

12-3-2018

Faculty Senate Monthly Packet December 2018

Portland State University Faculty Senate

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Faculty Senate, 3 December 2018



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](http://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

Introduction of proposed amendment to Faculty Constitution

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

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

AGENDA

- A. Roll Call and *Consent Agenda* [see also E.1, G.4]
 - * 1. Minutes of the 5 November 2018 meeting – *consent agenda*
 - * 2. OAA response to Notice of Senate Actions for October – *consent agenda*
- B. Announcements
 - 1. Announcements from Presiding Officer
 - 2. Announcements from Secretary
 - 3. Update on revision of departmental bylaws from Vice Provost Shelly Chabon
- C. Discussion: Faculty governance at the departmental level
- D. Unfinished Business
 - * 1. Policy on curricular overlap (UCC & GC)
- E. New Business
 - * 1. Curricular proposals (UCC, GC) – *consent agenda*
 - * 2. Proposed constitutional amendment on opt-out elections (Art. 5, Sec. 2)
 - * 3. Proposed Ad Hoc Committee on International Partnerships (Steering)
- F. Question Period
- G. Reports from Officers of the Administration and Committees
 - 1. President's Report
 - 2. Provost's Report
 - 3. Interinstitutional Faculty Senate (IFS) report
 - * 4. Educational Policy Committee (EPC) report – *consent agenda*
- H. Adjournment

* **See the following attachments:**

- A.1. Minutes of the Senate meeting of 5 November 2018 – *consent agenda*
- A.2. November Notice of Senate Actions and OAA response – *consent agenda*
- D.1. Policy on Curricular Overlap (UCC, GC)
- E.1. Curricular proposals (summaries) – *consent agenda*. **Complete curricular proposals are on-line:**
<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>
- E.2. Proposed constitutional amendment on opt-out elections
- E.3. Draft resolution: Ad Hoc Committee on International Partnerships
- E.4. Educational Policy Committee (EPC) quarterly report

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2018-19

STEERING COMMITTEE

Thomas Luckett, Presiding Officer

Michael Clark, Past Presiding Officer • Isabel Jaén Portillo, Presiding Officer Elect

Elected Members: Rowanna Carpenter (2020) • Annabelle Dolidon (2019) • Karen Kennedy (2019) • Liane O'Banion (2020)

Ex officio: Maude Hines, Faculty Board of Trustees Member • Susan Lindsay, Chair, Committee on Committees

Candyce Reynolds, Senior IFS Rep. (through Dec.) • Richard Beyler, Secretary to the Faculty

FACULTY SENATE ROSTER (62)

All Others (9)

Baccar, Cindy	REG	2020
<i>Broussard, Scott</i>	ACS	2021
<i>*de la Cruz, Abel</i>	ACS	2019
Faaleava, Toeutu	OAA	2020
<i>*Fiorillo, Marie</i>	ACS	2020
<i>Ingersoll, Becki</i>	ACS	2021
† <i>Matlick, Nick</i>	REG	2021
O'Banion, Liane	TLC	2019
Walsh, Michael	HOU	2019

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

Brown, Kimberley	LIN	2019
Dolidon, Annabelle	WLL	2020
<i>Greco, Gina</i>	WLL	2021
<i>Holt, Jon</i>	WLL	2021
†Reese, Susan	ENG	2019
†Watanabe, Suwako	WLL	2020

College of Liberal Arts & Sciences–Sciences (7)

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

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

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

College of the Arts (4)

<i>*Dillard, Chuck</i>	MUS	2020
<i>*Geschke, Erik</i>	A&D	2019
James, Meredith	A&D	2020
† <i>Magaldi, Karin</i>	TA	2021

College of Urban and Public Affairs (5)

Chaillé, Peter	PAD	2020
† <i>Eastin, Josh</i>	PS	2021
<i>*Henderson, Kelsey</i>	CCJ	2020
<i>Labrecque, Ryan</i>	CCJ	2021
Nishishiba, Masami	PAD	2019

Graduate School of Education (4)

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

Library (1)

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

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

Other Instructional (4)

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

The School of Business (4)

†Dimond, Michael	SB	2020
Hansen, David	SB	2021
<i>*Mathwick, Charla</i>	SB	2019
Sorensen, Tichelle	SB	2019

School of Public Health (2)

<i>McBride, Leslie</i>	CH	2021
†Messer, Lynne	CH	2019

School of Social Work (4)

Bryson, Stephanie	SSW	2020
†Cunningham, Miranda	SSW	2020
<i>*Martinez Thompson, Michele</i>	SSW	2019
May, Edward	SSW	2021

* Interim appointment

† Member of Committee on Committees

New senators in italics

Date: 15 October 2018

EX-OFFICIO MEMBERS OF FACULTY SENATE, 2018-19

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.

<i>Alexander, Michael</i>	<i>Interim Vice President for Global Diversity and Inclusion</i>
<i>Allen, Clifford</i>	<i>Dean, The School of Business</i>
Baccar, Cindy*	Advisory Council (2018-20)
<i>Balderas-Villegana, Luis</i>	<i>President, ASPSU</i>
<i>Bangsberg, David</i>	<i>Dean, OHSU-PSU Joint School of Public Health</i>
<i>Beyler, Richard</i>	<i>Secretary to the Faculty</i>
<i>Bielavitz, Thomas</i>	<i>Interim Dean, University Library</i>
<i>Boldt, William</i>	<i>President, PSU Foundation</i>
Boyce, Steven	Co-Chair, Budget Committee
<i>Bynum, Leroy, Jr.</i>	<i>Dean, College of the Arts</i>
<i>Carlson, Matthew</i>	<i>Interim Dean, College of Liberal Arts and Sciences</i>
Carpenter, Rowanna*	Steering Committee (2018-20) & Advisory Council (2017-19)
<i>Chabon, Shelly</i>	<i>Vice Provost for Academic Personnel and Leadership Development</i>
Chang, Heejun	Co-Chair, Budget Committee
Cherner, Todd	Co-Chair, Faculty Development Committee
Clark, Michael	Past Presiding Officer & Interinstitutional Faculty Senate (Jan. 2017-Dec. 2019)
Coleman, Cornelia	Chair, Honors Council
<i>Corsi, Richard</i>	<i>Dean, Maseeh College of Engineering & Computer Science</i>
Davidova, Evguenia	Chair, University Studies Council
<i>Davis, Lois</i>	<i>Chief of Staff & Vice President for Public Affairs</i>
Dolidon, Annabelle*	Steering Committee (2017-19)
Duh, Geoffrey	Chair, Academic Requirements 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
Jaén Portillo, Isabel	Presiding Officer Elect
<i>Jeffords, Susan</i>	<i>Provost & Vice President for Academic Affairs</i>
<i>Jhaj, Sukhwant</i>	<i>Vice Pres. for Acad. Innov., Planning, and Partnerships & Int. Vice Pres. for Enroll. Mgmt.</i>
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
<i>Lynn, Marvin</i>	<i>Dean, Graduate School of Education</i>
Maier, David	Advisory Council (2017-19)
McBride, Leslie*	Interinstitutional Faculty Senate (Jan. 2019-Dec. 2021)
<i>McLellan, Mark</i>	<i>Vice President for Research</i>
Merrow, Kathleen	Chair, Academic Quality Committee
Millay, Lea	Chair, Library Committee
<i>Nissen, Laura</i>	<i>Dean, School of Social Work</i>
O'Banion, Liane*	Steering Committee (2018-20)
<i>Percy, Stephen</i>	<i>Dean, College of Urban and Public Affairs</i>
Popp, Karen	Interinstitutional Faculty Senate (Jan. 2018-Dec. 2020)
Reynolds, Candyce*	Interinstitutional Faculty Senate (Jan. 2016-Dec. 2018)
<i>Reynolds, Kevin</i>	<i>Vice President for Finance and Administration</i>
<i>Shoureshi, Rahmat</i>	<i>President</i>
<i>Toppe, Michele</i>	<i>Vice Provost for Student Affairs</i>
Woods, Mark	Chair, Graduate Council
<i>Wooster, Rossitza</i>	<i>Dean of Graduate Studies</i>
TBD	Chair, General Student Affairs Committee
TBD	Chair, Intercollegiate Athletics Board

* Also an elected senator • *Administrative members in italics* • Date: 24 September 2018

Minutes of the Faculty Senate Meeting, 5 November 2018

Presiding Officer: Thomas Lockett

Secretary: Richard Beyler

Senators Present:

Baccar, Broussard, Brown, Bryson, Carpenter, Chaillé, Chrzanowska-Jeske, Craven, Cruzan (from 4:02), Dillard, Emery, Faaleava, Fiorillo, Fountain, Fritz, Geschke, Greco, Hansen, Henderson, Holt, Hsu, Ingersoll, James, Labrecque, Liebman, Lindsay, Lockett, Lupro, Magaldi, Martinez Thompson, Matlick, May, McBride, Messer, Meyer, Newlands, Nishishiba, O'Banion, Palmiter, Podrabsky, Reese, C. Reynolds, Schechter, Sorensen, Sugimoto, Thanheiser, Thieman, Watanabe, Yeigh

Alternates Present:

Sarah Eppley for Cruzan (to 4:02), David Maier for Karavanic, Jonathan Bird for Siderius, Dana Walton-Macaulay for Walsh

Senators Absent:

Anderson, Craven, de la Cruz, Dimond, Dolidon, George, Mathwick, Recktenwald

Ex-officio Members Present:

Balderas Villegrana, Beyler, Bielavitz, Carlson, Chabon, Davidova, Hines, Jaén Portillo, Jeffords, Lynn, Maier (also as alternate), McLellan, Nissen, Woods, Wooster, Zonoozy

A. ROLL CALL AND CONSENT AGENDA. The meeting was **called to order** at 3:00 p.m.

- 1. Minutes of the 1 October 2018 meeting – approved** as part of the *consent agenda*
- 2. Minutes of the 15 October 2018 special meeting – approved** as part of the *consent agenda*
- 3. OAA response to Notice of Senate Actions for October – received** as part of the *consent agenda*

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

LUCKETT outlined work of several committees that may appear before Senate for further action. There are four ad-hoc committees: a joint Senate-AAUP-administration Task Force on Work-Life Balance; and three ad-hoc committees, created last spring, on undergraduate research opportunities, interdisciplinary teaching and research, and advancement for non-tenure-track faculty. Regarding standing committees: Dana WALTON-MACAULAY, Director of Student Conduct, has undertaken a revision of the Student Code of Conduct. Administrative rules provide for consultation, but not a formal process of approval. Student Conduct Committee is currently reviewing these proposed changes. Educational Policy Committee is reviewing the proposals for the two new “centers of excellence. Steering Committee, in consultation with Committee on Committees, is undertaking a review of Article IV, Section 4 of the Faculty Constitution, regarding the composition and charge of the sixteen standing constitutional committees.

It has been announced that Market Center Building will be renamed Neuberger Center. The building previously known as Neuberger will be renamed as the Maseeh building.

LUCKETT noted that ASPSU will hold meeting right after Senate to discuss campus policing. Faculty are invited to observe. BALDERAS stated that students have been looking at this issue from some time and they welcome Faculty feedback. He also mentioned that the Campus Public Safety Oversight Committee had created handouts with general information and answers to frequently asked questions about the campus police, as well as about Margolis Healy [consulting firm].

2. Announcements from Secretary – none

[Changes to regular order of business: Item B.3, Report from Margolis Healy, deferred until later. Item G.2, Provost's Report, moved here.]

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION

2. Provost's Report

JEFFORDS appreciated the warm and generous reception she had received in the months since her arrival at PSU. Many people had provided useful information and feedback.

JEFFORDS noted several administrative searches now underway. 1) Dean of School of Social Work; a committee chaired by LYNN has been appointed; the search will be supported by the Isaacson Miller firm. 2) Dean of College of Liberal Arts and Sciences; the committee is being finalized; input into the job description is being solicited, with the search to be launched later this month; supported by Isaacson Miller. The committee is chaired by BANGSBERG. 3) Dean of the Library. This search will be launched later. The committee will be chaired by WOOSTER; Isaacson Miller will support the search. 4) Vice President for Enrollment Management. JEFFORDS will chair this search; the committee is being put together now. A firm specializing in enrollment management will support the search.

JEFFORDS addressed the re-organization of the Office of Academic Affairs. The key change is that Student Affairs, previously in the same unit as Enrollment Management, is now reporting to the Provost's Office. TOPPE is now a Vice Provost in her [JEFFORDS's] office. JEFFORDS said she is committed to this partnership. She had studied the alignment of academic and student affairs for several years. What happens outside the classroom affects what happens in the classroom. When student affairs personnel are separated from faculty and from the colleges, students miss a seamless connection. She asked President SHOURESHI for change in the reporting line, and he was willing to consider it. This also induces the VP for Enrollment Management to be someone who has deep expertise in this area and a strategic vision of enrollment. She had talked with BALDERAS about the re-organization.

JEFFORDS continued: the mid-cycle accreditation visit had recently taken place. Earlier areas of concern principally had to do with assessment. Graduate student learning goals and outcomes needed to be clearly expressed and readily available; work headed by WOOSTER led the visitors to see progress in this area. However, there were also areas where they problems to be addressed before the seventh year—in particular, a more robust awareness about assessment practices and student learning outcomes, and using what we learn from these to improve performance.

OAA is launching the academic program review process for the coming year, JEFFORDS said. Several units would be soon be receiving notification.

JEFFORDS addressed budget allocation. Everyone she talked to about it was, at minimum, unclear about or, at maximum, dissatisfied with the current process. She created a working group to get a clear understanding of the current process, obtain feedback, and make suggestions for a more robust process going forward, reflecting the goals and commitments of the institution. The working group will begin meeting soon, and continue over the next few months. She will continue to engage with the Budget Committee in this process—for example, meeting with the consultant that she has hired.

JEFFORDS mentioned the work of Academic Calendar Committee in the Provost's Office. In particular, next year the start of classes coincides with Rosh Hashanah, and she has asked the committee to recommend to determine if an adjustment is appropriate.

LIEBMAN asked whether Faculty members will be part of the search committee for the VP of Enrollment Management. JEFFORDS: yes, several had already agreed.

O'BANION recognized Donald THOMPSON III, Student Fee Committee Chair. THOMPSON asked about possible de-funded areas and dissolution of historic funding agreements due to the administrative move of Student Affairs. He was concerned about a slow-down of information coming to student organizations. JEFFORDS said that TOPPE had brought this to her attention; she had asked K. REYNOLDS to analyze what resources went where, and to see that the resources to be successful are moved along with the personnel who work in these [re-organized] units.

[Return to regular agenda order.]

B. ANNOUNCEMENTS – *continued*

3. Report from representative of Margolis Healy on review of campus policing

LUCKETT introduced Steven J. HEALY, Chief Executive Officer of Margolis Healy, who are currently carrying out a review of public safety at PSU. LUCKETT clarified that the report is not intended to be about campus police per se, but about the review process.

HEALY stated that his firm had been retained to conduct an assessment of campus safety and security policies. This will include looking retrospectively at the decision of the President and Board of Trustees to transition to an armed campus police force, made in 2014 and carried out in 2015, as well as alternatives to lethal-force weapons available to campus public safety offices. It's a top-to-bottom review of structures, mission, strategy, goals, values, training, engagement with the campus community, and partnerships with stakeholders. The review will include looking at transcripts of discussions in Senate. The review will consider the implications of disarming or staying the same, and provide the University with a matrix of alternatives. It will be partly based on comparison with other institutions, but also on unique aspects of PSU's culture and environment.

HEALY outlined the stages of the review. Last week there were nine campus forums. He was disappointed with the turnout. The average attendance was 20; the first and last were well attended, but the ones in-between somewhat sparse. The majority of those who attended were opposed to arming campus police. There were several repeat attenders. The forums elicited clear opinions. HEALY felt on a couple of occasions that Portland State may be inhospitable to dissenting opinions: people who spoke in favor of an armed police force were ridiculed or snickered at. He didn't know where the community was at,

in terms of giving voice to opinions contrary to the most popular one. Another way to elicit feedback is the survey distributed by e-mail to the PSU community.

This week, HEALY continued, will involve interviews and smaller sessions with various stakeholders. The forums helped identify additional individuals to speak with this week. The goal is to get an in-depth view of views and opinions.

HEALY characterized the team as having diverse backgrounds and perspectives. Co-facilitating the discussions was the Vice Chancellor for Student Affairs at the University of North Carolina, who comes from a victim advocacy background. The team also includes attorneys and former campus police officers. He said that his group would be in contact with the firm [OIR] undertaking specific review of the June 29th shooting incident; this would inform their work, but was distinct from it.

JAMES asked about classroom visits. HEALY: none are planned. There are meetings planned with student government and with members of under-represented groups. There is also a campus tour planned. JAMES suggested that classroom visits might elicit a more random selection, as distinct from those active in ASPSU, etc., of voices that might be a significant part of the discussion. HEALY was not sure how this would work logistically, but he would look into it. There were about 1800 survey responses so far.

HANSEN: when did the survey go out? [It was answered: on the 30th.] What is his [HEALY's] professional background? HEALY: campus law enforcement. He was deputy chief of public safety at Syracuse University, chief of police at Wellesley College, and chief of police at Princeton University. Previously he was in the United States Air Force, also in a policing role.

MAY asked if he and his colleagues had reviewed the position papers from 2014, in particular that of the School of Social Work. HEALY: yes, they had looked at the SSW paper, and would meet with SSW Faculty next week. They had received many documents, minutes, etc. from the earlier discussion.

ZONOOZY asked if his firm is involved in training. HEALY: in specialized areas: clearing / compliance, trauma-informed sexual assault investigations. Previously they had done some related cultural competency, but now generally directed people to other firms that they felt were better equipped.

JAEN hoped that in their assessment they look at things beyond matters of opinion; these are issues of public safety and public health. She was troubled by the comment about dissenting opinion because it made her think the focus is being put on opinions about arming or disarming PSU. The issue goes further than that. HEALY: the University asked his firm to look at this specific issue. When they work with institutions contemplating a [policing] transition, they don't tell them whether or not to arm. They've never been asked the disarming questions. Opinions are important because they help understand the PSU culture, but they are also looking at a lot of other data.

O'BANION asked if they would be speaking with decision makers from 2014-15.

HEALY: they had met with some of the "formers"—not with the then Director of Campus Public Safety, but with the former General Counsel. If they decide it's necessary to meet with the former President they will do so.

LIEBMAN: first, do you have experience with a force that went from being armed to being unarmed? Some of the schools you mentioned (Princeton) are unarmed. Second, will you be able to respond personally and directly, after the report is issued, to trustees who have questions? HEALY: we have never been involved in the question of disarming. Princeton is a hybrid: they have patrol rifles in their cars. When they've been asked the question to arm or not, in some cases they have advised against it. To the second question: yes, absolutely. He's not writing the entire report, but his name is on the mast-head so he is responsible for the overall results and recommendations. He is slated to talk with the Trustees after issuance of the final report.

BROWN highlighted the geographical mosaic of PSU between campus and city.

HEALY: this issue came up frequently last week, and also the fact that people from outside PSU are regularly on campus grounds. This is an environment we are used to working in—urban universities. It does complicate safety and security matters.

LUPRO wished to push back on the statement that PSU is hostile to dissenting opinions. To generalize from one data point to the whole campus community is not accurate or helpful. His question: given the racialized nature of police violence in this country and in Portland, how are you applying a racial lens? HEALY: he wasn't making an indictment, but reporting his individual sense. He was relying on more than one data point; he had received e-mails from people who said they did not think they would be welcome at the forums. The question of the racial lens is a difficult one; he was seeking input on this issue from members of the community. He consulted with colleagues at other institutions who were leading advocates on this issue, and discussed with them things he had heard last week. This led to introspection for himself and other members of the team. They are working for balance in the composition of the team.

C. DISCUSSION – *none*

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS

1. Curricular proposals – *consent agenda*

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

2. Unit name change: “Graduate School of Education” to “College of Education” (EPC)

LYNN gave background on the proposal to rename GSE as the “College of Education.” Impetus had originally come from the Office of Graduate Studies—about which more presently—and the conversation had been ongoing for several years. Additionally, the school had initiated an undergraduate program in special education, approved by Senate last year, with students being accepted starting next fall. There are conversations about other undergraduate programs. For future students considering such programs, it would be less confusing if “graduate” is not part of the name. The previous dean was not particularly supportive of undergraduate education [in the school], but he [LYNN] embraces it because he hears from superintendents in the area of a need for undergraduates to study education at PSU. They had looked at whether this would

cannibalize other PSU programs: this seems not to be the case. Enrollment Management says that about 500 students every year express an interest in this, and end up going elsewhere. It appears that students in the Family Studies program will continue in that special-interest program. The master's degree option will still be available. This model does not foreclose other pathways to teaching. It enables us to compete with other Oregon institutions, some of whom are forming partnerships with school districts in the area. The Office of Graduate Studies is generously offering funding to help cover costs of making the change. A majority of GSE faculty and staff approved the change.

D. MAIER asked if a motion and second was necessary, since this was being referred by a committee [EPC]. BEYLER said he believed yes, it was. THIEMAN/YEIGH **moved the proposal** [as contained in **November Agenda Attachment E.2**].

BROWN thought it a good idea for two reasons: giving undergraduates access to educational policy courses, and tapping into gateways and accelerated programs.

THIEMAN: how is the cost of making the change going to be handled? LYNN: we are partnering with the Office of Graduate Studies, who are offering about \$10,000 in funding. We don't anticipate that the costs will be more than that; the true costs will be in the time of staff and administrators.

SORENSEN was curious if they received feedback from alumni or current students.

LYNN: yes with alumni, though not so much with current students.

PALMITER: you seem to be moving towards licensing at the undergraduate level. Will this include early field experiences? One of the biggest problems for students who are math major and think they want to be teachers, is giving field experience to let them know whether they really do or not. Are there plans, and enough faculty to do this? LYNN said there are complications in working through a disciplinary secondary education program at the undergraduate level.

The **motion** was **approved** (46 yes, 0 no, 3 abstain, by show of hands).

3. Unit name change: "Office of Graduate Studies" to "Graduate School" (EPC)

CRUZAN/EMERY **moved the proposal** [as contained in **November Agenda Attachment E.3**]. WOOSTER gave the background on the proposal to change unit's name to the Graduate School. This office provides centralized admissions, as well as academic and student services. As LYNN had already suggested, similar proposals in the past and run up against confusion with the name of the existing Graduate School of Education; this is a joint proposal. Costs will be absorbed in the current budget.

The **motion** was **approved** (45 yes, 4 no, 2 abstain, by show of hands).

4. Policy on curricular overlap (UCC & GC)

LUCKETT gave the background. Undergraduate Curriculum Committee and Graduate Council frequently consider course proposals for for which there is more or less overlap of content with other courses being offered elsewhere in the University. Hitherto there's been no clear policy about how they should handle such cases. Those two committees jointly developed a policy which they have been applying; so far, however, beyond those two committees the policy does not have any official sanction. It's presented in the

Packet [as **November Agenda Attachment E.4**]. The intent is not for Senate to vote today, but to consider over the next month and prepare for more formal consideration.

LUCKETT summarized: if a proposed course has overlap with courses in the same department, the department should have considered that and found some internal solution; analogously, within a given college. The real issue for GC and UCC is overlap between courses in different divisions. The committees wish to move away from a system of “first come, first served”; rather than deferring automatically to whomever has the existing course, the goal is to consider best practices to adopt.

CRUZAN asked if this would apply to existing courses. LUCKETT didn't believe the committees had authority to go back and annul existing courses. It comes up when there are proposals to create a new course. WOODS [GC chair] added that it doesn't apply in cases of course change proposals; they don't consider overlap then.

HOLT doubted the statement [in the text] that overlap within a department is “easy” to solve. From his experience on GC, he thought that often department and college curriculum committees were letting the horse out of the gate—not being scrupulous. UCC and GC are forced to be the bad cops. It would be nice to have language on the books to make departmental curriculum committees more aware of their role.

HANSEN asked if this specifically being proposed as a policy, or just a concept.

LUCKETT said a vote would not be taken today. HANSEN: if it is voted on and approved, where would it be stated—in the Faculty Constitution? LUCKETT: it's not a change to Constitution or Bylaws, but a policy statement, perhaps posted to the Senate website. HANSEN: does [Senate] have policies per se? LUCKETT: Senate has the highest authority over curriculum, and approves motions all the time that are not changes to the Constitution or Bylaws. HANSEN is asking in respect to committee responsibilities; he wasn't aware that there was a repository of policies to consult. The question is not specific to this one issue. WOODS, echoing HOLT, said that the committees wished to give guidance to people preparing proposals. Where that guidance is located is undetermined, but right now there's not formal guidance anyway. Neither committee felt that they should provide that unilaterally: it's for Senate. LUCKETT noted that a resolution would appear in the Packet and in the Notice of Senate Actions.

MITCHELL [UCC chair] noted that currently there is space on the proposal form about considering overlap. It would be nice to say, “Have you consulted this?”—wherever the statement might be posted. He also pointed out language that in cases where there is overlap between colleges, the deans should be involved in the resolution. HANSEN said that in his experience there were policies and procedures shared within the committee, posted, e.g. to the OAA website. If he understands correctly, this will be a policy of the respective committees, and communicated via (for example) the OAA website.

BROWN was worried by a tension between a department's desire to have a particular course taught and the discouragement of cross-listing with the aim [for departments] to have their own SCH [student credit hours]. SCH competition means that people are not encouraged to go outside their own department. This tension should be acknowledged. Cross-listing would be an avenue to solve this problem, but right now it is discouraged. JAEN added concerns from the Ad-Hoc Committee on Interdisciplinary Teaching and Research (which she is chairing), whether this would provide enough flexibility to

support interdisciplinary efforts. LUCKETT suggested that there are significant obstacles for departments to cross-list courses. JAEN added that there are some courses that are, in themselves, interdisciplinary. We should not limit students. D. MAIER stated that Advisory Council met with the President last week and he discussed the budget study group previously mentioned by JEFFORDS. One factor being considered by this study group was departments being very SCH-centric in their decisions because of the budget process, and that this might have untoward effects.

WOODS said that lack of a formal policy means that a department to claim a certain subject and say to others: “You can’t come near it.” Curriculum committees have no role in SCH. His view is that if two units both want to teach similar subject areas, and if both can be supported, then they should both be permitted to do so. He believed that clarifying the policy would increase the possibility of interdisciplinary offerings.

JAMES reverted to an earlier question: what about cases that had fallen through the cracks; would there be an appeals process for existing courses? LUCKETT: appeal from whose decision? JAMES: what could be done about existing overlap situations that came to attention? MITCHELL: UCC already has more than enough to do.

F. QUESTION PERIOD – *none*

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

[There was no President’s report due to his being out of town.]

1. Report from Vice President for Research and Graduate Studies

MCLELLAN described the grantsmanship training program; the first session for December filled rapidly; there will be a repeat training the spring. The aim is to point faculty, who may be tightly focused on their work, towards the review process and towards making a case for the value of their work. He also hoped to take some new faculty members to Washington, DC, to connect with sponsors and program managers.

He announced the launch of Quali Research, a record-keeping and management system for grants. This was initiated a couple of years ago, but background work was needed. The goal is to ease the proposal process as much as possible. The shift to this system will take place on December 12th, with a roll-out of training, etc., over the next several months so that about a year from now it will be available for Faculty to use. Advantages include more efficient approval signatures, error-checking, and transferability to federal systems.

MCLELLAN said that in the next few weeks they would announce new equipment matching and seed grant programs. Equipment funding would be leverage for those with existing grants but not quite enough for necessary equipment. Seed grants would be intended for all fields, including arts and humanities, to position research (or creative activities) forward in the disciplines. Decisions would rest with the associate deans for research or creative activities, or someone appointed to act in that role.

He announced the upcoming Research Week, likely the first week of May. This will include a celebration of researchers of note, a student symposium, and other activities. In collaboration with BIELAVITZ (Dean of the Library) he is planning a celebration of PSU authors, with talks by some of them. Promoting faculty scholarship is a priority; often there is more recognition outside of PSU than on campus.

The launch of two new research centers started before MCLELLAN arrived; he was now engaged in getting them going. They are on a limited runway: 36 months. There were many great proposals; the two selected were a collaborative on homelessness and the digital test bed. There was already interest from sponsors. He aimed for as much efficiency as possible in use of resources. There would be a dedicated grant writer. The President's vision is that if these are successful, this will be only the beginning.

Tackling complex challenges, MCLELLAN said, will require encouraging team-building. He had discussed with JEFFORDS how this affects the tenure process. The OHSU partnership is jointly funding six projects. Retention of good faculty is also a priority.

JAEN appreciated these efforts to promote scholarship. From the Academic Quality Committee survey last year, we learned that one of faculty's main concerns in regard to research is the teaching load. Is the administration considering this? Are there plans to modify teaching loads beyond grant-funded course buyouts? We want research to be for everyone. MCLELLAN hears this question frequently. What's the right design? Are we asking too much in the workload and degree programs for students? He comes at this from a graduate perspective. We should look at our competitors. At Utah State [his previous institution] he discovered that half of their graduate programs demanded more than those of competitors. For the fundamentals, what time and space are needed? These are discussions that have to take place college by college. JAEN: there are differences between units, and sometimes high credit loads can preclude research.

HANSEN noted that there is a well established process for establishing centers, and neither of the two research centers were established using that process. It's after the fact; the money's been spent. MCLELLAN: not a penny has been spent yet. HANSEN: it was reported in the press as such. When it was announced publicly, his in-box filled up with messages: "Where is this coming from?" MCLELLAN knew that the President saw this as a priority. It was an open, transparent process, and there needed to be space for faculty to gather and develop their collaborative ideas—and then move to the approval process. It needs to be that way and not the other way around. HANSEN: yet the process has not happened. He doubts that Educational Policy Committee or Budget Committee will decide not to approve, but what if they did?

GRECO, apropos teaching loads, said it's not just a matter of how many credits we ask our students to take, but also how many faculty we have at PSU vs. other institutions. There's going to be a workload impact unless we address this.

GESCHKE: has there been an examination of the availability and quality of research facilities and space? Many in the School of Art & Design rent studio space off campus out of their own pockets. MCLELLAN: we need to survey and ask this fundamental questions. Space, time, and facilities: we have to be vocal about that at the state level.

2. Provost's report – *see above*

3. Committee on Committees annual report – **received** as part of the *consent agenda* [November Agenda Attachment G.3].

H. ADJOURNMENT

The meeting was **adjourned** at 5:05 pm.

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



To: Susan Jeffords, Provost
From: Portland State University Faculty Senate
(Thomas Lockett, Presiding Officer; Richard Beyler, Secretary)
Date: 13 November 2018
Re: Notice of Senate Actions

At its regular meeting on 5 November 2018, **Faculty Senate approved** the curricular consent agenda with the proposed new course and the change to University Studies clusters given in Attachment E.1 to the November Agenda.

[11-13-18— OAA concurs with the recommendation, approves the proposed new course, and change to clusters.](#)

The Senate also voted to **approve**:

- The renaming of the “Graduate School of Education” as the “College of Education;
- The renaming of the “Office of Graduate Studies” as the “Graduate School.”

[11-13-18—OAA concurs with the recommendation and approves the renaming of the Graduate School of Education and the Office of Graduate Studies.](#)

Best regards,

Handwritten signature of Thomas M. Lockett in black ink.

Thomas M. Lockett
Presiding Officer

Handwritten signature of Richard H. Beyler in black ink.

Richard H. Beyler
Secretary to the Faculty

Handwritten signature of Susan Jeffords in black ink.

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

Attachment D.1

Joint Undergraduate Curriculum Committee / Graduate Council statement on curricular overlap, provided to Steering Committee by Mark Woods, chair of the Graduate Council, Oct. 2018

The university curriculum committees (UCC and GC) will evaluate new course proposals in the context of overlap between a proposed course and existing courses in other schools or colleges on campus. This review is to ensure that university resources are not duplicated in offering the same material in multiple courses. This review is not intended to protect the "academic turf" of individual faculty members or departments. The practice of overlap review is not intended to obstruct, limit, or discourage (rather, to support) interdisciplinary teaching, inclusiveness, or diversity. Thus, review will take into consideration and allow instances of healthy and desirable overlap, *e.g.*:

- 1) intended overlap existing in multidisciplinary and interdisciplinary courses,
- 2) natural common theoretical core of courses in related disciplines,
- 3) overlapping content that is taught in a different language and/or from another cultural standpoint, methodological standpoint, or disciplinary perspective.

It is the responsibility of the proposing department to properly evaluate all possible instances of overlap between the proposed course and existing courses on campus. Overlap within the same department is an easy one for the Department curriculum committees to resolve as curricula proposals are developed. Instances of potential overlap between courses offered within the same school or college must be resolved by that school or college's own curriculum committee prior to review by a university curriculum committee. In cases where such potential overlap is identified by a university curriculum committee and is deemed to be insufficiently addressed, the proposal will be returned to the relevant college curriculum committee without further review. Cases of potential overlap between colleges and schools should be resolved between the college/school curriculum committees and if necessary, deans should get involved. In cases where a new course is proposed that duplicates an existing course (*e.g.* when a faculty member moves from one department to another and wishes to teach a course that they have developed in their new department) the new course will only be approved if:

- 1) the proposal is accompanied by a drop course proposal for the old course;
- 2) a formal agreement between the two departments/schools/colleges is in place that will either formally cross-list the two courses or sunset the old course.

November 7, 2018

TO: Faculty Senate
FROM: Mark Woods
Chair, Undergraduate Curriculum Committee
RE: December 2018 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](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard) (<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>) to access and review proposals.

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.1

- Graduate Certificate in Computational Intelligence – decreasing total credits from 16 to 15, updating list of electives

E.1.a.2

- Graduate Certificate in Computer Modeling and Simulation – decreasing total credits from 16 to 15

New Courses

E.1.a.3

- *CR 546 Human Rights and Conflict Resolution, 4 credits
Key actors and core elements to promoting human rights as a conflict resolution mechanism around the world.

College of Education

New Courses

E.1.a.4

- CI 540 Modeling with and Using Representations in Mathematics, 3 credits
Examine the role of modeling and representing in mathematics learning and teaching. Investigate ways in which teachers and students use representations and translations across representations in support of mathematics teaching and learning. Finally, consider how using representations support equitable teaching.

E.1.a.5

- CI 541 Reasoning and Proving Across Mathematics, 3 credits
Examine the role of reasoning and proving across the mathematical domains. Investigate student conceptions of proof and the appropriate curriculum treatment of topics related to conjecturing, justifying, and generalizing. Design instructional and assessment tasks that elicit student thinking and formulate ways to move student thinking forward in mathematically productive ways.

* 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.

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

E.1.a.6

- *CE 597 Transportation & Health, 4 credits

This course will introduce the linkages between transportation investments, public policy, and behaviors and various related public and individual health outcomes. The content is divided into four modules covering: a) healthy behaviors, b) exposure to unsafe conditions, c) disaster relief/emergency response and d) integration into practice/health impact analyses. Prerequisites: CE 351 or graduate standing.

Change to Existing Courses

E.1.a.7

- *CS 520 Object-Oriented Programming, 3 credits – change course title to Object-Oriented Programming & Design, change course description

E.1.a.8

- *CS 596 Network Management and Security, 3 credits – change course title to Network Security, change course description

College of Urban and Public Affairs**Change to Existing Programs**

E.1.a.9

- Executive M.P.A. – replace required course with new course, change capstone requirement

E.1.a.10

- Graduate Certificate in Sustainable Food Systems – changing the constitution of some of the outcomes, adding an elective outcome

New Courses

E.1.a.11

- PA 559 Research Design and Analytic Methods for Administrative Leaders, 3 credits

This course provides administrative leaders with the essential principles to frame, develop, review and evaluate research proposals. It also addresses appropriate data collection and analysis methods that aligns with the purpose of the research and supports research conclusions and claims. This course may be repeated twice for credit.

School of Social Work**Change to Existing Courses**

E.1.a.12

- SW 568 Community Mental Health Seminar, 3 credits – change course title to Interdisciplinary Community Mental Health Seminar, change credit hours to 1-3 credits, change repeatability

E.1.a.13

- SW 574 Social Work with Frail Older Adults, 3 credits – change course title to Social Work with Older Adults

* 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.

November 7, 2018

TO: Faculty Senate
FROM: Drake Mitchell
Chair, Undergraduate Curriculum Committee
RE: December 2018 Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal, as well as Faculty Senate Budget Committee comments on new and change-to-existing program proposals, by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard) (<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>) to access and review proposals.

College of the Arts

New Courses

E.1.b.1

- Art 322U History of Dress I, 4 credits.
Throughout human history, dress and adornment have been vehicles for communicating both individual and collective identities. This course examines clothing and its context from Prehistory - 1900. This course is the same as TA 322U and may be taken only once for credit. Prerequisite: Upper-division standing.

E.1.b.2

- Art 323U History of Dress II, 4 credits.
Throughout human history, dress and adornment have been vehicles for communicating both individual and collective identities. This course examines clothing and its context from 1900 to the present. This course is the same as TA 323U and may be taken only once for credit. Prerequisite: Upper-division standing.

E.1.b.3

- Art 331 Art and Privilege, 4 credits.
Examines identity (personal, social, cultural) and privilege as they pertain to visual and socially engaged arts practices. Explores the definition(s) and impact of privilege from cultural, historical, racial, institutional, and economic perspectives via readings, films, discussions/debates, visits, and projects. Focuses on contemporary perspectives.

College of Liberal Arts and Sciences

New Courses

E.1.b.4

- *Wr 466 Digital Skills, 4 credits.
Gives hands-on training in digital skills and surveys developmental trends in writing in computational environments: webpages, computer programs, word processing programs, multimodal essays. Learn core principles and methods of web design, web management, media history, and present-day uses of authoring software. Assess scholarly articles about writing and reading in computational environments. Prerequisite: Upper-division standing.

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

E.1.b.5

- *Wr 478 Digital Marketing for Book Publishers, 4 credits.
This course examines the contexts and impacts of digital book marketing on the book industry, authors, and readers. Prerequisite: Upper-division standing.

Changes to Existing Course

E.1.b.6

- Sci 353U Radiation in the Environment, 4 credits – change course description.

School of Business

Changes to Existing Course

E.1.b.7

- BA 325 Competing with Information Technology, 4 credits - change title to Information Literacy & Technical Competence for Business Professionals; change course description.

Attachment E.2

PROPOSED AMENDMENT TO THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY

For Presentation to Faculty Senate on 3 December 2018

Article V, Section 2.2 is hereby amended by replacing the current language with the following language:

2) Opt-Out

After the certification of Faculty membership, but no later than six weeks prior to the date of Senate elections, the Secretary to the Faculty shall circulate the certified list to Faculty in each division, with the directions that Faculty members who do not wish to be potential candidates may respond by opting out.

3) Nomination

No later than four weeks before the Senate election, the Secretary to the Faculty shall distribute a list of potential candidates to the Faculty in each division, with the instructions that each Faculty member may submit a number of nominations up to twice the number of Senate vacancies occurring in that division for the next academic year. In each division, those persons who receive the most nominations shall be declared final candidates, with the number of final candidates in each division equal to twice the number of vacancies in that division. In the event of a tie for the final position, all persons involved in the tie shall be declared final candidates.

Article V, Sections 2.3 through 2.5 are accordingly renumbered 2.4 through 2.6, respectively.

* * * * *

In accordance with Article VIII of the Faculty Constitution, the proposal of the amendment is endorsed by Senators Carpenter, Craven, Dolidon, Hansen, Hsu, Lindsay, Lupro, Newlands, O'Banion, Reynolds, Thieman, and Yeigh.

Attachment E.3

Proposal: Ad Hoc Committee on International Partnerships

Portland State University's policy on International Partnerships (available at the website of the Office of International Affairs) currently includes no provisions addressing the academic freedom and rights of free expression of faculty at both Portland State and its partner institutions. The Senate Steering Committee believes that concerns expressed by Portland State faculty members in recent months over safeguards of academic freedom in international partnerships demonstrate the need to consider such a policy, especially in regard to partnerships with institutions dependent on regimes that may be undemocratic or otherwise known to have a problematic record on human rights. Steering Committee therefore recommends the creation of an ad hoc committee to study this question and recommend revisions to University policy.

Motion recommended by the Senate Steering Committee:

An Ad Hoc Committee on International Partnerships shall be created to examine best practices in policies governing international academic partnerships, with respect to safeguards of academic freedom at both collaborating institutions, and to make recommendations to the Faculty Senate and the University regarding the development of such a policy at Portland State.

The ad hoc committee will consist of six to eight members chosen by the Committee on Committees from among nominations by heads of academic units and self-nominations by faculty. The ad hoc committee will present an interim report to Faculty Senate by the end of academic year 2018-2019, and a final report in academic year 2019-2020.

To: Faculty Senate

From: Educational Policy Committee (EPC)

Date: November 13, 2018

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 re-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:

Chairs: Arthur Hendricks (Lib) & David Hansen (SBA)

AO: Cynthia Baccar, REG (2016-)

COTA: Vacant

CLAS-AL: Alex Sagar, Phil (2017-)

CLAS-AL: Vacant

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: Vacant

MCECS: Hormoz Zareh, MME (2016-)

LIB: Arthur Hendricks (2013-)

OI: Rowanna Carpenter, UNST (2015-)

SBA: David Hansen (2018-)

SPH: Lynne Messer (2018-)

SSW: Vacant

Ex officio: David Hansen (SBA), Budget Comm.

Students (2): Vacant

Consultants:

Susan Jeffords, Provost

Andreen Morris, OAA

Kathi Ketcheson, Director, OIRP

Kevin Reynolds, Vice Pres. for Finance & Administration

Report:

During the Fall term, the EPC continued work on the review of Online Education. This report is scheduled for presentation to the Steering Committee in January 2019.

Additionally, the EPC has considered five new proposals:

1. Name Change of the Graduate School of Education
2. Name Change of the Office of Graduate Studies
3. Establishment of the Manufacturing and Materials Research Center
4. Establishment of the Homelessness Research and Action Collaborative
5. Establishment of the Digital City Testbed Center

Proposals 1 & 2 have been reviewed by the EPC, and subsequently approved by the Faculty Senate.

Proposals 3, 4, & 5 are currently under review, pending responses to EPC questions, and review by the Budget Committee.

In spite of repeated efforts by the Committee on Committees, the EPC lacks representation from the College of The Arts, the College of Liberal Arts and Sciences (Arts and Letters), the College of Education, the School of Social Work, and the Associated Student of Portland State University.