Faculty Senate Monthly Packet April 2019

Portland State University Faculty Senate

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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

Faculty Senate will meet on 1 April 2019 at 3:00 p.m. in Cramer Hall 53.

AGENDA

A. Roll Call and Consent Agenda [see also E.1, G.4-6]
   * 1. Minutes of the 4 March 2019 meeting – consent agenda
   * 2. OAA response to Notice of Senate Actions for March – 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, UNST Council) – consent agenda
   * 2. Resolution requesting information on administrative leadership (Steering)
   * 3. New program proposal: Minor in Climate Change Science & Adaptation (UCC)
   * 4. New program proposal: Graduate Certificate in Conflict Resolution (GC)
   * 6. New center proposal: Digital City Testbed Center (EPC)

F. Question Period: None

G. Reports from Officers of the Administration and Committees
   1. President’s report
   2. Provost’s report
   * 3. Annual Report of Institutional Assessment Council
   * 5. Annual Report of Internationization Council – consent agenda
   * 6. Draft of proposed Copyright Policy – consent agenda

H. Adjournment
* See the following attachments.
A.1. Minutes of the Senate meeting of 4 March 2019 – consent agenda
A.2. March Notice of Senate Actions and OAA response – consent agenda
E.1. Curricular proposals (summaries) – consent agenda. Complete curricular proposals are on-line:
   http://unstcouncil.pbworks.com/w/page/45865388/FrontPage
E.2. Resolution requesting information on administrative leadership
E.3. Proposal for Minor in Climate Change Science & Adaptation
E.4. Proposal for Graduate Certificate in Conflict Resolution
E.5. Proposal for Homelessness Research & Action Collaborative [center]
E.6. Proposal for Digital City Testbed Center
G.3. IAC Annual Report – consent agenda
G.4. AAC Annual Report – consent agenda
G.5. IC Annual Report – consent agenda
G.6. Draft Copyright Policy – 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)

**All Others (9)**  
- Baccar, Cindy  
  REG  
  2020  
- Broussard, Scott  
  ACS  
  2021  
- Faaleava, Toeutu  
  OAA  
  2020  
- *Fiorillo, Marie  
  ACS  
  2020  
- Ingersoll, Becki  
  ACS  
  2021  
- †Matlick, Nick  
  REG  
  2021  
- O’Banion, Liane  
  TLC  
  2019  
- Walsh, Michael  
  HOU  
  2019  
- *Yandall, Eki  
  NSP  
  2019

**College of Liberal Arts & Sciences–Arts & Letters (6)**  
- Brown, Kimberley  
  LIN  
  2019  
- Dolidon, Annabelle  
  WLL  
  2020  
- Greco, Gina  
  WLL  
  2021  
- Holt, Jon  
  WLL  
  2021  
- †Reese, Susan  
  ENG  
  2019  
- †Watanabe, Suwako  
  WLL  
  2020

**College of Liberal Arts & Sciences–Sciences (7)**  
- Cruzan, Mitchell  
  BIO  
  2019  
- †Mitchell, Drake  
  PHY  
  2019  
- †Palmiter, Jeanette  
  MTH  
  2020  
- Podrabsky, Jason  
  BIO  
  2019  
- Thanheiser, Eva  
  MTH  
  2021

**College of Liberal Arts & Sciences–Social Sciences (7)**  
- †Craven, Sri  
  WGSS  
  2020  
- *Fritz, Charlotte  
  PSY  
  2021  
- Hsu, Chia Yin  
  HST  
  2020  
- *Lafrenz, Martin  
  GÉOG  
  2020  
- Luckett, Thomas  
  HST  
  2019  
- †Meyer, Claudia  
  SPHR  
  2021  
- Schechter, Patricia  
  HST  
  2019

**College of the Arts (4)**  
- *Dillard, Chuck  
  MUS  
  2020  
- *Geschke, Erik  
  A&D  
  2019  
- James, Meredith  
  A&D  
  2020  
- †Magaldi, Karin  
  TA  
  2021

**College of Urban and Public Affairs (5)**  
- Chaillé, Peter  
  PAD  
  2020  
- †Eastin, Josh  
  PS  
  2021  
- *Henderson, Kelsey  
  CCJ  
  2020  
- *Labrecque, Ryan  
  CCJ  
  2021  
- Nishishiba, Masami  
  PAD  
  2019

**Graduate School of Education (4)**  
- †Reynolds, Candyce  
  ELP  
  2020  
- Sugimoto, Amanda  
  C&I  
  2021  
- Thieman, Gayle  
  C&I  
  2020  
- Yeigh, Maika  
  C&I  
  2019

**Library (1)**  
- †Emery, Jill  
  LIB  
  2020

**Maseeh College of Engineering & Computer Sci. (5)**  
- Anderson, Tim  
  ETM  
  2021  
- *Chrzanswska-Jeske, Malgorzata  
  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  
- Lupro, Michael  
  UNST  
  2021  
- Newlands, Sarah  
  UNST  
  2021

**The School of Business (4)**  
- †Dimond, Michael  
  SB  
  2020  
- Hansen, David  
  SB  
  2021  
- *Mathwick, Charla  
  SB  
  2019  
- Sorensen, Tichelle  
  SB  
  2019

**School of Public Health (2)**  
- McBride, Leslie  
  CH  
  2021  
- †Messer, Lynne  
  CH  
  2019

**School of Social Work (4)**  
- Bryson, Stephanie  
  SSW  
  2020  
- †Cunningham, Miranda  
  SSW  
  2020  
- *Martinez Thompson, Michele  
  SSW  
  2019  
- May, Edward  
  SSW  
  2021

* Interim appointment  
† Member of Committee on Committees  
New senators in italics  
Date: 24 February 2019
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.

Alexander, Michael  Interim Vice President for Global Diversity and Inclusion
Allen, Clifford  Dean, The School of Business
Baccar, Cindy*  Advisory Council (2018-20)
Balderas-Villegrana, Luis  President, ASPSU
Bangsberg, David  Dean, OHSU-PSU Joint School of Public Health
Beiler, Richard  Secretary to the Faculty
Bielavitz, 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, Evguenia  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
Jaén Portillo, Isabel  Presiding Officer Elect
Jeffords, Susan  Provost & Vice President for Academic Affairs
Karavanic, 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)
Linsday, Susan*  Chair, Committee on Committees
Luckett, Thomas*  Presiding Officer
Lynn, Marvin  Dean, College of Education
Maier, David  Advisory Council (2017-19)
McLellan, Mark  Vice President for Research and Graduate Studies
Merrow, Kathleen  Chair, Academic Quality Committee
Millay, Lea  Chair, Library Committee
Mosley, Yohlunda  Interim Vice President for Enrollment Management
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
Zonoozy, Khalil  Adjunct faculty representative

* Also an elected senator • Administrative members in italics • Date: 9 March 2019
Minutes of the Faculty Senate Meeting, 4 March 2019

Presiding Officer: Thomas Luckett
Secretary: Richard Beyler

Senators Present:

Alternates Present:
Brad Hansen for Dillard, Michael Bowman for Emery, Derek Garton for Fountain, Shafiqur Rahman for Mathwick, Faryar Etesami for Recktenwald.

SenatorsAbsent:
Anderson, Broussard, Fiorillo, Fritz, Magaldi, Martinez Thompson, Meyer, Yandall.

Ex-officio Members Present:
Allen, Balderas-Villagrana, Beyler, Bielavitz, Carlson, Chabon, Chang, Clark, Duh, Jaén Portillo, Jeffords, Ketcheson, Lynn, Nissen, Percy, Popp, Shoureshi, Woods, Zonoozy.

A. ROLL CALL AND CONSENT AGENDA. The meeting was called to order at 3:01 p.m.

1. Minutes of the 4 February 2019 meeting were approved as part of the consent agenda.

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

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

LUCKETT called attention to two quarterly reports on consent agenda: Budget Committee and Educational Policy Committee. Members of those committees who were present were recognized. Some additional notes about the agenda: There is no item G.3; this is not a missing item, but a mis-numbering. Due to the fire alarm last month, the interrupted report from ASPSU President BALDERAS will be continued, and the IFS [Interinstitutional Faculty Senate] report will be given today.

LUCKETT supposed that most members were aware of the article published in the Oregonian yesterday [Sunday, March 3rd] which was highly critical of President SHOURESHI. LUCKETT did not have any comments to make at this time, but thought he should not pass over it in complete silence. [See below, item G.1.]

Last week Margolis Healy delivered their report on campus policing, LUCKETT announced. On Thursday, March 7th there will be a special meeting of the Board of Trustees [BoT], where they will hear from Margolis Healy, with a period for questions from the Board and the audience. LUCKETT’s take-away: the report recommends that PSU retain armed officers, but fundamentally change how these officers are deployed. It is thus, he believed, following a middle course. We are still awaiting the report from OIR
on the June 29th shooting. He encouraged all senators to carefully read the report, which is posted on-line and linked from various places on the PSU website, over spring break. Senate will probably discuss it, but he was not sure when.

BROWN asked what would be the relationship Senate’s response vs. the students’ response. LUCKETT did not know what the students were planning to do. He believed that Senate discussion would be advice for the BoT.

LUCKETT said that another upcoming topic will be assessment, in light of Provost JEFFORDS’s report last month. This problem affects some units more than others, since some professional schools already conduct assessment as part of specialized disciplinary accreditation. In April we will [probably] have a discussion, with the annual report of the Institutional Assessment Council as a starting point. An alarmist article Vanguard article implied that PSU was about to lose accreditation. He had heard similar remarks from students. LUCKETT tried to reassure these students that there is no imminent danger. He had also encountered fears from faculty that we will in fact have to start doing assessment. This was the case; however, it does not have to be a consuming burden. The administration can provide tools, but ultimately it has to be carried out by faculty in their own programs. A good first step is to contact Raiza DOTTIN, an assessment expert in the Office of Academic Innovation, who is highly informed and approachable. GRECO noted that the Vanderbilt University website has templates along with easy instructions.

2. Announcement from Secretary

BEYLER announced that the opt-in survey for elections will be coming out in a couple of weeks. Now is therefore the time for senators to encourage their colleagues to consider opting in as candidates. It is important for all sectors of the University to be well represented; unfortunately this has not always been the case. We need more candidates than there are seats because this makes for a good election, but also because we need alternates in case someone resigns. It’s in the interest of the various divisions, but also for the University as a whole to have all sectors well represented. This is what makes us a university and not a congeries of trade schools.

BROWN reverted to LUCKETT’s comments about the Oregonian article. She appreciated his noting it, but there was an elephant in the room. As a long-time Faculty member, she had expected to see today some response, even if only perfunctory, from the University. Would it be possible to get some statement today about what we could expect to hear related to the article? She wanted to leave today with at least a little information. She had been approached by a number of colleagues with concerns. LUCKETT said that the President [who was not yet present] had told him last week that he planned to address the article in his report.

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


GRECO/KARAVANIC moved the proposal for a Business Minor in Social Innovation in the School of Business [SB], as summarized in March Agenda Attachment E.2 and posted to the Online Curriculum Management System (OCMS).

MITCHELL said that the only mildly controversial subject in UCC was the specific name; they checked that this was, in fact, what SB wanted. It is a fairly standard proposal for a minor, with 28 credits drawn from several departments. LUCKETT understood that it was oriented towards non-profit organizations. SORENSEN said, however, that there were many applications in the for-profit sector as well.

The motion was approved (unanimously, by ayes and nays).


SCHECHTER/GRECO moved the proposal for an Undergraduate Certificate in Institutional Economics in the College of Urban and Public Affairs, as summarized in March Agenda Attachment E.3 and posted to OCMS.

MITCHELL introduced John HALL to give an overview. The certificate—in contrast to a minor, which would be excluded for majors—will allow Economics majors to get a deeper knowledge of this particular topic within the discipline.

INGERSOLL: would the certificate be specifically for Economics majors? HALL: not limited to them. INGERSOLL was curious about the certificate aspect. 28 credits would be typical requirements for a minor. Sarah TINKLER was recognized to respond: students could not get a major and minor in the same field; Economics is a relatively small major, so it is conducive to double majors, etc. The certificate is intended to guide people who want to get into more depth on this topic. BACCAR asked whether courses could be applied to both the major and the certificate. TINKLER: double-dipping is not allowed; also, students could use relevant courses from other departments towards [some of] the certificate requirements. BACCAR: there’s no general restriction on double-dipping for certificates; however, a department could decide to include such a restriction in the proposal. TINKLER said this provision applied principally to Economics majors. KARAVANIC: would anything prevent an undergraduate from earning just the certificate without the major? TINKLER: yes, and in fact, a non-degree student could earn it. This would be a kind of community outreach. In response to another question, HALL said that apart from a few basic introductory credits, which were required for the major, the certificate mostly included elective courses. MITCHELL said that these questions had all been considered by UCC. TINKLER suggested the certificate might be of interest to high school teachers, trained in other fields, who taught economics.

The motion was approved (by ayes and nays, with five abstentions).
LUCKETT noted that institutional economics is also of interest to many historians.

F. QUESTION PERIOD

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

BEYLER read the question as given in March Agenda Attachment F.1.

PODRABSKY responded as Associate Vice President for Research, and as someone who had been involved in the meetings with the FBI. At a national conference, the FBI had been doing outreach to inform universities about intellectual property theft by foreign entities, with China and Russia being areas of particular concern. There were sessions with the President, Provost, Vice President MCLELLAN, and other research officers. (BEYLER interjected that MCLELLAN was out of town at a conference, thus PODRABSKY was delivering the response.) We were encouraged to contact local FBI for more information.

In two meetings with the local FBI, PODRABSKY learned that they were concerned about: 1) intellectual property theft and 2) issues involving travel. Mutual contact points were established. Funding agencies had also sent notifications about these issues; NIH and Department of Energy are evidently developing specific policies. There may come a time when faculty have to choose between working with certain foreign entities and receiving grant funding from certain Federal agencies. The meetings were more about awareness then specific recommended actions. The FBI did advise that when traveling internationally you should not take a computer, mobile phone, etc., that has all your data, passwords, etc., on it, because such devices can be swept or scanned.

G. REPORTS

1. President’s report

[For slides, see Appendix G.1.]

SHOURESHI had modified his original presentation in order to respond to the Oregonian article. He welcomed any questions; he did not have anything to hide and wanted to be transparent. For those who might not know: Jeff Manning, an investigative reporter, had been getting information to write an article about him. The article that came out on Sunday contained many factual errors and misleading comments. He [SHOURESHI] had put together a list of corrections, which will be sent to the editor. Here he would share a few things, so that if anyone has questions, he can put them at ease.

SHOURESHI said, first, that as Gale CASTILLO [BoT Chair] told Manning in the interview she had with him last Thursday, the BoT has never asked for SHOURESHI’s resignation. This was one of the inaccuracies in the article. There had not been any instance in which he had to decide whether to step down or not. Those are false statements. Because of the issues that [Manning] had raised, and the public records request, it is the fiduciary responsibility of the BoT to conduct an audit; that is why they have brought in two outside entities to look at the records, including e-mails, details about travel, etc. He had no reason to resign.

SHOURESHI stated that he is committed to PSU, excited about PSU because there are things about this University that differentiate it: innovation by faculty and staff, our
student body and how seriously they take their education. His goal is to make sure they are successful in their education and professional life.

Because of this issue, SHOURESHI had sent a message to all faculty and staff [earlier today]. He will furthermore, as he said earlier, be sending a list of fact checks to the Oregonian; we will see how they respond.

The community is counting on PSU as an urban public university, SHOURESHI continued. It is necessary for us to provide the opportunities for economic development and education that the community needs. That is his goal; there is a great deal of energy towards this at PSU. SHOURESHI said that it is his intention to continue the work we had started together; he counted on [faculty] to work with him to make sure that plans and hopes we have for PSU come to reality. He truly appreciates the dedication of faculty and staff to this institution, and wants to make sure as President that opportunities are realized for faculty, staff, and especially students.

GRECO: The article was poorly written, and particularly the passage about the “revolving provosts” did not make any sense or correspond with reality. That said, she was very concerned about [public] perception of a president concerned with person financial gain while we are about to make very painful cuts. She expects a transparent response to that. If any of the accusations about personal gain should prove to be true, that would be very problematic. We are a state institution, so we need to be public servants. She is also concerned about the potential risks in the China partnership [as described in the article]: what might those be, and what is the reality? She is worried about the future of the institution, in reality as well as in perception, which can [in turn] create real problems.

SHOURESHI: he understood those points, and would try to specifically answer items that have come up. In terms of the China program, he would turn to JEFFORDS to give some answers since she had been extensively involved in setting it up. First, however, he would point out that PSU has had a joint degree program there for a number of years. He has worked with Nanjing University for six years; when he came to PSU, they wanted to work on partnerships. One thing that makes it easy to offer joint degrees is to have an “institute” which can offer various forms of degrees: undergraduate 2+2 and 3+1, various graduate programs, etc., with the numbers referring to time spent in China and here. There were assumptions made at the beginning, which are referred to the article. But we do not want to do anything that will have a negative financial impact.

JEFFORDS had worked through all this. [The proposal] submitted to the Chinese Ministry of Education doesn’t have any of [the problematic issues] reflected in the article.

O’BANION: not knowing how long these programs had been in existence, have they come through our regular program approval process? SHOURESHI: the point is that the curriculum is identical; the [courses coming from China] are handled as transfer credits, with the departments reviewing the course content, etc. The perspective presented in the article is far from the reality. Moreover, the agreement states that at any time and for any cause, with six months notice, we can cancel it.

SHOURESHI, returning to the earlier question: in relation to the financial questions, he would discuss three specific things. Last summer Rick MILLER, then BoT Chair, asked about the annual raise. SHOURESHI said he had no idea. There was then the transition
[to the new chair, CASTILLO]; they again asked him and the General Counsel about raises. In his past experience, raises were simple: a given percentage each year according to the contract. He [now] received pages of tables, with numbers ranging from 0.9% to 5%. He said, “I have no idea; based on these numbers, maybe 4%” Someone later came back to him and said the raise should be 2.3%, and so that’s what was done.

A second point concerns his graduate student. You can imagine that he [SHOURESHEI] is not going to ruin his reputation for $2500. He had a graduate student who was finishing his thesis when he [SHOURESHEI] moved here. The student was going to defend, but SHOURESHEI thought that this exciting research should continue here. So SHOURESHEI asked him to prepare things so that graduate students here can use [the research]; therefore, he believed, the supplies needed to be paid [for] by PSU. Somehow this became a huge issue; people are not used to the president continuing experimental research. To make a long story short, he realized that it was not worth all of this [hassle], and that is why he paid.

Regarding the [Zehntbauer] House: SHOURESHEI noted that the University had already decided to sell the house [before he came]. Wim WIEWEL and his wife were still living there till October 2017. Therefore the first time he was able to look at it was October 2017. Tests had shown that the water contained lead, there was mold in the roof, and numerous other issues. He was told what it cost to maintain the house. For example, there are three HVAC units in the basement, and no one was sure which is doing heating and which is doing cooling. They thought that the house, in its present form, was not suitable, so their initial idea was to continue with [the plan to sell the house]. However, over the course of the year they realized how expensive real estate is here, and considered that [after all] they might consider renovating the [Zehntbauer] House. It was on the market, and did not have a single offer until early fall for $1.8 [million], while the asking price was almost $2.8 [million]. They asked him whether they should accept or reject that offer, and he said no. Another offer came a couple of weeks later for about $2.2 [million] with several conditions. At that point, he [SHOURESHEI] was told he is not supposed to be involved in decisions about selling the house or not. Put yourself in my shoes, SHOURESHEI said: for more than a year no one had said he should not make a decision; then suddenly he was told he shouldn’t make a decision, and he said “fine.” He did write an e-mail to voice his opinion, which is that if the house is sold the chances of PSU having a president’s house in the future are very slim. There is the opportunity to do fundraising to rebuild it, going beyond his time but for future presidents. This was what [the article] called his not listening: he was simply voicing an opinion, not making a decision. In any event, the house has been sold for $2.25 million, and this is a non-issue.

Regarding his trip with Jordan Schnitzer, SHOURESHEI noted that he is a major donor to PSU. He asked SHOURESHEI to join him on vacation. It wasn’t on PSU time, and he [SHOURESHEI] paid for it, so he doesn’t know why it became such an issue. He thought it was important in terms of respect for this donor, with whom there are ongoing plans. SHOURESHEI was happy that the BoT had called for an audit, in order to put all this to bed. We face many challenges. As he had said to students earlier, he plans to freeze executive salaries.
SHOURESHI continued: someone had asked him yesterday, “Rahmat, how do you feel?” He replied, “When you are a change agent, you’re going to face a few speed bumps, but eventually you pass those speed bumps.” So, this is a speed bump.

Turning to enrollment, SHOURESHI said that for winter we were down about 3400 credits hours, mainly for non-resident students. However, we are all-time high for first-time (freshmen) retention, at 74%. He’s happy we have reached this level, but we need to continue to work on this issue. We have had two large incoming freshmen classes. There are many indicators, but GPA is significant; there is noticeable difference between students with a high school performance above 3.0 GPA and those below. The number of students admitted with less than 3.0 GPA has been going down; in fall 2018, it was less than 10%. International students have the highest retention rate, followed by resident [domestic] students. Non-resident [domestic] students have the lowest retention rate. Transfer retention is at 79%; by residency there is a similar trend.

Our problem, SHOURESHI said, is the graduation rate: only 47% after six years. This is huge issue for us. Transfers have a 61% rate.

SHOURESHI’s view is that despite various pessimistic statements, we are still in a golden age for higher education. Statistics show that U.S. universities have never been stronger than today. Economic expansion is due to education. Between 1980 and 2010, research expenditure grew tenfold, and publications threefold. In 2017, there were $30 billion spent on research and development by Federal agencies. Federal financial aid to students totaled $65 billion. 20 million students are attending higher education institutions, 100 times the number in 1900. 25 million Americans held advanced degrees. In spite of tuition increases, the public still believes that higher education is an investment with a good return. But can we continue? SHOURESHI believed we need to focus on re-designing higher education. He hoped that faculty would participate in this discussion: brainstorming session, lectures, etc. An ad-hoc committee led by the Dean of the School of Social Work [NISSEN] would be looking at this higher ed future. Eventually we hope to produce a white paper on inventing the future of higher education.

SHOURESHI mentioned again the upcoming open meeting about the campus public safety report. Evidently there is mixed feeling among faculty about the report and about how we should move forward.

Regarding the budget, SHOURESHI said that we are waiting to see what the co-chairs of the legislative committees propose. That will give us a window on what the legislature is thinking compared to the Governor. We are still trying to educate them about the contributions PSU is making to the state.

2. Provost’s Report

JEFFORDS updated a couple of things from prior reports. The dean of the School of Social Work search is continuing, with candidates visiting campus the first week of April. Airport interviews took place last week; there is a very strong pool. The search for the vice president of enrollment management is also proceeding, with candidates expected to be on campus in late April. The search firm had shared that in searches of this type, historically and nationally there have not been large pools.
JEFFORDS called the Winter Symposium a wonderful opportunity to see what faculty and staff are doing on behalf of student learning, especially how faculty are using information about student performance to increase learning outcomes. There were several outstanding presentations. Her spirits were lifted by hearing about the work going on. The presentations will be made available on video. She hoped for continued conversations about how to use evidence about student performance in this way. She hoped to have a small pot of funds available for departments who take this on.

JEFFORDS also wanted to say something about assessment. She is completing a letter which will go out to campus, and also to the Vanguard, which will explain precisely what happened—why we got to this point—and what we are going to do about it. She has had terrific meetings with several different bodies. She recognized LUCKETT as a role model: without prompting, he wrote the charge for an Assessment Committee for the History Department, and was taking responsibility for moving it forward. The immediate, short-term goal is to get over the bar of 50% of programs having and then implementing plans for assessing student learning. Ideally we want assessment plans for every program, but to get us on the right side of the commission’s evaluation we have to get to 50%. She had productive meetings with Kathleen MERROW, chair of the Academic Quality Committee, and with Janelle VOEGELE, chair of the Institutional Assessment Council, about those committees’ roles. She also understood that faculty wanted more support and guidance, such as that on the Vanderbilt website mentioned earlier. We are creating a common platform, templates, and models. We have two years to accomplish this, but she hoped to get it done before then. She had heard that many students felt anxiety; she had spoken with BALDERAS to assure students on this score.

Finally, regarding the [Nanjing University of Posts and Telecommunications] partnership mentioned by SHOURESHI: JEFFORDS said the agreement was not yet completely finalized. As she had discussed with LUCKETT, in the proposed agreement there is a clear statement on academic freedom for faculty teaching in this program. A partner that we are involved with has to acknowledge that this is essential for us.

BROWN asked about the dean search in the College of Liberal Arts and Sciences. JEFFORD said the intention is to launch the search in late spring, so that we would have candidates coming to campus in the fall. This was in part to get through the budget process and then have a more stable base from which to go forward.

[Note: due to an editing error the in agenda in the March packet, there was no item G.3.]

4. Report of Ad-Hoc Committee on Advancement of Non-Tenure-Track Faculty

LUCKETT invited co-chairs THIEMAN and Jennifer KERNS to come forward, and gave some background to the report [March Agenda Attachment G.4]. Previously the Senate created an Ad-Hoc Committee on Tenure for Teaching-Intensive Faculty. Last spring, this committee did not recommend a system of tenure for teaching. Some people were disappointed, but the committee did have authority to reach its own conclusions. In ensuing discussion, it was suggested that apart from tenure, a (or perhaps the) real issue is promotion based on actual job responsibilities. So a new ad-hoc committee on this issue was created, who had completed much of their work in record time. They are continuing work on a specific motion, which is not yet ready, but today are presenting a report.
THIEMAN acknowledged the collaborative work of the committee members, and KERNS for keeping the meetings and communications well organized and on-point.

THIEMAN said that the committee is proposing a new set of Teaching Professor ranks, parallel to the Professor of Practice ranks, in addition to the current NTT ranks. They are furthermore proposing an adaptation of the current continuous appointment review to include compensation.

There are currently two main pathways for advancement for advancement within NTTF ranks, THIEMAN said: the instructor series (instructor, senior instructor I, senior instructor II), and the clinical professor / professor of practice ranks. Those ranks were clarified in 2014, after a great of work by Faculty Senate and committees.

THIEMAN described the current process: departments evaluate NTTF annually prior to the milestone review; after five years of successful reviews in teaching, curricular development, etc., they can earn continuous appointment, after which they are reviewed every three years. However, there are no salary adjustments as for tenured faculty.

The committee found there to be cross-campus inequities in NTTF responsibilities and compensation, THIEMAN said. There is an underclass of teaching faculty, which may be unintended, and which should be rectified. NTTF in instructor ranks are doing work comparable to the NTT professor of practice and clinical professor ranks. This is also reflected in the language in the OAR [Oregon Administrative Rules]. What distinguishes clinical faculty ranks is a license of certification as professionals in that field. Within the same unit, college, or department, there may be instructors and clinical faculty doing the same work. There are corresponding differences in compensation. There is lack of uniformity in access to those ranks: some units adopted these new ranks in 2014, but others did not even though they had faculty with appropriate licenses.

THIEMAN pointed out that NTTF hired before September 2014 in the professor ranks could seek promotion, but only under the guidelines for tenure-track faculty, which included research and service on top of teaching. Faculty hired since then cannot access those ranks and thus there is no comparable pathway to promotion and salary increases connected with successful reviews after continuous appointment.

Summarizing the committee’s conclusions and recommendations [cf. March Agenda Attachment G.4.a, pp. 2-3], THIEMAN said that a significant portion of NTTF are in a rank system that does not allow for promotion or salary increases, regardless of holding a terminal degree, and regardless of excellence in service and innovation in instruction. To recognize value and promote equity, the committee recommends adoption of a new non-tenure-track series of Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor, distinct from the Instructor series. The requirements are a terminal degree and at least three years’ experience in teaching in higher education. Responsibilities must include teaching, advising, mentoring, and creative and engaged instruction. Responsibilities could include assessment, curriculum development, oversight of curricular programs, contributions to pedagogy, community-based instruction, and experiential learning. Faculty in this series are often working with graduate students and supervising staff. Promotion is based on evidence of an impact in the field; consistent excellence and innovation in teaching; contributions to governance, professional, or community service; and national or international recognition. In the
interest of equity, departments with NTTF carrying out these responsibilities (which are parallel to the clinical ranks) should adopt them. Post-continuous-appointment review would take place every five years, echoing the PTR system.

CLARK asked how many faculty members would fit into this new position. KERNS did not have exact numbers but could try to make them available. NTTF teach 28% of all student credit hours across campus. CLARK’s second question: recognizing that there are different loads in different departments, he assumed that these NTTF faculty have a higher teaching load. THIEMAN: generally it is 36 credit hours [per academic year].

GEORGE: will instructors and teaching professors teach the same loads? THIEMAN: right now instructors teach approximately 36 CH, though this varies across campus. NTT clinical ranks also teach this number. The bulk of responsibility is in teaching.

LUPRO noted that NTTF hired into the professor ranks series before 2014 could advance in those ranks, but only under the same evaluation criteria as for tenure-track faculty, such as evaluation of research by an external committee, despite the higher teaching load. THIEMAN said this had also been her experience as NTTF previously. KERNS added that the contract specified teaching responsibilities, but advancement was based [in part] on other “extra-curricular” activities.

ZONOOZY asked if these would apply to fixed-term [adjunct] appointments. THIEMAN: no, it would apply only to appointments at 0.5 FTE or above.

JAEN PORTILLO asked what proportion of these faculty held doctoral degrees? KERNS did not have the information at hand, but could look it up.

B. HANSEN had two questions about service. Originally the expectation was service contributions would be 10%; what would be the expectations for this in the new system? THIEMAN responded in terms of the clinical professor and professor of practice ranks in the College of Education. The expectation was 36 CH and participation in service to the college or university such as serving on committees. She acknowledged that this was only briefly described. They would take his comments into consideration as they worked on language for a specific proposal. B. HANSEN: what were the expectations outside CoE? KERNS: they would have to look at this in other units.

5. **Report from ASPSU President**

BALDERAS-VILLAGRANA continued the report that was interrupted last month.

ASPSU has decided that students will not lobby the state legislature unless PSU commits to zero tuition increase. They wish to show administrators, legislators, and governor that the system of lobbying—having to ask for money for higher education every biennium—does not work for students any more. Although not formally lobbying, students are meeting with legislators and the governor so that they are aware of what is going on.

BALDERAS said that ASPSU is working with the Finance & Administration office on budget forums. While small numbers are participating, they are asking good questions. At the forum next week, they plan to have streaming and a way for students to ask questions on-line.

ASPSU passed a resolution against U.S. intervention in Venezuela.
ASPSU elections are upcoming in April, and BALDERAS said that many students have expressed interest in running.

Discussions are continuing about the prospects for renovating the Smith Memorial Student Union, including talking to the cultural resource centers and other stakeholders. BALDERAS said that these discussions have raised the issue of who owns or controls the Student Union: administrators make decisions, but it is not funded by the state. If students fund renovations, they will seek more management autonomy.

The main topic of the ASPSU meeting immediately following the Faculty Senate meeting, BALDERAS said, will be the special BoT meeting on Thursday about campus security. He will present his analysis of the [Margolis Healy] report. He does not know what result will come out of it. Regardless of the result, he hopes that PSU can work together to engage with our community. He is very concerned about the future of the University–how we can stay united and not fall into negative national trends. He wants to find solutions, rather than focus on negativity.

6. IFS Report

POPP related that the Interinstitutional Faculty Senate meeting in January was hosted by Portland State. SHOURESHI, JEFFORDS, LUCKETT, BEYLER, and Kevin NEELY (Associate Vice President for Government Relations) all spoke at the meeting. Veronica DUJON, from HECC [Higher Education Coordinating Committee] [also PSU SOC faculty] spoke about implementation of HB 2998.

O’BANION reported from the IFS meeting last weekend, which she attended with MCBRIDE, at OIT-Portland Metro in Wilsonville. Most of the discussion revolved about SB 3, which will allow Oregon’s community colleges to award applied baccalaureate degrees. This is a recent development, and IFS is still thinking about its response. She believes the Provost’s Council has taken a relatively neutral position. IFS hopes to discuss with DUJON how HECC would approve such degrees, because authority is given to HECC to make such decisions. At the next IFS meeting at Southern Oregon University, Rob Wagner, [Senate] Education Committee Chair, will be joining them; he has been a good supporter of higher education.

The following quarterly reports from committees were received as part of the consent agenda. See March Agenda Attachments G.7 and G.8, respectively.

7. Budget Committee Quarterly Report

8. Educational Policy Committee Quarterly Report

H. ADJOURNMENT

The meeting was adjourned at 4:55 p.m.
Today’s Report

- Oregonian Article
- Enrollment
- Golden Age of Higher Education
- Wheel of Success Goals
- CPSO and MH Report
- FY20 Budget

Oregonian Article

Enrollment
Winter 2019 Enrollment

Headcount: 24,277; down 695 or 2.8%
SCH: 260,327; down 3,366 or 1.3%

Non-Resident SCH: 63,021; down 2,499 or 3.8%
Resident SCH: 197,306; down 867 or 0.4%

Graduate SCH: 35,710; down 2,519 or 6.6%
Undergraduate SCH: 224,617; down 847 or 0.4%
Golden Age of Higher Education

- Statistical Evidence suggests that US Universities have never been stronger or more prominent in public life
- Universities are the most important sector in the growth of Emerging Knowledge Economy
- From 1980 to 2010:
  - Research Expenditures grew by more than 10 times
  - Publications in the Web of Science grew by 3 times
Golden Age of Higher Education

- Federal R&D Funding in 2017 estimated at more than $30B
- Federal Financial Aid provided about $65B in Pell Grants, Work-Study Funds, and Tax Benefits
- The 20 Million Students attending Higher Ed represent 10 times what it was in 1950, and 100 times of 1900
- By 2015, more than 25 Million Americans Held Advanced Degrees (Master’s & above)
- While Tuition has been increasing, but public still believes College Education is a Good Investment

Designing Future of Higher Education: A New PSU Innovation

Designing the Future

- Brainstorming Meetings with Each School/College
- Presidential Lecture Series
- Campus & Community Advisory Group
- Support for Innovative Ideas
- White Paper on “Inventing Future of Higher Education”

PSU Wheel of Success
CPSO and MH Report

FY20 Budget

Thank you!
Questions?
To: Susan Jeffords, Provost
From: Portland State University Faculty Senate
(Thomas Luckett, Presiding Officer; Richard Beyler, Secretary)
Date: 7 March 2019
Re: Notice of Senate Actions

At its regular meeting on 4 March 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 March Agenda.

03-08-19—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 a new undergraduate minor, the Business Minor in Social Innovation, in The School of Business, as summarized in Attachment E.2 and as detailed in the Online Curriculum Management System (OCMS).

03-08-19—OAA concurs with the recommendation and approves the undergraduate minor.

• Creation of a new undergraduate certificate program, the Certificate in Institutional Economics, in the College of Urban and Public Affairs, as summarized in Attachment E.3 and as detailed in OCMS.

03-08-19—OAA concurs with the recommendation and approves the undergraduate certificate program.

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
March 8, 2019

TO: Faculty Senate
FROM: Mark Woods
Chair, Graduate Council
RE: April 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 (https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard) to access and review proposals.

**College of the Arts**

**Drop Existing Course**

E.1.a.1
- *Mus 575 Midi Applications, 2 credits

**School of Business**

**Change to Existing Program**

E.1.a.2
- Master of Real Estate Development—curriculum revision

**Changes to Existing Course**

E.1.a.3
- RE 573 Housing Economics, 4 credits—change description and change course title to Real Estate Economics

**College of Education**

**New Prefix**

E.1.b.4
- **Creation of ECED (Early Childhood Education & Development) prefix

**Changes to Existing Courses**

E.1.a.5
- *CI 558 Advanced Curriculum Design in Kindergarten/Primary Grades, 3 credits—change course number to ECED 522

E.1.a.6
- *CI 569 Leading in ECE Programs, 4 credits—change course number to ECED 523

* 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.

**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.**
E.1.a.7
- CI 571 Play: Curriculum in Early Childhood Education, 3 credits—change course number to ECED 571

E.1.a.8
- *CI 572 Language and Literacy in Early Childhood Education, 3 credits—change course number to ECED 572

E.1.a.9
- CI 573 Assessment and Technology in Early Childhood Education, 3 credits—change course number to ECED 573

E.1.a.10
- *CI 575 Supervision in Early Childhood Education Settings, 3 credits—change course number to ECED 521

E.1.a.11
- *CI 576 Equity and Cultural Diversity in Early Childhood Education, 3 credits—change course number to ECED 576

E.1.a.12
- *CI 577 Learning Designs: Early Childhood Environments, 3 credits—change course number to ECED 577

E.1.a.13
- *CI 578 Constructivist Curriculum: Big Ideas in Early Childhood Education, 3 credits—change course number to ECED 578

E.1.a.14
- *CI 579 Young Child as a Scientist, 3 credits—change course number to ECED 579

E.1.a.15
- CI 590 Action Research Proposal, 3 credits—change course number to ECED 590

E.1.a.16
- CI 591 Action Research Project Implementation, 3 credits—change course number to ECED 591

E.1.a.17
- CI 592 Dynamic Models of Infant/Toddler Development, 3 credits—change course number to ECED 585

E.1.a.18
- Ed 550 Foundations in Early Childhood and Inclusive Education, 4 credits—change course number to ECED 550

E.1.a.19
- Ed 551 Child Development in Early Childhood and Inclusive Education, 4 credits—change course number to ECED 551

E.1.a.20
- Ed 552 Issues in Early Childhood and Inclusive Education, 4 credits—change course number to ECED 553

* 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.

**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.
E.1.a.21
- *Ed 588 Inclusive EC Models, change course number to ECED 560

**Maseeh College of Engineering and Computer Science**

**New Courses**

E.1.a.22
- *CE 511 Law & Civil/Environmental Engineering, 4 credits*
  Overview of legal issues relevant to civil and environmental engineers, including contract law, environmental law, professional liability/negligence, and property law. This course will consider legal decisions, statutes and administrative rules, and case studies relevant to the practice of civil and environmental engineering.

E.1.a.23
- *ME 574 Rapid Prototyping, 3D Printing, and Additive Manufacturing, 4 credits*
  Focus on rapid prototyping during an engineering design cycle to provide a comprehensive understanding of the methods, physical processes, resulting part attributes, and applications for the most common 3D printing technologies used by engineers. Both direct and indirect manufacturing processes are covered as well as some exposure to rapid manufacturing. Other topics include processing, part quality and metrology, 3D scanning, mesh manipulation and repair, and mechatronics review.

**College of Liberal Arts and Sciences**

**New Courses**

E.1.a.24
- CR 530 Research and Professional Development Colloquium, 1-4 credits
  Graduate students meet in a collaborative environment in order to learn from each other, from faculty members, from community partners, and from other experts and practitioners in the field of conflict resolution. Each week, presentations, dialogue, and case exploration will offer real-time learning about current issues in the discipline. Topics will include innovations in research, trends in the field, community activities, professionalization, and the many applied dimensions of conflict resolution, locally and globally.

E.1.a.25
- *ESM 540 The Ecology and Management of Wildfire, 4 credits*
  A field-based class offered jointly by the Departments of Environmental Science & Management and Geography. This class focuses on the complex challenges of managing wildfire in integrated social and ecological systems (SESs) and uses the western US as case study to focus on the biophysical and social science behind those challenges. The course adds field studies in NE Oregon to understand how integrated SESs manage wildfire and wildfire risks in practice. This is the same course as Geog 540 and may only be taken once for credit. Also offered for undergraduate-level credit as ESM 440 and may only be taken once for credit.

E.1.a.26
- *ESM 587 Environmental Justice, 4 credits*
  This course explores the foundations of environmental justice theory and how they apply to historical, current and emerging global issues. This course explores philosophies of justice and

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**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.*
fairness as they relate to environmental ‘goods’ and ‘bads.’ We will explore a variety of case studies, touching on interrelated topics including food justice, climate and energy justice, water justice and infrastructure supply and demand, etc. This course blends sociological perspectives with natural resource management and policy implications. Expected preparation: ESM 335 or Geog 345U.

E.1.a.27

- *Geog 540 The Ecology and Management of Wildfire, 4 credits
  A field-based class offered jointly by the Departments of Environmental Science & Management and Geography. This class focuses on the complex challenges of managing wildfire in integrated social and ecological systems (SESs) and uses the western US as case study to focus on the biophysical and social science behind those challenges. The course adds field studies in NE Oregon to understand how integrated SESs manage wildfire and wildfire risks in practice. This is the same course as ESM 540 and may only be taken once for credit. Also offered for undergraduate-level credit as Geog 440 and may only be taken once for credit.

Changes to Existing Courses

E.1.a.28

- CR 511 Research Methods in Conflict Resolution, 2-4 credits—change course description, change credit hours from 2-4 to 4

E.1.a.29

- CR 512 Perspectives in Conflict Resolution, 4 credits—change course title to Foundations of Conflict Resolution, change course description

E.1.a.30

- CR 513 Philosophy of Conflict Resolution, 4 credits—change course title to Advanced Values and Ethics in Conflict Resolution, change course description

E.1.a.31

- CR 518 Psychology of Conflict Resolution, 4 credits—change course title to Psychology of Peace and Conflict, change course description

E.1.a.32

- CR 522 Thesis and Project Preparation Seminar, 1 credit—change credit hours from 1 to 4, change grading option from P/NP to letter only

E.1.a.33

- CR 526 Intercultural Conflict Resolution, 4 credits—change course title to Advanced Intercultural Conflict Resolution, change course description

School of Public Health

New Courses

E.1.a.34

- ESHH 512 Global & Planetary Health Concepts, 3 credits
  This course provides an introduction to Global and Planetary Health. It will focus on the factors that make public health a priority at regional and global scales. It will also address the underlying

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**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.
processes that determine public health in a range of regional settings. Also offered for doctoral students as ESHH 612 and may be taken only once for credit.

E.1.a.35
- ESHH 612 Global & Planetary Health Concepts, 3 credits
  This course provides an introduction to Global and Planetary Health. It will focus on the factors that make public health a priority at regional and global scales. It will also address the underlying processes that determine public health in a range of regional settings. Also offered as ESHH 512 for master’s students and may be taken only once for credit.

College of Urban and Public Affairs

Change to Existing Programs

E.1.a.36
- Master of Real Estate Development—curriculum revision

E.1.a.37
- Graduate Certificate in Real Estate Development—revise requirements and update elective list

Changes to Existing Courses

E.1.a.38
- CCJ 535 Criminal Justice Policy, 4 credits—change description

E.1.a.39
- CCJ 635 Criminal Justice Policy, 4 credits—change description

E.1.a.40
- *USP 527 Downtown Revitalization, 3 credits—change description and change title to Commercial District Revitalization

E.1.a.41
- USP 546 Real Estate Development II, 4 credits—change description and change credits from 4 to 3

E.1.a.42
- USP 569 Sustainable Cities and Regions, 4 credits—change description and change credits from 4 to 3

E.1.a.43
- USP 573 Housing Economics, 4 credits—change description and change title to Real Estate Economics

E.1.a.44
- USP 624 Development Project Design, 3 credits—change description

* 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.
**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.
March 8, 2019  
TO: Faculty Senate  
FROM: Drake Mitchell, Chair, Undergraduate Curriculum Committee  
RE: April 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 (https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard) to access and review proposals.  

**College of the Arts**  
**New Prefix**  
E.1.b.1  
- **Creation of Des (Design) prefix for Graphic Design**  

**Change to Existing Programs**  
E.1.b.2  
- Design Management Minor for Advertising Management Majors—revise required courses  
E.1.b.3  
- Minor in Graphic Design—reduce number of required credits and revise required courses  
E.1.b.4  
- Minor in Photography—change name to Minor in Art Practice and revise required courses  

**Eliminate Existing Programs**  
E.1.b.5  
- Drawing/Painting/Printmaking Minor  
E.1.b.6  
- Sculpture Minor  
E.1.b.7  
- Minor in Time Arts  

**New Courses**  
E.1.b.8  
- ArH 355 Medieval Monsters, 4 credits  
  Explores visual and literary medieval representations of monsters such as griffins, gargoyles, and unicorns to better understand key concepts about the "natural" world,  

* 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.  
** Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.  

definitions of monster now and in the past, the relationship between monsters in medieval texts and those in art, and "monsters" as constitutive of the medieval in the popular imagination.

E.1.b.9
- Des 302 Design is Everywhere, 4 credits
  Explores the work of designers and their work in every part of our lives, often invisibly. Shows how designers identify problems, engage with audiences to discover their needs, and craft appropriate solutions by exploring how design thinking strategies can be applied to real-world scenarios through collaborative, project-based experimentation, readings offering perspectives on designers and design topics, and critiques of design solutions. Prerequisite: Upper-division standing.

E.1.b.10
- Des 358 Video, Design & Community, 4 credits
  Focus on collaboration in video production and community-based media. Production of a promotional/informational video for community organizations in Portland. History of community and independent media. Basic video and audio recording, post-production, interviewing, and group decision-making skills. This course is the same as Art 358 and may be taken only once for credit.

Change to Existing Courses

E.1.b.11
- ArH 290 History of Modern Design, 4 credits—change course number to Des 290

E.1.b.12
- Art 100 Introduction to Communication Design for Non-Art Majors, 4 credits—change course number to Des 100

E.1.b.13
- Art 111 Design Thinking, 4 credits—change course number to Des 111

E.1.b.14
- Art 120 Computer Graphics for Art and Design, 4 credits—change course number to Des 120, remove corequisite, change prerequisites, change description, and change title to Digital Design

E.1.b.15
- Art 121 Introduction to Type and Communication Design, 4 credits—change course number to Des 121 and change prerequisites

E.1.b.16
- Art 200 Digital Page Design I, 4 credits—change course number to Des 200

E.1.b.17
- Art 210 Digital Imaging and Illustration I, 4 credits—change course number to Des 210

* 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.
**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.
E.1.b.18
- Art 224 Narrative and Communication Design, 4 credits—change course number to Des 224 and change prerequisites
E.1.b.19
- Art 225 Communication Design Systems, 4 credits—change course number to Des 225
E.1.b.20
- Art 230 Introduction to Drawing II, 4 credits—change description and prerequisites
E.1.b.21
- Art 250 Life Drawing I, 4 credits—change description and prerequisites
E.1.b.22
- Art 254 Typography I, 4 credits—change description and prerequisites and change course number to Des 254
E.1.b.23
- Art 255 Two-dimensional Animation I, 4 credits—change description
E.1.b.24
- Art 256 Three-dimensional Animation I, 4 credits—change description
E.1.b.25
- Art 257 Introduction to Video Art, 4 credits—change description
E.1.b.26
- Art 260 Black and White Photography, 4 credits—change description
E.1.b.27
- Art 261 Digital Photography, 4 credits—change description
E.1.b.28
- Art 270 Introduction to Printmaking: Relief, 4 credits—change description and prerequisites
E.1.b.29
- Art 271 Introduction to Printmaking: Etching, 4 credits—change description and prerequisites
E.1.b.30
- Art 281 Introduction to Painting, 4 credits—change description and prerequisites
E.1.b.31
- Art 291 Introduction to Sculpture, 4 credits—change description and prerequisites
E.1.b.32
- Art 292 Topics in Basic Sculpture, 4 credits—change description, change prerequisites and concurrent enrollment, change title to Introductory Sculpture Topics
E.1.b.33
- Art 294 Water Media, 4 credits—change description

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.
**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.
* 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.

**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.

E.1.b.34
- Art 296 Digital Drawing and Painting, 4 credits—change description

E.1.b.35
- Art 297 Book Arts, 4 credits—change description

E.1.b.36
- Art 300 Digital Page Design II, 4 credits—change course number to Des 300

E.1.b.37
- Art 310 Digital Imaging and Illustration II—change course number to Des 310

E.1.b.38
- Art 315 Professional Development, 4 credits—change course number to Des 315

E.1.b.39
- Art 320 Communication Design Studio III, 4 credits—change course number to Des 320

E.1.b.40
- Art 321 Communication Design Studio IV, 6 credits—change course number to Des 321

E.1.b.41
- Art 333 Friendship: Design, Art and Social Change, 4 credits—change course number to Des 333

E.1.b.42
- Art 340 Interaction Design Principles, 4 credits—change course number to Des 340

E.1.b.43
- Art 341 Interactive Media I, 4 credits—change course number to Des 341

E.1.b.44
- Art 342 Interactive Media II, 4 credits—change course number to Des 342

E.1.b.45
- Art 345 Introduction to Motion Graphics for Designers, 4 credits—change course number to Des 345

E.1.b.46
- Art 353 Typeface Design, 4 credits—change course number to Des 353

E.1.b.47
- Art 354 Typography II, 4 credits—change course number to Des 354

E.1.b.48
- Art 358 Video, Design & Community, 4 credits—crosslist with Des 358

E.1.b.49
- Art 367 Design Business Practices, 4 credits—change course number to Des 367

E.1.b.50
- Art 425 A+D Projects, 4 credits—change course number to Des 425
E.1.b.51
- *Art 440 Interactive Team, 4 credits—change course number to Des 440 and remove dual-level association

E.1.b.52
- Art 441 Interface Design, 4 credits—change course number to Des 441

E.1.b.53
- Art 470 Design Thesis I, 4 credits—change course number to Des 470

E.1.b.54
- Art 471 Design Thesis II, 4 credits—change course number to Des 471

E.1.b.55
- Art 472 Communication Design Portfolio, 6 credits—change course number to Des 472

Drop Existing Courses
E.1.b.56
- Art 287 Introduction to Jewelry and Metalsmithing, 4 credits

E.1.b.57
- Art 295 Sculpture: The Figure, 4 credits

E.1.b.58
- Art 375 Mold Making and Casting, 4 credits

E.1.b.59
- Art 387 Intermediate Jewelry and Metalsmithing, 4 credits

E.1.b.60
- Art 388 Welding and Fabrication, 4 credits

E.1.b.61
- Art 389 Metal Casting, 4 credits

E.1.b.62
- Art 487 Advanced Jewelry and Metalsmithing, 4 credits

E.1.b.63
- *Mus 475 Midi Applications, 2 credits

School of Business

Change to Existing Programs
E.1.b.64
- Athletic & Outdoor Industry Certificate—revise required courses

E.1.b.65
- Food Industry Leadership Certificate—change name to Food, Bev & Goods Leadership Certificate and revise curriculum

* 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.
**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.
College of Education

New Prefix

E.1.b.66
- **Creation of ECED (Early Childhood Education & Development) prefix**

Change to Existing Program

E.1.b.67
- Pre-Baccalaureate Certificate of Career & Community Studies—adding four courses and removing independent study general credit requirements

New Courses

E.1.b.68
- SpEd 120 Career and Community Studies First Year of Study, 2 credits
  This course will support first year students to actively engage in academic studies, employment, independent living and campus life. Students will meet with their CCS advisor, academic coach and peer navigator each week and attend a series of three seminars. Students will learn to more fully participate in their person-centered planning meetings, use their individualized supports, develop college goals, and practice skills that will be critical to their success during and after college.

E.1.b.69
- SpEd 220 Career and Community Studies Second Year of Study, 2 credits
  This course will support second year Career and Community Studies (CCS) students to increase their independence and engagement in college through a full range of individualized supports with seminar and workshop options to choose from each term. Students will learn to make decisions about academic course options, use their supports, expand their experiences on campus, discover career interests while on the job, speak up for themselves within planning meetings, and set college goals. Prerequisite: SpEd 120.

E.1.b.70
- SpEd 320 Career and Community Studies Third Year of Study, 2 credits
  This course will support third year Career and Community Studies (CCS) students to self manage their supports, use their voices and make informed decisions, expand their experiences on campus, deepen their awareness of career pathways, learn to lead their planning meetings, and meet their college goals. Prerequisite: SpEd 120 and SpEd 220.

E.1.b.71
- SpEd 420 Career and Community Studies Fourth Year of Study, 2 credits
  This course will support fourth year Career and Community Studies (CCS) students to set goals for finishing college, transition to a career-focused job off campus,
expand their experiences in the community, develop a portfolio, lead their planning meetings, and direct their supports at college and in the community. Prerequisite: SpEd 120, SpEd 220, and SpEd 320.

Changes to Existing Courses

E.1.b.72
- *CI 458 Advanced Curriculum Design in Kindergarten/Primary Grades, 3 credits—change course number to ECED 422

E.1.b.73
- *CI 469 Leading in ECE Programs, 4 credits—change course number to ECED 423

E.1.b.74
- *CI 472 Language and Literacy in Early Childhood Education, 3 credits—change course number to ECED 472

E.1.b.75
- *CI 475 Supervision in Early Childhood Education Settings, 3 credits—change course number to ECED 421

E.1.b.76
- *CI 476 Equity and Cultural Diversity in Early Childhood Education, 3 credits—change course number to ECED 476

E.1.b.77
- *CI 477 Learning Designs: Early Childhood Environments, 3 credits—change course number to ECED 477

E.1.b.78
- *CI 478 Constructivist Curriculum: Big Ideas in Early Childhood Education, 3 credits—change course number to ECED 478

E.1.b.79
- *CI 479 Young Child as a Scientist, 3 credits—change course number to ECED 479

E.1.b.80
- *Ed 488 Inclusive Early Childhood Models, 3 credits—change course number to ECED 460

College of Liberal Arts and Sciences

New Courses

E.1.b.81
- Bi 460 Marine Biology of the Deep Sea, 4 credits
  The deep sea is the largest, but least well-known, living space on the planet. This upper-division Biology majors course provides students with in-depth knowledge of deep sea, its inhabitants and their diverse life history strategies, and the anthropogenic factors shaping the deep sea as we know it. Classes will alternate between lectures and student-led discussions. Students will be expected to have knowledge of general biology prior to

* 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.
** Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.
the start of the course. Prerequisites: Bi 211, Bi 212, and Bi 213. Concurrent enrollment is only allowed for Bi 213.

E.1.b.82
- *ESM 440 The Ecology and Management of Wildfire, 4 credits
  A field-based class offered jointly by the Departments of Environmental Science & Management and Geography. This class focuses on the complex challenges of managing wildfire in integrated social and ecological systems (SESs) and uses the western US as case study to focus on the biophysical and social science behind those challenges. The course adds field studies in NE Oregon to understand how integrated SESs manage wildfire and wildfire risks in practice. This is the same course as Geog 440 and may only be taken once for credit. Also offered for graduate-level credit as ESM 540 and may be taken only once for credit. Prerequisite: Upper-division standing.

E.1.b.83
- *ESM 487 Environmental Justice, 4 credits
  This course explores the foundations of environmental justice theory and how they apply to historical, current and emerging global issues. This course explores philosophies of justice and fairness as they relate to environmental ‘goods’ and ‘bads.’ We will explore a variety of case studies, touching on interrelated topics including food justice, climate and energy justice, water justice and infrastructure supply and demand, etc. This course blends sociological perspectives with natural resource management and policy implications. Expected preparation ESM 335 or Geog 345U.

E.1.b.84
- *Geog 440 The Ecology and Management of Wildfire, 4 credits
  A field-based class offered jointly by the Departments of Environmental Science & Management and Geography. This class focuses on the complex challenges of managing wildfire in integrated social and ecological systems (SESs) and uses the western US as case study to focus on the biophysical and social science behind those challenges. The course adds field studies in NE Oregon to understand how integrated SESs manage wildfire and wildfire risks in practice. This is the same course as ESM 440 and may only be taken once for credit. Also offered for graduate-level credit as Geog 540 and may be taken only once for credit. Prerequisite: Upper-division standing.

**Changes to Existing Courses**

E.1.b.85
- *Bi 417 Mammalian Physiology, 4 credits—change prerequisites

E.1.b.86
- *Bi 418 Comparative Animal Physiology, 4 credits—change description and prerequisites

E.1.b.87
- CR 306U Introduction to Nonviolence, 4 credits—change title to Nonviolence: History and Campaign Design

* 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.

**Document for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.
E.1.b.88
- CR 310U Fundamentals of Conflict Resolution, 4 credits—change title to Conflict Resolution Values & Ethics

E.1.b.89
- CR 311U Introduction to Conflict Resolution Psychology, 4 credits—change title to Conflict Resolution Psychology

E.1.b.90
- CR 312 Introduction to Intercultural Conflict Resolution, 4 credits—change title to Intercultural Conflict Resolution

E.1.b.91
- Jpn 343 Topics in Japanese Literature (In Translation), 4 credits—change description

E.1.b.92
- Mth 253 Calculus III, 4 credits—change description

E.1.b.93
- Mth 254 Calculus IV, 4 credits—change description

E.1.b.94
- Psy 315 Pathways Through Psychology, 4 credits—change title to Careers in Psychology

E.1.b.95
- Soc 337U Minorities, 4 credits—change description and change title to Prejudice, Privilege, and Power

School of Public Health
New Course
E.1.b.96
- PHE 415 Native American Health: Decolonizing Health Equity, 4 credits
  Provides an overview of socio-cultural determinants of health within a Native American context, and culturally responsive and community-centered solutions to achieve health equity with an emphasis on Native American experiences, wisdom, and healing.
  Prerequisite: Upper-division standing.

College of Urban and Public Affairs
Change to Existing Programs
E.1.b.97
- Real Estate Development Minor—reduce required credits, revise course requirements, update elective list

* 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.
**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.
New Courses

E.1.b.98
- CCJ 485 Offender Rehabilitation, 4 credits
  This course examines the history of the rehabilitative ideal in corrections. Students will develop an understanding of assessment and classification systems, treatment programs, as well as evidence-based theories and approaches to the treatment of offenders. Finally, this course will consider how correctional programs should be implemented, monitored and evaluated. Prerequisite: Sophomore standing or completion of CCJ 200 or CCJ 300.

Changes to Existing Courses

E.1.b.99
- Ec 312 Macroeconomic Theory, 4 credits—change prerequisites

E.1.b.100
- USP 302 Theory and Philosophy of Community Development, 4 credits—change prerequisites

E.1.b.101
- USP 427 Downtown Revitalization, 4 credits—change description and change title to Commercial District Revitalization

E.1.b.102
- USP 460 Community Development Field Seminar, 6 credits—change credits hours to 2-6 credits, change prerequisites and repeatability

* 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.

**Documentation for prefix requests and associated course changes can be found in the additional documents tab of the OCMS.
February 27, 2019
TO: Faculty Senate
FROM: Evguenia Davidova, Chair, University Studies Council
RE: Consent Agenda

*New Cluster Courses*

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Cluster Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 302</td>
<td>Design is Everywhere</td>
<td>Design Thinking/Innovation/Entrepreneurship</td>
</tr>
<tr>
<td>ARH 360</td>
<td>The Art of War: Representing the Crusades</td>
<td>Interpreting the Past</td>
</tr>
<tr>
<td>ENG 385</td>
<td>Contemporary Literature</td>
<td>Examining Popular Culture</td>
</tr>
<tr>
<td>ENG 387U</td>
<td>Women’s Literature</td>
<td>Families and Society</td>
</tr>
<tr>
<td>ENG 397U</td>
<td>Digital Literary Studies</td>
<td>Freedom Privacy Technology</td>
</tr>
<tr>
<td>HST 309</td>
<td>The Roman Republic</td>
<td>Interpreting the Past</td>
</tr>
<tr>
<td>HST 310</td>
<td>The Roman Empire</td>
<td>Interpreting the Past</td>
</tr>
<tr>
<td>INTL 344</td>
<td>Trade or Tourism: International Development Strategies</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>JPN 345</td>
<td>Manga Now!</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>JPN 345</td>
<td>Manga Now!</td>
<td>Examining Popular Culture</td>
</tr>
<tr>
<td>MUS 369U</td>
<td>Music and Social Change</td>
<td>Leading Social Change</td>
</tr>
<tr>
<td>PS 354</td>
<td>Introduction to Asian Politics</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>SCI 399</td>
<td>STEM Research: Working to Solve Today’s Problems</td>
<td>Science in Social Context</td>
</tr>
<tr>
<td>SCI 399U</td>
<td>Green Roof Technology</td>
<td>Science in Social Context</td>
</tr>
<tr>
<td>SCI 356U</td>
<td>Environmental Success Stories</td>
<td>Environmental Sustainability</td>
</tr>
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<td>SCI 356U</td>
<td>Environmental Success Stories</td>
<td>Science in the Social Context</td>
</tr>
</tbody>
</table>

*Continues next page*
Removals

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Cluster/Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST 412U</td>
<td>Oregon African American History</td>
<td>American Identities</td>
</tr>
<tr>
<td>BST 414U</td>
<td>Racism</td>
<td>American Identities</td>
</tr>
<tr>
<td>BST 414U</td>
<td>Racism</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>BST 425U</td>
<td>Black Cinema: The 1970s</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>BST 426U</td>
<td>Contemporary African American Cinema</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>BST 484U</td>
<td>African American Community Development</td>
<td>American Identities</td>
</tr>
<tr>
<td>BST 406U</td>
<td>Caribbean Overseas Program</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>BST 422U</td>
<td>African Fiction</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>BST 440U</td>
<td>Caribbean Studies</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>BST 467U</td>
<td>African Development Issues</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>BST 419U</td>
<td>African-American Women in the US</td>
<td>Gender and Sexualities</td>
</tr>
</tbody>
</table>

Proposals can be accessed at: [http://unstcouncil.pbworks.com/w/page/45865388/FrontPage](http://unstcouncil.pbworks.com/w/page/45865388/FrontPage)
Resolution Requesting Information on Administrative Leadership

Proposed by Steering Committee, 18 March 2019

The Steering Committee of the Portland State Faculty Senate considers that an article critical of the University President recently published in the *Oregonian* raises more questions than it answers, and that our lack of information on this subject places the University and its reputation in a precarious position.* Committed as we are to the long-term well-being of our institution and its students, and aware that the Senate shares fully this commitment, we wish to look further into the circumstances described in the article and advise the Senate as appropriate. We therefore request the assistance and support of the Senate in accessing the relevant documentation. To that end:

Be it resolved that the Portland State Faculty Senate asks the Office of General Council to provide the Senate Steering Committee with copies of all documents obtained by the *Oregonian* in the course of its research for the above mentioned article, including those documents not actually cited in the article, or through any new *Oregonian* document request on the same subject.

March 8, 2019

TO: Faculty Senate

FROM: Drake Mitchell, Chair, Undergraduate Curriculum Committee

RE: New Minor: Climate Change Science and Adaptation

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
College of Liberal Arts and Sciences

Climate Change Science and Adaptation Minor

Overview of the Program
The Department of Geography and the Department of Environmental Science and Management are collaborating to offer a minor in Climate Change Science and Adaptation. Completion of the minor sequence will provide students with a comprehensive understanding of the science behind climate change, the wide-ranging impacts of climate change, and management strategies for addressing these impacts. Portland State University offers numerous courses that address climate change science, impacts, and management across multiple departmental units. Furthermore, the College of Liberal Arts and Sciences has focused hiring efforts around the theme “Environmental Extremes” making it very likely that additional course offerings related to the core topics of this minor will be introduced in the coming years. Students who complete this minor program will have a broad understanding of the physical science underlying human caused climate change, what those changes mean for society and the environment, and how society can best manage these changes. This broad understanding will provide students with a strong foundation in a highly relevant topic and a unique enhancement of their undergraduate major degree.

Evidence of Need
Student enrollment in many of the regularly offered courses comprising this minor (GEOG 312U, ESM 335, GEOG 314U…) exceed 50 students. Within the last year, Geography has lifted the 50 student cap on GEOG 312U and GEOG 314U to 75 students to accommodate high student demand.

A working understanding of climate change and associated impacts is valuable for a number of employment options. For example, many city and county bureaus in Portland are involved with the City of Portland/Multnomah County Climate Action Plan and require a workforce that is knowledgeable about climate change and climate change adaptation. There has also been notable interest in adaptation to climate change expressed by public utilities, namely water and power. At the state government level, Oregon is likely to be considering Carbon cap and trade legislation and/or a carbon tax which would require both public employees to have an understanding of climate change adaptation and management as well as public employees who work for soon to be regulated companies. For this reason and others, the private sector is increasingly concerned
with ongoing and impending impacts from climate change and the need to address future regulations. Having this minor would therefore make an applicant unique when applying for jobs that involve climate change planning and adaptation.

Many of the demand for individuals with experience in climate change science and adaptation at the local, regional, and state level is mirrored at the national and international level in the public and private sectors. Additionally, growth of non-governmental organizations acting at local through international levels, such as the International Council for Local Environmental Initiatives, requires a workforce of individuals who are knowledgeable about climate change adaptation and management.

PSU is an ideal place, and this is an ideal time, to begin offering this minor program. Several of the proposed centers of excellence, driven by an initiative form the President’s office to develop such research centers, involve climate change and environmental adaptation and management. PSU also has a strong research and education relationship with the Institute for Sustainable Solutions, with a plurality of ISS supported projects involving climate change, often in an interdisciplinary way. The College of Liberal Arts and Sciences recently completed a cluster hire around the theme of “environmental extremes” with close to one dozen new faculty focusing on various aspects of climate and environmental change. These faculty will strengthen the breadth and depth of courses that would be appropriate for this minor program, indicating a growing future for student learning opportunities around climate change, adaptation, and management.

In general, this minor would add value to student knowledge and practice in way that would be relevant to career pathways in: Corporate environmental managers, environmental consultants, federal agency administrators, land/water managers, local-state planners, NGO environmental/social program managers, policy administrators, social and natural scientists, strategic planning consultants, and more.

**Course of Study**

Students will need at least 27 credits to complete the Climate Change Science and Adaptation Minor. The minor may be earned simultaneously with a BA or BS degree or post-baccalaureate in any major. Students can choose among a range of core and elective courses from the social and physical sciences. For students pursuing both the Geography major and the Climate Change Science and Adaptation Minor OR both the Environmental Science (or Studies) and the Climate Change Science and Adaptation Minor, courses presented for the minor must differ from the major by at least 12 credits. The courses that can be applied to the minor are as follows:

**Pick five from the following core courses, at least 2 courses must be 400-level (20 credits)**

- GEOG 310U – Climate and Water Resources (4 credits)
- GEOG 311U – Climatology (4 credits)
- GEOG 312U – Climate Variability (4 credits)
- GEOG 314U – Severe Weather (4 credits)
- Ph 375U – Climate Change and Human Life (4 credits)
- GEOG 412 – Global Climate Change Science and Socio-environmental Impact Assessment (4 credits)
- ESM 464 – Managing Climate Risks and Vulnerabilities (4 credits)
- PH 471: Physical and Human Dimensions of Climate Change (4 credits)
**Electives: Suggested management and policy track**
(7-8 credits, at least 1 course at the 400-level)

- GEOG 310U – Climate and Water Resources (4 credits)
- PHL 310U – Environmental Ethics (4 credits)
- USP 313U – Urban Environmental Issues (4 credits)
- Ec 332 – Economics and Environmental Issues (4 credits)
- ESM 335 – Introduction to Environmental Management (4 credits)
- GEOG 340U – Global Water Issues and Sustainability (4 credits)
- GEOG 345U – Resource Management (4 credits)
- GEOG 412 – Global Climate Change Science and Socio-environmental Impact Assessment (4 credits)
- ESM 416 – Ecosystem Restoration (4 credits)
- Ec 430 – Resources and Environmental Economics (4 credits)
- ESM 435 – Natural Policy and Management (4 credits)
- Ec/ESM 443 – Global Environmental Economics (4 credits)
- Ec 444 – Economics of Green Power (4 credits)
- GEOG 445 – Resource Management Topics (4 credits)
- GEOG 446 – Water Resources Management (4 credits)
- PHL 449 – Philosophy of Sustainability (4 credits)
- ESM 462 – Climate Change Impacts, Adaptations and Responses: Geosphere and Anthrosphere (4 credits)
- ESM 464 – Managing Climate Risks and Vulnerabilities (4 credits)
- Soc 465 – Environmental Sociology (4 credits)
- USP 490 – Green Economics and Sustainable Development (3 credits)
- ESM 499 – Environmental Justice (4 credits)

**Electives: Suggested Physical Science Track** (8 credits, at least 1 course at the 400-level)

- GEOG 311U – Climatology (4 credits)
- GEOG 314U – Severe Weather (4 credits)
- SySc 330U – Models in Science (4 credits)
- GEOG/Ph 333U – Weather (4 credits)
- Ph 375U – Climate Change and Human Life (4 credits)*
- GEOG 412 – Global Climate Change Science and Socio-environmental Impact Assessment (4 credits)
- GEOG 413 – Biogeography of the PNW (4 credits)**
- GEOG 414 – Hydrology (4 credits)
- GEOG 418 – Landscape Ecology (4 credits)
- ESM 425 – Watershed Hydrology (4 credits)
- ESM 427 – Watershed Biogeochemistry (4 credits)
- ESM/Ph 471 – Atmospheric Physics (4 credits)*
- Ph 477 – Air Pollution (4 credits)
- CE 488/ESM 460 – Air Quality (4 credits)
- CE 489 – Introduction to Advanced Environmental Fluid Dynamics (4 credits)

*currently offered together
**currently in the process to change its title to ‘Disturbance Biogeography of the PNW’.
March 8, 2019

TO: Faculty Senate
FROM: Mark Woods, Chair, Graduate Council
RE: New Graduate Certificate in Conflict Resolution

The following proposal has been approved by the Graduate Council, 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
College of Liberal Arts and Sciences
Graduate Certificate in Conflict Resolution

Overview
The Graduate Certificate in Conflict Resolution allows bachelor-prepared students to gain a stackable credential as part of a degree-seeking path toward an MA/MS at PSU. It also offers them a stand-alone degree that enhances their skills sets and employability. Additionally, the Certificate gives practitioners and employed professionals a way to return to school for a focused specialization, applicable to a number of fields. Since the Conflict Resolution Program’s establishment at PSU in the late 1990s, the field has become both more academic and more diffuse as a job category or specialty. Health care organizations, government agencies, schools, corrections and justice institutions, the social work field, and human resource departments today make hires involving conflict resolution, either as a job category or as a desired or qualifying skill set. People with training and credentials in conflict resolution also do well as consultants and self-employed practitioners. In a world in which conflict at local and global levels is distressingly common, the skills and training offered by this Certificate are in demand and marketable to people looking to invest in post-baccalaureate education.

The courses clustered in this Certificate are the same as those offered as foundational training in the full MA/MS track in CR. The Program has a seasoned faculty with extensive community connections able to deliver a robust course of study. This proposed new Certificate figures in an overall revision of the Conflict Resolution graduate program. This revision has involved rearticulating the program’s identity and mission, the construction of refreshed Program Outcomes, and extensive curriculum mapping. Since the fall of 2018, this work has gone forward in close collaboration with the Office of Academic Innovation, with a keen eye on assessment as well as on the university’s diversity and inclusion standards. The certificate is an immersive 20 credits delivered in the face-to-face learning environment.

Evidence of Need
The PSU Conflict Resolution Program predates the University of Oregon Master’s in Conflict and Dispute Resolution by several years. Indeed, our faculty helped to develop the program in Eugene. Compared to the UO’s residential 70-credit program housed in a Law School, the proposed new Certificate at PSU makes a distinctly appealing choice for students. The Certificate is an efficient, approachable credential that recognizes the stop-start nature of many
PSU students’ educational pathways. It is also a credential that can then be stacked into the complete MA/MS or, potentially, another degree path at PSU. No market study was completed specifically for the creation of this Certificate. However, the Program is aware that that employers seek graduates of Colleges of Liberal Art and Sciences that can perform high levels of critical thinking, who have polished written and oral communication, and who carry with them a suite of “soft” skills, like emotional intelligence, cultural competence, and interpersonal skills. These abilities are explicitly part of the Program Outcomes of Conflict Resolution and are developed rigorously through courses that balance advanced knowledge and skill acquisition. The creation of this Certificate also responds to extensive student feedback concerning a need for a leaner and more focused course of study and a more consistently structured learning environment.

**Program Objectives**
The new Graduate Certificate in Conflict Resolution offers a mature foundation for any student seeking techniques for engaging and transforming disputes in organizational and community life. The Certificate will increase access to education by providing a recognized level of achievement at a reasonable cost, and in efficient time frame: two terms of study.

**Course of Study**
The certificate is designed so that students will take existing Conflict Resolution graduate courses. In line with refreshed Program Outcomes, the requirements include (1) one four-credit foundations course (2) three advanced courses involving reading, writing and inquiry in psychology, philosophy, and intercultural content areas (3) a skills course focused primarily on facilitation and mediation. This structured learning experience provides intense immersion in the multifaceted field of Conflict Resolution. The varied and interdisciplinary nature of the field mitigates the lack of electives in this Certificate. In addition, students have access to a 1-credit P/NP colloquium each term of enrollment which can enrich their professional development, networking, and exposure to trends in the field.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 512</td>
<td>Foundations of Conflict Resolution</td>
<td>4 cr</td>
</tr>
<tr>
<td>CR 513</td>
<td>Advanced Values and Ethics in Conflict Resolution</td>
<td>4 cr</td>
</tr>
<tr>
<td>CR 518</td>
<td>Psychology of Peace and Conflict</td>
<td>4 cr</td>
</tr>
<tr>
<td>CR 526</td>
<td>Advanced Intercultural Conflict Resolution</td>
<td>4 cr</td>
</tr>
<tr>
<td>CR 508</td>
<td>Workshop</td>
<td>4 cr</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**
The Graduate Certificate in Conflict Resolution is designed to provide students will three distinct categories of learning and experience. These are (1) advanced knowledge (2) skills (3) professionalism. The delivery of multi-disciplinary content by a seasoned and diverse faculty with a range of specializations presents a rich opportunity for student exploration through reading, writing, and inquiry. A focus on cutting edge theory is consistent in this range of courses, as is attention to the application of theory to various data sets as well as in the field. Conflict Resolution hinges on reflexivity as a habit of mind and praxis. This focus addresses the skills and the professionalism Program Outcomes. Another hallmark of Conflict Resolution is
communication, including empathic listening, clarity of oral and written expression, and cultural competence. These proficiencies involve advanced knowledge, skills and professionalism.

**Cost and Organization**

There are no new budgetary or other resource (e.g., technology or library) requirements. Expected enrolment is between 14-21 students per year. The Program estimates that about half of these will expect to move forward to the Applied Certificate. Current faculty will offer the courses. Administrative support will be provided by existing staff, a fulltime OS II. The new governance structure of the Conflict Resolution Program will include a Director or Coordinator of the Graduate Program. Among this position’s responsibilities will be the recruitment of students as well as tracking them through and beyond the program. In addition, a Graduate Handbook is in the works to guide students through the program, with clear instructions, supports, and resources to insure success. The Program is also ramping up its visibility with an electronic newsletter (4th issue due out in April), new, first-ever Facebook page, and advertising materials by the School of A+D’s Graphic Design Center.
To: Faculty Senate Steering Committee  
From: Educational Policy Committee (EPC)  
Date: 3/11/19  
Subject: Homelessness Research and Action Collaborative Proposal

The EPC has reviewed the proposal to establish the Homelessness Research and Action Collaborative (HRAC) as a University research center, and reports to the Faculty Senate the following findings and recommendations:

Findings
1. The proposal is laudable and generally supportive of current PSU strategic goals and objectives.
2. If successful, HRAC may bring national recognition to PSU.
3. The center is a coordinating entity with respect to research activities.
4. MOU with the Office of Research and Graduate Studies (RGS) limits seed funding to $1.5 Million over three (3) years.
5. Existing externally-funded programs are not included.
6. Indirect costs incurred by HRAC to be funded by RGS.
7. Indirect cost recovery for externally funded programs and activities may not fully cover indirect costs, reducing otherwise available E&G funding.

Recommendation
Conditional approval subject to the following provisions:
1. Written acknowledgment from Administration that future proposals for Centers and Institutes will follow established Faculty Senate policies and procedures prior to funding.
2. Any changes in original scope of work will require Faculty Senate approval as per the Proposal for the Creation, Elimination, or Alteration of Academic Units (Centers and Institutes) process.
3. RGS will provide to the EPC and the Budget Committee a detailed annual report of the indirect costs of HRAC, its associated externally-funded programs and activities, and the corresponding indirect cost recovery of these costs.
To: Faculty Senate Steering Committee  
From: Educational Policy Committee (EPC)  
Date: 3/11/19  
Subject: Digital City Testbed Center Proposal

The EPC has reviewed the proposal to establish the Digital City Testbed Center (DCTC) as a University research center, and reports to the Faculty Senate the following findings and recommendations:

Findings
1. The proposal is laudable and generally supportive of current PSU strategic goals and objectives.
2. If successful, DCTC may bring national recognition to PSU.
3. The center is a coordinating entity with respect to research activities.
4. Proposal is unclear as to educational opportunities relative to existing or new curriculum.
5. Specific outcomes are vague, or not yet determined.
6. Proposal is not specific as to the activities of DCTC personnel in support of the comparative assessments by non-DCTC faculty, staff and students.
7. Initially, few significant grant opportunities are identified.
8. MOU with the Office of Research and Graduate Studies (RGS) limits seed funding to $1.5 Million over three (3) years.
9. Indirect costs incurred by DCTC to be funded by RGS.
10. Indirect cost recovery for externally funded programs and activities may not fully cover indirect costs, reducing otherwise available E&G funding.

Recommendation
Conditional approval subject to the following provisions:
1. Written acknowledgment from Administration that future proposals for Centers and Institutes will follow established Faculty Senate policies and procedures prior to funding.
2. Any changes in original scope of work will require Faculty Senate approval as per the Proposal for the Creation, Elimination, or Alteration of Academic Units (Centers and Institutes) process.
3. RGS will provide to the EPC and the Budget Committee a detailed annual report of the indirect costs of DCTC, its associated externally-funded programs and activities, and the corresponding indirect cost recovery of these costs.
Council Charge The Institutional Assessment Council (IAC) creates principles and recommendations for assessment planning that are sustainable and learning-focused, and provides support aimed at enhancing the quality of student learning through assessment activities. The Council designs framework for promoting and supporting assessment long term, both at the program and institution levels. The IAC serves as the primary advisory mechanism for institutional assessment planning and coordinates with the assistant and associate deans group the implementation of systematic Annual Assessment Updates and Academic Program Review by the schools and colleagues.

IAC Members 2018-2019

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

<table>
<thead>
<tr>
<th>First</th>
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<tbody>
<tr>
<td>Jeffrey</td>
<td>Gerwing</td>
<td>UGE Univ Studies-General Ed SABBATICAL</td>
</tr>
<tr>
<td>Leslee</td>
<td>Peterson</td>
<td>EDU Dean's Office</td>
</tr>
<tr>
<td>Charles</td>
<td>Klein</td>
<td>ANT Anthropology SABBATICAL</td>
</tr>
<tr>
<td>Rowanna</td>
<td>Carpenter</td>
<td>UGE Univ Studies-General Ed</td>
</tr>
<tr>
<td>Janelle</td>
<td>Voegele</td>
<td>OAI, Chair IAC</td>
</tr>
<tr>
<td>Gerardo</td>
<td>Lafferriere</td>
<td>Fariborz Maseeh Department of Mathematics and Statistics</td>
</tr>
<tr>
<td>Billie</td>
<td>Sandberg</td>
<td>PAD Public Administration</td>
</tr>
<tr>
<td>Sarah</td>
<td>Beasley</td>
<td>Library</td>
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<tr>
<td>Brian</td>
<td>Sandlin</td>
<td>OAA</td>
</tr>
<tr>
<td>Christof</td>
<td>Teuscher</td>
<td>MCECS</td>
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<tr>
<td>Raiza</td>
<td>Dottin</td>
<td>OAI</td>
</tr>
<tr>
<td>Gerasimos</td>
<td>Fergadiotis</td>
<td>SPHR</td>
</tr>
<tr>
<td>Aimee</td>
<td>Shattuck</td>
<td>Student Affairs</td>
</tr>
</tbody>
</table>

IAC Priorities While the IAC is primarily focused on supporting effective program assessment practices, it also understands the need to respond to external accrediting requirements, such as those specified by the Northwest Commission on Colleges and Universities (NWCCU).

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

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

• 4.A.6: The institution regularly reviews its assessment processes to ensure they appraise authentic achievements

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

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

NWCCU conducted a mid-cycle site visit in November 2018. Following that visit, the commission determined Portland State to be out of compliance with recommendation two. The commission gives Portland State two years to regain compliance.

Prior to the most recent year seven self-evaluation and subsequent NWCCU recommendation, the IAC had taken steps to accelerate assessment activities on campus. The partnership between the IAC, the Office of Academic Innovation (OAI), and Office of Academic Affairs (OAA) has strengthened around shared goals for quality systemic assessment of student learning. The collaboratively developed goals and plans align faculty engagement, best practices in assessment, and meets NWCCU standards and expectations.

**IAC focus areas and goals:** In 2018 – 2019, the IAC is working to support the improvement and acceleration of assessment activities in the following ways:

- Revising IAC vision and practices (Attachment A) and strategic plan to provide a framework for supporting assessment work as processes are scaled up across academic programs;
- Strengthening infrastructure and support mechanisms for programs to improve assessment activities and practices;
- Linking Annual Assessment Updates with assessment reporting in the Academic Program Review (APR), a process that will result in a thorough review of all programs over time;
- Providing feedback to programs on the assessment section of the Academic Program Review;
- Enhancing digital assessment resources, templates and guidelines, as well as examples of program assessment plans and activities;
- Developing recommendations for and examples of course evaluation instruments that reflect PSU’s goals for assessing and getting feedback on student learning;
- Planning for assessment recognition activities beginning in the 2019-2020 academic year.

**Integrated Assessment Support:** The IAC, OAA and assessment staff in the OAI are working together to ensure integrated, ongoing support for conducting quality assessment. The IAC uses a template rubric
aligned to NWCCU standards to ensure that feedback to all programs is based on best assessment practices. The APR report template reflects the influence of this rubric for programs’ reporting progress in assessment efforts. Assessment staff in the OAI use the same rubric to provide feedback to all programs on the Annual Assessment Update, and will work with individual programs on any aspect of assessment needing improvement. This formative process should result in improved quality, as was already evident in the 2018 annual update reporting. The rubric is the basis for the Assessment Planning Checklist (Attachment B), which can be found on the Institutional Assessment Council website.

The IAC works collaboratively with OAI to ensure that programs are receiving the assessment support they need and that quality program-level assessment practices receive recognition. IAC members are exploring connections with additional university committees to further integrate assessment-related activity and support across campus.
Attachment A

Institutional Assessment Council Vision and Practices
Revised Fall 2018

The IAC will be intentional about its role as a leader in assessment. There are three primary areas of leadership the IAC will work to promote:

1. **Professional Development**: Fostering understanding of and common language about assessment.

   The IAC is transparent about the rationale and assumptions for its approach to feedback given on assessment work and findings to faculty and staff in programs.

   The IAC actively collaborates with relevant institutional initiatives and committees to promote professional development about assessment.

2. **Program Development**: Advocating for faculty-led involvement in assessment work.

   The IAC encourages assessment planning that integrates relevant questions about student learning as expressed by programs.

   IAC invites communication and dialogue with programs at critical junctures of assessment work.

3. **Organizational Development**: Advocating for organizational culture that values assessment.

   The IAC takes a backwards design approach to assessment planning (long-term, organizational learning focused approach to assessment goals, working backward to strategic plan).

   Assessment practices are grounded in learning organization assumptions (for example, making program assessment “failures” occasions to learn; normalizing the celebration of learning from program assessment applications and successes).

   The IAC is focused on organizational development (i.e., normalizing program assessment practices within learning organization assumptions), while understanding the need to respond to reporting requirements, such as accreditation.

   The IAC recognizes, highlights and celebrates assessment expertise and excellence in assessment work that is currently happening across the colleges.
Attachment B

Assessment Planning Checklist

IAC Website: https://www.pdx.edu/institutional-assessment-council/assessment-plan-template

This checklist will help you prepare for the Annual Assessment Update and the APR assessment of student learning section

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Meets expectations (Program Assessment Rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan</td>
<td>Formal plan has identified                                                                                              - learning outcomes;                                                                                                   - appropriate assessments, including at least one direct measure of student learning;</td>
</tr>
<tr>
<td></td>
<td>- a process to analyze the results of the outcomes assessed;                                                              - a plan to adjust or improve program from results of the learning outcomes assessed; and - faculty involvement in assessment planning.</td>
</tr>
<tr>
<td>Curricular Alignments</td>
<td>Clear relationships between student learning outcomes at the program level with - course-level outcomes; - campus-wide learning outcomes, if undergraduate program; - professional standards, if applicable.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Evidence that expected student learning outcomes identify the intended knowledge, understandings, or abilities that students will acquire through the academic program</td>
</tr>
<tr>
<td>Assessment Activities</td>
<td>Evidence that assessments activities                                                                                     - align to student learning outcomes;                                                                                     - are appropriate measures to assess learning outcomes; and - engage faculty in assessment implementation process.</td>
</tr>
<tr>
<td>Data Quality</td>
<td>For at least A PORTION of program assessments there is evidence of - process to check for inter-rater reliability, if applicable;                                                                                                             - process to check for quality;                                                                                               - process to ensure sampling quality</td>
</tr>
<tr>
<td>Assessment Findings</td>
<td>Results for outcomes collected and discussed. For example:                                                             - reporting addresses findings from each learning outcome assessment activity.                                         - assessment findings are used to: 1) improve student learning, classroom instruction, and assessments; and 2) review, evaluate, and modify the curriculum in the programs.</td>
</tr>
</tbody>
</table>
Data Quality – The following questions can help guide your decisions about the student learning data you would like to collect:

Quantitative Assessment

1. Content Validity: Is there a match between test (assessment) questions and the content or subject area assessed?
2. Face Validity: Does the assessment appear to measure a particular construct as viewed by an outside person?
3. Content-related Validity: Does an expert in the testing of that particular content area think it is credible?
4. Curricular Validity: Does the content of an assessment tool match the objectives of a specific curriculum (course or program) as it is formally described?
5. Construct Validity: Does the measure assess the underlying theoretical construct it is supposed to measure (i.e., the test is measuring what it is purported to measure).
6. Consequential Validity: Have you thought of the social consequences of using a particular test for a particular purpose?

Qualitative Assessment

1. Have you accurately identified and described the students for whom data were collected?
2. Can the findings be transferred (applied to) to another similar context?
3. Is there dependability in your accounting of the changes inherent in any setting as well as changes to the assessment process as learning unfolded?
4. Can the findings be confirmed by another?

Sampling

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

Quantitative Methods

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

Qualitative Methods

Having a large number of students is not essential using qualitative methods, as the goals may be to 1) explore topics in depth, 2) try a new method that explores a topic of interest, and 3) the assessment method used is labor intensive (e.g., portfolio reviews), as an example.
Academic Advising Council
Report to Faculty Senate, March 2019

Council Membership:

Chairperson: Carla Harcleroad, Associate Vice President for Advising and Career Services

Ex Officio
Cindy Baccar - ARR, Amanda Nguyen, Financial Aid & Student Financial Services

Consultant
David Burgess, OIRP

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

The Academic Advising Council meets monthly during the academic year.

The Academic Advising Council's current and future engagement for the 2018-19 academic year:

1. Academic & Career Advising Redesign
Implementation of the Academic & Career Advising Redesign recommendations was complete on September 24, 2018, and the End-of-Project Report was shared with the advising community, including Advising Council members, on March 4, 2019. At the end of the 2017-18 academic year, the Assessment Work Group, chaired by a faculty member on the Academic Advising Council, submitted a six-year Continuing Review & Improvement Plan. Initial activities in this plan include administering the Smith & Allen Advising Survey to continuing students in Fall 2018 and conducting an advisor panel each term to determine areas for iteration and improvement. An update was made to the Academic Advising Council
on October 18, 2018, and Council members will be asked to provide input and feedback in late Spring 2019 based on data collected from students and advisors.

2. The Employee Experience & Employee Engagement

One of the four stated goals of the Academic & Career Advising Redesign was to “organize work so it is a source of joy.” While aspects of this goal have been addressed through the implementation of Redesign recommendations, and the work of the Advising Professional Development Committee (see section 4), this goal needs additional attention, commitment, and input from the 2018-19 Academic Advising Council. The Council has made the employee experience and employee engagement the primary focus area for the current academic year, and to guide our work, the Council is reviewing, discussing, and providing input based on three frameworks:


Pfeffer, in *Dying for a Paycheck*, identifies ten workplace exposures harmful to employee health and wellness, and they include: unemployment, lack of health insurance, working shifts, working long hours, confronting job insecurity, facing family-to-work and work-to-family conflicts, lack of autonomy, high job demands, work environments with low social support, unfair employment-related decisions. Through an activity and discussion, Academic Advising Council members rated the Advising and Career Services community, and PSU generally, on these 10 workplace exposures, and then they provided input on ways to improve and increase work as a source of joy both in Advising and Career Services and at PSU.

2. Environments that Impact the Employee Experience - *The Employee Experience Advantage* (Morgan, 2017)

Morgan, in *The Employee Experience Advantage*, discusses three environments that substantially impact the employee experience/employee engagement, and they are the physical, technological, and cultural environments. Academic Advising Council members all received a copy of this book and use it to guide our discussions and further frame our thinking about the employee experience and employee engagement. In February 2019, Academic Advising Council members completed an activity, derived from the book, designed to assess the Advising and Career Services division, and PSU generally, on these three environments. This assessment activity builds on the work the Council completed on the ten workplace exposures.
3. **Gallup Q12 Survey**

In a 2018 Gallup article, Harter defines engaged employees as “those who are involved in, enthusiastic about and committed to their work and workplace.” At the other end of the spectrum, organizations will also have actively disengaged employees, and actively disengaged employees negatively impact their workplaces in numerous ways. At PSU, the division of Finance & Administration and OIT, with support from Human Resources, have been participating in the Gallup Q12 Survey for the past five years. In those five years, OIT has used the survey data to substantially impact employee practices in order to improve their experience. By improving the employee experience, they have improved their outcomes.

The Academic Advising Council received a presentation from Sarah Johnston in Human Resources on the Gallup Q12 Survey in November 2018, and Kirk Kelly, PSU’s CIO, presented on OIT’s use of the Gallup Survey data in January 2019. The Academic Advising Council opened this Council meeting to the entire Advising and Career Services Division, as well as other units within Academic Innovation, Planning, & Partnerships. Through the Academic Advising Council, the Advising and Career Services division will participate in the Gallup Q12 Survey in Spring 2019, and Advising Council members will use these data, along with ideas generated through discussion of the ten workplace exposures and the physical, technological, and cultural environments, to determine employee experience focus areas for the Advising and Career Services Division during the 2019-20 academic year.

3. **Professional Development for the Advising and Career Services Community**

The Professional Development Committee, including members of the Academic Advising Council, continues to focus on offering impactful professional development, ongoing training, and community events. The Council receives updates, and members have input, on such opportunities. To-date, these opportunities during the 2018-19 academic year have included, or will include, the following:

- Presentation & Discussion: Course Velocity & Recent PSU Student Success/Experience Survey Results
- University of South Alabama Advising Model & Proactive Outreach Open Session
- Mid-Fall Term 2018 Breakfast & Workshop: Continuing Review & Improvement of the Academic Advising System at PSU and CARE Team Workshop
- Presentation, Workshop, & Discussion - Employee Engagement (Kirk Kelly)
4. Enrollment, Student Retention, & Degree Completion

During the 2017-18 academic year, the Academic Advising Council identified student retention as a focus area (particularly within the first year), and worked with the College Transition Collaborative on communication to help facilitate the success of students on academic warning. While the Council did not take on this topic as a primary focus area for the 2018-19 academic year, largely because it is addressed through numerous projects and initiatives in the Advising and Career Services Division and at PSU, it remains a theme throughout our work. In support of this long-term theme of our work, the OIRP AAC Consultant, David Burgess, will provide an overview and update on enrollment, retention, and completion rates in March 2019. Additionally, the Office of Student Success Council representative, Kara Hayes, provided an update on the exit survey administered in Fall 2017 to undergraduate students who left PSU for at least two terms during the 2016-17 school year and did not return (not including those academically dismissed). A future project may include a work group focused on how to support students with low engagement.
To: Portland State University (PSU) Faculty Senate  
From: Dr Matthew Gebhardt and Sally Mudiamu, Internationalization Council Co-Chairs  
Date: March 18, 2019  
RE: Report on Activities of Internationalization Council – Academic Year 2018-2019

The broad mandate of the Internationalization Council is to provide guidance for the development of a learning environment in which all students are prepared for global citizenship.

Internationalization Council Activities Summary
The Internationalization Council (IC) has met a total of four (4) times this academic year. The IC would normally have met six (6) or seven (7) times by this point. However, due to the transition to both a new Provost and new co-chairs (which were named in November 2018), the IC started later and has been less active than in previous years. The following are specific items addressed by the IC this year:

- The initial meeting of the IC was primarily devoted to introducing the IC and its members to Provost Susan Jeffords and discussing her priorities regarding internationalization. Provost Jeffords used her introduction to reaffirm the commitment to insuring that PSU faculty, staff, and students have opportunities and support to build, strengthen, experience, and learn from international programs, partnerships, and visitors. An important role of the IC is examining supports and resources available to facilitate these activities both on and off campus. The IC will provide feedback and guidance on existing and proposed initiatives and will develop and implement new programs where appropriate to further PSU’s internationalization goals.

- The IC reviewed and discussed a request by Education Abroad staff for support for reviewing potential travel by faculty, staff, or students to destinations with US Department of State Level 3 (Reconsider Travel) Travel Advisory. The IC agreed to provide one (1) volunteer with regional expertise per request to work with Office of International Affairs (OIA) staff to review travel requests. The first review, of a faculty-led study abroad proposal to Turkey, is underway. The IC has asked that staff use this first review to develop a process for considering future requests.

- At the recommendation of Provost Jeffords, the primary focus of the IC this academic year has been on Collaborative Online International Learning (COIL). COIL is a form of Globally Networked Learning (GNL). It brings together instructors and students from different academic institutions, located in different countries to co-create, co-teach, and co-manage a multicultural online or blended learning environment course or part of a course. These courses involve students in interactive, cross-national projects using a variety of Internet-connected technology.

During her introductory remarks, Provost Jeffords indicated an interest in having the IC explore COIL. The IC reviewed information on COIL and consulted with Greg Tuke of the University of Washington, a recognized expert on the subject. Based on this review, the IC determined that COIL could be a cost effective method of increasing international opportunities for students, particularly those that do not have the financial wherewithal to
travel abroad. The IC agreed that COIL was worth pursuing further and tasked the co-chairs and OIA staff to develop a pilot program to test the viability of COIL at PSU and to establish a template and cohort of faculty “experts” to support future expansion. The IC has developed and begun implementing a program to support a small group (5-6) of faculty fellows to develop and deliver a COIL course over the next year. Participants in the program will be part of a series of five workshops and activities spread throughout the year to help them prepare their course. Participants will be supported by OIA to find an international partner and by OIT and OAI with technical planning. Compensation will be a course release and summer stipend.

The expectation for participants is that they deliver a COIL course during Spring, Summer, or Fall Term 2020 and to report back to the IC on the results. Participants will also be expected to help identify lessons for future COIL courses and to be open to mentoring future COIL faculty at PSU.

In addition to the above activities, at its March 2019 meeting, the IC initiated discussions regarding how best to pursue its mandate. This conversation will continue over the next several months and include consideration of specific goals and activities, as well as the structure and remit of the Council.

**Current Roster**

Co-Chairs:
Matthew Gebhardt, Urban Studies and Planning (2017-2020) - mfg@pdx.edu
Sally S. Mudiamu, Portland Center, OIA (2018-2021) - strand@pdx.edu

Members:
Randall Bluffstone, Economics (2017-2020) - bluffsto@pdx.edu
Malgorzata Chrzanowska-Jeske, Engineering & Computer Science (2018-2020) - chrzanm@pdx.edu
Christine Cress, College of Education (2017-2019) - cressc@pdx.edu
Brian Elliott, Philosophy 2018-2020) - brian.elliott@pdx.edu
Bernd Ferner, College of Education (2018-2020) - fernerb@pdx.edu
M. Michelle Illuminato, Art & Design CORE Program (2017-2019) - illumin@pdx.edu
Vandy Kanyako, Conflict Resolution (2017-2019) - vkanyako@pdx.edu
Piman Limpaphayom, Business Administration (2017-2019) - piman@pdx.edu
Jeremy Spoon, Anthropology (2017-2019) - jspoon@pdx.edu
Harry York, University Honors (2018-2020) - why@pdx.edu

Consultants (Ex-Officio):
Susan Jeffords, Provost, Academic Affairs - susan.jeffords@pdx.edu
Skye Clifford, Education Abroad - sclifford@pdx.edu
Jennifer Hamlow, Education Abroad - jhamlow@pdx.edu
Kathi A. Ketcheson, Institutional Research and Planning – bukk@pdx.edu
Ron Witczak, International Affairs - witzzakr@pdx.edu
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Portland State University (University) is committed to academic freedom and strives to place copyright ownership with the Faculty authors and creators of scholarly, academic, and artistic works, except in certain circumstances.

II. Reason for Policy/Purpose

This policy promotes the University’s scholarly, academic, and service missions by establishing a framework for the ownership and disposition of copyright for materials created by University employees and students. Establishing a framework for ownership and disposition of copyright materials provides clear guidance to University Faculty, Staff, and students regarding their rights in created material. By establishing Faculty and student ownership in their scholarly, academic and artistic works, the University fosters an environment of creativity and scholarship and encourages professional advancement. This policy’s purpose is to protect the academic freedom enjoyed by Faculty, to establish Faculty ownership except in limited circumstances, and to establish permissions between Faculty and the University for use of copyright materials owned by each. This policy also sets forth the University’s expectations for copyright ownership of works created by students and non-Faculty Staff and for the disposition of copyright to external sponsors of Faculty projects. By clarifying copyright ownership and permissions, the University protects public resources and establishes expectations for employees who contribute to the University in the course of their employment.

III. Applicability

This policy applies to all students, employees, contractors, schools, colleges, and administrative units of the University.
IV. Definitions

**Commercial Use:** A grant of copyright right, transfer of copyright ownership, or sale of Copyright Materials to a third party which is either contingent on monetary consideration or which allows that third party to further grant rights or sell Copyright Materials for monetary consideration.

**Copyright Materials:** Original works of authorship or creation to which copyright accrues and that are authored or created by Faculty or Staff.

**Course Materials:** Copyright Materials whose copyright is owned by a Faculty member and which are used by that Faculty member for teaching a registered course at the University.

**Faculty:** All academically-ranked Faculty of the University. With respect to Course Materials under this policy, Faculty also includes any employee teaching a registered course at the University.

**PSU Copyright Material(s):** Copyright Materials for which the copyrights are either owned by the University under Work for Hire, assigned to PSU voluntarily, or required to be assigned to the University under the exceptions to the University’s waiver of Work for Hire for Faculty.

**Scholarly Work:** Includes, but is not limited to, Faculty or Staff authored or created textbooks, pedagogical materials, journal articles, conference presentations, white papers, monographs, plays, poems, musical compositions, visual arts and other works of artistic imagination. As guidance, Scholarly Work are often objects that fulfill the requirement of ‘scholarship’ under a field- and department-relevant promotion and tenure review process, that fulfill the requirement of a degree program, or that are the results of a Sponsored Project or research study.

**Separate Agreement:** A written agreement between the University and Faculty regarding the ownership of Copyright Materials to be created using University resources, such as the creation of Copyright Materials for a University-funded or -directed project, or the creation of Copyright Materials subject to a course release.

**Sponsored Project(s):** Research or service undertaken by Faculty or Staff utilizing any external funding source, such as grants, gifts, contracts, or awards.

**Staff:** University employees who are not academically ranked, including academic professionals.

**Unit:** The administrative area within the University that has provided resources specifically for the creation of Copyright Material under a Separate Agreement.

**Work for Hire.** As used in this policy, the term has the same meaning as in section 101 of the Copyright Act of 1976, as amended. Generally, a “work for hire” is a work prepared by an employee within the scope of his or her employment or by a third party hired by the University to perform services or undertake other work through which Copyright Materials are created.
V. Policy

1.0 Copyright Ownership

1.1 Faculty Ownership, University Waiver of Work for Hire. Subject to the limitation set forth below, the University by this policy waives its rights under the Work for Hire rule for Faculty and acknowledges that Faculty author(s) or creator(s) of Copyright Materials hold the original copyright to Copyright Materials created while employed by the University. This waiver is subject to the following exceptions, under which the Work for Hire rule still applies:

1.1.1 Copyright Materials developed under a Sponsored Project;
1.1.2 Copyright Materials developed under a Separate Agreement where ownership to Copyright Materials is retained by the University.

1.2 Copyright ownership under Separate Agreements. When entering into Separate Agreements, the University and the Faculty member may agree that either the Faculty member or the University will own the copyright in Copyright Materials created under the Separate Agreement. This Separate Agreement will be made between the Faculty member and the Unit. In proposing University ownership of Copyright Materials in Separate Agreements, the Unit should consider both the level of University resources to be used in the Separate Agreement and any anticipated incorporation of pre-existing Faculty-owned Copyright Materials. No Separate Agreement shall change any part of this policy.

1.3 Scholarly Work Exemption. If dissemination of a Scholarly Work requires a copyright assignment to a third party of PSU Copyright Materials which are PSU Copyright Materials under the Work for hire rule or which would otherwise be required to be assigned to the University under the exceptions to the University’s waiver of the Work for Hire rule, and to the extent that such PSU Copyright Materials are not encumbered by the terms of a Sponsored Project, Separate Agreement, or existing license to a third party, PSU will not assert its ownership in the copyright to such materials. The University will preserve the publishing rights of Faculty, Staff, and students when entering Sponsored Project agreements unless the Faculty or Staff principal investigator is willing to accept publication restrictions for the needs of individual projects. The University recommends that when entering into agreements for the publication and distribution of Copyright Materials, authors make arrangements allowing them to archive their materials in PDXScholar, the University's open access institutional repository.

1.4 Exceptions to Work for Hire Rule for Staff. Staff are subject to the Work for Hire rule for Copyright Materials whose creation is within the course and scope of their
employment. Staff are subject to the Scholarly Work Exemption, and are also treated as Faculty for the purpose of Course Materials.

1.5 **Students’ Ownership of Student-Created Works.** Each student holds the copyright to Copyright Materials that the student authors or creates, unless the creation/authorship of such Copyright Materials was performed by the student under a Sponsored Project, under a Separate Agreement, or in a student’s capacity as Staff. A student may voluntarily grant permissions to or transfer copyright to the University or to another entity. Such permission or transfer should be in a writing agreed to by the student. Faculty and Staff shall not infringe a student’s Copyright Material, in their capacity as a University employee or otherwise. The University shall not require a student’s assignment of Copyright Materials to the University or to a third party to fulfill any academic requirement, nor shall the University deny any academic requirement activity in response to a student agreeing to assign their copyright to a third party. The University will seek to advise and help students understand their rights under copyright law.

1.6 **Digital Transfer.** The uploading of Copyright Material to an online teaching platform or other transfer to digital medium operated by the University shall not change the ownership of the original Copyright Material unless explicitly agreed by the copyright owner of such Copyright Materials.

2.0 **Copyright Permissions**

2.1 **Blanket University-to-Faculty Permissions for PSU Copyright Materials.** The University by this policy grants a non-exclusive, non-commercial copyright license in PSU Copyright Material to the Faculty author(s) or creator(s) of that PSU Copyright Material, provided that the PSU Copyright Materials are not encumbered by the terms of a Sponsored Project or are not licensed or expected to be licensed to a third party. Faculty are encouraged to further distribute such PSU Copyright Materials, when applicable, for public benefit under appropriate non-commercial open source (http://www.opensource.org/) or creative commons (http://creativecommons.org/) licenses. This grant to Faculty may terminate if the University licenses PSU Copyright Materials to a third party for Commercial Use. Such Commercial Use licenses may be first executed only with the acknowledgment of the Faculty author or creator.

2.2 **Limited University-to-Staff Permissions for open source release of PSU Copyright Materials.** Staff authors of PSU Copyright Material may release such materials under appropriate non-commercial open source or creative commons licenses for purposes of participation in an open source project or in connection with membership in or presentation to a professional organization, provided that: (a) the Staff author(s) obtain permission from their supervisor or department chair; (b)
release of the PSU Copyright Materials is not limited by the terms of a Sponsored Project or other agreement; and (c) the PSU Copyright Materials are not licensed or expected to be licensed to a third party.

2.3 Limited, Revocable Faculty-to-University Permissions for Course Materials Due to Unforeseen Circumstances. All Faculty grant to the University, to the extent they have ownership in or permissions for Course Materials, a non-exclusive, non-commercial copyright license in those Course Materials for the purpose of teaching such course in the event that circumstances require that another person teach the course on short notice. Such license is effective only for the academic term immediately impacted by the unforeseen circumstance.

2.4 Faculty-to-University Permissions for Course Materials for Archiving, Accreditation and Accommodations. Upon first using Course Materials in a registered course, all Faculty grant to the University permission to archive the materials for the purpose of accreditation, and subject to the time limitations of Section 2.3, permission to make derivatives for the purpose of accommodation and accessibility (such as may be required under the Americans with Disabilities Act).

2.5 Sharing of Course Materials. The University encourages the free flow and sharing of materials and pedagogy among Faculty. A person seeking to use Course Materials owned by another faculty member to teach a registered course at the University must request and obtain written permission directly from the owner of the Course Materials. Permission to use the Course Materials may be revoked at any time by the faculty author(s) or creator(s) who own the copyright, although such revocation is effective at the end of the academic term if the course has started or will start within thirty (30) days.

2.6 Digital Transfer. Faculty who upload their Copyright Material to an online teaching platform, or other transfer to a digital medium, operated or contracted by the University retain ownership of their Copyright Material. Faculty shall have the right to require such Course Materials be removed from the digital medium.

3.0 Faculty disclosure. Faculty and Staff using or distributing PSU Copyright Materials under the license granted in Paragraph 2.1 or pursuant to Paragraph 2.2 above have an obligation to mark PSU Copyright Materials as “© Portland State University.” Faculty and Staff who wish to use or distribute PSU Copyright Materials for Commercial Use shall seek an appropriate license by disclosing the PSU Copyright Materials to the University’s Office of Innovation & Intellectual Property.

4.0 Independent Contractors of Works Created Under Contract. Where the University hires third-parties to perform services or undertake other work where Copyright Materials are
created, it is the general practice of the University to retain the copyright ownership in those works under the Work for Hire rule. Such materials will be PSU Copyright Materials.

5.0 Collaborative and Joint Works. When individuals collaborate to author Copyright Materials, a "joint work" often results, in which all the rights holders jointly hold nonexclusive rights to use the work. For example, Copyright Materials may be authored or created by combinations of Faculty, students, and Staff working on a project and this collaboration may result in a joint work(s) where the copyright is owned jointly and the work created may be a combination PSU Copyright Materials and Faculty-owned or student-owned Copyright Materials. Prior to authoring or creating such works, Faculty, other University employees, and students who collaborate with each other or with non-University third-parties (e.g., volunteers, visitors, other collaborators) are encouraged to describe or determine the disposition of the resulting copyright. A sample form is provided in Links to Related Forms.

6.0 Licenses to Third Parties. The license of PSU Copyright Material from the University to third parties for Commercial Use, or for any use in exchange for license fees, including all terms and execution of such license agreements, is the sole responsibility of the Office of Innovation & Intellectual Property under the Vice President for Research.

7.0 Sponsored Projects.

7.1 When negotiating agreements with external parties for Sponsored Projects, the University shall endeavor to retain PSU ownership of copyright for any Copyright Materials created by Faculty and/or Staff under the Sponsored Project. The University may grant rights in PSU Copyright Materials created under a Sponsored Project to an external sponsor commensurate with the purpose of the agreement and the nature of the Sponsored Project, but will not grant a license for Commercial Use in a Sponsored Project agreement unless a separate license to such rights is executed through the Office of Innovation & Intellectual Property.

7.2 For Sponsored Projects or other contracts (e.g., procurement contracts) under which the University is primarily performing a service or allowing use of University equipment without significant intellectual input from Faculty or Staff (e.g., centers with published external user rates in the University Fees and Fines book), the University may assign ownership of Copyright Materials created under the Sponsored Project to the external sponsor provided that Faculty and Staff performing the project acknowledge in writing that for that Sponsored Project:

7.2.1 No students will create Copyright Materials for the Sponsored Project,
7.2.2 Only Copyright Materials created under the Sponsored Project will be assigned, and no previously created Copyright Materials shall be included,
7.2.3 University Faculty and Staff will have no right to use the assigned Copyright Materials unless otherwise permitted, and
7.2.4 University Faculty and Staff will have no right to publish the assigned Copyright Materials unless otherwise permitted.

In addition, the external sponsor must acknowledges in writing that:

7.2.5 No export-controlled information in the Copyright Materials will be assigned, and
7.2.6 The University is under no obligation to seek export control licenses for such information.

VI. Procedure

1. Policy Interpretation and Dispute Resolution

1.1 This policy and its implementation may require interpretation and review. University stakeholders should make every attempt to resolve disputes informally with the assistance of one or more of the following: the Office of Innovation & Intellectual Property (for overall policy clarification and matters regarding Commercial Use of PSU Copyright Materials), the Office of Academic Affairs (for issues involving Course Materials and Separate Agreements), and the Sponsored Projects Administration (for obligations or issues related to Sponsored Projects).

1.2 If informal procedures and consultation do not provide resolution of a dispute or policy issue, University stakeholders may request that the President convene a Copyright Advisory Committee to recommend a resolution to the President. The Copyright Advisory Committee will be composed of five (5) members. The committee shall be chaired by the President or President’s designee, and shall have two administrative members appointed by the President or designee and two faculty members appointed by the presiding officer of the Faculty Senate. The committee members appointed will not have participated in the informal dispute resolution process in Paragraph 1.1 above. The committee shall be convened and meet to hear the dispute within fifteen (15) working days of the declaration of any stakeholder in Paragraph 1.1 that an informal resolution is not possible. The committee will generate a written report with their recommendation, including findings and rationale for their decision. The President or designee will make a decision regarding the dispute or policy issue within twenty (20) working days after receipt and review of the Copyright Advisory Committee’s recommendations. If the stakeholder is not represented by a union, the President’s decision will be final and binding.
1.3 If the stakeholder is a member of a bargaining unit and is not satisfied with the
President’s decision in Paragraph 1.2, a grievance may be initiated at the
President’s Step of the relevant contractual grievance procedure. The President’s
review of the decision will be a request for reconsideration of their initial
decision. If, upon reconsideration, the member is still not satisfied with the
decision, the bargaining unit representative can proceed to arbitration in
accordance with their collective bargaining agreement.

1.4 Paragraphs 1.2 and 1.3 of this Section (Policy Interpretation and Dispute
Resolution) do not apply to disputes arising under Paragraph 2.5 (Sharing of
Course Materials), except in cases in which it is alleged that a University
administrator has violated this Policy. Disputes among Faculty members
regarding use of Copyright Materials are best resolved using informal
mechanisms.

1.5 This Policy Interpretation and Dispute Resolution section does not limit any other
remedies provided by law.

2. Revenue. On a quarterly basis, and after the recovery of reasonable direct expenses, the
Office of Innovation & Intellectual Property shall distribute any licensing revenue received
by the University for the granting of licenses to PSU Copyright Materials, including fees,
milestone payments, running royalties, liquidated equity, and any other cash received, in the
manner described below. It is the intent of the University that licensing revenue distributed
internally be used as long as available to support ongoing innovation activities of the unit that
generated the licensed PSU Copyright Material, and that such funds should not be removed
from the assigned department, school, college, or project, or charged administrative overhead
fees for their use.

2.1 For PSU Copyright Materials that are under continual development within the
University or licensed non-exclusively primarily to end users or consumers of the
materials:
   2.1.1 10% to the Office of Innovation & Intellectual Property, and
   2.1.2 90% to an internal account controlled by the lead Faculty or Staff on the
           project that created the PSU Copyright Materials.

2.2 For PSU Copyright Materials in substantially complete form that are licensed for
Commercial Use to third parties who have responsibility for selling the PSU
Copyright Materials to end users or consumers:
   2.2.1 12.5% to the department or center in which the author(s) or creator(s) of
           the PSU Copyright Materials primarily developed the PSU Copyright
           Materials,
   2.2.2 12.5% to the college in which the department or center is housed
   2.2.3 25% to the Office of Innovation & Intellectual Property, and
   2.2.4 50% directly as royalties to the author(s) or creator(s) of the PSU
           Copyright Materials.
2.2.4.1 If there are multiple authors/creators, or contributors who are not legal authors/creators but whose contribution the authors/creators would like to recognize, PSU requires the authors/creators to reach written agreement, recorded with the Office of Innovation & Intellectual Property, on how to further divide this 50%. If no agreement can be reached, the Vice President for Research will decide on the revenue split for the authors/creators. If the faculty member is not satisfied with the Vice President for Research’s decision, the faculty member or any dissatisfied stakeholder can pursue dispute resolution as provided in Section 1 (Policy Interpretation and Dispute Resolution).

VII. Links To Related Forms

Name As It Appears In the Form Title, with hyperlink
1. Disposition of Copyrights in Joint Works
2. Internal Acknowledgement for Assignment of Copyright to a Sponsor

VIII. Links To Related Policies, Procedures or Information

This is where the University could reference a Copyright Handbook, for instance, or a form.
1. Case studies and examples of Copyright Policy in practice. (TBD)
2. PSU Copyright Guidebook. (TBD)

IX. Contacts

If you have any questions regarding this policy, please contact the Office of Innovation & Intellectual Property at (503) 725-8454 (for policy clarification and matters regarding commercialization of intellectual property), the Sponsored Projects Administration at (503) 725-8306 (for obligations stemming from sponsored activity), or Office of Academic Affairs at (503) 725-3422 (for issues involving Course Materials and Separate Agreements).

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

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

Policy History: Pursuant Section 170 Chapter 768 2013 Oregon Laws, effective ___________ 201__, this policy supersedes Oregon Administrative Rules 580-43-0011 ____________, and (former) Oregon University System Internal Management Directive 6.2 et
seq. as those rules and policies pertain to copyright ownership.

NOTE: The University would provide a more specific statement about what policies are in fact replaced. This is but an example of language typically in this section.

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

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

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

XI. Policy Adoption/Reaffirmation/Revision Approvals

Approved __________________________ Date _____

PORTLAND STATE UNIVERSITY PRESIDENT

Approved __________________________ Date _____

PORTLAND STATE UNIVERSITY GENERAL COUNSEL
Disposition of Copyrights in Joint Works
(Sample Form 1 to Copyright Ownership Policy)

When individuals collaborate to author Copyright Materials, a "joint work" often results, in which all the rights holders jointly hold nonexclusive rights to use the work. For example, Copyright Materials may be authored or created by both Faculty and Staff working on a project and this collaboration may result in a joint work(s) where the copyright is owned jointly by both the University and the Faculty member(s) and the work created is both PSU Copyright Materials and Faculty-owned Copyright Materials. Prior to authoring or creating such works, Faculty, other University employees, and students who collaborate with each other or with non-University third-parties (e.g., volunteers, visitors, other collaborators) are encouraged to describe or determine the disposition of the resulting copyright.

This form is intended to provide a mechanism for such determination or disposition. It is not required, but encouraged that Faculty and Staff think through and record such dispositions using this form or another mechanism.

Participant Information (repeat as necessary)
Name:
Address:
Preferred e-mail:

Who at PSU & Why: Core Innovation Information
Lead(s):
Project Title:
General Innovation/Creation Goals:

What & How: Works Information
Key Innovation Artifacts we plan to create:
Funding Sources (if any):

When: How we share Innovation Artifacts & with whom we share them
Please list the intended use of the items to be created, and how they are intended to be shared and with whom. Which of the participants may use the items, and how?

Credit & Revenue
Credit/Authorship Attribution of Participants:
Revenue Management: (in the event that PSU Copyright Materials are licensed to a third party, or if any participant independently sells or licenses items created for the Project, how will available revenue be distributed among the participants?)

Other Obligations
Please list any and all additional conditions or conflicting agreements and obligations.
Internal Acknowledgement for Assignment of Copyright to a Sponsor
(Sample Form 2 to Copyright Ownership Policy)

For Sponsored Projects or other contracts (e.g., procurement contracts) under which the University is primarily performing a service or allowing use of University equipment without significant intellectual input from Faculty or Staff (e.g., centers with published external user rates in the University Fees and Fines book), the University may assign ownership of Copyright Materials created under the Sponsored Project to the external sponsor, provided that Faculty and Staff performing the project acknowledge in writing the items outlined below.

This form is intended to provide a mechanism for such acknowledgment. Prior to agreeing to assign copyright to a Sponsor of a Sponsored Project, the principal investigator for the project should acknowledge in writing that:

- No students will create Copyright Materials for the Sponsored Project,
- Only Copyright Materials created under the Sponsored Project will be assigned, and no previously created Copyright Materials shall be included,
- University Faculty and Staff will have no right to use the assigned Copyright Materials unless otherwise permitted, and
- University Faculty and Staff will have no right to publish the assigned Copyright Materials unless otherwise permitted.

PIAF:_____________________________
Sponsor:__________________________
Acknowledged by Faculty: _______________________

In addition, in a separate correspondence or record, the Sponsor should acknowledge in writing that:

- No export-controlled information in the Copyright Materials will be assigned, and
- The University is under no obligation to seek export control licenses for such information.