advising, and mentoring experience in a higher education academic setting, with a minimum of two years at PSU. Length of time in rank is not a sufficient reason for promotion. Promotion to Associate Teaching Professor is based on evidence of instructional excellence, including command of the academic subject matter, ability to motivate, mentor/advise, and assess students, and creative and effective use of teaching methods and evidence of effective engagement of a professional nature.</td>
<td><strong>Associate Professor of Practice/Clinical Associate Professor</strong> Typically, candidates will meet the following requirements, unless remarkable achievement: A minimum of six years post-certification professional experience to include at least three years of clinical/professional practice teaching in an academic setting, with a minimum of two years at PSU. Length of time in rank is not a sufficient reason for promotion. Promotion to Associate Professor of Practice or Associate Clinical Professor is based on evidence of effectiveness in clinical/professional instruction to include materials indicating command of the academic and/or clinical subject matter, ability to motivate, mentor/advise, and assess students, and creative and effective use of teaching methods and evidence of effective engagement of a professional nature.</td>
</tr>
<tr>
<td><strong>Senior Instructor 2:</strong> Normally, a faculty member will not be eligible for promotion to Senior Instructor II until the completion of the third year in rank as a Senior Instructor I at PSU. Length of time in rank is not a sufficient reason for promotion. Promotion is based on such criteria as: demonstrated expertise in the</td>
<td><strong>Teaching Professor</strong> Typically, candidates meet the following requirements unless there is remarkable achievement: at least 10 years of professional experience in higher education teaching, advising, and mentoring, with at least four years in rank as Teaching Associate Professor and a</td>
<td><strong>Professor of Practice/Clinical Professor</strong> Typically, candidates meet the following requirements unless there is remarkable achievement: at least 10 years of part- or full-time professional experience in the clinical/professional discipline post-certification; at least six years of clinical/professional teaching in an</td>
</tr>
<tr>
<td>development and delivery of new instructional materials; ongoing engagement with the pedagogy of the discipline; ability to play a lead role in assessment and curriculum design; demonstrated excellence in advising and mentoring; ongoing engagement with the profession; evidence of the application of professional skills and knowledge outside the department as demonstrated by activities such as professionally-related university and community engagement and scholarly or creative activity that contributes to knowledge in one’s field and, where appropriate, the community; evidence of ability to work effectively with individuals from and topics related to diverse populations; and effective participation in departmental, college/school and university governance as appropriate to assignment and contract.</td>
<td>minimum of four years at Portland State University; and evidence of outstanding achievement in teaching. Length of time in rank is not a sufficient reason for promotion. Promotion to Professor of Teaching is based on criteria such as: documented evidence of a sustained and consistent pattern of excellence in teaching, advising and mentoring. Additional criteria include excellence in educational innovation, assessment, curriculum development, course design, and impact on student learning, significant contributions to the governance and professionally-related services to the university and/or community outreach. Evidence may also include national and/or international recognition in the professional field.</td>
<td>academic setting, with a minimum of four years at Portland State University; and a high degree of academic maturity and responsibility. Length of time in rank is not a sufficient reason for promotion. Promotion to Professor of Practice or Clinical Professor is based on criteria such as: documented evidence of a consistent pattern of high quality professional productivity and impact in the professional field that is illustrative of professional productivity at regular intervals over a period of years and evidence of national and/or international recognition in the professional field. Such evidence may be indicated by appointments as a reviewer of peer-reviewed journals; invited papers and presentations given beyond the state and region; honors, grants, awards; and committee service and leadership with national or international professional associations.</td>
</tr>
</tbody>
</table>

Faculty Senate Budget Committee  
Winter Quarter Report  
February 22, 2019

Members:  Michael Bowman (LIB), Steven Boyce (CLAS-Sci, MTH, Co-Chair), Heejun Chang (CLAS-SS, GGR, Co-Chair), Mitchell Cruzan (CLAS-Sci, BIO), David Hansen (SBA), Chia Yin Hsu (CLAS-SS, HST), Erik Geschke (COTA, ARC), Sam Gioia (SSW), Brenda Glastcott (OI, HON), Eva Núñez (CLAS-AL, WLL), TBD (GSE, ELP), Aimee Shattuck (Ao-OAA), Derek Tretheway (MCECS, ME), Melody Valdini (CUPA, PS), Steven Walton (CLAS-AL, WLL), Bradley Wipfli (SPH, HSMP).

Consultants:  David Burgess (OIRP), Susan Jeffords (OAA), Andria Johnson (BO), Kathi Ketcheson (OIRP), Kevin Reynolds (FADM).

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

Committee Charge and Roles

The Budget Committee has a multipart charge:

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

Several years ago, the Committee developed guiding principles that were shared with OAA and the University Budget Team to be considered in prioritization of budgetary decisions. The document has evolved and has been updated over the years. In Fall 2017, the Committee developed statements that address equity issues in budgetary decisions. The new budget principles document has been shared among deans and fiscal officers, in addition to OAA and budget team.

FY20 OAA Budget Process

The Office of Academic Affairs follows a budget process called Integrated Planning of Enrollment and Budget (IPEB). This budget process has the revenue generating units develop two plans, the enrollment plan and the strategic investment plan. Enrollment plans detail the student enrollment outlook. These are accompanied by enrollment narratives that explain the impact on students via persistence, recruitment, degree completion, and program management strategies. Strategic plans detail proposed budget changes and are based on new initiatives plans while meeting OAA directives. The strategic plans include requests for additional resources for 500K. All units are invited to submitted proposals.

Budget Committee co-chairs were invited and attended the launching of the IPEB process in December. The Budget Committee liaisons met with the Deans in January and February to have a preliminary conversation about their plans before units start working on the enrollment plans for FY20. Given the delay in the IPEB process this year, the Committee has not been able to review the submitted enrollment plans, but they discussed about the principles of their budget decisions. FSBC would like to provide feedback to OAA and the Deans in due time. The committee is in the process of scheduling additional meetings with the deans/directors before they submit strategic investment plans in March. Plans will be reviewed by OAA and IPEB team and the final OAA budget are to be set in mid to late Spring.

University Budget

The committee received two updates on university budget by Kevin Reynolds. The first presentation in November included a recap from FY18 and an update on FY19. The second presentation in January focused on FY20 including budget context, cost drivers, forecasts, and tuition. In January, Andria Johnson gave a presentation, a training for new committee member, and a refresher for returning members on RCAT and budget process.

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

PSU Board of Trustees

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

Proposal Reviews

The committee has reviewed 25 proposals and are currently reviewing 27 proposals. The proposals are reviewed by two-person or three-person review panels which report their recommendations (no significant impact/modest impact/significant impact) to the committee via an online google document. This system enables other committee members to review and comment on proposals not assigned to them. Major proposals such as those for completely new programs are discussed in committee meetings. The final recommendation is posted in the curriculum proposal system. The new curriculum tracker system is causing some delays because it did not make addressing budget impact on program change forms an explicit requirement. Additionally, the committee also reviewed two center proposals and submitted their review comments to EPC.

Appendix

Faculty Senate Budget Committee
FY18 Budget Principles
(January 28, 2019)

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

Principles for the Budgeting Process:
Faculty engagement is critical for developing plans to balance costs and revenues, and to assist with the development of metrics of quality and outcomes.

The budget process needs to be transparent to facilitate understanding of decisions made at all levels (department, school, college, division, and university).

When making budgeting decisions, we should:

- Consider both revenues and expenditures.
- Take a forward-looking view on educational market forces when evaluating programs.
- Be cognizant of the cycles that programs go through to develop a balanced perspective on their potential for long-term growth and contributions to the goals of the university.

**Principles for Guiding Budgeting Decisions:**

- Recognizing that PSU is open, inclusive, and committed to diversity and equity, and has committed to utilizing an equity lens in campus decision-making, the University should endeavor in all budget decisions to close gaps in equity experienced by students, faculty, and staff from traditionally underrepresented groups.
- In addition to the equity lens for underrepresented groups, equity should also be considered when making budget decisions that concern the wages of permanent faculty, adjunct faculty, and staff, with the guiding principle of equal pay for equal work. This principle will need to be moderated at times by short-term budget concerns, but should be a guiding factor for long-term financial planning within the units.
- Protect and promote further development of instructional activities, programs, and services that support student success.
- Provide students with access to a diverse curriculum and a well-rounded liberal arts education.
- Consider investments that generate new revenue, encourage long-term viability, and improve efficiency.
- Implement budget decisions that support the success of students and faculty.
- Engage with other divisions to encourage budgeting decisions that do not adversely impact instruction.
- Consider the potential impact of budget reductions on course offerings, research support, student services, and faculty development.
- Employ these principles for decisions made within each unit as well as for Academic Affairs and the university as a whole.
To: Faculty Senate  
From: Educational Policy Committee (EPC)  
Date: March 4, 2019  
Subject: EPC Quarterly Report

Per the Constitution of the Portland State University Faculty, the charge of the Educational Policy Committee is as follows:

The Committee shall:
1) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.
2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate.
3) Make recommendations to the Senate concerning the approval of proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, institutes, or other significant academic entities. All proposals must use the Process for Creation, Elimination and Alteration of Academic Units.
4) In consultation with the appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University.
5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.
6) Form subcommittees as needed to carry out its work.
7) Report to the Faculty Senate at least once each term.

The EPC is a university-wide committee appointed, as follows, by the Committee on Committees:

Co-chairs: Arthur Hendricks (Lib) & David Hansen (SBA)  
AO: Cynthia Baccar, REG (2016-)
COTA: Barbara Heilmair-Tanret
CLAS-AL: Alex Sagar, Phil (2017-)
CLAS-AL: Tucker Childs
CLAS-Sci: Ken Stedman, BIO (2015-)
CLAS-Sci: Ralf Widenhorn, PHY (2016-)
CLAS-SS: Hyeyoung Woo (2017-)
CLAS-SS: Sri Craven (2017-)
CUPA, Leopoldo Rodriguez (2017-)
COE: Deborah Peterson
MCECS: Hormoz Zareh, MME (2016-)
LIB: Arthur Hendricks (2013-)
OI: Rowanna Carpenter, UNST (2015-)
SBA: David Hansen (2018-)
SPH: Lynne Messer (2018-)
SSW: Mollie Janssen
Ex officio: David Hansen (SBA), Budget Committee, and two (2) students who have not yet been appointed by ASPSU.

Consultants:
Susan Jeffords, Provost
Andreen Morris, OAA
Kathi Ketcheson, Director, OIRP
Kevin Reynolds, Vice Pres. for Finance & Administration

Report:

During the Winter Term 2019, the EPC continued work on the review of Online Education. This report is planned for presentation to the Steering Committee in March.

One new proposal is being reviewed by the EPC (received 02/21/2019), the creation of a Department of Indigenous Nations Studies.

On receiving the Budget Committee’s reports on the proposals to establish the Homelessness Research and Action Collaborative, and the Digital City Testbed Center, the EPC completed its review of these proposals and reported its recommendation to the Steering Committee in February.

The EPC was briefed by the Registrar as to the challenges pertaining to course scheduling, and the possibility that the course scheduling grid may be reviewed in the future.

The EPC appointed two members to serve on the Web-Based Course Evaluations Implementation Oversight Committee.

Pending work for the EPC includes the review of the proposed Confucius Institute contract per the Faculty Senate Resolution of June 2018, though the EPC has not yet received a draft of the new contract for review.

As of 02/21/2019, the EPC has also been asked by Steering Committee to review the practice of suspending academic programs in lieu of program elimination.