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Faculty Senate Monthly Packet June 2019

Portland State University Faculty Senate

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Faculty Senate, 3 June 2019

This is the last regularly scheduled meeting of the academic year.
If business is not concluded at this meeting,
it will be necessary to schedule a meeting for the subsequent Monday, June 10th.

Current senators (AY 2018-19) will vote on business items.
Continuing and newly elected senators (AY 2019-20) will vote for Senate officers.

NOMINATIONS FOR AND ELECTION OF PRESIDING OFFICER ELECT FOR 2019-20

NOMINATIONS FOR AND ELECTION OF MEMBERS OF STEERING COMMITTEE

DIVISION CAUCUSES TO CHOOSE MEMBERS OF COMMITTEE ON COMMITTEES

In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available 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 they may submit to the Secretary (in writing) the name of an **alternate**. An alternate is a Faculty member from the same Senate division as the 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, without designating an alternate, will be dropped from the Senate roster.

A reception will follow the meeting – location TBA.

www.pdx.edu/faculty-senate

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PORTLAND STATE
UNIVERSITY
FACULTY SENATE

</div>

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

The Faculty Senate will meet on **3 June 2019** at 3:00 p.m. in **Cramer Hall 53.**

Procedural note: Current senators (AY 2018-19) will vote on business items. Newly elected and continuing senators (AY 2019-20) will vote for Senate officers.

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AGENDA

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A. Roll Call and *Consent Agenda [see also E.1, G.5-13]*
* 1. Minutes of the 6 May 2019 meeting – *Consent Agenda*
* 2. OAA response to Notice of Senate Actions for May – *Consent Agenda*

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NOMINATIONS FOR PRESIDING OFFICER ELECT

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

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ELECTION OF PRESIDING OFFICER ELECT
NOMINATIONS FOR MEMBERS OF STEERING COMMITTEE (3)

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C. Discussion: None

D. Unfinished Business: None

E. New Business
* 1. Curricular proposals (UCC, GC) – *Consent Agenda*
* 2. Report on Administrative Leadership & Shared Governance (Steering)

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ELECTION OF MEMBERS OF STEERING COMMITTEE (3)

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* 3. Increasing the number of shared credits in 4+1 and 3+2 programs (GC)
* 4. School of Public Health retroactive curricular review (GC)
* 5. New program: MPH in Environmental Systems & Human Health (SPH via GC)
* 6. New program: Graduate Certificate in Applied Conflict Resolution (CLAS via GC)
* 7. New program: Graduate Certificate in Business Blockchain (SB via GC)
* 8. New program: Undergraduate Certificate in Business Blockchain (SB via UCC)
* 9. Resolution on Library funding (LC)
* 10. Amendment to P&T Guidelines regarding NTT faculty (AHC-NTTF Advancement)

F. Question Period: None

G. Reports from Officers of the Administration and Committees
    1. President's report
    2. Provost's report
    3. Report from Vice President for Research and Graduate Studies
*   4. Report from Interinstitutional Faculty Senate
*   5. Annual Report of Academic Quality Committee – *Consent Agenda*
*   6. Annual Report of Academic Requirements Committee – *Consent Agenda*
*   7. Annual Report of Advisory Council – *Consent Agenda*
*   8. Annual Report of Budget Committee – *Consent Agenda*
*   9. Annual Report of Graduate Council – *Consent Agenda*
*   10. Annual Report of Library Committee – *Consent Agenda*
*   11. Annual Report of Undergraduate Curriculum Committee – *Consent Agenda*
*   12. Interim Report of Ad-Hoc Committee on Interdisciplinary Teaching and Research – *Consent Agenda*
*   13. Interim Report of Ad-Hoc Committee on Undergraduate Research Opportunities – *Consent Agenda*
*   14. Semi-annual Report of Faculty Development Committee – *Consent Agenda*

DIVISION CAUCUSES TO CHOOSE MEMBERS OF COMMITTEE ON COMMITTEES

H. Adjournment

A **RECEPTION** WILL FOLLOW THE MEETING – LOCATION TO BE ANNOUNCED

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* See the following attachments.
A.1. Minutes of the Senate meeting of 6 May 2019 – *Consent Agenda*
A.2. May Notice of Senate Actions – *Consent Agenda*
E.1.a,b. Curricular proposals (summaries) – *Consent Agenda*. **Complete curricular proposals are on-line:**
    https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard
E.2. Report on Administrative Leadership & Shared Governance
E.3. Increasing the number of shared credits in 4+1 and 3+2 programs
E.4. SPH retroactive curricular review
E.5. MPH in Environmental Systems & Human Health
E.6. Grad. Cert. in Applied Conflict Resolution
E.7. Grad. Cert. in Business Blockchain
E.8. Undergrad. Cert. in Business Blockchain
E.9. Resolution on Library funding
E.10. Amendment to P&T Guidelines
G.4. IFS Report
G.5. AQC Annual Report – *Consent Agenda*
G.6. ARC Annual Report – *Consent Agenda*
G.7. AC Annual Report – *Consent Agenda*
G.8. BC Annual Report – *Consent Agenda*
G.9. GC Annual Report – *Consent Agenda*
G.10. LC Annual Report – *Consent Agenda*
G.11. UCC Annual Report – *Consent Agenda*
G.12. AHC-ITR Interim Report – *Consent Agenda*
G.13. AHC-URO Interim Report – *Consent Agenda*
G.14. FDC Semi-annual Report – *Consent Agenda*

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2018-19

STEERING COMMITTEE

Thomas Luckett, Presiding Officer
Michael Clark, Past Presiding Officer • Isabel Jaén Portillo, Presiding Officer Elect
Elected Members: Rowanna Carpenter (2020) • Annabelle Dolidon (2019) • Karen Kennedy (2019) • Liane O'Banion (2020)
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 (62)

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
Fountain, Robert	MTH	2021
George, Linda	ESM	2020
†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	GEOG	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
Chrzanowska-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

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* 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.

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*
Beyler, 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*
Caron, Julie	*Interim Vice President for Global Diversity and Inclusion*
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)
McBride, Leslie*	Interinstitutional Faculty Senate (Jan. 2019-Dec. 2021)
McLellan, Mark	*Vice President for Research and Graduate Studies*
Merrow, Kathleen	Chair, Academic Quality Committee
Millay, Lea	Chair, Library Committee
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	*Interim President & Dean, College of Urban and Public Affairs*
Popp, Karen	Interinstitutional Faculty Senate (Jan. 2018-Dec. 2020)
Reynolds, Kevin	*Vice President for Finance and Administration*
Toppe, Michele	*Vice Provost for Student Affairs & Dean of Student Life*
Woods, Mark	Chair, Graduate Council
Wooster, Rossitza	*Dean, Graduate School*
Zonoozy, Khalil	Adjunct faculty representative
_____	*Vice President for Academic Innovation, Planning, and Partnerships*

* Also an elected senator • *Administrative members in italics* • Date: 27 May 2019

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2019-20

STEERING COMMITTEE

Isabel Jaén Portillo, Presiding Officer
Thomas Luckett, Past Presiding Officer • ------------, Presiding Officer Elect
Elected Members: Rowanna Carpenter (2020) • ------------ (2020) • ----------- (2021) • ----------- (2021)
Ex officio: Karen Popp, Senior IFS Rep. • ------------, Chair, Committee on Committees
------------, Faculty member of Board of Trustees • ------------, Secretary to the Faculty

FACULTY SENATE ROSTER (60)

College of the Arts (4)

*Dillard, Chuck	MUS	2020
James, Meredith	A+D	2020
Jarrett, Lisa	A+D	2022
†Magaldi, Karin	TA	2021

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

Dolidon, Annabelle	WLL	2020
Greco, Gina	WLL	2021
Holt, Jon	WLL	2021
Limbu, Bishupal	ENG	2022
Thorne, Steven	WLL	2022
Watanabe, Suwako	WLL	2020

College of Liberal Arts & Sciences–Sciences (7)

Eppley, Sarah	BIO	2022
Fountain, Robert	MTH	2021
George, Linda	ESM	2020
Jedynak, Bruno	MTH	2022
Lafferriere, Beatriz	MTH	2022
Palmiter, Jeanette	MTH	2020
Thanheiser, Eva	MTH	2021

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

Ajibade, Idowu	GGR	2020
Fritz, Charlotte	PSY	2021
Hsu, Chia Yin	HST	2020
Gamburd, Michele	ANT	2022
*Lafrenz, Martin	GGR	2020
†Meyer, Claudia	SPHR	2021
Reitenauer, Vicki	WGSS	2022

The School of Business (4)

Dimond, Michael	SB	2020
Hansen, David	SB	2021
Loney, Jennifer	SB	2022
Sanchez, Becky	SB	2022

College of Education (3)

Farahmandpur, Ramin	ELP	2022
Sugimoto, Amanda	C&I	2021
Thieman, Gayle	C&I	2020
[vacant]		2020

Maseeh College of Engineering & Computer Sci. (5)

Anderson, Tim	ETM	2021
Duncan, Donald	ECE	2022
Chrzanowska-Jeske, Malgorzata	ECE	2021
Feng, Wu-chang	CMP	2022
Karavanic, Karen	CMP	2020

Library (1)

†Emery, Jill	LIB	2020

School of Public Health (2)

Izumi, Betty	CH	2021
Labissiere, Yves	CH	2019

School of Social Work (4)

Bryson, Stephanie	SSW	2020
Cunningham, Miranda	SSW	2020
May, Edward	SSW	2021
Oschwald, Mary	RRI	2022

College of Urban and Public Affairs (5)

Chaillé, Peter	PA	2020
†Eastin, Josh	PS	2021
*Henderson, Kelsey	CCJ	2020
Kinsella, David	PS	2022
Tinkler, Sarah	ECN	2021

Other Instructional (3)

Lindsay, Susan	IELP	2020
Lupro, Michael	UNST	2021
Newlands, Sarah	UNST	2021

All Others (9)

Baccar, Cindy	REG	2020
Broussard, Scott	ACS	2021
Faaleava, Toeutu	OAA	2020
*Fiorillo, Marie	ACS	2020
Flores, Greg	ACS	2022
Ingersoll, Becki	ACS	2021
Kennedy, Karen	ACS	2022
Macaulay, Dana	OSA	2022
†Matlick, Nick	REG	2021

Newly elected senators in italics
* Interim appointment
† Member of Committee on Committees
Date: 24 May 2019

<p align="center">**Minutes of the Faculty Senate Meeting, 6 May 2019**</p>

Presiding Officer: Thomas Luckett

Secretary: Richard Beyler

Senators Present:
Anderson, Baccar, Broussard, Brown, Bryson, Carpenter, Chaillé, Chrzanowska-Jeske, Craven, Cruzan, Dillard, Dimond, Eastin, Emery, Faaleava, Fiorillo, Fountain, Geschke, Greco, Hansen, Henderson, Hsu, Ingersoll, James, Karavanic, Lafrenz, Lindsay, Luckett, Lupro, Magaldi, Matlick, McBride, Messer, Meyer, Mitchell, Newlands, Nishishiba, Podrabsky, Recktenwald, Reese, C. Reynolds, Schechter, Siderius, Sorensen, Sugimoto, Thieman, Walsh, Watanabe, Yandall.

Alternates Present:
Catherine de Rivera for George, Andrew Flight for Palmiter, Steven Boyce for Thanheiser.

Senators Absent:
Cunningham, Dolidon, Fritz, Holt, Labrecque, Martinez Thompson, Mathwick, May, O'Banion, Yeigh.

Ex-officio Members Present:
Balderas Villagrana, Bangsberg, Beyler, Boyce (also as alternate), Chabon, Chang, Clark, Davidova, Duh, Hines, Jaén Portillo, Jeffords, Ketcheson, Lafferriere, McLellan, Percy, Popp, Woods, Wooster, Zonoozy.

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

1. **Minutes of the 1 April 2019 meeting and Minutes of the 22 April 2019 special meeting** were **approved** with without objection to some corrections, received prior to the meeting, viz.:

    In the April 1st Minutes, p. 71, line 4: for "**5. New center ...**" read "**6. New center ....**"
    In the April 1st Minutes, p. 71, lines 5-6: for "**Homelessness Research and Action Collaborative**" read "**Digital City Testbed Center**".

    In the April 22nd Minutes, passim: for "MARX" read "MARKS".

2. **OAA response** to **Notice of Senate Actions for April** was **received** as part of the *Consent Agenda*.

B. **ANNOUNCEMENTS**

1. **Announcements from Presiding Officer**

    LUCKETT announced that President SHOURESHI would not be available to present today. Following announcements there would be nominations for Presiding Officer Elect [POE]; nominations could also be submitted prior to or at the June meeting.

    On behalf of the Committee on Committees [CoC], LUCKETT announced that they had finished staffing the two Ad-hoc Committees, created by Senate earlier this year, on Open Access Publication and International Partnerships. For the latter, there is still space for representation from the School of Business, College of Education, and/or College of the Arts. CoC has also begun replenishing membership of the constitutional committees. Chairs can help the process by letting CoC know who will be rotating off. Replacements

will be nominated using data from the recently completed Faculty Committee Preference Survey. It you didn't complete the survey but still wish to be considered, contact CoC co-chairs KARAVANIC or LINDSAY.

LUCKETT had heard several comments from people outside Senate that special meeting on April 22nd was a model of how such a meeting should be conducted.

LUCKETT said that while today's agenda is relatively light, the June meeting may be very full, depending on whether various reports and proposals are received. One item will be a resolution from the Library Committee on funding for collections development, especially of on-line sources. There will also be a complex item from Graduate Council regarding curriculum of the School of Public Health. Its being a joint PSU-OHSU school has created challenges, since curriculum must be approved at both institutions.

LUCKETT noted that the Board of Trustees held a meeting in executive session yesterday [Sunday, May 5th] at 8:00. He did not know the outcome of this meeting.

2. Announcements from Secretary

BEYLER reminded senators that the ballot survey for Faculty elections was now in the field, with a deadline of Friday, May 10th. He echoed LUCKETT's announcement about nominations and self-nominations for POE, as well as for Steering Committee. Nominations could be send by e-mail to the Secretary; there would also be opportunity for nominations at the June meeting. These positions are open both to current senators and to newly elected senators (once we know who those are).

LUCKETT added that the members of Steering Committee are tremendously important contributors to Faculty governance. He could not do his job without their advice and collaboration. POE is in effect a three-year position. The first year is a kind of "apprenticeship"; POE is also a voting member of Steering Committee. There is one course release. Should the Presiding Officer [PO] need to be absent, the POE presides over the Senate meeting. The next year is as PO. The PO is also chair of Steering Committee. There are three course releases. The following [third] year is serving as Past Presiding Officer, again participating as a voting member of Steering Committee and giving experienced advice.

NOMINATIONS FOR 2019-20 PRESIDING OFFICER ELECT:

HINES nominated DOLIDON; however, LUCKETT indicated that DOLIDON had already let him know that she would decline a nomination.

GRECO nominated SCHECHTER who, with thanks, declined the nomination.

C. DISCUSSION – *none*

D. UNFINISHED BUSINESS

1. New center proposal: Digital City Testbed Center (EPC)

LUCKETT introduced Jon FINK to give background concerning the Digital City Testbed Center [DCTC]. [For slides, see **Appendix D.1**.] The center, initiated in response to SHOURESHI's initiative last year, deals with smart cities, a topic with various definitions. One is: using digital technology to help cities work more efficiently and

better serve their residents **[slide 2]**. This can include streamlining operations, increasing accessibility, creating more equitable opportunities, improving health outcomes, and achieving environmental goals **[slide 3]**. There are also risks: security, ethical questions, equity issues, monopolization, system incompatibility, etc. **[slide 4]**.

FINK: the three big questions for DCTC are: 1) How do cities evaluate their various options? 2) How does the public decide which of these are things we'd like to see, and which not? 3) How do companies align their products with these constraints? **[slide 5]**.

FINK asserted that PSU has several strengths relevant to these questions: 1) research activities built around partnerships in the region and beyond; 2) expertise in social science and policy, across many of our colleges; 3) ties to relevant industry **[slide 6]**.

The Center's premise, FINK continued, is that cities have options for technology, and they should be tested someplace. What they propose is that testing take place on campuses, to try things out before trying them in cities as a whole. We are starting with three test sites: 1) The PSU campus, 55 acres, mixed in with the city, a situation which has advantages and disadvantages. 2) The OMSI site, which will be redeveloped over the next five to ten years, taking advantage of the new MAX line, with several large mixed-use development buildings going in. FINK noted that he serves on the OMSI Board. We can think of this as a greenfield site. 3) The University of British Columbia campus, about 990 acres, next to Vancouver but essentially separated from the city, and with control over all operations **[slide 7]**. UBC has already been a test site for sustainability initiatives over several years. FINK has a part-time appointment there, working on smart city development. We can learn from them and tap into their complementary faculty expertise. There are several potential additional sites under discussion: Microsoft, the three campuses of the University of Washington, OHSU, the Portland Airport, and the Oregon Zoo **[slide 8]**.

DCTC's rationale, according to FINK, is: testing in partnership with cities; using single-owner campuses with relatively straightforward decision-making; looking at campuses in areas with some similarities and some differences; including faculty expertise, primarily at PSU but also in partnership with broader networks; seeking interoperability for technological ecosystems; emphasizing accessibility, resilience, public education, analytics, data security, and data sovereignty **[slide 9]**. Regarding the latter, key questions are who controls and owns the data; if it is monetized, by whom and how. Various companies are in discussions about providing technical infrastructure **[slides 10-11]**. Examples of specific topics to look at on the PSU campus include indoor and outdoor air quality, car-bike hazards, public education, problems of restricted mobility or access, etc. Apps will begin to be deployed along Harrison Street this summer **[slides 12-13]**. The Portland Transportation Bureau is also starting a major project along 4th Avenue. Despite the talk about vehicle miles travelled as a measure of sustainability, there is no good measure of this.

FINK called for participation from other faculty in addition to the current faculty/staff **[slide 14]**. The advisory board includes representative from various public and private organizations **[slide 15]**. An ongoing effort is try to align with PSU faculty projects as well as funding possibilities through conferences, workshops, launching digital corridors,

and potential collaboration with the Homeless Research Action Collaborative **[slides 16-18]**. He gave credit to Stephen LEE for graphics work **[slide 19]**.

HANSEN/REESE **moved** that Faculty Senate approve the creation of a new center, the Digital City Testbed Center, with conditions as specified in the EPC memorandum to Faculty Senate Steering Committee of 11 March 2019, as given in **May Agenda Attachment D.1**.

KARAVANIC: how would you define success one or two years from now? FINK: at one year, it would be that the City of Portland sees us as a trusted partner for their initiatives, involving more faculty than heretofore; and that we would be starting to have success with our grant proposals. Down the road, it would be that some larger companies see this set of sites as places where they want to try things out. Another aspect would be that faculty would see opportunities to attach to. For example, though it's a research and not an education center, a number of faculty are interested in a smart city curriculum.

JAEN PORTILLO: are you including a multilingual component? FINK: indirectly. One group they are talking to is the Global Consortium for Sustainability Outcomes, of which PSU is a member. There are thirteen universities, of which PSU and Arizona State are the only ones in the U.S. JAEN: what about our own community, e.g., Spanish speakers? FINK: in community-based research, the neighborhoods around the campuses may not be representative; we want to take advantage of communities, some of which may be highly multi-lingual, that PSU faculty already work with. JAEN: we do have an extensive Hispanic community on our campus.

CLARK: what is smart paint? FINK: it contains a rare earth oxide; there is a sensor which only reacts to that. If you put the sensors on the ends of cane used by blind people they can thereby tell when they are in or out of a crosswalk, facing an obstruction, etc.

The **motion** was **approved** (34 yes, 8 no, 4 abstain, vote recorded by clicker).

E. NEW BUSINESS

1. Curricular proposals – *Consent Agenda*

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

F. QUESTION PERIOD – *none*

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. President's Report – *there was no President's Report; see B.1 above*

2. Provost's Report

JEFFORDS gave an update on searches. Candidates for the Vice President of Enrollment Management have been visiting campus; after the final visit next week, it is hoped to make an offer expeditiously to one of these strong candidates. They each have different perspectives. This person will be a key figure in confronting lower enrollments due to a demographic decline Oregon high school graduates as well as increased competition. We need a leader who can tell our story in a way that appeals to potential students. The search for the Dean of Social Work is also near a conclusion. The search committee,

under LYNN's leadership, has given fabulous feedback. It was been a thorough, consultative process. The three finalists were very strong candidates. People came to this institution from distinguished universities and said, what a wonderful place this is. It's an affirmation of the great work being done here.

JEFFORDS said that the annual assessment update has gone out, and [OAA] is receiving responses. Please finish the updates! This information will let us know about efforts to implement assessment plans, so as to be able to show progress to NWCCU.

From the earlier call for applications for Leadership Fellows in OAA, JEFFORDS announced that Gigi HARRIS and Charles KLEIN will be helping with assessment and accreditation; Linda GEORGE and Vivek SHANDAS will be working on enhancing interdisciplinary partnerships; on the faculty development side will be Ellen WEST.

At a conference in January JEFFORDS learned that the University of South Florida had moved from 48% six-year graduation rate to a 70% rate in eight years. She found these numbers riveting and inspirational. To learn more about how they did it, she was putting together a team, including Matt CARLSON and Erica WAGNER, to visit that campus USF to see what could be brought back here to improve our work,. The trip is being paid for from grant funds.

3. **Report of Associate Vice President for Global Diversity and Inclusion**

LUCKETT introduced Julie CARON, Title IX Coordinator and Associate Vice President for Global Diversity and Inclusion.[*] Steering Committee asked her to present on the rules surrounding sexual discrimination and harassment, retaliation, etc. CARON said her presentation dealt with not just Title IX but all the reporting obligations under the purview of the Offices of Equity and Compliance, which is only part of the Office for Global Diversity and Inclusion. [For slides, see **Appendix G.3**.]

Reporting obligations, CARON said, come from state and federal laws and embodied in PSU policies. Responsible employees (of various categories) are required to report if they become aware of an incident that may constitute discrimination or harassment **[slides 2-3]**. The intent is to provide a campus free from discrimination and harassment. Education and training are important, but it's also necessary to comply with relevant Federal law titles and, increasingly, requirements of funding agencies **[slide 4]**. Reportable incidents include any kind of discrimination against a protected class, as well any retaliation for raising concerns. These principles are embedded in University policy and the Student Code of Conduct [**slides 5-8**]. CARON discussed differences between students and employees in this regard. One of the protected categories is age, and that the PSU policy does not specify which age (e.g., not only over 40); therefore, hiring can't be based on age, but can be based on skills. Her office sent information on reporting requirements to faculty earlier this year, and would do so again next year.

BACCAR asked if it matters how one becomes aware of an incident–being told, directly observing, receiving third-party information. CARON: generally no. If you're not sure if an individual is a student or employee, this can be sorted out by her office.

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[*] Note from Secretary: in the meanwhile CARON has been names Interim Vice President.

CARON characterized Title IX as a law originally passed in 1979 to address discrimination in academics; its scope of applicability has expanded over time **[slides 9-10]**. Reverting to BACCAR's question, learning of an incident can occur on multiple pathways; for example, information disclosed on a form can be reportable **[slide 11]**. However, if information is disclosed in class discussion or in University-supported research, there is no reporting obligation, since the purpose of the disclosure is not to seek help but to contribute to the class discussion, assignment, or research. However, if this leads to a conversation outside of class, that is reportable. Students should be made aware that faculty have an obligation to report such disclosures made outside of class. If you are not sure of the student or employee status of the accused, there is still an obligation to report **[slide 12]**.

CARON described the procedures her office follows once they receive a report. She discussed how to handle cases in internships or field placements; FERPA requirements may be involved here **[slide 13]**. If you are not sure whether an incident qualifies, you should report; her office is trained to make such determinations, and there may be other conduct you are not aware of **[slide 14]**.

CARON clarified that if you feel you yourself have been discriminated against or harassed, there is no obligation to report: it is your choice. However, if you do bring it to someone's attention, they may have a reporting obligation **[slides 15-16]**. Her office's goal is not to take matters out of individuals' hands, but to work with departments and units towards a more equitable situation. Retaliation not only against the complainant, but also against the reporter, is forbidden **[slide 17]**.

If someone making a disclosure says they want to keep the matter confidential, CARON said, unfortunately there is still an obligation to report. You can say it will be kept private, but you must report. The best thing to do is to let a student in distress know ahead of time about the obligation **[slides 18-19]**. Her office refers such a student to a confidential advocate, someone who doesn't have a reporting obligation, but rather cannot report without written permission: doctors, nurses, lawyers, etc. This status pertains to individuals, not to offices. When reaching out to faculty, advocates may not be able to provide specific details **[slides 20-23]**. If someone comes to you with a complaint, let them know about your reporting obligation; be an empathic listener and avoid comments about how a person should have felt or responded; don't ask who, what, when, where, why **[slide 24]**.

If it's determined that the incident is not a policy violation, or there is not enough evidence, CARON's office may still follow up with a chair or dean. If a complaint is brought against you, keep in mind there is a requirement of a neutral investigation, and that union representation or other support may be used **[slide 25]**. PSU is obligated to make sure the complainant is safe, undertake thorough, and neutral investigations, take action to stop discriminatory conduct, and if possible remedy damage **[slide 26]**.

CARON pointed out on-line resources (www.pdx.edu/sexual-assault) and the Student Safe Campus Module on D2L **[slides 27-28]**.

JAMES: what if a student is an adult now, and not in an abusive situation, but discloses something that happened whey they were a child? CARON: in a course environment, there is no need to report. If they seem to be still in distress, it is a good to contact the

CARE team or her office. The perpetrator may not be connected to PSU, in which case there is no cause for them to do a formal investigation, but they might still want to refer the student to support. JAMES: the question is about past incidents of abuse that the student has seemingly dealt with. CARON: there's probably not a reporting obligation, but if you are unsure, her office can do appropriate outreach.

LUCKETT's understanding was that people have the right to raise concerns, and even if it is determined an incident doesn't constitute a policy violation, retaliation is still prohibited. CARON: correct. It doesn't matter if there is a formal complaint or not. In fact, there are more successful reports for retaliation than for the underlying issues.

HINES was confused why there was not a reporting obligation in the context of coursework. The reason given was that the disclosure was not for the purpose of seeking help. It seemed to her that the same might apply in other contexts. CARON said that in a course discussion or assignment, the comment is clearly made for that purpose. When a student comes to you and says, "Please keep this confidential," they are telling you for some other reason. They hope that something will occur to address the situation. Her office then refers them to an advocate. They may then bring a [formal] complaint, but there is no compulsion to do so. HINES: what if I decide to bring it forward anyway? CARON: that choice is yours.

NEWLANDS: what about out-of-line comments in course evaluations? CARON had worked with departments on this issue. If the comment is just something like "The instructor is incompetent," that's not based on a protected class. But if it goes beyond that, it could be a matter for her office. LUCKETT: in general, complaints against students go to the Office of the Dean of Students. CARON: yes, but as Title IX Coordinator she is made aware of any complaints pertaining to Title IX, and works with the Dean of Students on cases involving students.

4. **Report of ASPSU President**

BALDERAS VILLAGRANA presented his last report as ASPSU President [see **Appendix G.4**]. As ASPSU President, he served on various committees and governance bodies and met regularly with senior administrators. Executive actions included the creation of the Campus Public Safety Ad Hoc Committee and the Committee on Student Success. The Vice President and ASPSU committees also had active agendas.

The ASPSU President Elect, he announced, is Violet GIBSON. She is the first Black woman to be elected to this position. There were candidates for every position in the administration, and thus there are no vacancies.

BALDERAS noted that among several constitutional amendments there was a change specifically affecting Faculty Senate: the addition of a faculty senator as an ex-officio member of the ASPSU senate. The President-Elect will work with leadership of Faculty Senate to get this process going.

BALDERAS, reflecting on everything that has happened during his year as President, was pleased with how much everyone on campus is focused on the academic success of students and of the University overall. He thanked all members of his administration, since their work had not been easy. His goal as a student leader is to help people. Getting to where he is now has not been easy, and he wished to ensure that other students

do not have to go through the same troubles he did to get a higher education. Those were his stated goals a year ago, and he was glad to move that process forward. He felt that he has done much, but could have done much more. He hoped the leadership skills he has learned can serve the PSU community in other ways

BALDERAS said that he leaves the ASPSU presidency hopeful, but worried as well. PSU has many challenges to overcome; many events that occurred that put the University at risk of losing its reputation and devaluing its mission. What will truly define us is whether we move forward together and bring PSU out of this tough spot, or to let our differences divide us. He came to PSU because he saw the unique things it could do for students, and he knew that it can still do these amazing things for students. He asked Faculty Senate to continue being a voice on this campus for unity, and to work alongside students, staff, and administration to ensure success for all sectors of the University. There is a lot work to do to become a better PSU. He expressed thanks for opportunity to work alongside Faculty Senate, and to report on what students wanted to see on campus.

Next year, BALDERAS said, he will transition to another role, but still contribute to these efforts. It is time that faculty, staff, students, and administration let knowledge serve PSU–to fix past mistakes, and ensure future success. He again thanked Faculty Senate, and said that felt honored to have served as ASPSU president. [Applause.]

*The following six annual reports from committees were **received** as part of the* Consent Agenda*. See **May Agenda Attachments G.5 through G.10**, respectively.*

5. **Annual Report of General Student Affairs Committee**

6. **Annual Report of Honors Council**

7. **Annual Report of Intercollegiate Athletics Board**

5. **Annual Report of Scholastic Standards Committee**

5. **Annual Report of University Studies Council**

5. **Annual Report of University Writing Council**

H. ADJOURNMENT

The meeting was **adjourned** at 4:45 p.m.

May 6, 2019
PSU Faculty Senate

Digital City Testbed Center

Jonathan Fink, DCTC Director

Portland State
Digital City Testbed Center

What is a "Smart" or "Digital" City?

"Smart Cities" refers to the use of digital technology (sensors, cloud computing, analytics, visualization) to improve urban operations and residents' quality of life

---

The Promise of Smart Cities

• Technology can improve operations, access, equity, health, environment

Improve City Operations   **Universal Accessibility**   **Equitable Opportunity**   **Better Health Outcomes**   **Emissions Reduction**

The Risks of Smart Cities

• Concerns about security, ethics, equity, monopolies, non-interoperability

Security   **Ethics**   **Equity**   **Monopolies**   **Incompatibility**

Three Challenges of Smart Cities

How do cities evaluate their smart options?

How does the public assess smart futures?

How do companies align smart products?

Three Strengths of PSU

Research based on partnerships

Social science & policy expertise

Strong ties to tech industry

Smart City Innovation Needs to be Tested

55 acres — PSU

18 acres — OMSI

990 acres — UBC

Single-owner campuses can be ideal smart city testbeds

Digital City Testbed Network

PSU

OMSI

UBC

UW Seattle

UW Bothell

UW Tacoma

UW

Microsoft

OHSU

PDX Airport

Oregon Zoo

2019

2020

2021
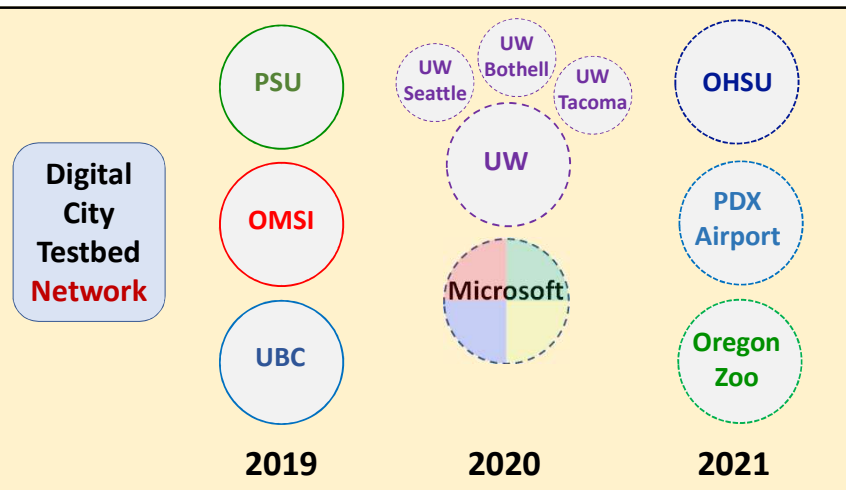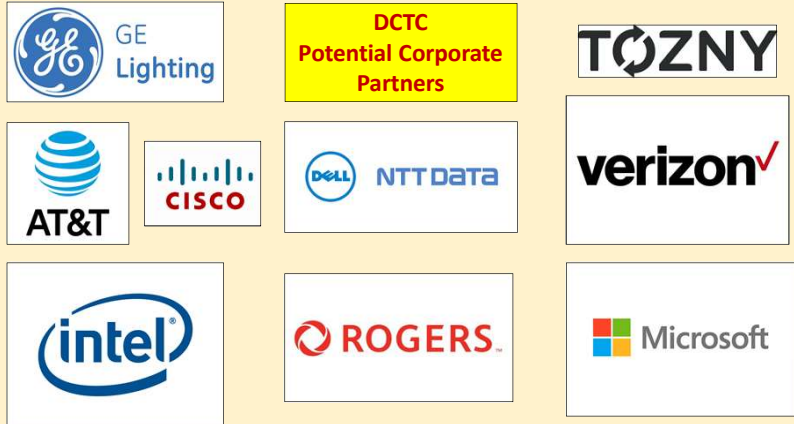
Digital City Testbed Rationale

OMSI site

1. **Test** before deployment, in **partnership** with cities
2. Use single-owner academic, corporate and non-profit **campuses**
3. Apply academic expertise in **social science** and **policy**
4. **Network** campuses in Portland, Seattle and Vancouver BC
5. Include **faculty** from PSU, UW, UBC, OSU, ASU, CMU
6. Create replicable, interoperable **technology ecosystems**
7. Initially emphasize **accessibility**, **resilience**, **public education**
8. Technical focus on **analytics**, **data security**, **data sovereignty**
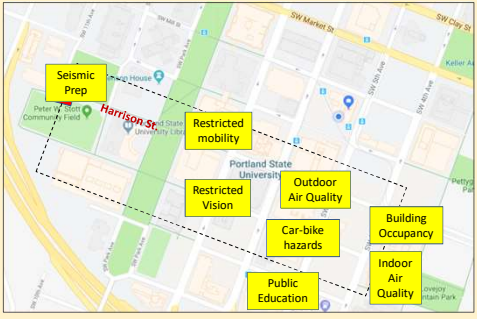
DCTC Potential Corporate Partners

GE Lighting · TOZNY · AT&T · CISCO · DELL NTT DATA · verizon✓ · intel · ROGERS · Microsoft

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DCTC Apps and Technology

Hello Lamp Post · Sensible Building Science · Wayfindr · GeoSim Cities · Downtown.ai · Numina · air advice · Array of Things · DigiTel · AccessMap · Urban Leap · Nearby Explorer

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PSU Digital Campus Corridor (Harrison Street)

Seismic Preparedness
Mobility Restrictions
Vision Restrictions
Bike-car Collisions
Outdoor Air Quality
Indoor Air Quality
Building Occupancy
Public Education

Seismic Prep · Restricted mobility · Restricted Vision · Outdoor Air Quality · Car-bike hazards · Building Occupancy · Indoor Air Quality · Public Education

PSU Digital Campus Corridor (Harrison Street)

DCTC Faculty/Staff

Robert Bass	Electrical and Computer Engineering
Nirupama Bulusu	Computer Science and Engineering
Kelly Clifton	Civil and Environmental Engineering
Sahan Dissanayake	Economics
Jonathan Fink	Geology
Elliott Gall	Mechanical and Materials Engineering
Linda George	Environmental Science and Management
Antonie Jetter	Engineering and Technology Management
Stephen Lee	School of Art and Design
John MacArthur	Transportation Research and Education Center
David Maier	Computer Science and Engineering
Sandra Morris	Entrepreneurship and Social Innovation
Hal Nelson	Public Administration
Amy Parker	Special Education
Wilfred Pinfold	Computer Science and Engineering
Thomas Schumacher	Civil and Environmental Engineering
Vivek Shandas	Toulan School of Urban Studies and Planning
Martin Swobodzinski	Geography
Kristin Tufte	Computer Science and Engineering

DCTC Advisory Board (as of 5/3/19)

- Microsoft – Michael Mattmiller
- Intel – Richard Beckwith
- Bullitt Foundation – Neelima Shah
- MetroLab Network – Ben Levine
- NIST – Sokwoo Rhee
- Prudential Real Estate – David DeVos
- ZGF Architects – Kathy Berg
- City of Portland – Kevin Martin
- Tech Assoc OR – Skip Newberry

- PSU Board – Margaret Kirkpatrick
- PSU – Jason Franklin (Planning)
- PSU – Antonie Jetter (Faculty)
- PSU – Chris Broderick (UComm)

DCTC Timeline

- Align DCTC with PSU faculty projects
- Submit federal and philanthropic proposals to leverage PSU funding
- Develop work plans with UBC, UW, OMSI, Cities of Portland and Vancouver
- Fund conference sessions (Mobility Matters, GCTC-NIST, MetroLab, SAA)
- Launch "Digital Corridors" on PSU, OMSI, UBC campuses
- Coordinate project(s) with Homelessness Research Action Collaborative

Digital City Testbed Center

Digital City Testbed Center
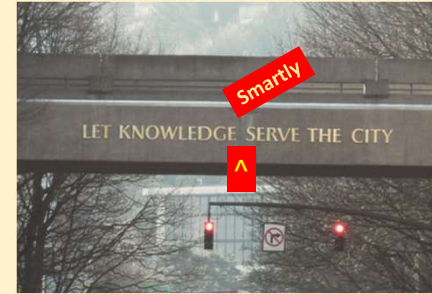
DIGITAL CITY TESTBED
NETWORK
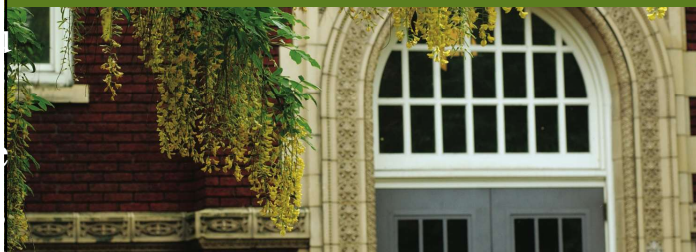
DIGITAL CITY TESTBED
PSU

DIGITAL CITY TESTBED
UBC

DIGITAL CITY TESTBED
OMSI

Reporting Obligations

Presented by Julie Caron,
Associate Vice President,
Global Diversity & Inclusion

Portland State
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Portland State
UNIVERSITY

PSU's Required Reporting as a Responsible Employee

- Any supervisor, Manager, **faculty member** or other University Official (which includes all individuals with oversight responsibility for students) **who becomes aware** of an incident that **may** constitute discrimination or discriminatory harassment **is required to promptly notify** the OEC (Office of Equity and Compliance – GDI) or DOSL (Dean of Student Life office.)*

- PSU's Prohibited Discrimination and Harassment Policy

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Who are Responsible Employees?

- Deans, Chairs, and faculty/instructors,
- Graduate Teaching Assistants,
- Coaches/trainers,
- Administrators, directors, supervisors,
- Resident assistants,
- Mentors, and
- All individuals with oversight responsibilities of students.

They cannot keep the information disclosed confidential.

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Why are you required to Report?

- We want to strive to have an inclusive campus that is free of discrimination and discriminatory harassment.
  - Provides opportunity to address concerns and additional training.
- Federal and state laws, such as Title IX, Title VI, and Title VII, require universities to address complaints,,
- All grant providing agencies, such as NIH, NSF, or NASA, require universities to have grievance processes.

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What are you required to report?

- ❖ Discrimination based on a protected class,
- ❖ discriminatory harassment based on a protected class,
- ❖ sexual harassment,
- ❖ relationship and sexual violence, which includes:
  - ❖ sexual assault,
  - ❖ sexual exploitation,
  - ❖ Stalking, and
  - ❖ relationship violence, and
- ❖ Retaliation.

All prohibited by PSU's Prohibited Discrimination and Harassment Policy and Student Code of Conduct

Portland State

Protected Classes:

- Age
- Disability
- National origin
- Race
- Color
- Marital status
- Veteran status
- Religion
- Sex
- Pregnancy
- Sexual orientation

- Gender identity and expression
- Genetic information or
- In the use of Workers' Compensation, the federal Family and Medical Leave Act or the Oregon Family Leave Act and any other category covered by law.

Portland State

Office of Equity & Compliance (OEC)

OEC addresses allegations *against employees (faculty & staff)* of:

- ➢ Violations of the Prohibited Discrimination and Harassment Policy, including sexual harassment and retaliation,
- ➢ Violations of the Reasonable Accommodations/Access Policy,
- ➢ Violations of Assistance Animal Policy,
- ➢ Violations of the Religious Accommodations Policy,
- ➢ Violations of the Student Pregnancy and Postpartum Assistance and Accommodation policy and
- ➢ Violations of the Consensual Relations Policy.
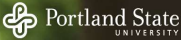
Portland State

Office of the Dean of Student Life (DOSL)

Looks into a concern when it is

- ➢ Against a student.
- ➢ To determine if there is a violation of the *Student Code of Conduct*
- ➢ Student Code of Conduct includes PSU's Prohibited Discrimination and Harassment Policy

**If allegations are against a student employee, and the student was acting in his/her role as an employee then the Office of Equity & Compliance may conduct the investigation.

Portland State

Title IX

Title IX of the Education Amendments of 1972 states:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

- Applies to students and employees of a university.

- Every educational institution must have a Title IX Coordinator. Julie Caron is PSU's Title IX Coordinator and Yesenia Gutierrez, Deputy Title IX Coordinator.

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Title IX and other federal and state laws

Discrimination and harassment on the basis of one's sex includes:
- ➤ Gender (males, females and trans),
- ➤ Gender identity & expression,
- ➤ Sexual orientation,
- ➤ Pregnancy,
- ➤ Sexual harassment,
- ➤ Sexual Assault,
- ➤ Stalking, sexual exploitation and relationship violence.

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How You Learn of a Reportable Incident
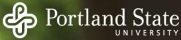
- A student or employee directly informs you of an incident;
- A third party informs you; or
- Information is written in an application, petition or other electronic form.

Information provided during a classroom discussion, for an assignment in a course or for university-approved research does not require reporting.

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What if you don't know who the accused is or if the accused is not affiliated with PSU?

- Still need to report all information.
- Title IX Coordinator, OEC or DOSL will determine if the matter is something that should be looked into.
- It a Title IX matter, PSU is required to provide supportive measures to the student, such as academic support, or employee.

Portland State

What if a student reports they are being discriminated against or harassed in a field placement or internship?

➢ Still need to report. This is occurring in an educational program. We may not be able to investigate the matter.

➢ Obligated to make sure the discrimination or harassment does not interfere with the student's education and they are safe.

➢ If Title IX, Title IX Coordinator will refer matter to advocate and work with the student to see if they want to file a complaint against the agency/business. FERPA sets in here.

Portland State

What if it does not seem like the conduct was a violation of a policy or code?

• Still need to report.
• Don't want faculty members, Chairs or any responsible employees assessing if it meets a policy or student code of conduct violation standard.
• OEC and DOSL are trained to evaluate.
• May be on-going conduct you are not aware of occurring.

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What if you believe you have been discriminated against or discriminatorily harassed?

✓ Not required to report, but if you disclose it to a responsible employee then they will need to report.
✓ May contact OEC or DOSL to determine your options.

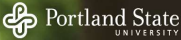What if you are the person they are accusing of discrimination?

✓ Still should report, at least to your Chair, and the Chair would report.

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What do you do if you are not sure if you are required to report?

Contact either:

• The Office of General Counsel to obtain advise or
• OEC/Title IX Coordinator to determine if must report.

4

Prevention from Retaliation for Reporting

✓ PSU's policy prohibits anyone from retaliating against another person for reporting.

✓ That includes taking adverse action, harassing or intimating the reporting the party.

✓ OEC or DOSL will address this retaliation

What if the person making the disclosure informs you they want the matter to be kept confidential?

- Before the person discloses any information, kindly interrupt the person and inform the person that you have reporting obligations and explain that you will keep the information **private** but not confidential.

- If a person asks to keep the information confidential, you are still obligated to report the matter to **your Chair,** or directly to **the Title IX Coordinator, OEC** or **DOSL.**

- After the disclosure, repeat that you will need to report.
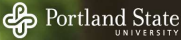
Privacy

Privacy" means that the person hearing about an incident will share it only with those who **have an authorized need to know**.

PSU On-Campus Confidential Resources for Students

The following employees do not have an obligation to report:

- Advocates,
- Doctors, nurses, counselors or any employee in SHAC, and
- Lawyers and employees in Student Legal Services.

Confidential

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"Confidentiality" means that the people hearing information will tell anyone outside of the advocacy services, **without written permission,** of the incident. The confidential advocate **is not required to report the incident to university officials or law enforcement, unless the survivor provides written permission.**

Confidential Advocates

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If the student who is disclosing information does not want you to report then we refer the student to a confidential advocate:

- Women's Resource Center (serving all genders),
- Queer Resource Center (Kirsten Keith),
- Diversity and Multicultural Services (Michelle Lee),
- International Student Services (Yoka Hondo), Native American Center, (Yolonda Salguiero), and
- Pan African Commons (Shanice Clarke).

Role of the Confidential Advocate for Students

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- Advocates can help by:
  - Assisting students regardless of the perpetrator being affiliated with PSU.
  - Making a safety plan to ensure a student's ability to safely attend classes, work on campus and participate in campus life.
  - Going over all reporting options and supporting students with whatever choice the students makes.
  - Helping students get extensions, change academic and change on-campus living situations as needed.
  - Assisting students navigating Financial Aid or Registrars office.
  - Getting protective order.
  - Connecting students to on and off-campus resources such as counseling, medical or legal services.

How do you directly respond?

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- Let the person know you have reporting obligations as soon as possible;
- Be a good listener and be empathic;
- Do not make comments about how the person should feel or respond;
- Don't ask questions, such as who, what, where or why. Your job is not to determine what happened;
- Assist the person in getting support, and
- If involving sexual harassment/sexual or relationship violence, provide the individual with the print-out.

Slide 1

What occurs if either the person impacted does not bring a complaint or OEC/DOSL determines not enough evidence to move forward?

➢ OEC and/or DOSL will evaluate to determine if necessary to informally follow up with coaching or training. Typically OEC will contact the Chair or Dean if the matter is regarding a faculty matter.

What occurs if a complaint is brought against you?

• You will receive a Respondent letter from your Chair.
• A neutral investigation will occur, meaning:
  ➢ You will have a opportunity to respond to all allegations.
  ➢ At the meeting you may have a union representative or support person present.
  ➢ You will be informed of the outcome of the investigation and any appropriate corrective action, which could include trainings.

Slide 2

PSU's Obligations

1. Provide supportive/interim measures to assure the Complainant is safe on campus;
2. When appropriate, investigate (*prompt, thorough and neutral*) reports of discrimination; discriminatory/sexual harassment; and sexual assaults; and
3. Take action to stop the conduct; and
4. Remedy the damage caused to individuals.

Slide 3

PSU Resources

http://www.pdx.edu/sexual-assault/

Slide 4

Safe Campus Module

Questions?

Contract Julie Caron, Associate Vice President, GDI at jucaron@pdx.edu or 5-4410
or
Yesenia Gutierrez, Director of EO/AA at yesenia.gutierrez.gdi@pdx.edu or 5-4413

Associated Students of Portland State University

President

Luis Balderas Villagrana

2018-2019 ASPSU Final Report To Faculty Senate

Luis Balderas-Villagrana *President*

Lelani Lealiiee *Vice President*

Fatima V. Preciado Mendoza *Multicultural Affairs Director*

Julieta Castro *Equal Rights Advocacy Director*

Alex Dassise *Academic Affairs Director*

Kyle Leslie-Christy *Student Life Director*

Emily M. Korte *University Affairs Director*

Gabby Pereira *Sustainability Affairs Director*

Camilo Assad *Legislative Affairs Director*

Jenna Oh *International Affairs Director*

Student Fee Committee:

Donald Thompson III *Student Fee Committee Chair*

Judicial Review Board:

Leona Yazdidoust *Judicial Review Board Chair*

Executive Staff:

Roosevelt Sowka *Executive Staff Director*

Hakan Kutgun *Operations Director*

Sophia Voronoff *Publicity Affairs Director*

President

The President worked to ensure that students at Portland State University were represented at all levels of the university. The President served on the following organizations/committees to serve and represent students: Tuition Review Advisory Committee (TRAC), University Public Safety Oversight Committee (UPSOC), Response and Review Committee, Oregon Student Association Board of Directors, Faculty Senate, SMSU Renovation Work Group, Honorary Degree Committee, and Diversity Action Council.

The President also met monthly to discuss students needs with the following individuals: PSU President, PROVOST, Vice-President of Finance & Administration, Vice-President for Student Affairs and Dean of Student Life, Vice-President of Global Diversity and Inclusion, among other formal meetings with different administrators across the university.

Executive Actions:
- Executive Action in the creation of the CPSO Ad Hoc Committee
- Executive Action in the creation of the Committee on Student Success

On his final days, the President will work with the new President-elect to ensure a proper transition of government. It has been an honor for Luis to serve as Student Body President.

Vice President

The Vice-President worked on ensuring that ASPSU functioned as a student government by creating calendars, assigning Senators to committees, chairing Senate meetings, and overall internal management of the organization. Represented the President in his absence. Worked with the Equal Rights Advocacy Committee to put on five days of events focused on fighting for survivors. Also worked with Illuminate to get more resources and programs.

Academics Affairs Committee

Academic Affairs Committee worked an open education campaign on campus to engage students and faculty. Also worked on mental health campaigns to provide more resources to students.

University Affairs Committee

University Affairs Committee worked diligently and gave their advice and opinions on the best way to enhance the overall student experience through the continued collaboration between administration and student government to renovate the Smith Memorial Student Union. Also worked to actively place students on All-University Committees.

Multicultural Affairs Committee

Multicultural Affairs Committee was able to take over 30 students to the Oregon Students of Color conference held in Monmouth, OR at the Western Oregon University. The committee also established a successful relationship with student organizers from the MENASA initiative (Middle East/North Africa/South Asia). The MENASA initiative is part of the Cultural Resource Center's five-year strategic plan. This year the ASPSU Student Fee Committee was able to grant sufficient funds to ensure the request for a MENASA director. Senators serving on this committee volunteered and helped celebrate PSU's Native American Student Community Center's 15th year anniversary. They were also assigned to connect with directors or staff from the various cultural resource centers, TRIO program, and BUILD EXITO. Finally, the committee worked on providing more resources to undocumented students.

International Affairs Committee

This committee worked on building a relationship with other groups and student organizations on campus. They reviewed anti-hate crime materials that are available on campus and strategic planning for ASPSU. Worked to motivate international students to participate and engage on campus.

Legislative Affairs Committee

Legislative Affairs Committee worked on a methodology for the Oregon Student Association on organizing on campus, outreach/research/support for disarming PSU statewide, and memos and advocacy for new perspectives in OSA. They also worked on OSCC workshops, creation and funding of OSA, a ten-point plan for ASPSU, and support for trans rights resolution with ERAC. Represented students on the Tuition Review Advisory Committee.

Sustainability Affairs Committee

Sustainability Affairs Committee worked with the sustainability groups on campus and has successfully gotten space for a community garden. The committee held events throughout May for Social Sustainability Month.

Student Life Committee

Student Life Committee worked on building relationships within housing, athletics, SALP, SHAC, and others on campus as well as event planning for the year. They were also able to plan and put together a midterm watch party as well as formulate the monthly newsletters for students. They hosted Broadway Actor: Josh Rivedal talk to PSU students on learning to live well in college.

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

Student Fee Committee
The Student Fee Committee worked for months and passed the Incidental Fee Budget for 2019-20. Worked and passed the Student Building Fee Budget.

Judicial Review Board
The Judicial Review Board worked on Constitutional changes, held meetings regarding attention request made against ASPSU, ASPSU Officers, Resolutions. Crafted the 2018-2019 ASPSU Annual Report.

Senate
The Senate passed resolutions, held forums for presenters across campus, discussed campus public safety, approved Constitutional changes, and approved the SFC proposed Student Incidental Fee Budget.

"It is an honor to have worked with the faculty senate to increase collaboration between the two organizations. Both Faculty Senate and ASPSU share many goals and it's essential that we continue to work together to ensure success at Portland State University. Let Knowledge Serve the Students/Faculty of Portland State University" ~ President Balderas Villagrana

Attachment A.2

Portland State
UNIVERSITY

To: Susan Jeffords, Provost

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

Date: 8 May 2019

Re: Notice of Senate Actions

At its regular meeting on May 6, 2019, Faculty Senate **approved** the curricular consent agenda with the changes to programs and changes to courses specified in Attachment E.1 to the May Agenda.

> **05-06-19— OAA concurs with the changes to programs and changes to courses.**

Faculty Senate voted to **approve** creation of a new center, the Digital City Testbed Center, under conditions recommended by the Educational Policy Committee in Attachment D.1.

> **05-06-19—OAA concurs with the recommendation and approves creation of a new center.**

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

May 9, 2019

TO: Faculty Senate

FROM: Mark Woods
        Chair, Graduate Council

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

School of Business

Change to Existing Programs
E.1.a.1
- Graduate Certificate in Global Supply Chain Management – create standardized core curriculum and add elective option

E.1.a.2
- M.S. Global Supply Chain Management – reduce total credits from 52 to 45 and revise core curriculum

New Courses
E.1.a.3
- GSCM 560 Supply Chain Modeling & Simulation, 4 credits
  Introduces a variety of modeling and simulation techniques and can be used to explore a number of topics in supply chain management. Prerequisite: Admission into the program.

E.1.a.4
- GSCM 571 Business Analytics I, 4 credits
  Introduce students to key analytics methods dealing with statistics, probability, and forecasting. Prerequisite: Admission into the program.

E.1.a.5
- GSCM 572 Business Analytics II, 4 credits
  Focus on the use of mathematical programming and optimization methods to support decision-making related to supply chain management. Prerequisite: Admission into the program..

E.1.a.6
- GSCM 573 New Product Introduction and Innovation. 4 credits
  Apply supply chain management thinking into new product design and innovation process. Prerequisite: Admission into the program.

E.1.a.7
- ISQA 516 Multiple Regression with Business Applications, 3 credits
  Presents some linear model building and evaluation techniques using multiple regression. The course is organized around applications to understand related and potentially causal

* 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.

factors in a management context with implications for management decision making. The goal is to construct and interpret regression models according to specified predictor variables that contribute to predicting the unknown value of the response variable of interest. Students who do not have familiarity with basic statistical analyses will be given access to a primer.

E.1.a.8

- *ISQA 581 Blockchain Fundamentals, 4 credits
  This course introduces the fundamentals of blockchain technology and provides a comprehensive survey of the essential building blocks and unique characteristics of this innovative technology..Prerequisite: This course is part of the Business Blockchain Certificate. All students are expected to complete the Blockchain Primer before registering for this course.

E.1.a.9

- *ISQA 582 Blockchain Fundamentals Lab, 2 credits
  This course provides practice using technologies that will help students understand the core features of blockchain networks as well as the cryptocurrencies and smart contracts that they enable. Prerequisite: This course is part of the Business Blockchain Certificate. All students are expected to complete the Blockchain Primer before registering for this course.

E.1.a.10

- *ISQA 583 Blockchain in Business, 4 credits
  This course explores business uses of distributed ledger technology (DLT), including for transferring value, executing smart contracts, tracking chain of custody, and verifying identify. Prerequisites: This course is part of the Business Blockchain Certificate. All students are expected to complete the Blockchain Primer before registering for this course.

E.1.a.11

- *ISQA 584 Blockchain in Business Lab, 2 credits
  This course provides extensive hands-on practice using distributed ledger technologies and discussions about the appropriate uses of relational databases and various permissioned and permissionless blockchain systems. Prerequisites: This course is part of the Business Blockchain Certificate. All students are expected to complete the Blockchain Primer before registering for this course.

E.1.a.12

- *ISQA 585 Blockchain Uses and Applications, 4 credits
  This course explores current and proposed blockchain uses in variety of industries and sectors and enables students to design and develop distributed applications (DApps). Prerequisites: This course is part of the Business Blockchain Certificate. All students must complete the Blockchain Primer before registering for this course.

E.1.a.13

- *ISQA 586 Emerging Topics in Blockchain, 2 credits
  This course explores current and future blockchain innovations and resources available for learning about blockchain developments. Prerequisites: This course is part of the Business Blockchain Certificate. All students are expected to complete the Blockchain Primer before registering for this course.

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

Maseeh College of Engineering and Computer Science

Change to Existing Programs

E.1.a.14
- Computer Science M.S. – change to existing program: modify core requirement

E.1.a.15
- Graduate Certificate in Computer Security – change program name to Cybersecurity, modify core requirement

New Courses

E.1.a.16
- *CS 530 Internet, Web, & Cloud Systems, 3 credits
  Covers modern networked computing systems and the abstractions they provide. Specifically, students will learn about and apply their knowledge of topics such as Internet protocols, virtual machines and containers, web servers and frameworks, and databases as well as their deployment in modern cloud environments. Prerequisite: Graduate-standing and admission into CS program.

Changes to Existing Courses

E.1.a.17
- *CS 557 Functional Languages, 3 credits – change title to Functional Programming and change prerequisites

E.1.a.18
- *CS 592 Malware, 3 credits – change title to Malware Reverse Engineering and change description

E.1.a.19
- *CS 595 Web Security, 3 credits –change title to Web and Cloud Security and change description

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.20
- Ph.D. in Applied Psychology –add 2 new focus areas

E.1.a.21
- M.A/M.S. Book Publishing – add new core course option, reduce electives

E.1.a.22
- M.A./M.S. in Conflict Resolution –reduce total credits from 63 to 54 and restructure program

E.1.a.23
- M.A./M.S. Professional and Technical Writing – update core course offerings, update elective course list

E.1.a.24
- M.A. in Teaching of English to Speakers of Other Languages (TESOL)—rework requirements into a common core and three track options

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

New Courses

E.1.a.25

- *Bi 579 Plant Reproductive Biology, 5 credits
  Covers the diversity processes and functions of sexual and asexual reproduction of plants. Students will learn about pollination, anatomy, morphology, and physiology of plant reproduction. They will develop an understanding of how biological processes contribute to the ecology and evolution of vegetative growth and flowering. Three hours of lecture and 5 hours of lab per week; there are 2 mandatory field trips. Prerequisite: Successful completion of Bi 330 with a C- or better.

E.1.a.26

- *Ch 546 MODULE: Biophysical Methods I (Macromolecular Structure), 2 credits
  This 5-week intensive course covers the principle methodologies used to study biological macromolecules at the 'atomic-level' (e.g. X-ray Crystallography, NMR Spectroscopy and Electron Microscopy). Students will learn the underling principles, practical aspects and means for validation and assessment applied to these techniques. Prerequisites: (CH490 or CH350) and (PH203 or PH213).

E.1.a.27

- *Ch 570c MODULE: Practical NMR Spectroscopy, 2 credits
  This course will focus on the practical aspects of obtaining NMR spectroscopic data from instrumentation such as one would encounter in a research or industrial setting. Prerequisite: Ch 417 or Ch 442.

E.1.a.28

- *Ch571a MODULE: Biological NMR Spectroscopy, 2 credits
  Nuclear magnetic resonance spectroscopy (NMR) of biological systems. The basic theory of NMR, its application to complex biological molecules and complexes. Prerequisite: Ch 470.

E.1.a.29

- *Ch 597 MODULE: Nucleic Acids, 2 credits
  Chemical and physical features and functions of DNA and RNA primary, secondary and tertiary structures and protein recognition; unusual DNA structures; chromatin organization; thermodynamics of DNA sequence dependent stability, RNA secondary structure prediction and RNA folding; chemistry and thermodynamics of structure/functional mechanisms of ribozymes, large DNA-protein and RNA–protein complexes. Prerequisite: Ch 592.

E.1.a.30

- *Ch 598 MODULE: Protein Dynamics and Folding, 2 credits
  This 5-week intensive course will develop an advanced understanding of the molecular forces that govern protein structure, folding and dynamics. We will discuss the theoretical aspects used to describe these principles, as well as the methods used to experimentally characterize and computationally model protein folding and dynamics. Prerequisites: (CH 490 or CH 350) and (PH 203 or PH 213) and Mth 251 and Mth 252.

E.1.a.31

- *Eng 597 Comics History, 4 credits
  Study of comics art as a medium of visual narrative and its evolution through the history of the American comics industry. Topics include the diversity of comics and their storytelling power by investigating the distinctive qualities of seminal texts, their origins and precedents,

* 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.

their relationships to particular cultural moments, and their potential as inspiration and influence on later comics art.

E.1.a.32

- *Geog 567 Community Resilience in Coupled Socio-Ecological Systems, 4 credits
  Examines community vulnerability, adaptation, and resilience to environmental risks and hazards in the coupled human and natural systems from a geographical and spatial science perspective. Focuses on US and international case studies in major urban areas to investigate the questions of "why, when, for whom, and how" of community resilience across scales.

E.1.a.33

- Ling 513 Applied Phonetics and Phonology, 4 credits
  Introduces students to the applications of phonetics and phonology to the teaching of English and other real-world problems. Students will learn how to describe the sound system of English, represent its phonology with basic formalisms, and compare this system to that of other languages. This knowledge will enable students to diagnose and remediate problems learners might have with the sound system of English.

E.1.a.34

- Ling 521 Applied English Grammar, 4 credits
  Offers graduate students a foundation in grammar terminology and skills for conducting and writing up analyses of language data to be applied in both research and teaching. The course examines patterns of language use across different registers of English and how other languages differ from English in encoding similar information. It also builds awareness of world varieties of English. Students will also become familiar with commonly used databases for conducting language research.

E.1.a.35

- *Ling 531 Language, Identity, and Culture, 4 credits
  Provides a systematic overview of theories and practices concerning the relationship of language, culture, and identity (personal and cultural). It will address common misconceptions about language and culture, and promote an understanding of the affective nature of language. Students will develop skills in analyzing information and data about culture and language, including variation in language use and thematic analysis of interview data. This course will focus on adult educational settings, domestic and global.

E.1.a.36

- Ling 565 Research in Language Teaching and Applied Linguistics,
  Introduces students to the basics of reading and writing about research in TESOL. It will develop the metalanguage necessary for discussing and critically evaluating research articles, skills for synthesizing research articles, and identifying and evaluating research methodologies. Students will also practice skills for proactively searching out information to better understand research so they can continue to be critical consumers of research as they enter the teaching profession. Prerequisites: Graduate-standing and completion of at least 12 credits in Applied Linguistics.

E.1.a.37

- Ling 566 Culminating Workshop for TESOL and Applied Linguistics, 4 credits
  Workshop for students in the MA TESOL program. As part of this course, students will develop a portfolio that contains revised work from previous courses (both language analysis and pedagogical), prepare a short public presentation, develop job application

materials, and synthesize and reflect on what they have learned in the program. Prerequisite: Graduate-standing and completion of at least 36 credits in the MA TESOL program.

E.1.a.38

- *Wr 524 Grant Writing for Professional Writers, 4 credits
Introduces students training for careers as professional writers to the best practices in writing grants and managing the grant writing process across multiple sectors of the non-profit world and in academia. Students will work collaboratively and individually to develop business plans, identify potential funding sources, and begin preparing grants.

E.1.a.39

- *Wr 531 Advanced Topics in Technical Writing Technologies, 4 credits
An introduction to contemporary technology used by writers in industry. Students will produce a portfolio project to demonstrate proficiency in the technology. Students will also learn general strategies for learning new technologies as part of a professional practice.

E.1.a.40

- *Wr 532 Frameworks for Technical Writing, 4 credits
Introduces students to the many frameworks for understanding the fundamental questions that shape technical writing as a practice in industry and as a field of academic study, such as rhetoric, ethics, or social justice. Students will choose a framework to analyze and respond to a technical writing problem or situation of their choice and produce a portfolio to share findings.

E.1.a.41

- *Wr 533 Research Methods for Technical Writing, 4 credits
Introduces students to the research methods commonly practiced by professional technical writers. These methods include interviewing subject-matter experts, researching genre conventions, user research, website content analysis, and usability testing. Students will practice methods via client-projects with local community partners, so the methods taught in any given section of the course will be shaped by the needs of the client-project. Students will produce professional-quality project deliverables for the client and the program portfolio.

E.1.a.42

- Wr 579 Researching Book Publishing, 4 credits
Students will learn about qualitative and quantitative book publishing research methods and work through stages of their final research paper for the Book Publishing Master's Program. Students will emerge from the course with a measurable, right-sized research question, a methodology plan, and sample paper outlines that refine their critical thinking skills. There will also be an industry-based research project that students develop and carry out.

Changes to Existing Courses

E.1.a.43

- *Ling 538 Second Language Acquisition, 4 credits—change prerequisites

E.1.a.44

- *Ling 577 TESOL Methods I, 4 credits –change description and prerequisites

* 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.

<u>**School of Public Health**</u>

Change to Existing Programs

E.1.a.45

- Epidemiology Ph.D. – change a few core requirements, revise number of dissertation credits, electives, and overall program credits

New Courses

E.1.a.46

- Epi 611 Epidemiology Doctoral Seminar II, 2 credits
  This advanced doctoral-level course synthesizes across students' prior training in epidemiology, biostatistics, applied research, and the disciplines/content areas that are required for students' doctoral research. Building on this foundation, and drawing from doctoral students' and the instructor's expertise, this course aims to facilitate the intellectual development required to conduct and present original epidemiologic research. Prerequisite: Epi 610.

E.1.a.47

- Epi 640 Research Proposal and Design, 3 credits
  Provides an introduction to research design and proposal writing. It builds upon concepts of epidemiology and biostatistics to enable students to develop a study plan to conduct public health research that is efficient, effective, and ethical. Writing a research proposal is a skill necessary in the professional practice of public health. During this course, students will prepare a written proposal that includes a concise statement of the epidemiologic research question, testable hypotheses, appropriate specific aims, and a plan of work. Prerequisite: Epi 612.

E.1.a.48

- Epi 668 Infectious Disease Epidemiology, 2 credits
  Provides an introduction to infectious epidemiology, and includes fundamental topics such as outbreak investigation, public health communicable disease surveillance and reporting, biological concepts of disease introduction, evolution and spread, and design of population-based studies to evaluate features of infectious diseases (e.g., risk factors, method of spread, clinical features, disease prevalence). Will also introduce some of the categories of communicable diseases and highlight some features of the major diseases within each category. Prerequisites: Epi 512 and BSta 512.

E.1.a.49

- Epi 676 Chronic Disease Epidemiology, 2 Credits
  Gives students an understanding of the epidemiology of major chronic diseases in developed countries. It covers three aspects of chronic disease: 1) epidemiology methods used in their study, 2) epidemiologic findings and current status of epidemiologic research into various chronic diseases, and 3) the epidemiology of the major risk factors for chronic diseases. The course is based on presentations by researchers and public health practitioner experts on specific chronic disease topics. Prerequisite: Epi 512 or Epi 612.

E.1.a.50

- HSMP 675 Advanced Health Policy, 3 credits
  Provides students focusing on health policy analysis or advocacy the opportunity to explore specific areas of health policy in-depth. Taught as a seminar with students required to select two policy areas, develop readings and questions, and lead class discussion facilitated by the

* 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.

instructor. Coursework emphasizes the understanding, identification and development of successful and sustainable health policy including preparation of four brief, structured policy proposals. Prerequisite: HSMP 571 or HSMP 671.

School of Social Work

Changes to Existing Courses

E.1.a.51
- SW 521 Advanced Anti-Oppressive Practice, 3 credits – change prerequisites

College of Urban and Public Affairs

New Courses
E.1.a.52
- PS 569 Comparative Political Institutions, 4 credits
  Examines the performance, capabilities, and overall function of governments worldwide. Emphasis on advanced analyses of theories and concepts in comparative politics, with a particular focus on institutions of the state.

E.1.a.53
- *PS 575 Comparative Political Parties and Elections, 4 credits
  Parties and elections are crucial elements of governance in countries around the world. But while these institutions are omnipresent, there are differences in the power and behavior of political parties as well as in the function and outcome of legislative electoral systems. In this course, we examine those differences with a focus on representation, party survival, and electoral behavior, and perform in-depth case studies of elections in such countries as Germany, Russia, Japan, and Brazil.

E.1.a.54
- *USP 516 International Urban Issues Seminar, 1 credit
  This seminar surveys research about local and regional planning issues in a global context. It brings speakers with international experiences to share their understanding of urban issues, and to reflect on cultural, economic, and socio-political dimensions of policy-making processes around the world that influence planning worldwide.

Changes to Existing Courses
E.1.a.55
- PA 578 Collaborative Governance Practicum, 3 credits –change prerequisites

E.1.a.56
- *USP 511 Pedestrian and Bicycle Planning Lab, 2 credits – change from 2 credits to 3 credits

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

May 9, 2019

TO: Faculty Senate

FROM: Drake Mitchell, Chair, Undergraduate Curriculum Committee

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

School of Business

Change to Existing Programs
E.1.b.1

- Business Administration B.A./B.S.— revising required courses and electives for the Marketing option

New Courses
E.1.b.2

- Actg 431 Not-For-Profit Accounting, 2 credits
  Introduction to Not-for-Profit entities, how their legal and operational environments are different from businesses, and how accounting and financial reporting standards differ as a result. Prerequisite: Actg 382.

E.1.b.3

- Fin 419 Financial Data Analytics & Modeling, 4 credits
  Applies analytical tools to analyze big data around financial issues faced by analysts, corporate managers, fund managers, and investors. Lectures and cases/projects reinforce concepts and provide the foundation to analyze real financial problems around such issues of estimating stock returns; stock risk; the effects of anti-takeover policies on corporate innovation; the influence of CSR ratings on firms' market values; and the impacts of management compensation and board governance on firm performance. Prerequisite: BA 303.

E.1.b.4

- Fin 431 Financial Markets & Institutions, 4 credits
  Introduces the operations, structure, and functions of financial markets and institutions and the important role they play in the financial decision-making process of a firm. Emphasis on financial markets and the aggregate economy, how these financial institutions measure and manage the unique risks to which they are exposed and the governing rules and regulations of financial markets and institutions that govern how risk is transferred. Prerequisite: BA 303.

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

E.1.b.5
- *ISQA 481 Blockchain Fundamentals, 4 credits
  This course introduces the fundamentals of blockchain technology and provides a comprehensive survey of the essential building blocks and unique characteristics of this innovative technology..Prerequisite: This course is part of the Business Blockchain Certificate. All students are expected to complete the Blockchain Primer before registering for this course.

E.1.b.6
- *ISQA 482 Blockchain Fundamentals Lab, 2 credits
  This course provides practice using technologies that will help students understand the core features of blockchain networks as well as the cryptocurrencies and smart contracts that they enable. Prerequisite: This course is part of the Business Blockchain Certificate. All students are expected to complete the Blockchain Primer before registering for this course.

E.1.b.7
- *ISQA 483 Blockchain in Business, 4 credits
  This course explores business uses of distributed ledger technology (DLT), including for transferring value, executing smart contracts, tracking chain of custody, and verifying identify. Prerequisites: This course is part of the Business Blockchain Certificate. All students are expected to complete the Blockchain Primer before registering for this course.

E.1.b.8
- *ISQA 484 Blockchain in Business Lab, 2 credits
  This course provides extensive hands-on practice using distributed ledger technologies and discussions about the appropriate uses of relational databases and various permissioned and permissionless blockchain systems. Prerequisites: This course is part of the Business Blockchain Certificate. All students are expected to complete the Blockchain Primer before registering for this course.

E.1.b.9
- *ISQA 485 Blockchain Uses and Applications, 4 credits
  This course explores current and proposed blockchain uses in variety of industries and sectors and enables students to design and develop distributed applications (DApps). Prerequisites: This course is part of the Business Blockchain Certificate. All students must complete the Blockchain Primer before registering for this course.

E.1.b.10
- *ISQA 486 Emerging Topics in Blockchain, 2 credits
  This course explores current and future blockchain innovations and resources available for learning about blockchain developments. Prerequisites: This course is part of the Business Blockchain Certificate. All students are expected to complete the Blockchain Primer before registering for this course.

E.1.b.11
- Mktg 440 Practicum: FIR NW Student Ad Agency, 4 credits
  FIR NW is a student-run advertising agency within the School of Business that offers experience in development and execution of advertising, brand and communication strategy to solve business problems faced by community-based businesses and organizations. Requirements: Application and acceptance plus a minimum of 2 and a maximum of 3 terms in FIR NW. Open to students outside the business school. Two terms of MKTG 440: FIR

* 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.

NW waives MKTG 443. Prerequisite: Students must apply and be accepted into the program. Application involves submitting a resume and cover letter, and an interview with instructor.

Changes to Existing Courses
E.1.b.12

- BA 346U Essentials of Entrepreneurship for Non-Business Majors, 4 credits – change description

College of Education

New Courses
E.1.b.13

- *SpEd 412 Diagnostic Assessment, 3-4 credits
  The focus of this course is the legal requirements and professional skills required for conducting non-biased, standardized, academic assessments. Students will develop knowledge and skills in: collecting relevant background information; selecting, administering, and interpreting assessments; developing academic goals and objectives; preparing meaningful reports; and conducting meetings to convey assessment results. Prerequisite: Admission to the program.

E.1.b.14

- *SpEd 425 Student Teaching, 6-15 credits
  This full-time student teaching experience provides opportunities for students to apply, practice, and generalize concepts and skills learned in university courses. Students will have opportunities to observe and participate in the responsibilities of the special educator, and further develop their skills in instruction and classroom management. Prerequisites: Mth 211, Mth 212, SpEd 418 and admission to program.

E.1.b.15

- *SpEd 432 Inclusive Practices, 2 credits
  This course prepares teacher candidates to use evidence-based practices to support students with diverse learning needs to gain access to the general education curriculum. Incorporating Universal Design for Learning as a framework, teacher candidates will plan, implement and assess study skills and learning strategies for students in all academic areas. Prerequisites: Mth 211, Mth 212, SpEd 418 and admission to the program

Maseeh College of Engineering and Computer Science

Change to Existing Programs
E.1.b.16

- Computer Science Minor—reduce credits from 36 to 28and restructure curriculum

New Courses
E.1.b.17

- *CS 430P Internet, Web, & Cloud Systems, 4 credits
  Covers modern networked computing systems and the abstractions they provide. Specifically, students will learn about and apply their knowledge of topics such as Internet protocols, virtual machines and containers, web servers and frameworks, and databases as well as their deployment in modern cloud environments. Prerequisite: Upper-division standing and admission into the CS program.

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

Changes to Existing Courses
E.1.b.18
- *CS 457 Functional Languages, 4 credits – change title to Functional Programming and change prerequisites

E.1.b.19
- *CS 492 Malware, 4 credits – change title to Malware Reverse Engineering and change description

E.1.b.20
- *CS 495 Web Security, 4 credits – change title to Web and Cloud Security, change description, and change prerequisites

E.1.b.21
- ME 240 Survey of Manufacturing Processes, 2 credits – change prerequisites

E.1.b.22
- ME 313 Analysis of Mechanical Components, 4 credits – change prerequisites

College of Liberal Arts and Sciences

Change to Existing Programs
E.1.b.23
- Conflict Resolution B.A./B.S.—remove required classes and add elective options

E.1.b.24
- Environmental Science B.A./B.S.—dividing major into two specializations

E.1.b.25
- Mathematics B.A./B.S.—add required class and remove an elective option

E.1.b.26
- Psychology B.A./B.S.—adding requirement for course in human diversity

E.1.b.27
- TESL Certificate—reduce required credits from 40 credits to 28 credits

New Courses
E.1.b.28
- *Ch 446 MODULE: Biophysical Methods I (Macromolecular Structure), 2 credits
  This 5-week intensive course covers the principle methodologies used to study biological macromolecules at the 'atomic-level' (e.g. X-ray Crystallography, NMR Spectroscopy and Electron Microscopy). Students will learn the underling principles, practical aspects and means for validation and assessment applied to these techniques. Prerequisites: (CH 490 or CH 350) and (PH 203 or PH 213).

E.1.b.29
- *Ch 470c MODULE: Practical NMR Spectroscopy, 2 credits
  This course will focus on the practical aspects of obtaining NMR spectroscopic data from instrumentation such as one would encounter in a research or industrial setting. Prerequisite: Ch 417 or Ch 442.

E.1.b.30
- *Ch 471a MODULE: Biological NMR Spectroscopy, 2 credits
  Nuclear magnetic resonance spectroscopy (NMR) of biological systems. The basic theory of NMR, its application to complex biological molecules and complexes. Prerequisite: Ch 470.

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

E.1.b.31
- *Ch 497 MODULE: Nucleic Acids, 2 credits
  Chemical and physical features and functions of DNA and RNA primary, secondary and tertiary structures and protein recognition; unusual DNA structures; chromatin organization; thermodynamics of DNA sequence dependent stability, RNA secondary structure prediction and RNA folding; chemistry and thermodynamics of structure/functional mechanisms of ribozymes, large DNA-protein and RNA–protein complexes. Prerequisite: Ch 492.

E.1.b.32
- *Ch 498 MODULE: Protein Dynamics and Folding, 2 credits
- This 5-week intensive course will develop an advanced understanding of the molecular forces that govern protein structure, folding and dynamics. We will discuss the theoretical aspects used to describe these principles, as well as the methods used to experimentally characterize and computationally model protein folding and dynamics. Prerequisites: (CH 490 or CH 350) and (PH 203 or PH 213) and Mth 251 and Mth 252.

E.1.b.33
- ChLa 340 Mayas, Aztecs, and Chicanos, 4 credits
  Will focus on the flourishing of Mayan civilization and the cultural and artistic contributions of other Mesoamerican societies, such as the Aztecs, during the Classic and Post-Classic period. The fall of the Aztec so-called empire will be studied, including the first years of New Spain's viceregal society, which saw the beginning of class and race relations. Early-Mexican identity will be explored during this period, including its relations to Chicano identity.

E.1.b.34
- *Eng 497 Comics History, 4 credits
  Study of comics art as a medium of visual narrative and its evolution through the history of the American comics industry. Topics include the diversity of comics and their storytelling power by investigating the distinctive qualities of seminal texts, their origins and precedents, their relationships to particular cultural moments, and their potential as inspiration and influence on later comics art. Prerequisite: Upper-division standing.

E.1.b.35
- Fr 344 Introduction to Francophone Literature, 4 credits
  Literature in French from Africa and the Caribbean. Poetry, theater, and prose readings from representative authors. This is the fourth course in a sequence of four: Fr 341U, Fr 342U, Fr 343U, Fr 344. Expected preparation: Fr 301 or Fr 302. Prerequisite: Fr 203.

E.1.b.36
- *Geog 467 Community Resilience in Coupled Socio-Ecological Systems, 4 credits
  Examines community vulnerability, adaptation, and resilience to environmental risks and hazards in the coupled human and natural systems from a geographical and spatial science perspective. Focuses on US and international case studies in major urban areas to investigate the questions of "why, when, for whom, and how" of community resilience across scales. Prerequisite: Geog 230.

E.1.b.37
- *Ling 431 Language, Identity, and Culture, 4 credits
  Provides a systematic overview of theories and practices concerning the relationship of language, culture, and identity (personal and cultural). It will address common

* 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.

misconceptions about language and culture, and promote an understanding of the affective nature of language. Students will develop skills in analyzing information and data about culture and language, including variation in language use and thematic analysis of interview data. This course will focus on adult educational settings, domestic and global. Prerequisite: Sophomore standing.

E.1.b.38

- Mth 255 Calculus V, 4 credits
  Further study of multiple integrals, line and surface integrals, Green's theorem, Stokes' theorem, the divergence theorem, and applications. Prerequisite: Mth 254.

E.1.b.39

- Psy 428 Diversity, Prejudice and Intergroup Relations, 4 credits
  Delves into social psychological research and theory on Prejudice, Diversity, and Intergroup Relations. From a social psychological perspective, it addresses both historical and contemporary perspectives on stereotyping, prejudice, and discrimination, including implicit bias, modern racism, social identity threats, and benevolent sexism. Example topics include the impact of prejudice in policing, education, work organizations, online mediums, and health care. The course also focuses on ways to reduce prejudice and counteract bias. Prerequisite: Upper-division standing.

E.1.b.40

- Psy 458 Development & Education of African-Diaspora Children & Youth, 4 credits
  Explores development from childhood through emerging adulthood for persons in the African-diaspora using a sociocultural psychology perspective. Individual African-American children and youths' interactions with local, distal, and sociohistorical contexts will be discussed as sources of developmental trajectories. Special attention will be given to schooling as a developmental context and critical psychology perspectives. Prerequisite: Upper-division standing.

E.1.b.41

- Sci 356U Environmental Success Stories, 4 credits
  A positive reflection on how and why we can approach environmental catastrophes with willingness and certainty that we can develop strategies to overcome current and future challenges. Case-studies, work with community organizations and evaluation of the literature will help students identify key elements of successful endeavors and create best-practices for successful environmental problem solving. Community connections will also focus on how to create sustainable and resilient solutions by identifying and supporting stakeholder values.

E.1.b.42

- Soc 396 Social Research Methods, Social Statistics, 4 credits
  Introduction to the range of techniques for analyzing social science data. Emphasis on the conceptualization, operationalization, and measurement of socially based phenomena. Topics include: level of measurement, operationalization, summary statistics, probability, hypothesis tests, and the use of data analysis software (SPSS). Prerequiste: Mth 95.

E.1.b.43

- Span 312 Introduction to Teaching Spanish, 4 credits
  Introduction to the field of teaching Spanish. Students will explore current practices through observation and reflection, as well as research and discuss a variety of issues related 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.

Spanish language teaching. Students will identify and articulate their own beliefs about teaching, and develop individual plans for professional development. Course is conducted in Spanish. Prerequisite: 8 credits of Span 301, Span 302, or Span 303, or equivalent Spanish language proficiency.

E.1.b.44

- *Wr 424 Grant Writing for Professional Writers, 4 credits
  Introduces students training for careers as professional writers to the best practices in writing grants and managing the grant writing process across multiple sectors of the non-profit world and in academia. Students will work collaboratively and individually to develop business plans, identify potential funding sources, and begin preparing grants. Prerequisite: Upper-division standing.

E.1.b.45

- *Wr 431 Advanced Topics in Technical Writing Technologies, 4 credits
  An introduction to a contemporary technology used by technical writers in industry. Students will produce a portfolio project to demonstrate proficiency in the technology. Students will also learn general strategies for learning new technologies as part of a professional practice. Prerequisite: Upper-division standing.

E.1.b.46

- *Wr 432 Frameworks for Technical Writing, 4 credits
  Introduces students to the many frameworks for understanding the fundamental questions that shape technical writing as a practice in industry and as a field of academic study, such as rhetoric, ethics, or social justice. Students will choose a framework to analyze and respond to a technical writing problem or situation of their choice and produce a portfolio to share findings. Prerequisite: Upper-division standing.

E.1.b.47

- *Wr 433 Research Methods for Technical Writers, 4 credits
  Introduces students to the research methods commonly practiced by professional technical writers. These methods include interviewing subject-matter experts, researching genre conventions, user research, website content analysis, and usability testing. Students will practice methods via client-projects with local community partners, so the methods taught in any given section of the course will be shaped by the needs of the client-project. Students will produce professional-quality project deliverables for the client and the program portfolio. Prerequisite: Upper-division standing.

Changes to Existing Courses

E.1.b.48

- *Bi 479 Plant Reproductive Biology, 5 credits – change description

E.1.b.49

- *Ling 438 Second Language Acquisition, 4 credits – change prerequisites

E.1.b.50

- *Ling 477 TESOL Methods I, 4 credits – change description and prerequisites

* 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.

Attachment E.1.b

School of Public Health

Change to Existing Programs
E.1.b.51
- Health Studies B.A./B.S. – change program name to Public Health Studies and update concentration names.

School of Social Work

Changes to Existing Courses
E.1.b.52
- SW 431 Generalist Practice with Individual Families, 3 credits—change description and change title to Social Work Practice III

College of Urban and Public Affairs

Change to Existing Programs
E.1.b.53
- International Studies B.A.—change requirement for a 200-level elective to a 400-level elective

E.1.b.54
- Sustainable Urban Development Minor—change credit requirement from 27 credits to 24-27 credits to reflect elective options

New Courses
E.1.b.55
- *PS 475 Comparative Political Parties and Elections, 4 credits
  Parties and elections are crucial elements of governance in countries around the world. But while these institutions are omnipresent, there are differences in the power and behavior of political parties as well as in the function and outcome of legislative electoral systems. In this course, we examine those differences with a focus on representation, party survival, and electoral behavior, and perform in-depth case studies of elections in such countries as Germany, Russia, Japan, and Brazil. Prerequisite: Upper-division standing.

E.1.b.56
- *USP 416 International Urban Issues Seminar, 1 credit
  This seminar surveys research about local and regional planning issues in a global context. It brings speakers with international experiences to share their understanding of urban issues, and to reflect on cultural, economic, and socio-political dimensions of policy-making processes around the world that influence planning worldwide. Prerequisite: Upper-division standing.

Changes to Existing Courses
E.1.b.57
- *USP 411 Pedestrian and Bicycle Planning Lab, 2 credits – change credits from 2 credits to 3 credits

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

Report of the Faculty Senate Steering Committee to the Portland State Faculty Senate and the University on Administrative Leadership and Shared Governance, May 27, 2019.

Since March of this year, in consideration of controversies regarding the PSU presidency, as well as other governance issues of concern to Senate leadership, the Senate Steering Committee has undertaken an examination of the available evidence with the intention of offering our assessment of administrative leadership to the Senate and the University by the time of the Senate's final meeting of the academic year on June 3, 2019. Though the announcement on May 10 of the president's resignation, and of the immediate appointment of an acting president, may appear to render much of this work moot, we believe that this is an important time for the University to reflect on the lessons learned, on the structure and recruitment of administrative leadership, and on the future of shared governance at our institution.

Sources:

During the spring of this year the Board of Trustees commissioned two external reviews of presidential leadership known as the "financial audit" and the "personnel audit." The Steering Committee had anticipated the publication of these reviews as a valuable opportunity to examine the performance of the administration, and to work collaboratively with the Board and the administration on strategies for amelioration. We have therefore been highly disappointed to learn that a legal settlement reached with the former president will apparently prevent these reviews—presumably conducted at considerable expense to our institution—from being made public, even in redacted or summary form. The sealing of these audits represents a lost opportunity for meaningful strategic planning.

The Steering Committee has nonetheless obtained and examined the documents regarding the PSU presidency that were previously obtained in recent months by the *Oregonian* through public record request. Though the majority of these documents are of little or no relevance to the issues of concern to us, some are more concerning. The Steering Committee and its members have also been in contact, both formally and informally, with a number of members of the PSU faculty and administration who have described to us their experience of the work and leadership style of the presidential administration. Finally, and perhaps most importantly for this report, the Steering Committee can draw on its own experience of shared governance over the past two academic years.

Consultation & shared governance:

In our view, the most problematic theme for shared governance that emerges from this body of evidence is the tendency of administrative leadership to make far-reaching structural decisions without adequate consultation. This problem became especially apparent during the summer of 2018 when the president issued a series of major decisions, at a time of year when most of the organs of shared governance were in recess. We count at least five major administrative restructurings that summer: The Office of Academic Innovation and Student

Success was removed from the oversight of the Office of Academic Affairs to become a vice-presidential position, the Office of Enrollment Management was separated from Student Affairs, a new vice provost position was created to oversee Student Affairs, the Office of Graduate Studies was transferred from Academic Affairs to the renamed Office of Graduate Studies and Research, and the Office of Strategic Partnerships was eliminated. While it is plausible that there were sound reasons for these decisions, all appear to have violated the Faculty Constitution, which requires that:

> Prior to the creation or abolition of a principal administrative office, the Advisory Council shall normally be consulted by the President, and the Council may ask for wider Faculty consideration. (Art. 3, Sec. 3)

Moreover, we have learned from a reliable source in the administration that the president made these decisions during the summer of 2018 not only without consulting the Advisory Council, but even without consulting his own Executive Council, which is composed of the university's vice-presidential officers.

Administrative leadership needs to understand that consultation, far from a weakness, is one of the hallmarks of great leadership. Consultation is all the more necessary in higher education, and critical to shared governance. While leaders may not always follow the advice they receive, they should always take the time to listen to it. PSU possesses a rich array of administrative and faculty governance bodies whose wisdom, expertise, professional experience, and institutional memory are constantly available to guide the institution. For these reasons:

- We call upon the University to conform to the above-cited clause of the Constitution, and cease the practice of issuing major and permanent decisions during the months of June through September, when the organs of shared governance are not available to participate in the decision.
- We call upon the University, whenever feasible, to draw on the expertise of the faculty and staff, rather than contract with outside consultants.
- We hold that the University should not contract with external for-profit education providers to provide PSU curriculum, except with the approval of the faculty of the concerned academic unit, and of the Senate.
- We call upon the University to adhere to our existing policies on alteration or transfer of an academic unit, which are available on the website of the Office of Academic Affairs (www.pdx.edu/academic-affairs/academic-units).

Looking ahead to the summer of 2019, we are concerned that several far-reaching decisions might again be made when many of the University's governance bodies are unavailable for consultation. We must therefore insist that these decisions, if they cannot be completed with appropriate consultation by the first week of June, must be delayed until the fall term:

- The selection of an interim president of the University.
- The selection of a search process for the president of the University.
- Significant changes that have been suggested in the Intensive English Language Program (IELP), including its proposed transfer to the Office of International Affairs, and its proposed partnership with Shorelight Education.
- The renewal of Portland State's contract with the Confucius Institute, the full contract language having only recently been submitted to the Educational Policy Committee for review.

Administrative redesign:

This moment in PSU's history—without a permanent president, and having not yet initiated a search for a president—provides us with a highly unusual opportunity to rethink the function and structure of the University administration at the highest levels. We urge the entire PSU community to seize this opportunity to examine whether the office of the presidency in its current form is necessary to our mission, and even whether a better system of administration might be designed without a president. A quarter century ago PSU gained national recognition for boldly reimagining general education when we founded the University Studies Program. Today we find ourselves at the convergence of multiple crises of university leadership, at a time when our national democracy is also in crisis. We call upon the Faculty to consider whether it is now time to reimagine governance. Instead of a president, we could consider an executive council of vice president-level administrators promoted from the Faculty for limited terms, and a more collaborative relationship with the Board of Trustees, but all such details are open to discussion and reinvention.

The first advantage of elimination of the presidency would be to save the cost of the presidential compensation package, funds that we could invest instead in faculty excellence and student success. Along with the Faculty and the larger Oregon Community, the Steering Committee has been alarmed to learn of the escalating size of presidential compensation packages, and the extraordinarily large severance package granted to the outgoing president, at the very time when we are forced to undertake severe budgetary cuts to programs and an unusually large tuition increase.

We believe, however, that there might be broader advantages to a system of university administration without a president. As a model of self-governance and community engagement, PSU would quickly gain recognition as a center of the movement to revitalize American democracy, attracting students from across the state and across the nation who believe in America's democratic promise. PSU would better align its mission with the agenda of Governor Kate Brown, who following her reelection in November 2018 announced as her first policy priority: "We must renew and strengthen Oregonians' faith in democracy." (Kate Brown, "Turning Point: An Agenda for the Future," 2018). We could inspire the Oregon community, the scholarly community, and the students, and serve as a model to other universities.

To this end, and in order to initiate a dialog, the Steering Committee proposes to convene Meeting of the Faculty, as described by the Faculty Constitution (Art. 4, Sec. 3), in the form of a Fall Symposium to consider the structure of the administration and shared governance at PSU, on a day in the fall term to be scheduled by the Senate Steering Committee. The Constitution provides that a special meeting of the Faculty will be convened "upon the written request of 7.5 percent of the Faculty." We will therefore be circulating a petition to this effect.

FACULTY SENATE RESOLUTION REGARDING ADMINISTRATIVE LEADERSHIP AND SHARED GOVERNANCE

Whereas the Steering Committee report entitled "Report of the Faculty Senate Steering Committee to the Portland State Faculty Senate and the University on Administrative Leadership and Shared Governance," dated 27 May 27 2019 and submitted to the Faculty Senate on 3 June 2019, presents several concrete recommendations on the structure of the administration and shared governance at PSU,

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

(1) That significant changes to academic units, to centers and institutes, or to the administrative structure of the university should not be decided during the months of the summer when most organs of shared governance are unavailable for consultation,

(2) That the University should adhere to Art. 3, Sec. 3 of the Faculty Constitutions, which states that: "Prior to the creation or abolition of a principal administrative office, the Advisory Council shall normally be consulted by the President, and the Council may ask for wider Faculty consideration,"

(3) That the creation, transfer, alteration, or elimination of academic units, or of centers and institutes, should be conducted only in adherence to the University's established policies regarding the decision-making roles of the concerned faculty, of the constitutional committees, and of the Faculty Senate.

Attachment E.3

DATE: May 9, 2019

TO: Faculty Senate

FROM: Mark Woods, Chair, Graduate Council

RE: Increase Number of Shared Credits in 4+1 and 3+2 Programs

The following proposal has been approved by the Graduate Council, and is recommended for approval by the Faculty Senate.

_____

The Bachelors + Masters program pathway (B+M) currently allows 15 graduate credits to be shared between the undergraduate and graduate degrees. This proposal seeks to increase the number of shared credits to 20.

Rationale: The minimum number of credits for a master's degree at PSU is 45 credits. Approved B+M programs at PSU are advertised as 4+1 programs but in reality the time it takes a student to complete the masters coursework is more than one year. This is because with only 15 credits of shared coursework, two thirds (or more) of the degree requirements are left for the extra year of study. By increasing the number of shared credits to 20, this will allow programs which now have students for a year and a term to decrease the time to completion to just one extra year (or three extra terms).

The table below provides information on the percent of credits shared in B+M programs at other universities. The amount of sharing ranges from 27% to 53% with 40% (12 of 30 semester credits) being the most common. Thus, an increase from 15 to 20 shared credits would put PSU's percentage at 44% which is only slightly above the most common amount of sharing.

Institution	Maximum credits to be shared	Minimum credits for master's degree	Percent of credits shared
Portland State	15 (16)	45	33%
FSU	12	30	40%
ASU	12	30	40%
Northeastern	16	30	53%
USF	12	30	40%
OSU	12	45	27%
NCSU	12	30	40%
Auburn	9/12	30/36	30-33%
St. Louis U.	15	30	50%
Northwestern	three courses	nine courses	33%
TCU	12	30	40%
Villanova	9	30	30%

Approval of 20 shared credits in the B+M pathway would allow programs with 45-48 credit master's degrees to structure their 4+1 degrees so that students can truly complete their master's degree with only **one extra year** of studies.

Attachment E.4

May 9, 2019

TO: Faculty Senate

FROM: Mark Woods, Chair, Graduate Council

RE: June 2019 School of Public Health Retroactive Curricular Review

The following proposals have been approved by the Graduate Council and are recommended for approval by the Faculty Senate for retroactive approval dating back to the 2016-17 academic year.

You may read the syllabi of these courses by going to the Online Curriculum Management System (OCMS) (https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Additional-Documents).

School of Public Health

New Courses
E.1.c.1

- BSta 511 Estimation and Hypothesis Testing for Applied Biostatistics, 4 credits
  This course is designed to introduce basic concepts, techniques, and current practice of sample survey design and analysis. Specific topics covered include introduction to statistical sample design, such as simple random sampling, systematic sampling, stratified random sampling, cluster sampling, multistage sampling. Complex designs will also be included. Topics in estimation and analysis include probability weighting, weight adjustments, ratio and regression estimators, and methods for estimating variance from complex surveys. Analysis of complex data will be illustrated using Stata.

E.1.c.2

- BSta 515 Data Management & Analysis in SAS, 3 credits
  This course is designed for students who want to develop and expand their skills in data management, statistical analyses and graphics for the real world applications using SAS. The course will give students opportunities to build their data management programing skills from basic to advanced levels in SAS. As part of the course competencies, students will have chance to learn how to export SAS data sets and create ODS files for Microsoft Excel. Students will have chance to build their analysis skills from basic to advanced levels using SAS. The class will be taught in a computer lab in order to give the student hand on experience using SAS to manage data, perform analyses and produce graphs. Class
  sessions and homework will be oriented around particular data management and analysis tasks. Health-related data sets will be provided for students to practice. This course could be extremely helpful in preparation for thesis, capstone or other research projects.

E.1.c.3

- BSta 516 Design and Analysis of Surveys, 3 credits
  This course is designed to introduce basic concepts, techniques, and current practice of sample survey design and analysis. Specific topics covered include introduction to statistical sample design, such as simple random sampling, systematic sampling, stratified random sampling, cluster sampling, multistage sampling. Complex designs will also be included. Topics in estimation and analysis include probability weighting, weight adjustments, ratio and regression estimators, and methods for estimating variance from complex surveys. Analysis of complex data will be illustrated using Stata.

E.1.c.4
- BSta 517 Statistical Methods in Clinical Trials, 3 credits
  This is an online course designed for students and researchers who are interested in learning statistical methods in the design and analysis of clinical trials. Students are expected to have certain statistical background in order to gain deep understanding to the topics covered in this course. Topics to be discussed in the course include introduction to clinical trials, fundamentals of Bayesian statistics, sample size computation for trials with dichotomous, continuous and time-to-event outcomes, methods of randomization, design challenges for oncology clinical trials, Bayesian methods in clinical trials, adaptive clinical trial design and designs for predictive biomarkers.

E.1.c.5
- BSta 523 Design and Analysis of Experimental Designs, 3 credits
  Description: This course covers an experimental design and statistical analysis of biological/clinical data from various experiments. This course provides not only theoretical aspect of experimental design but also hand-on experience in designing and analyzing experiments. The course begins design principles that include concepts of replication, randomization, blocking, multifactor studies, and confounding. Basic matrix algebra concepts will be explored to establish the basis for linear models. Students, then, are introduced to various experimental designs including analysis of variance (ANOVA) in both single and multi-factorial setting, experiments to study variances, complete/incomplete block designs (CBD), split plot design, repeated measures ANOVA, analysis of covariance (ANOCOVA), response surface design, and diagnosing agreement between the data and model. The course also provides experience in analyzing unbalanced experimental. Computer application is included as part of the course to introduce students to data management, reading output, interpreting and summarizing results. Prerequisites: BSta 511.

E.1.c.6
- BSta 611 Estimation and Hypothesis Testing for Applied Biostatistics, 4 credits
  This course is designed to introduce basic concepts, techniques, and current practice of sample survey design and analysis. Specific topics covered include introduction to statistical sample design, such as simple random sampling, systematic sampling, stratified random sampling, cluster sampling, multistage sampling. Complex designs will also be included. Topics in estimation and analysis include probability weighting, weight adjustments, ratio and regression estimators, and methods for estimating variance from complex surveys. Analysis of complex data will be illustrated using Stata.

E.1.c.7
- CPH 511 Research Methods and Evidence-based Practice, 3 credits
  The purpose of this course is to enhance students' abilities to comprehend critique and apply research methodology and research-based evidence. Students will locate and critically evaluate evidence generated from quantitative, qualitative, and epidemiological methods, with particular attention paid to statistical significance and clinically meaningful outcomes. Students will transform their own clinical inquisitiveness into practice-based researchable questions and focus on the application of research methods in clinical settings. Students will also gain experience in using publicly available databases and displaying data in a variety of formats. Prerequisite: Statistics.

E.1.c.8
- CPH 521 Social Determinants of Health, 4 credits
How do socioeconomic conditions "get under our skin"? Why and how socioeconomic inequalities translate into biological outcomes thus shaping health inequalities? What are the drivers of population health and what can we do about it? Such questions are analyzed and debated in this online course.
The aim of this course is to comprehend theories, methods and evidence regarding the powerful influence of social and economic factors on public health. This introductory-level course aspires that students translate academic contents into public health practice. To that end, students will make readings about the social determinants of health, and will apply its contents to a chosen population to see first-hand how the social determinants affect the health of a chosen population. This assessment could lay the basics for culturally and economically congruent interventions/policies to mitigate health problems.

E.1.c.9
- CPH 526 Epidemiology of Aging & Chronic Disease, 3 credits
This course introduces the application of epidemiologic methods to the study of older persons and chronic disease. The course will examine concepts and topics including trends in aging and the health of aging populations; health transition, and explanations and consequences of mortality decline; determinants of health and survival; distinctions between normal aging, disease and disability; health promotion and primary, secondary, and tertiary prevention, as applied to older persons; the epidemiology of selected diseases; syndromes and conditions common to older age and chronic illness.

E.1.c.10
- CPH 528 Management Practice and Quality Improvement in Health Care and Public Health Organizations, 3 credits
Introduction to leadership and management, focusing on effective strategies for creating a productive work environment through techniques like conflict resolution, building collaborative teams, and providing team leadership. Issues of measuring, managing and improving the quality of health care will also be addressed. Current national efforts in performance measures in public health (ie.,county certification) are discussed. Case studies taken from public health departments and other settings will be used to master problem-solving methods.

E.1.c.11
- CPH 530 Introduction to Biostatistics, 4 credits
This course covers a broad range of statistical methods used in the health sciences. Although statistical methodology will be presented to the extent needed for students to understand the models and methods, the course will emphasize practical applications over theoretical derivations. Students will learn how to use a computer package for data analysis, and how to interpret the results of data analyses. Homework assignments and exams will address conceptual, methodological and data analytic issues.

E.1.c.12
- CPH 536 Community Based Participatory Research, 3 credits
This course examines Community-Based Participatory Research (CBPR) as a research paradigm to understand and address health disparities at the community level. Review of operating principles includes the central place that communities are accorded as units of identity and as co-equals in research, a process that is perceived by community constituents as not dominated by elitists, an emphasis on long-term commitment by all partners, emphasis on co-learning so that the process flows back and forth, use of exercises that stimulate collective visioning among all

partners, incorporation of social ecology approaches as departures for research and practice, use of innovative problem solving approaches and use of multiple methods of data collection. Topics include community theory, development strategies, promising interventions, group development techniques, community diagnosis, and capacity assessments.

E.1.c.13
- CPH 537 Principles of Health Behavior, 3 credits
  This overview course is designed to provide students with basic information concerning the interaction of biological, psychological, behavioral, sociocultural, and environmental processes that function in the promotion of health and prevention of disease. Theories developed to explain health and illness behaviors at the intrapersonal, interpersonal, and group/community levels are introduced and critiqued. Ethical considerations inherent to efforts designed to produce health-related behavior change are examined.

E.1.c.14
- CPH 538 Public Health Program Evaluation, 3 credits
  Using case study methodology, this course focuses on the acquisition of technical skills in design, data collection and analysis for the purpose of evaluating public health programs. Program justification and evaluation for policy-making purposes will be emphasized. In addition, alternative forms of evaluation will be examined including rapid assessment, participatory evaluation and historical, social networking and other techniques. Students will have the opportunity to examine public health data sets and to design an evaluation focused on a disparate population as well as develop policy based on critical analysis of several types of evaluations.

E.1.c.15
- CPH 539 Concepts of Environmental Health, 3 credits
  This course is designed to introduce graduate students in the MPH degree programs of the OHSU-PSU School of Public Health to the fundamental concepts of theory and practice in environmental public health. Students will become familiar with principles of hazard identification, exposure assessment, toxicology, epidemiology, intervention, and policy and regulation. Application of concepts will be illustrated in a wide variety of agents and diseases, ranging from toxic air pollutants, pesticides, noise and ionizing radiation, to the emerging issues of endocrine disruptors, climate change, and the built environment.

E.1.c.16
- CPH 550 Public Health Program Planning, 3 credits
  This course provides an introduction to program planning and experience in the grant writing process, with an emphasis on public health intervention programs. Students will be introduced to program planning, with an emphasis on logic models. Students will be introduced to the key areas of a proposal that must be addressed in grant writing.

E.1.c.17
- CPH 611 Research Methods and Evidence-based Practice, 3 credits
  The purpose of this course is to enhance students' abilities to comprehend critique and apply research methodology and research-based evidence. Students will locate and critically evaluate evidence generated from quantitative, qualitative, and epidemiological methods, with particular attention paid to statistical significance and clinically meaningful outcomes. Students will transform their own clinical inquisitiveness into practice-based researchable questions and focus on the application of research methods in clinical settings. Students will also gain experience in using publicly available databases and displaying data in a variety of formats. Prerequisite: Statistics.

E.1.c.18

- CPH 621 Social Determinants of Health, 4 credits
  How do socioeconomic conditions "get under our skin"? Why and how socioeconomic inequalities translate into biological outcomes thus shaping health inequalities? What are the drivers of population health and what can we do about it? Such questions are analyzed and debated in this online course.
  The aim of this course is to comprehend theories, methods and evidence regarding the powerful influence of social and economic factors on public health. This introductory-level course aspires that students translate academic contents into public health practice. To that end, students will make readings about the social determinants of health, and will apply its contents to a chosen population to see first-hand how the social determinants affect the health of a chosen population. This assessment could lay the basics for culturally and economically congruent interventions/policies to mitigate health problems.

E.1.c.19

- CPH 626 Epidemiology of Aging & Chronic Disease, 3 credits
  This course introduces the application of epidemiologic methods to the study of older persons and chronic disease. The course will examine concepts and topics including trends in aging and the health of aging populations; health transition, and explanations and consequences of mortality decline; determinants of health and survival; distinctions between normal aging, disease and disability; health promotion and primary, secondary, and tertiary prevention, as applied to older persons; the epidemiology of selected diseases; syndromes and conditions common to older age and chronic illness.

E.1.c.20

- CPH 628 Management Practice and Quality Improvement in Health Care and Public Health Organizations, 3 credits
  Introduction to leadership and management, focusing on effective strategies for creating a productive work environment through techniques like conflict resolution, building collaborative teams, and providing team leadership. Issues of measuring, managing and improving the quality of health care will also be addressed. Current national efforts in performance measures in public health (ie., county certification) are discussed. Case studies taken from public health departments and other settings will be used to master problem-solving methods.

E.1.c.21

- CPH 630 Introduction to Biostatistics, 4 credits
  This course covers a broad range of statistical methods used in the health sciences. Although statistical methodology will be presented to the extent needed for students to understand the models and methods, the course will emphasize practical applications over theoretical derivations. Students will learn how to use a computer package for data analysis, and how to interpret the results of data analyses. Homework assignments and exams will address conceptual, methodological and data analytic issues.

E.1.c.22

- CPH 636 Community Based Participatory Research, 3 credits
  This course examines Community-Based Participatory Research (CBPR) as a research paradigm to understand and address health disparities at the community level. Review of operating principles includes the central place that communities are accorded as units of identity and as co-equals in research, a process that is perceived by community constituents as not dominated by elitists, an emphasis on long-term commitment by all partners, emphasis on co-learning so that the process flows back and forth, use of exercises that stimulate collective visioning among all

partners, incorporation of social ecology approaches as departures for research and practice, use of innovative problem solving approaches and use of multiple methods of data collection. Topics include community theory, development strategies, promising interventions, group development techniques, community diagnosis, and capacity assessments.

E.1.c.23

- CPH 637 Principles of Health Behavior, 3 credits
  This overview course is designed to provide students with basic information concerning the interaction of biological, psychological, behavioral, sociocultural, and environmental processes that function in the promotion of health and prevention of disease. Theories developed to explain health and illness behaviors at the intrapersonal, interpersonal, and group/community levels are introduced and critiqued. Ethical considerations inherent to efforts designed to produce health-related behavior change are examined.

E.1.c.24

- CPH 638 Public Health Program Evaluation, 3 credits
  Using case study methodology, this course focuses on the acquisition of technical skills in design, data collection and analysis for the purpose of evaluating public health programs. Program justification and evaluation for policy-making purposes will be emphasized. In addition, alternative forms of evaluation will be examined including rapid assessment, participatory evaluation and historical, social networking and other techniques. Students will have the opportunity to examine public health data sets and to design an evaluation focused on a disparate population as well as develop policy based on critical analysis of several types of evaluations.

E.1.c.25

- CPH 639 Concepts of Environmental Health, 3 credits
  This course is designed to introduce graduate students in the MPH degree programs of the OHSU-PSU School of Public Health to the fundamental concepts of theory and practice in environmental public health. Students will become familiar with principles of hazard identification, exposure assessment, toxicology, epidemiology, intervention, and policy and regulation. Application of concepts will be illustrated in a wide variety of agents and diseases, ranging from toxic air pollutants, pesticides, noise and ionizing radiation, to the emerging issues of endocrine disruptors, climate change, and the built environment.

E.1.c.26

- CPH 650 Public Health Program Planning, 3 credits
  This course provides an introduction to program planning and experience in the grant writing process, with an emphasis on public health intervention programs. Students will be introduced to program planning, with an emphasis on logic models. Students will be introduced to the key areas of a proposal that must be addressed in grant writing.

E.1.c.27

- Epi 513 Epidemiology II, 4 credits
  This course is the second in a three-course sequence designed for the MPH Epidemiology and Biostatistics majors. Students will develop skills in recognizing strengths and weaknesses of various epidemiological study designs, describing sources of bias that can distort measures of effect/association, and designing case-control studies, cohort studies, and randomized clinical trials. The class will also explore additional study designs used less frequently, such as nested case-control studies and case-crossover studies. Students will gain experience in recognizing and evaluating the roles of bias, confounding, and interaction (effect modification) in data derived from epidemiological studies. Problem-solving exercises will focus on study designs and analysis. Written homework assignments and problem-oriented learning will occupy a central

role in facilitating mastery of epidemiologic methods and issues. Prerequisites: Epi 512 and BSta 525.

E.1.c.28

- Epi 514 Epidemiology III, 4 credits
  Will address the amount and types of data needed to establish and defend ideas of causation of community health problems. Will illustrate how data are most effectively translated into health agency policy, public testimony, and/or legislated regulation. Teaching will emphasize the problem-oriented seminar method. Prerequisites: Epi 513 and BSta 525 or BSta 526.

E.1.c.29

- Epi 518 Environmental Health Survey, 3 credits
  This course is designed to introduce graduate students in the Oregon MPH Program to the basic concepts of theory and practice in environmental public health. Students become familiar with principles of hazard identification, exposure assessment, toxicology, epidemiology, intervention, and policy and regulation. Application of concepts will be illustrated in a wide variety of agents and diseases, ranging from toxic air pollutants, pesticides, noise, and ionizing radiation, and to emerging issues of endocrine disruptors, climate change, and the built environment.

E.1.c.30

- Epi 536 Epidemiological Data Analysis & Interpretation, 4 credits
  Students will apply epidemiologic and biostatistical principles to the analysis of National Health and Nutritional Examination Survey (NHANES) data. Hypotheses are formulated based on the NHANES variables and a brief literature review of the public health need for the research. Students work in pairs to plan, organize, and conduct analyses leading to final oral and written presentations of their findings. Class time allows for hands-on experience with data quality assessment, preparation of datasets and variables for analysis, and multivariable modeling. Emphasis is on planning and communicating analytic plans that reflect the causal models generated by students and allow for assessment of confounding and interaction (effect measure modification). Prerequisites: Epi 512, Epi 513, Epi 514, BSta 525, BSta 512, and BSta 513.

E.1.c.31

- Epi 540 Introduction to Research Proposal and Design, 3 credits
  This course provides an introduction to research design and proposal writing. It builds upon concepts of epidemiology and biostatistics to enable students to develop a study plan to conduct public health research that is efficient, effective, and ethical. Writing a research proposal is a skill necessary in the professional practice of public health. During this course, students will prepare a written proposal that includes a concise statement of the epidemiologic research question, testable hypotheses, appropriate specific aims, and a plan of work. Students will learn how to formulate a logical argument to establish the significance of their question and to defend their approach. All of the elements of the study plan will be developed, including choice of design, sample size and power, sampling design and recruitment of subjects, measurement of predictor and outcome variables, control of bias and confounding, and statistical analysis. Limited time will be spent on an introduction to budget development and project management. The major product of the course is the completion of a research proposal, which will be prepared according to the submission requirements of a federal funding agency. The instructors will review written work with each student during the term to ensure that all required elements are included in the application. Prerequisite: Epi 512.

E.1.c.32
- Epi 556 HIV/AIDS Epidemiology, 3 credits
  The course will start with a review of the known characteristics and pathology of the human immunodeficiency virus infection and pathogenesis of the clinical acquired immunodeficiency syndrome. Biological and behavioral factors that determine the risks of transmission of the HIV infection will be emphasized and public health prevention strategies will be evaluated. The global HIV epidemic will be considered along with the impact of HIV infection on vulnerable populations, especially women and children. Ethical factors and the impact of stigma will be discussed. Prerequisites: EPI 512, BSTA 525.

E.1.c.33
- Epi 566 Current Issues in Public Health, 2 credits
  This is a core course for students in the Epidemiology and Biostatistics track of the OHSU-PSU School of Public Health MPH program. It is designed to introduce students to public health in a seminar-style (presentation and discussion) exploration of the basic principles, structures, and functions of public health, and selected important issues of public health relevance. The course also addresses competencies in public health communication for diverse audiences through a variety of exercises using different communication strategies. Public health and preventive medicine professionals from OHSU, PSU, the School of Public Health, and the community will present and facilitate discussions of their work and perspectives related to these public health topics and issues.

E.1.c.34
- Epi 567 Global Health Epidemiology, 3 credits
  This elective course is intended to broaden students' understanding of the field of applied epidemiology through the context of a global perspective. Although offered to Masters Level, MPH students, other health professions students often register. Global Health Epidemiology is a required course for students enrolled in the Concentration in Global Health Studies Program for epidemiology students. Prerequisites: Introductory epidemiology and biostatistics courses.

E.1.c.35
- Epi 568 Infectious Disease Epidemiology, 2 credits
  This course provides an introduction to infectious epidemiology, and includes fundamental topics such as outbreak investigation, public health communicable disease surveillance and reporting, biological concepts of disease introduction, evolution and spread, and design of population-based studies to valuate features of infectious diseases (e.g., risk factors, method of spread, clinical features, disease prevalence). This course will also introduce some of the categories of communicable diseases and highlight some features of the major diseases within each category. It builds upon concepts of epidemiology (e.g., risk/odds ratio, case-control and cohort studies, statistical significance) to provide students with a strong understanding of infectious disease concepts and methods such as conducting an outbreak investigation. Prerequisites: Epi 512 and BSta 512.

E.1.c.36
- Epi 576 Chronic Disease Epidemiology, 2 credits
  This course is designed for MPH Epidemiology and MPH and MS Biostatistics program majors, as well as PhD candidates in Epidemiology. The course is intended to give students an understanding of the epidemiology of major chronic diseases in developed countries. It covers three aspects of chronic disease: 1) epidemiology methods used in their study, 2) epidemiologic findings and current status of epidemiologic research into various chronic diseases, and 3) the epidemiology of the major risk factors for chronic diseases. The course is based on presentations

by researchers and public health practitioner experts on specific chronic disease topics. Students will gain familiarity with some of the important epidemiologic studies and study innovations that have contributed to our knowledge of chronic diseases and their control.

E.1.c.37

- Epi 610 Epidemiology Doctoral Seminar, 3 credits
This advanced doctoral-level course synthesizes across students' prior training in epidemiology, biostatistics, applied research, and the disciplines/content areas that are required for students' doctoral research. Building on this foundation, and drawing from doctoral students' and the instructor's expertise, this course aims to facilitate the intellectual development required to conduct and present original epidemiologic research. Prerequisites: Graduate training in epidemiologic methods and biostatistics. EPI (PHPM) 512, 513, 514, BSTA 514/519, BSTA 612 (or equivalent).

E.1.c.38

- Epi 612 Epidemiology I, 4 credits
Epidemiology I introduces the concepts, principles and methods of epidemiology to graduate students in the School of Public Health. Epidemiology is one of the fundamental sciences used by public health professionals to identify, prevent and control health problems in communities. Specifically, epidemiologic methods are used to investigate the distribution of health-related states or events (e.g. disease, health conditions, etc.) in populations and identify the factors or characteristics that influence or determine these distributions. In addition, epidemiology is used to aide in the implementation and evaluation of public health programs and policies designed to control or ameliorate health problems in populations.

E.1.c.39

- Epi 613 Epidemiology II, 4 credits
This course is the second in a three-course sequence designed for the MPH Epidemiology and Biostatistics majors. Students will develop skills in recognizing strengths and weaknesses of various epidemiological study designs, describing sources of bias that can distort measures of effect/association, and designing case-control studies, cohort studies, and randomized clinical trials. The class will also explore additional study designs used less frequently, such as nested case-control studies and case-crossover studies. Students will gain experience in recognizing and evaluating the roles of bias, confounding, and interaction (effect modification) in data derived from epidemiological studies. Problem-solving exercises will focus on study designs and analysis. Written homework assignments and problem-oriented learning will occupy a central role in facilitating mastery of epidemiologic methods and issues. Prerequisites: Epi 612 and BSta 525.

E.1.c.40

- Epi 614 Epidemiology III, 4 credits
Will address the amount and types of data needed to establish and defend ideas of causation of community health problems. Will illustrate how data are most effectively translated into health agency policy, public testimony, and/or legislated regulation. Teaching will emphasize the problem-oriented seminar method. Prerequisites: Epi 613 and BSta 525 or BSta 526.

E.1.c.41

- Epi 630 Epidemiology Journal Club, 1 credit
This is an elective course for epidemiology track masters students. Doctoral students are required to register for at least two terms (one credit each) during the first two years of their program. This course is intended to extend students' understanding of the fields of epidemiology and public health research, and their ability to explore and critique research methods. In weekly

sessions, the instructor, guest faculty, and students will prepare a peer-reviewed article for class discussion that demonstrates or involves innovative public health content or methods. A secondary goal of this class is to prepare students to perform peer-review themselves (e.g., for journals, study sections) by examples of this work from faculty.

E.1.c.42

- Epi 636 Epidemiological Data Analysis & Interpretation, 4 credits
  Students will apply epidemiologic and biostatistical principles to the analysis of National Health and Nutritional Examination Survey (NHANES) data. Hypotheses are formulated based on the NHANES variables and a brief literature review of the public health need for the research. Students work in pairs to plan, organize, and conduct analyses leading to final oral and written presentations of their findings. Class time allows for hands-on experience with data quality assessment, preparation of datasets and variables for analysis, and multivariable modeling. Emphasis is on planning and communicating analytic plans that reflect the causal models generated by students and allow for assessment of confounding and interaction (effect measure modification). Prerequisites: Epi 613, Epi 614, BSta 612, BSta 613, and BSta 515.

E.1.c.43

- Epi 650 Mentored Epidemiology Research, 2-4 credits
  This course is based on moving the skill set of prior epidemiologic methods, research, and biostatistical courses into a deeper contemplation and synthesis across methods and theories in epidemiology.

E.1.c.44

- Epi 660 Mentored Epidemiology Teaching, 1 credit
  This course is intended to provide a guided, mentored teaching experience for doctoral students in Epidemiology. In addition to typical and course-specific teaching assistant (TA) duties that support the teaching faculty member/course instructor, PhD epidemiology graduates will be provided basic-level preparation for independent teaching. Each TA is expected to perform some or all of the following duties: 1. Prepare for and hold office hours for student enrolled in the course they have been assigned to, 2. Support on-line (Sakai) teaching website for the course, if needed for the course (students must complete a TA confidentiality form for these Sakai activities and submit to the OHSU Teaching and Learning Center). 3. Support the development and distribution of course materials for students and the instructor. 4. Support the evaluation of students' assigned work, including homework, quizzes and tests, term papers, small group activities, computer-lab assignments, etc. 5. Prepare and deliver one or more course sessions under the supervisor of the faculty/course instructor mentor.

E.1.c.45

- ESHH 511 Concepts of Environmental Health, 3 credits
  An intensive course designed to familiarize students with fundamentals of environmental health from a scientific and conceptual perspective. Topics are considered within multi-causal, ecological, adaptive systems, and risk-assessment frameworks. Includes consideration of biological, chemical, and physical agents in the environment, which influence public health and well-being. Recommended prerequisite: graduate standing.

E.1.c.46

- ESHH 519 Environmental Health in a Changing World, 3 credits
  Human health is profoundly affected by the environment in many complex ways. This complexity is further compounded by global climate changes currently taking place. The impacts both now and in the future are likely to include: increased frequency of extreme weather (heat waves, flooding, drought); degraded air and water quality; the spread and/or re-emergence of

vector-borne diseases; changes in food safety and food security; and population displacement or civil unrest. The severity of impacts and the affect on burden of disease depends on proactive public health policy and planning at local, national and global scales. This course will provide a basis for understanding why, how and when climate change becomes a public health concern and explore mitigation and adaptation strategies to improve human health and well-being in the future.

E.1.c.47

- ESHH 521 Principles of Occupational Health, 3 credits
  Occupational Health students will learn about the current Total Worker Health® approach to creating safe and healthful work environments. This perspective emphasizes the integration of traditional controls to protect workers from injury and occupational illness with protections and supports to advance well-being and health. Within this perspective the first priority is to identify workplace hazards
  and implement interventions to eliminate or control them. However, this expanded perspective also encourages workplace enhancements that foster worker health and well-being.

E.1.c.48

- ESHH 529 Environmental Toxicology & Risk Assessment, 4 credits
  This course covers the toxicological aspects of chemicals in the environment as well as risk assessment. Methods for both human health and ecological risk assessment will be presented including hazard identification, exposure assessment, dose-response relationships, risk communication, and toxicity testing. While there are no prerequisites, a good foundation in chemistry and familiarity with environmental science are recommended.

E.1.c.49

- ESHH 530 Environmental Health Chemistry, 4 credits
  This course provides an overview of chemical processes that are important in environmental and occupational health. Applications of core chemical concepts are developed through case-studies involving issues of major importance to public health. Examples include disinfection of drinking water, biologically-derived toxins, exposure to heavy metals, use of agricultural chemicals, chemical additives
  in household products, indoor air quality, etc. Some college level chemistry background is desirable, but there are no specific prerequisites.

E.1.c.50

- ESHH 611 Concepts of Environmental Health, 3 credits
  An intensive course designed to familiarize students with fundamentals of environmental health from a scientific and conceptual perspective. Topics are considered within multi-causal, ecological, adaptive systems, and risk-assessment frameworks. Includes consideration of biological, chemical, and physical agents in the environment, which influence public health and well-being. Recommended prerequisite: graduate standing.

E.1.c.51

- ESHH 621 Principles of Occupational Health, 3 credits
  Occupational Health students will learn about the current Total Worker Health® approach to creating safe and healthful work environments. This perspective emphasizes the integration of traditional controls to protect workers from injury and occupational illness with protections and supports to advance well-being and health. Within this perspective the first priority is to identify workplace hazards
  and implement interventions to eliminate or control them. However, this expanded perspective also encourages workplace enhancements that foster worker health and well-being.

Master of Public Health - Environmental Systems & Human Health

Director: Tawnya Peterson, PhD
ohsu-psu-sph.org/mph-environmental-systems-human-health

The MPH in Environmental Systems and Human Health (ESHH) program offers public health training for students who would like to investigate and remediate environmental impacts on human health. Believing that a healthy environment is a cornerstone of preventive medicine, the goal of the program is to produce graduates who will be able to analyze relationships between human activities, the environment, and human health. Program emphases include environmental (e.g., climate) change and its effect on human health, environmental pathogens, environmental transport, fate and remediation of chemical contaminants, food web bioaccumulation, wastewater treatment, environmental risk assessment and communication, and social justice issues. Within the program, special attention will be given to mediating and modifying the effects of environmental disruptions on the health of vulnerable populations in a culturally competent, ethical manner.

Program Competencies

- Communicate the relationship between environmental systems and human health, particularly in response to a changing climate.
- Analyze how environmental hazards (chemical, physical and biological) interact with natural and built systems, including the mechanisms of their adverse effects on humans.
- Assess and interpret relevant literature in the area of public health and environmental hazards.
- Evaluate the risk of environmental exposures to human populations through the incorporation of exposure, toxicological, and other relevant data into risk assessment methodology.
- Discuss how federal and state regulatory programs, guidelines and authorities impact environmental and occupational health issues.
- Apply ethical principles that govern the practice of environmental risk assessment, management, and communication.
- Specify approaches for assessing, preventing and controlling environmental and occupational hazards that pose risks to human health and safety.
- Integrate, synthesize and apply theory to practice in the context of a research study, policy consequences, or environmental exposure.
- Explain the general mechanisms of toxicity in eliciting a human health effect in response to various environmental and occupational exposures.

Attachment E.5

Program of Study

Course Number	Course Title	Credits
Core Required Coursework (22 Credits)		
BSTA 525	Introduction to Biostatistics	4
EPI 512	Epidemiology I	4
ESHH 511	Concepts of Environmental Health	3
HSMP 574	Health Systems Organization	3
PHE 512	Principles of Health Behavior	3
Exam	Certified in Public Health Examination	0; Pass
CPH 513	Applied Practice Experience	1
ESHH 506	Integrative Learning Experience	4
Program Required Coursework (16 Credits)		
UNI 504	Qualitative Methods for Health Professionals	2
ESHH 519	Environmental Health in a Changing World	3
ESHH 529	Environmental Toxicology & Risk Assessment	4
ESHH 521	Principles of Occupational Health	4
HSMP 573	Values & Ethics in Health	3
Elective Coursework (22 Credits)*		
Electives Commonly Taken		
ESHH 512	Global & Planetary Health Concepts	3
ESHH 530	Environmental Chemistry	4
ESHH 532	Environmental Biology	3
ESHH 534	Chemical Transport Processes in Environmental Health	3
ESM 552	Environmental Regulation & Non-regulatory Approaches	3
CPH 510 (online)	Geographic Information Systems (GIS) and Public Health	3
EPI 513	Epidemiology II (Methods)	4
EPI 514	Epidemiology III (Causal Inference)	4
PHE 511	Foundations of Public Health	3
PHE 517	Community Organizing	3
PHE 519	Etiology of Disease	3
PHE 520	Qualitative Research Design	3
PHE 521	Quantitative Research Design and Analysis	3
PHE 540	Mass Communication and Health	3
ESM 552	Environmental Regulation & Non-regulatory Approaches	3
ESM 570	Environmental Education	4
ESM 588	Environmental Sustainability	4
GEOG 588	GIS I: Introduction to Geographic Information Systems	4
GEOG 592	GIS II: Applications	4
PSY 510/610	Occupational Safety & Health	3
PSY 550/650	Occupational Health Psychology	3
PSY 410/510	Work and Well-Being	3
	Total Credits	**60**

*Other elective courses may be approved by the student's faculty advisor.

Recommended Course Sequence

To maximize your educational experience, we recommend taking courses in the following sequence. Always consult your Faculty Advisor to determine the schedule that fits best for you.

Full-time

Year 1			
Fall	**Winter**	**Spring**	**Summer**
ESHH 511 Concepts of Environ Health (3)*	BSTA 525 Intro to Biostatistics (4)*	HSMP 574 Hlth Systems Org (3)*	CPH Exam*
EPI 512 Epi (4)*	PHE 512 Principles of Health Behavior (3)*	ESHH 529 Env Toxicol & Risk Assmnt (4)**	CPH 513 Applied Practice Exper (1)*
ESHH 519 Environ Hlth / Changing World (3)**	ESHH 521 Princ. of Occupational Health (4)**	Elective (1-4)	
Year 2			
Fall	**Winter**	**Spring**	**Summer**
UNI 504 Qual Methods for Hlth Professnls (2)**	Elective (1-4)	ESHH 506 Integrative Learning Experience (4)*	
HSMP 573 Values & Ethics in Hlth (3)**	Elective (1-4)	Elective (1-4)	
Elective (1-4)	Elective (1-4)		

*MPH Core requirements   **ESHH program requirements

Part-time

Year One			
Fall	**Winter**	**Spring**	**Summer**
ESHH 511 Concepts of Environ Health (3)*	BSTA 525 Intro to Biostatistics (4)*	HSMP 574 Hlth Systems Org (3)*	CPH Exam* (If core courses completed)
EPI 512 Epi (4)*	PHE 512 Prnc. Hlth Behavior (3)*	ESHH 529 Env Toxicol & Risk Assmnt (4)**	
Year Two			
Fall	**Winter**	**Spring**	**Summer**
ESHH 519 Environ Hlth / Changing World (3)**	ESHH 521 Princ. of Occupational Health (4)**	Elective (1-4)	CPH Exam* (If core courses completed)
HSMP 573 Values & Ethics in Hlth (3)**	UNI 504 Qual Methods for Hlth Prof (2)**	Elective (1-4)	CPH 513 Applied Practice Exper (1)*
Year Three			
Fall	**Winter**	**Spring**	**Summer**
Elective (1-4)	Elective (1-4)	ESHH 506 Integrative Learning Experience (4)*	
Elective (1-4)	Elective (1-4)	Elective (1-4)	

*MPH Core requirements   **ESHH program requirements

May 9, 2019

TO: Faculty Senate

FROM: Mark Woods, Chair, Graduate Council

RE: New Graduate Certificate in Applied 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) (https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).

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PROPOSAL SUMMARY FOR
College of Liberal Arts and Sciences
Graduate Certificate in Applied Conflict Resolution

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Overview

In the Applied Certificate in Conflict Resolution, students gain depth understanding of various kinds of conflict (interpersonal, social, and global) and develop expertise in faculty specialty areas, such as dispute resolution, human rights, non-violence, peace-building, and global affairs. The Applied Certificate also forges a stackable credential toward the completion of an MA/MS in Conflict Resolution. It also forms a potentially portable credential that can prepare graduate students for advanced work across disciplines in the social sciences, education, and even the arts, as curricular innovations emerge on our campus. The Program expects most of the applicants to the Applied Certificate to come from the foundational graduate pipeline within the unit. However, applicants with suitable preparation for advanced work, for example, an MA or MS in a related field or significant professional experience, will also be considered.

The signal applied dimensions of this Certificate, CR 511 Research Methods and CR 509 Practicum, provide highly engaged training for practicing or aspiring professionals.   The electives section of the Applied Certificate is flexible and can be customized according to student interest. Initially, most concentrations will come from within the Program's own elective offerings. However, 400/500 courses in CLAS from units like Environmental Science and Management, Philosophy, SGRN and, potentially, Judaic Studies can figure in Applied Certificate concentrations like Ecology, International Ethics, and Violence/Genocide Prevention. Otherwise, the courses in the Applied Certificate are the same as those offered in the middle section of the full MA/MS track in Conflict Resolution. The Program has a seasoned faculty with extensive community connections able to deliver a robust course of study.

This proposed new Applied 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 Applied Certificate is an immersive 22 credits delivered in the face-to-face and community-based learning environments.

Evidence of Need

A 22-credit graduate certificate in Applied Conflict Resolution makes advanced knowledge and skill in the field more visible within the PSU curriculum as well as more accessible to its changing student body. It offers mature experiential learning to students seeking state-of-the-art techniques and analysis for engaging and transforming conflict in organizational and community life. The required 22 credits can be completed in within four terms of study.

No market study was completed specifically for the creation of this Applied Certificate. However we know that employers look to graduates of Colleges of Liberal Art and Sciences to perform high levels of critical thinking, for polished written and oral communication, and for a suite of "soft" skills, having to do with 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, application of theory in the field, and skill acquisition.   The creation of this Applied 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 Applied Conflict Resolution offers a mature foundation for any student seeking techniques for engaging and transforming disputes in organizational and community life. The Applied Certificate will increase access to education by providing a recognized level of achievement at a reasonable cost, and in efficient time frame: four terms of study.

Course of Study

The Applied Certificate is designed so that student will take existing Conflict Resolution graduate courses. In line with refreshed Program Outcomes, the requirements include (1) one four-credit research methods course (2) three elective courses and (3) a practicum course with an outward-facing dimension. The electives offer flexibility for the exploration of methods—say, storytelling and improvisation; or the ability to concentrate in a topic, for example, global affairs or internationalism. In addition, students have access to a 1-credit P/NP colloquium (CR 503) each term of enrollment which can enrich their professional development, networking, and exposure to trends in the field.

Course	Title	Credits
CR 511	Research Methods in Conflict Resolution	4
CR 5XX	Elective	4
CR 5XX	Elective	4
CR 5XX	Elective	4
CR 509	Practicum	6
total		22

Learning Objectives

The Applied Certificate advances the Program Outcomes of Advanced Knowledge, Methods, Research, and Professionalism. Research Methods in Conflict Resolution, CR 511, anchors the sequence. The twelve credits of electives will be selected by students in close contact with their advisor to bring focus and logical sequencing to their choices and, of course, to add depth.

Students then move to the Practicum of 6 credits where they benefit from faculty expertise, learn different assessment methods, and apply their learning outside the classroom. Practica can take a variety of forms, with students working with community organizations or local institutions, as individuals or in a team format. Compared to previous curricular organization, the Applied Certificate offers more robust and focused learning experiences in both 511 and 509, and a supportive cohort model of teaching and learning is thereby advanced.

Cost and Organization
There are no new budgetary or other resource (e.g., technology or library) requirements. Expected enrolment is between 10-14 students per year. 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 Coordinator of the Graduate Program for oversight. 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 has ramped up its visibility with an electronic newsletter, a new, first-ever Facebook page, as well as print and electronic advertising materials by the School of A+D's Graphic Design Center.

May 9, 2019

TO: Faculty Senate

FROM: Mark Woods, Chair, Graduate Council

RE: Graduate Certificate in Business Blockchain

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).](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard)

<div align="center">

PROPOSAL SUMMARY FOR
School of Business
Graduate Certificate in Business Blockchain

</div>

Overview of the Program
The objective of the Business Blockchain Certificate ("Blockchain Certificate" or "BBC") is to provide students with knowledge of blockchain and cryptocurrency concepts and an understanding of how these technologies can transform businesses and industries. The program will equip students with the ability to 1) use analytical skills to address technical and business problems, 2) work with distributed ledger technologies, and 3) respond effectively to blockchain-related changes and opportunities in their companies and industries. Because all functional areas of business will be affected by blockchain technology, students from any business undergraduate concentration or business graduate program can strengthen their business knowledge and skill by adding the certificate to their degree programs.

Through this certificate, The School of Business is anticipating and responding to the needs of the business community. Rapid advances in technology and related changes in business and industry functions are creating gaps in workforce skill sets, and the certificate will help our students fill those gaps. The Blockchain Bootcamp and the six classes in this certificate will be developed through OAI's Flexible Degree Initiative, and offered in a high-touch online format.

Evidence of Need
Blockchain is still in its nascent stage but there is already market demand for graduates with the capability to function in a blockchain environment. That demand is expected to increase markedly in the coming months and years.

Gartner recently reported that in a survey of Chief Information Officers, only 1% had active blockchain projects and fewer than 10% were actively engaged in short-term planning and experimentation. Gartner expects this to change rapidly, however, and $176 billion in business value-add by 2025 increasing to more than $3 trillion in 2030.

In 2018, Forbes reported that the 10 largest companies in the world are already exploring blockchain technology as are more than 50 of the Forbes 2000 largest companies. Governments around the world have invested in blockchain technology and used it for land registry (Sweden), voting (Estonia), corporate registry (US), educational certification (UK), and many other applications. Large technology companies including Microsoft, Amazon Web Services, IBM,

and Oracle are investing heavily in platforms that will make it much easier for companies to transition business applications to utilize blockchain technologies.

The lack of blockchain skills resulting from these initiatives has been noted nationally. Bloomberg reported that blockchain-related job postings on LinkedIn increased four-fold in 2017. Job site Glassdoor in Oct. 2018 reported a 300% increase in blockchain-related jobs in the previous 12 month and Forbes reported a 6000% increase in job listings for contract workers with blockchain skills increased by 6000% in the first quarter of 2018. According to Upwork's skills index, blockchain is the fastest-growing skill out of more than 5,000 on the site.

An increase in jobs in the Portland market is also expected. According to a Sept. 2018 article in the Portland Business Journal, Nike, Intel, and digital agency RG/A are investing in making Portland an "epicenter" for blockchain technology. The city hosts numerous blockchain startups and Oregon Blockchain Venture Studios, a business incubator, will begin operations in 2019.

The market has a strong and growing need for both blockchain developers and for business talent that can identify and implement blockchain use-cases in business. As noted earlier, most certificate students will use the certificate to supplement either their MBA studies or their undergraduate degrees. They will be employed in human resources, marketing, supply chain, accounting, finance, and other business functions. The job market for these positions is well established. The analytical skills and blockchain knowledge these students gain will increase their value in the job market at the time they graduate and in the future as blockchain effects grow.

Our comprehensive certificate program will provide the market with students who have a broad and deep understanding of the opportunities blockchain can address and the ability to develop effective strategies for pursuing these opportunities.

Course of Study
The Blockchain Certificate is an 18 credit program. A non-credit Blockchain Bootcamp is available for students with no prior blockchain experience.

ISQA 581 – Blockchain Fundamentals (4 credits Fall)
ISQA 582 – Blockchain Fundamentals Lab (2 credits Fall)
ISQA 583 –Blockchain in Business (4 credits Winter)
ISQA 584 – Blockchain in Business Lab (2 credits Winter)
ISQA 585 – Blockchain Uses and Applications (4 credits Spring)
ISQA 586 – Emerging Topics in Blockchain (2 credits Spring)

May 9, 2019

TO: Faculty Senate

FROM: Drake Mitchell, Chair, Undergraduate Curriculum Committee

RE: Undergraduate Certificate in Business Blockchain

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).](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard)

<div align="center">

PROPOSAL SUMMARY FOR
School of Business
Undergraduate Certificate in Business Blockchain

</div>

Overview of the Program
The objective of the Business Blockchain Certificate ("Blockchain Certificate" or "BBC") is to provide students with knowledge of blockchain and cryptocurrency concepts and an understanding of how these technologies can transform businesses and industries. The program will equip students with the ability to 1) use analytical skills to address technical and business problems, 2) work with distributed ledger technologies, and 3) respond effectively to blockchain-related changes and opportunities in their companies and industries. Because all functional areas of business will be affected by blockchain technology, students from any business undergraduate concentration can strengthen their business knowledge and skill by adding the certificate to their degree programs.

Through this certificate, The School of Business is anticipating and responding to the needs of the business community. Rapid advances in technology and related changes in business and industry functions are creating gaps in workforce skill sets, and the certificate will help our students fill those gaps. The Blockchain Bootcamp and the six classes in this certificate will be developed through OAI's Flexible Degree Initiative, and offered in a high-touch online format.

Evidence of Need
Blockchain is still in its nascent stage but there is already market demand for graduates with the capability to function in a blockchain environment. That demand is expected to increase markedly in the coming months and years.

Gartner recently reported that in a survey of Chief Information Officers, only 1% had active blockchain projects and fewer than 10% were actively engaged in short-term planning and experimentation. Gartner expects this to change rapidly, however, and $176 billion in business value-add by 2025 increasing to more than $3 trillion in 2030.

In 2018, Forbes reported that the 10 largest companies in the world are already exploring blockchain technology as are more than 50 of the Forbes 2000 largest companies. Governments around the world have invested in blockchain technology and used it for land registry (Sweden), voting (Estonia), corporate registry (US), educational certification (UK), and many other applications. Large technology companies including Microsoft, Amazon Web Services, IBM,

Attachment E.8

and Oracle are investing heavily in platforms that will make it much easier for companies to transition business applications to utilize blockchain technologies.

The lack of blockchain skills resulting from these initiatives has been noted nationally. Bloomberg reported that blockchain-related job postings on LinkedIn increased four-fold in 2017. Job site Glassdoor in Oct. 2018 reported a 300% increase in blockchain-related jobs in the previous 12 month and Forbes reported a 6000% increase in job listings for contract workers with blockchain skills increased by 6000% in the first quarter of 2018. According to Upwork's skills index, blockchain is the fastest-growing skill out of more than 5,000 on the site.

An increase in jobs in the Portland market is also expected. According to a Sept. 2018 article in the Portland Business Journal, Nike, Intel, and digital agency RG/A are investing in making Portland an "epicenter" for blockchain technology. The city hosts numerous blockchain startups and Oregon Blockchain Venture Studios, a business incubator, will begin operations in 2019.

The market has a strong and growing need for both blockchain developers and for business talent that can identify and implement blockchain use-cases in business. As noted earlier, most certificate students will use the certificate to supplement either their MBA studies or their undergraduate degrees. They will be employed in human resources, marketing, supply chain, accounting, finance, and other business functions. The job market for these positions is well established. The analytical skills and blockchain knowledge these students gain will increase their value in the job market at the time they graduate and in the future as blockchain effects grow.

Our comprehensive certificate program will provide the market with students who have a broad and deep understanding of the opportunities blockchain can address and the ability to develop effective strategies for pursuing these opportunities.

Course of Study
The Blockchain Certificate is an 18 credit program. A non-credit Blockchain Bootcamp is available for students with no prior blockchain experience.

ISQA 481 – Blockchain Fundamentals (4 credits Fall)
ISQA 482 – Blockchain Fundamentals Lab (2 credits Fall)
ISQA 483 –Blockchain in Business (4 credits Winter)
ISQA 484 – Blockchain in Business Lab (2 credits Winter)
ISQA 485 – Blockchain Uses and Applications (4 credits Spring)
ISQA 486 – Emerging Topics in Blockchain (2 credits Spring)

Attachment E.9

Resolution of the PSU Faculty Senate to Increase Allocation of Fees to the Library

The Portland State Faculty Senate resolves that the University will strive to maintain adequate funding to support the collections development of the Library, in accordance with the following principles:

- The cost of library resources is directly tied to PSU's FTE, because licenses for electronic journals, databases, streaming media, and ebooks are based on an institutional FTE model. As the University grows FTE, the cost of library resources will therefore also increase. There should be a budgetary mechanism whereby PSU's FTE growth informs the growth of the Library budget.
- Library resources have experienced inflation at approximately 6 percent per annum for the past two decades. This level of inflation should inform library budget growth so as to maintain current levels of resources.
- The university intends to grow online education to ten thousand FTE. In addition to increasing the licensing costs described above, online programs require more streaming media content, which is a relatively new and expensive format. As online FTE grows, the library's portion of the Online Fee, controlled by the Office of Academic Innovation, should also increase.
- External grant applications should include an appropriate level of expenditure for library collections development, following the best practices of our comparator institutions.

Rationale for a New Fee Structure to Support Online Learning[1]

Increasing the availability and diversity of online classes at PSU is seen as both necessary and inevitable[2]. While on-line classes increase options for students, they also impose additional costs. In this memo we focus on the rising costs of providing access to the digital content that is necessary for classes that are either fully or partially online, and on the implications of rising costs on the Library budget.

Increasing costs for access to streaming media is a primary reason for the increased costs of digital content for online classes. Content providers offer restrictive, opaque and financially punitive contracts for use of streaming media[3]. The pricing models by content owners impose large costs on classes. The pricing models for universities do not economically allow the convenience and user experience that students and faculty know in their personal use of digital media, e.g. via Netflix, Amazon Prime, Hulu.

Students have come to expect (not entirely unreasonably) that if they pay for an online course, all of the digital course materials -- especially materials that they might be able to use personally -- would be available within the learning management system (e.g. D2L). However, as identified above, due to the costs to the University, it is not possible to provide unlimited access to streaming media. To reduce costs, or provide richer content options, faculty might ask students to watch media only available outside the learning management system (e.g. on YouTube, or via private rental of media). Students would (and do) complain about a course design that required them to individually rent a movie or even use an external service (like Netflix, Amazon Prime or YouTube) to view streaming media required for a class.

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[1] Portland State University Library Committee, 12 May 2019

[2] In the 2016-2020 PSU Strategic Plan, regional competition (e.g. from Oregon State) through online courses is seen as a external threat. National trends show increased acceptance of and enrollment in online classes even as overall enrollment drops <https://www.insidehighered.com/digital-learning/article/2018/11/07/new-data-online-enrollments-grow-and-share-overall-enrollment>, <https://www.brookings.edu/blog/education-plus-development/2019/01/10/top-6-trends-in-higher-education/>. Aggressive use of online courses has allowed Arizona State to offer a globally accessible first year curriculum, which enables students to both sample curriculum and earn admission <https://gfa.asu.edu/>. In this national and regional landscape for higher education, it is widely assumed that online offerings by traditional universities are necessary for attracting students and providing flexible options for students attending regular classes, as well as for non-traditional students and lifelong learners.

[3] For example, the cost of making a feature-length movie available to a class is based on the total number of students in the class and the duration of the academic term, regardless of how many students view the movie, whether or not only a portion of the movie is needed for the course, and whether the movie is relevant during only a limited time during the class. See, e.g., https://filmquarterly.org/2019/05/03/kanopy-not-just-like-netflix-and-not-free/ for an overview of these and other issues.

Given that integrating digital content is both desired and increasingly expensive, the PSU Library Committee is asking for a re-examination of the allocation of on-line course fees to support the Library's mission. The current model for distribution of fees assessed to online courses is inadequate for providing a desirable level of access to commercial digital content. The deficiency of the fees allocated to the Library can be viewed from the perspective of rising costs, trends in online enrollment and fees at PSU, and by comparison to other institutions. The factor of rising costs has already been addressed above.

Figure 1 shows the recent trends in enrollment, fees and the allocation of fees to the Library budget. The two data series for SCH and "fees collected" are directly related: students are assessed $35 per credit hour. Despite the continuous rise in online enrollment and fees, the Library budget for renting digital content has remained essentially flat -- the green and yellow curves along the horizontal axis. The increase in cost to the Library, without a corresponding increase in the budget for digital materials, means that librarians and instructors need to increasingly limit access to instructional content, which reduces support for student learning.

Figure 2 shows a comparison with other institutions of the PSU Library budget for materials and services, expressed as a ratio to full time equivalent (FTE) enrollment. The PSU Library budget per FTE is significantly lower than the corresponding budgets for Oregon State, the University of Oregon, and the average of 8 comparator institutions. The low funding per FTE is not, in itself, a necessary justification for increasing the library allocation of the online fee. However, that data shows that an increase in Library funding per FTE would not be excessive when compared to peer institutions.

In summary, the current funding model for the Library does not adequately support the mission of the Library to provide access to learning materials. The low funding is problematic for online courses and especially for those that require digital media. Therefore, given our reasonable expectation that (1) enrollment in online courses will continue to increase, and that (2) providing access to digital content (especially multimedia under copyright and distributed commercially) will remain expensive and possible increase in cost, and (3) that the PSU library budget per FTE is current below the norm, the Library Committee recommends an increase in the allocation of money to the Library from the E&G budget, or specifically from online fees.
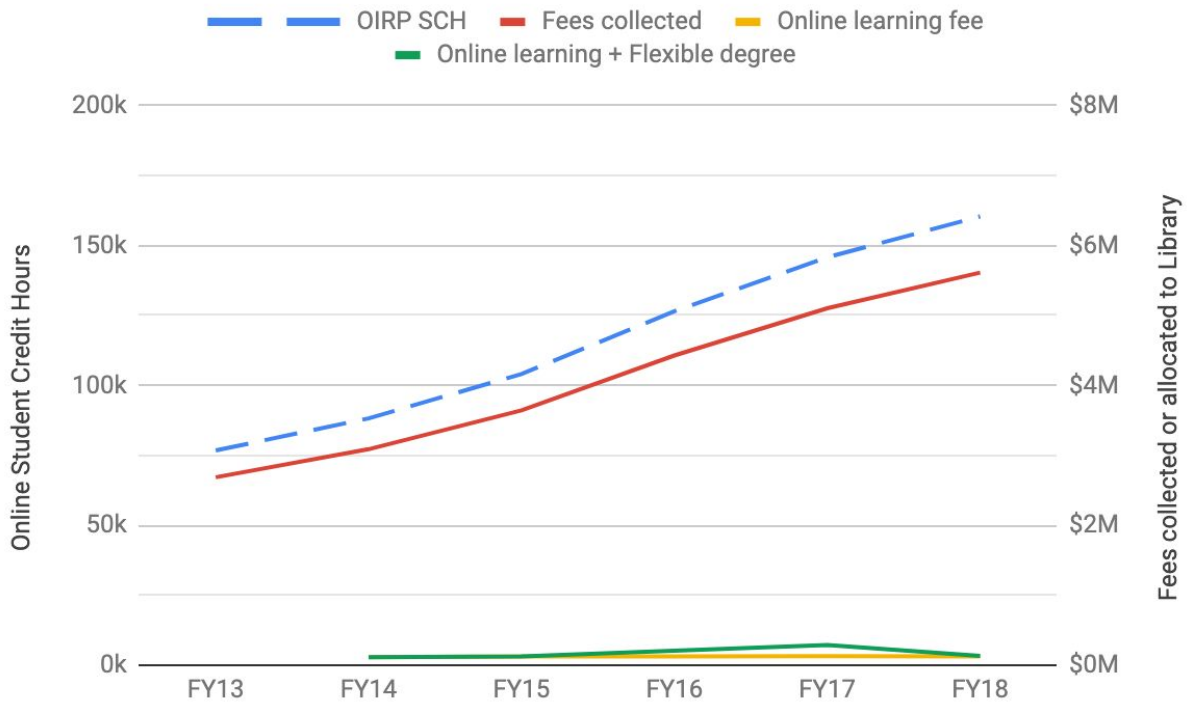
Figure 1   Trend in online student credit hours (SCH), total fees, fees from online courses and fees from Flexible degree programs. SCH data is from the PSU Office of Institutional Research and Planning. Fees collected are computed as $35/SCH.
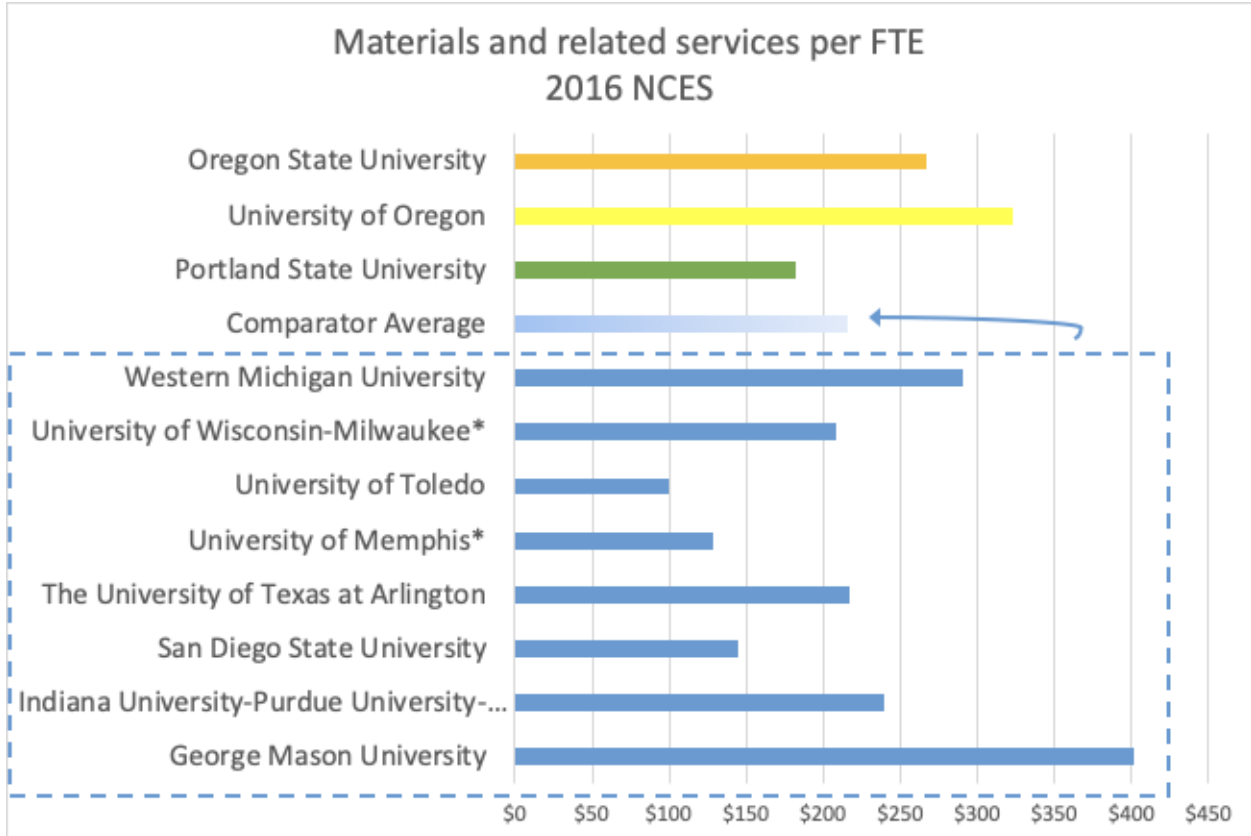
Figure 2   Comparison of the PSU Library budget for materials and services per FTE student. The dashed box identifies the data from 8 comparator institutions. The average of those comparators is the light blue bar in the fourth row. Data from the National Center for Educational Statistics (https://nces.ed.gov/ipeds/datacenter/). *Data from the University of Wisconsin-Milwaukee and the University of Memphis does not include OPE.

Attachment E.10

Faculty Senate motion proposed by
Ad-Hoc Committee on Advancement for Non-Tenure-Track Faculty

WHEREAS, Post Continuous Appointment Review is founded on the principle that a strong and healthy university is one that supports, recognizes, and rewards faculty members throughout their careers for their contributions to the institution's mission; and

WHEREAS, Tenured faculty members shall undergo post-tenure review every five years after the award of tenure; and

WHEREAS, Consistency in evaluation processes for tenure track and non-tenure track faculty creates administrative efficiencies and consistency across all types of faculty in the University; therefore be it

RESOLVED, That the Policies and Procedures for the Evaluation of Faculty for Tenure Promotion and Merit Increases (June, 25, 2018) be amended as follows:

V. ADMINISTRATIVE ROLES AND PROCEDURES/PROMOTION AND TENURE …

NON-TENURE TRACK INSTRUCTIONAL POSITIONS – CONTINUOUS APPOINTMENT – RELATED EVALUATIONS …

I. Evaluation Following Continuous Appointment

~~Non-~~tenure track instructional faculty on a continuous appointment ar~~e~~ to be evaluated after three (3) years _in the fifth (5th) year_ of continuous appointment, and then after every three (3) years _in every fifth (5th) year_ following the last evaluation or promotion.[24]

Interinstitutional Faculty Senate – May 2019 Meeting – Southern Oregon University
Friday May 17 – Saturday May 18
Report submitted by Leslie McBride, IFS Senator

Members of the Interinstitutional Faculty Senate met with and heard comments from SOU administration (Linda Schott, President; Sue Walsh, Provost), SOU Faculty Senate President (Andrew Gay), and a representative from SOU's Legislative Action Team (Jeanne Stahlman).
Summary of President Walsh's comments to IFS:
1. SOU's tuition increase request is probably the largest increase in the state (surpassing PSU).
2. The next 1.5 weeks are the most important time to be lobbying the legislature for higher education support. Legislative leadership looks to higher education for ideas that the legislature can sponsor.
3. Higher education's biggest challenges: Can we change fast enough? How do we remain relevant in this rapidly changing world?"

Discussion with Higher Education Coordinating Council (HECC) representatives (David Jarvis and Veronica Dujon):
HECC has attended at least 35 board meetings held to discuss tuition increases. At its June meeting, HECC expects each institution to present and to be transparent regarding how tuition decisions were reached. Four schools (OIT, PSU, SOU, UofO) will be recommending tuition increases that exceed 5%.

Prioritizing Postsecondary funding and partnership – A message from Ben Cannon, HECC Executive Director, can be accessed at
https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0216241#sec005

A memo stating IFS support for Cannon's message is included at the end of this report.

University of Oregon Faculty Senate works to improve teacher evaluation process.
Please see the following link for a thorough description of the University of Oregon's effort to improve its teaching evaluation process. Revising UO's Teaching Evaluations
https://provost.uoregon.edu/revising-uos-teaching-evaluations

During IFS discussion on this topic, the following resources were also recommended:
Effective Evaluation of Teaching: A guide for faculty and administrators
http://teachpsych.org/ebooks/evals2012/index.php

Mitigating gender bias in student evaluations of teaching.
https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0216241#sec005
Note: U of O research found that women faculty receive lower course evaluation scores, but their students do better in future/subsequent coursework.

To: Higher Education Coordinating Commission; Ben Cannon, Executive Director

From: Interinstitutional Faculty Senate (IFS); Donna Lane, Ph.D., IFS President

RE: Prioritizing Postsecondary Funding and Partnership

In response to your recent message "Prioritizing Postsecondary Funding and Partnership," we are motivated by our agreement with your statement that "…success over a lifetime requires Oregonians to continue their learning from preschool through family-wage careers, and that higher education is a proven catalyst for economic mobility."

In our roles as faculty members involved daily with student education throughout Oregon's public universities, our efforts to serve the educational needs of the public are wide-ranging, both intellectually and geographically.

We are preparing our future workforce to address the cutting edge of technological and social change by training and motivating professionals to serve in rural areas and by challenging *all* our students to be ethical citizens who give back to their communities. We believe that providing higher education to Oregon's citizens is primary toward being able to guarantee a higher quality of life in our state.

Toward that end, we believe that it is crucial for our public universities to serve students who have grown up here, as they are most likely to remain in Oregon and use their talents to assist us increase our economy, care for the sick and needy (particularly in rural areas), and build a strong, vibrant civic culture.

We are deeply concerned that increases in tuition will prevent many Oregonians, particularly those from working-class families, from being able to access higher education. Moreover, we fear that such increases will have a disproportionate impact on low-income and historically under-represented students. We respectfully request that you continue to urge the legislature to fund higher education in Oregon at a level that will eliminate the need for such increases and will preserve the widest possible access to education for our students.

Respectfully submitted,
Donna Lane, Ph.D.
President, Interinstitutional Faculty Senate
Professor of Business
Southern Oregon University
Monday, May 20, 2019

Annual report to the Faculty Senate on the activities of the Academic Quality Committee for the academic year 2018/2019:

Members:
Kathleen Merrow, Chair
William Comer
Sahan Dissanayake
Jones Estes
Karla Fant
Linda George
Cassio de Oliveira

Ex officio: Kathi Ketcheson OIRP

Membership and Support:

1. Two members initially assigned to the committee, Abel de la Cruz and Candyce Reynolds, were unable to participate. We need replacement members.

2. We were assigned a number of new members which took time at the beginning of Fall to bring up to speed on our charter and overall expectations.

3. We were informed by the Provost that funds were not available to provide support services to carry out additional surveys as they had been previous years.

Change in Expectations:
1. We began the year expecting to carry forward the tentative plans developed the previous year for creating and delivering an undergraduate student survey that would gather data on student perceptions of quality at PSU. To that end we began drafting a set of possible survey questions. This had to be set aside for several reasons. First, we were informed by the Provost that student surveys needed to be centralized and that in any case funds for the support services we would need to carry this out were not available as they had been in previous years.

2. On the other hand, we meet with the Provost and we were encouraged to mine the wealth of information already collected by OIRP. This is just beginning and we are looking at graduation data.

3. Our primary work this year was to use the High Impact Practices (HIPs) as markers of quality in education and determine how these relate to the courses being offered. As part of this, we developed a survey to help us determine how this relates to things like student retention or student success. The survey has gone through multiple trial runs and is ready to deliver.

4. Winter term we were informed by the Provost that the assessment part of accreditation was in "arrears." Tom Luckett as Presiding Officer of the Faculty Senate identified the AQC to the Provost as the Faculty Senate Committee, given our charge, that would be the one to involve in questions around the assessment process. I met with the Provost and Brian Sandlin to learn about the accreditation problem and what parts of the assessment process needed to be fixed in both the short and long run. I communicated this information to the

committee and we decided to meet as a whole with Brian Sandlin and Rowanna Carpenter to discuss what role the AQC might play. I and William Comer then met with the Chair of the Institutional Assessment Council   and several council members to learn how they thought about working together with the AQC. It has been settled, at least for next year, that the AQC will work with the IAC providing feedback into the process and making recommendations where necessary about the overall process as representatives of the faculty. We can look at the results of the assessment plan survey just sent out next fall.

Action Items for next year:

1. Continue mining and begin analyzing the data already collected by OIRP.

2. Evaluate the data we will be collecting based on the HIPs survey that is being delivered across the university curriculum (see attached supporting document). We know that HIPs are considered best practices as markers of quality in education. What we do not know is how these practices are delivered across campus and how this relates to things like student retention or student success.

3. One concern we had in talking with the representatives of the IAC was the long-term continuity of the relationship between AQC and IAC. In order to formalize this, we think that the Chair of the AQC should be added as ex officio member to the IAC.

Attachment G.5

Default Question Block

The Academic Quality Committee (AQC) requests your assistance in helping us to understand how High Impact Practices (HIPs) are implemented across the campus. Results will be shared with participants in the survey and with the Faculty Senate and used by the AQC to make future recommendations as part of its charge.

This information is part of a collaboration between the Institutional Assessment Council and the AQC to gather information on student learning assessment. You recently were asked to complete the Annual Assessment Update. Now, we would like your assistance in helping us to understand how high impact practices (HIP) are implemented across the campus. We know that one or more of the practices identified here https://www.aacu.org/sites/default/files/files/LEAP/hip_tables.pdf may well be integral parts of an individual course or distributed across multiple courses, etc. However, we have no systematic map of such practices here at PSU.

Please review the following definitions of High Impact Practices and answer the questions that follow.

Definitions:
The Association of American Colleges and Universities identifies and defines the following high impact practices. For a more detailed description of each of the practices listed below please see:
https://www.aacu.org/sites/default/files/files/LEAP/hip_tables.pdf

First-Year Experiences include seminars and other programs that develop first-year students' intellectual and practical competencies (critical inquiry, information literacy, collaborative learning, etc.).

Common Intellectual Experiences include required common courses or general education programs combining broad themes with curricular and co-curricular options.

Learning Communities involve students as a cohort with "big questions" by exploring a common topic across linked courses.

Writing-Intensive Courses emphasize the process of writing across genres, levels of instruction, and disciplines.

Collaborative Assignments and Projects include study groups within a course, team-based assignments and writing, and

group projects.

Undergraduate Research includes courses and other experiences that connect key concepts and questions with students' early involvement in systematic investigation.

Diversity/Global Learning includes courses and programs that help students explore cultures, life experiences, and worldviews different from their own.

ePortfolios are electronic platforms enabling students to collect their work over time, reflect upon their growth, and share selected items with professors, advisors, and potential employers.

Service Learning, Community-Based Learning involve students applying what they learn in real-world settings with community partners, and reflecting on their service experiences in the classroom.

Internships are often taken for course credit and provide students with professional experience under supervision.

Capstone Courses and Projects involve the culmination of departmental or general education programs, capstones require students to integrate and apply what they have learned in a final project.

1. Does your department or its majors or programs offer courses or other experiences that could be considered High Impact Practices, according to the descriptions of HIPs provided by AAC&U?

○ Yes
○ No

If yes, please list specific majors or programs of study, within your department, that offer High Impact Practices.

2. Please check all that apply and indicate in the appropriate adjacent column how HIPs are offered in your department, majors or programs of study:

Through

	In designated courses	Across courses offered in the major	opportunities outside the classroom (i.e. research with faculty, internships, etc.)	Not offered
First-year experiences	☐	☐	☐	☐
Common Intellectual Experiences	☐	☐	☐	☐
Learning Communities	☐	☐	☐	☐
Writing-Intensive Courses	☐	☐	☐	☐
Collaborative Assignments and Projects	☐	☐	☐	☐
Undergraduate Research	☐	☐	☐	☐
Diversity/Global Learning	☐	☐	☐	☐
ePortfolios	☐	☐	☐	☐
Service Learning; Community-Based Learning	☐	☐	☐	☐
Internships	☐	☐	☐	☐
Capstone Courses and Projects	☐	☐	☐	☐

4. Does your department or program use the term "high impact practices" when you describe these courses or experiences (please select all that apply)?

☐ No
☐ Yes, among faculty
☐ Yes, with students
☐ Yes, with both students and faculty
☐ Yes, on course syllabi
☐ Yes, in promotional materials in print or online

5. Could you please provide a list of courses or provide examples of experiences in your program that include or represent HIPs?

Powered by Qualtrics

Academic Requirements Committee (ARC)
2018-19 Annual Report   Date: May 13, 2019

Members 2018-19   Consultants:
Geoffrey Duh GGR Chair   Rebecca Ingersoll ACS
Marie Fiorillo ACS (COTA)   Nicholas Matlick RO
Debra Lindberg CCJ
Laura Marsh ACS (CLAS-Sci)   Support Staff: Melinda Hendley
DeLys Ostlund WLL
Vicki Reitenauer WGSS
Ashley Storey ACS (SB)
Santiago Velasco Lopez (Student Member)

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

The ARC met regularly (about twice per month) from September 2018 through May 2019. We reviewed 151 petitions, of which 129 were approved (through April 30, 2019). The number of petitions has minimally increased from previous years. The University Studies Cluster Requirement was the most common focus of the petitions. The average turnaround time for petitions, from submission to implementation, was 10 days, a reduction from previous years.

Significant issues that we worked on:

Petitions Records Analytics
With the support of OIT staff, Brodie Franklin, we analyzed ARC petition records for the period between Fall 2014 to Winter 2019 (up to January 14, 2019). The results of the analysis (see Appendix) allowed the Committee to identify the key issues some of our students might face during their studies at PSU. The committee selected two major categories of petitions and worked with relevant campus units to address the possible routes for supporting student success. The two categories are University Studies (UNST) junior cluster related petitions and the Foreign Language Admission Deficiency (FLAD) petitions. The Committee will continue monitoring the petition records for targeting future outreaching efforts.

UNST Cluster Courses & Study Abroad Courses
ARC Chair, Geoffrey, and Nick attended UNST Cluster Coordinators meeting on January 25, 2019 to discuss how to streamline the reviewing process for UNST Junior Cluster related petitions. ARC treats each petition as its own unique case and as a part of the student's educational experience. We value any comments cluster coordinators provide and will not hesitate to ask the student to rewrite and resubmit their petition when they fail to make a strong case themselves. ARC will work with the Office of Registrar to update the new ARC petition webpage to make the instructions clear for students. Students need to work with a cluster coordinator when preparing a petition. Nick will assist in troubleshooting all IT issues related to the petitions.

ARC invited Richard Beyler, UNST cluster coordinator, to ARC meeting on March 11, 2019 to discuss the use of study abroad credits for Junior Cluster requirements. ARC sees the value of the cross-cultural perspectives study abroad courses provide for general education but also want students to recognize the diverse and strong general education curricula offered on PSU campus. We generally would consider study abroad credits as cluster courses as long as the student articulates clearly how the study abroad course meets the goals and learning outcomes of the cluster in their ARC petitions. However, ARC typically would not consider allowing all three cluster courses from non-U study abroad courses.

FLAD Discussion
The Committee met with Cindy Baccar from the Office of Registrar, Gina Greco from the WLL department, and Yohlunda Mosley from the Office of Admission to discuss the possible ways of supporting our students meeting FLAD requirements. The Committee recognizes the benefits of learning a foreign language for our students' cognitive, academic, and career developments. We decided not to propose any change on the existing foreign language admission and graduation requirements. ARC will continue monitoring the trend of FLAD petitions. If we do not see a decrease in FLAD petitions, then we will consider other options in the future.

Science/Social Science Designations for GEOG and ANTH New Courses
(Will update the report after the discussion on May 13, 2019)

Assessment-Based Learning Credits
(Will update the report after the discussion on May 13, 2019)

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

Appendix. Petition Record Analysis Fall 2014 to Winter 2019 (Jan 14, 2019)

The ARC petition records are from Fall 2014 to Winter 2019 (up to January 14, 2019). This appendix provides a summary of the petition records.

There is a total of 1,227 submitted petitions (around 300 petitions annually). Of these 1227 petitions, 145 (or 11.8%) were denied.

Each petition record contains the following attributes:
- Date of Petition
- First Major
- Degree (or Degree Code)
- Proposed Graduation Term
- Proposed Graduation Year
- Earned PSU Hours
- Overall Hours Earned
- Has Applied to Graduate
- This petition is in regard to
- Degree Requirements - Reason for this request
- ARC decision (e.g., Yes, Grant in Part, Deny)

There are 558 (or 45.5%) petitions that are related to the University Studies requirements. Of these 558 petitions:
- FRINQ: 24 (4.3%)
- SINQ: 80 (14.3%)
- Cluster-U TO U: 221 (39.6%)
- Cluster: 225 (40.3%)
- Capstone: 8 (1.4%)

Number of Petitions Per Term

Term	Petitions
201404	56
201501	99
201502	69
201503	43
201504	65
201601	75
201602	81
201603	43
201604	98
201701	100
201702	74
201703	44
201704	80
201801	87
201802	74
201803	49
201804	68
201901	22

ARC PETITION SUBJECTS

- CREDIT LIMIT 6%
- FLAD 7%
- CATALOG YEAR 1%
- FPA CREDIT 4%
- LANGUAGE 2%
- MATH 3%
- CREDIT OVERLOAD 3%
- RESIDENCY 5%
- SCIENCE CREDIT 8%
- WRITING 4%
- OTHER 11%
- UNST RELATED 46%
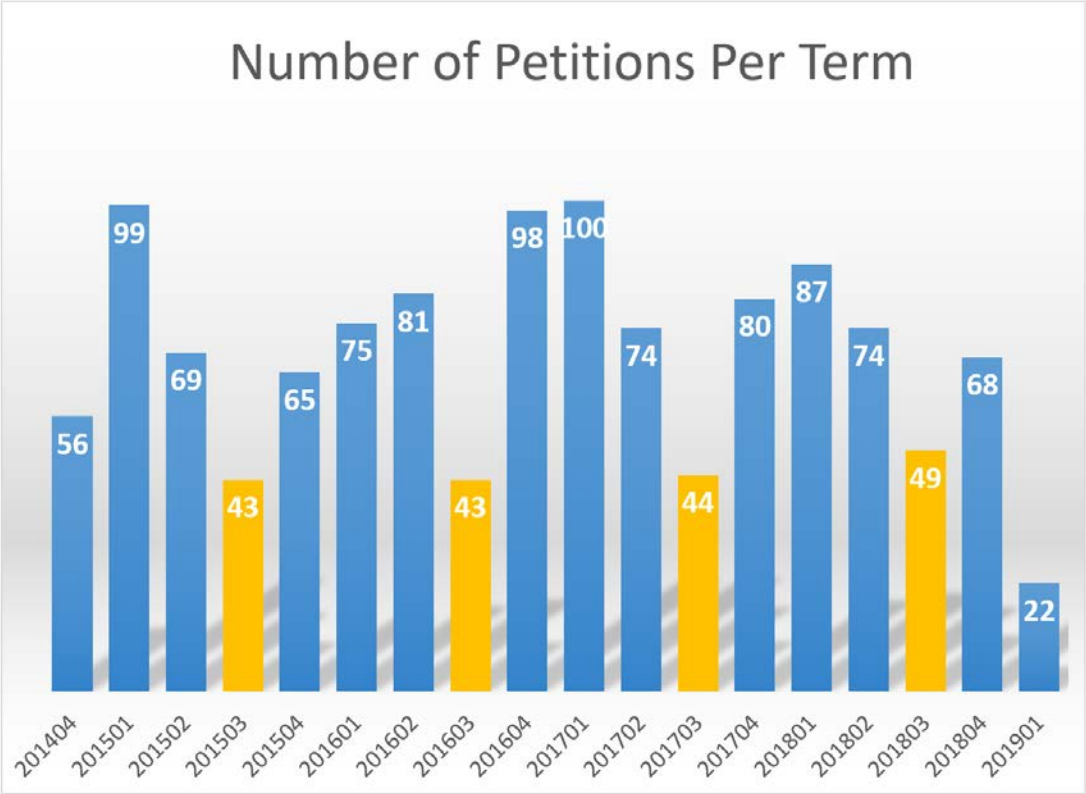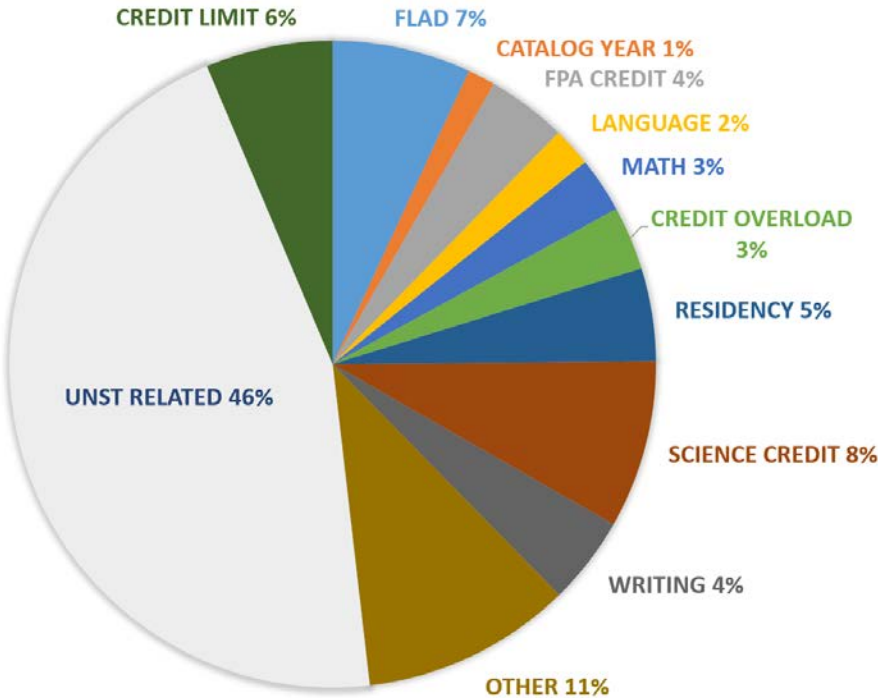
ARC Petition Types and Decisions
Fall 2014 to Winter 2019 (as of Jan 14, 2019)

	CATALOG YEAR	CREDIT LIMIT	FLAD	FPA CREDIT	LANGUAGE	MATH	OTHER	OVERLOAD	RESIDENCY	SCIENCE CREDIT	WRITING	UNST-FRINQ	UNST-SINQ	UNST-CLUSTER	UNST-U2U	UNST-CAPSTONE
■ Others	2	8	4	2	3	4	61	4	5	14	21	15	12	44	0	3
■ Denied	0	15	2	3	4	7	17	6	4	24	14	1	11	35	0	2
■ (Partially) Approved	15	56	79	44	17	23	51	29	48	65	19	8	57	146	221	2
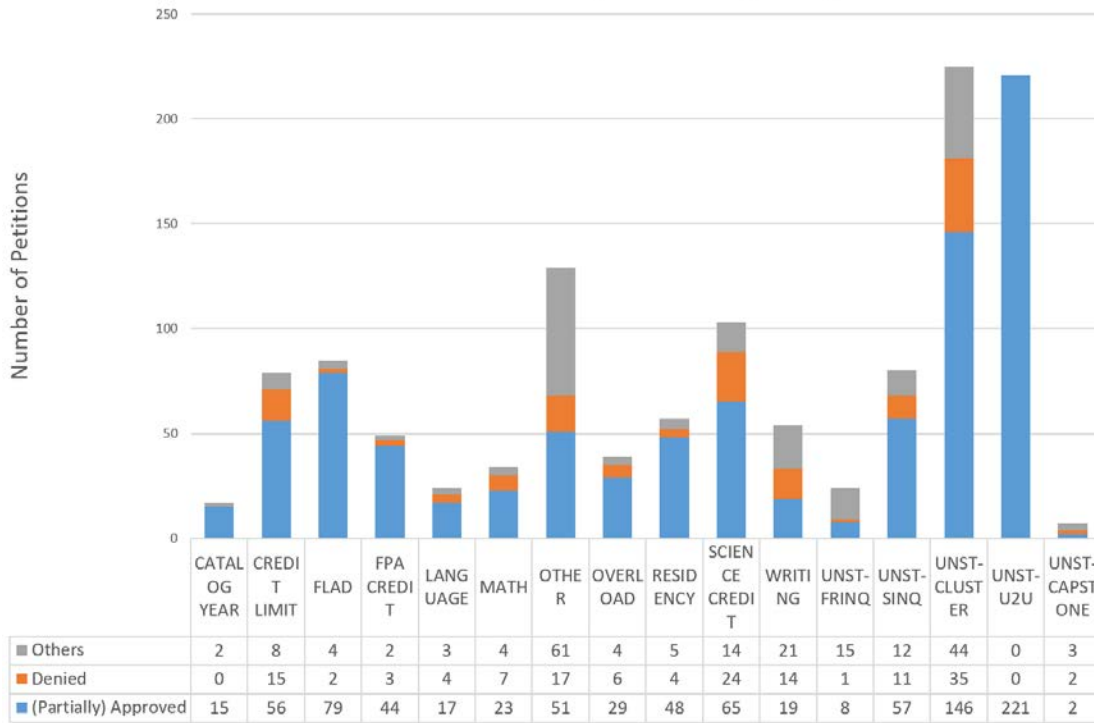
University Studies Related Petitions

— UNST-FRINQ
— UNST-SINQ
— UNST-CLUSTER
— UNST-U TO U
— UNST-CAPSTONE
— Total
— UNST-Subtotal

Attachment G.6
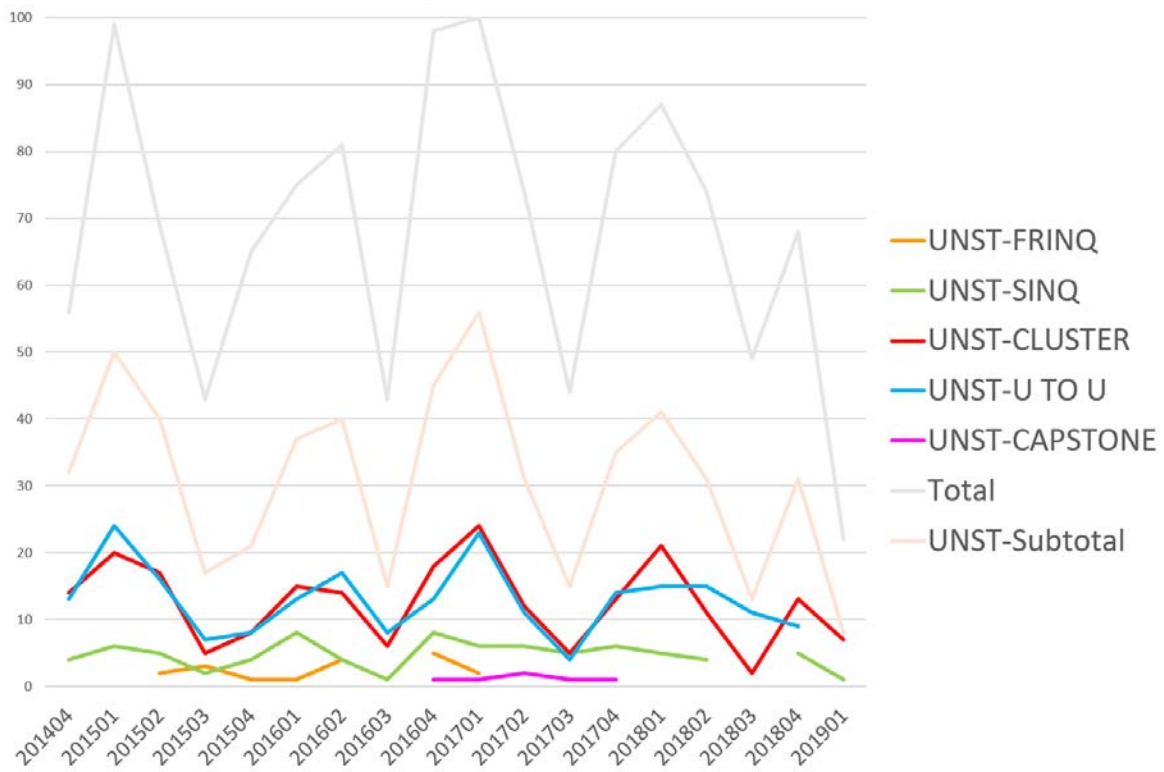
CLUSTER Petitions (not including U TO U petitions)	COUNT
A U course was misregistered without the U	1
American Identities	3
American Studies	9
Community Studies	6
Design Thinking, Innovation, Entrepreneurship	13
Environmental Sustainability	7
Environmental Sustainability/Global Environmental Change	1
Families and Society	12
Family Studies	1
Freedom, Privacy, and Technology	4
Gender and Sexualities Studies	22
Global Environmental Change	4
Global Perspectives	58
Healthy People/Healthy Places	9
Interpreting the Past	14
Knowledge, Values, and Rationality	18
Leading Social Change	8
Popular Culture	23
SCI 314	1
Science in the Liberal Arts	11
Total	**225**

ARC Decisions

ARC Decision	UNST-Related Petitions	All Other Petitions	All Petitions
(PARTIALLY) APPROVED	434 (77.9%)	446 (66.6%)	880 (71.7%)
DENIED	49 (8.8%)	96 (14.3%)	145 (11.8%)
OTHERS	74 (13.3%)	128 (19.1%)	202 (16.5%)
TOTAL	557 (100%)	670 (100%)	1227 (100%)

ARC Decision	FRINQ	SINQ	CLUSTER	U TO U	CAPSTONE
(PARTIALLY) APPROVED	8	57	146	221	2
DENIED	1	11	35	0	2
OTHERS	15	12	44	0	3
TOTAL	24	80	225	221	7

FLAD Petition Counts by Majors and Pathways 2014-2018

Pathway	Pathway Subtotal	First Major	Count
Business	34	BUSINESS ADMINISTRATION: ACCOUNTING	4
		BUSINESS ADMINISTRATION: ADVERTISING MANAGEMENT	3
		BUSINESS ADMINISTRATION: FINANCE	4
		BUSINESS ADMINISTRATION: HUMAN RESOURCES MANAGEMENT	2
		BUSINESS ADMINISTRATION: MANAGEMENT AND LEADERSHIP	9
		BUSINESS ADMINISTRATION: MARKETING	5
		BUSINESS ADMINISTRATION: SUPPLY AND LOGISTICS MANAGEMENT	7
Design, Creativity, and Performance	4	ARCHITECTURE	1
		ART: ART PRACTICES	1
		FILM	1
		MUSIC: EDUCATION	1
Engineering, Computer Science, Mathematics, and Physics	6	ELECTRICAL ENGINEERING	2
		MECHANICAL ENGINEERING	3
		PHYSICS	1
Health, Science, and the Earth	16	CHEMISTRY	1
		ENVIRONMENTAL SCIENCES	1
		ENVIRONMENTAL STUDIES	2
		HEALTH STUDIES: COMMUNITY HEALTH EDUCATION	4
		HEALTH STUDIES: HEALTH SCIENCES	2
		HEALTH STUDIES: PHYSICAL ACTIVITY/EXERCISE	1
		SCIENCE	5
Language, Culture, and Meaning	6	ARTS AND LETTERS	3
		COMMUNICATION STUDIES	1
		LIBERAL STUDIES	1
		PHILOSOPHY	1
Society and Identity	17	CHILD AND FAMILY STUDIES	4
		PSYCHOLOGY	5
		SOCIAL SCIENCE	4
		SOCIAL WORK	1
		SOCIOLOGY	3
Urban, Public, and Global Affairs	2	COMMUNITY DEVELOPMENT	1
		CRIMINOLOGY AND CRIMINAL JUSTICE	1

FLAD Petitions by Pathways

- Business — 34
- Design, Creativity, and Performance — 4
- Engineering, Computer Science, Mathematics, and Physics — 6
- Health, Science, and the Earth — 16
- Language, Culture, and Meaning — 6
- Society and Identity — 17
- Urban, Public, and Global Affairs — 2
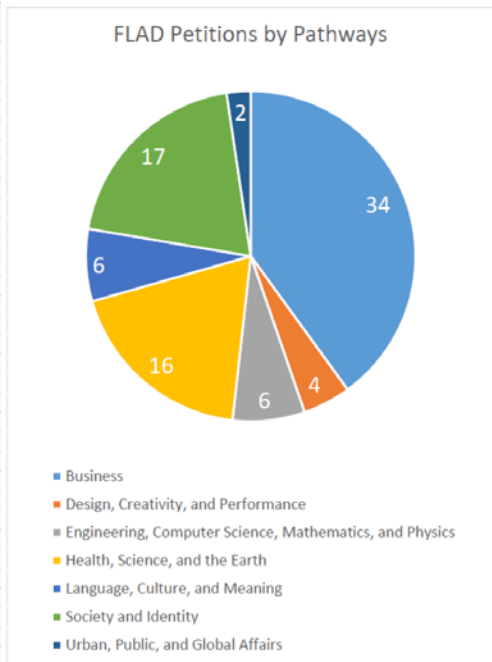
Advisory Council Annual Report to Faculty Senate
3 June 2019

Members: Cindy Baccar (RO), Rowanna Carpenter (UNST), Gina Greco (WLL), David Hansen (SBA), Gerardo Lafferriere (MTH) and David Maier (Chair, CS)

Powers and Duties (Article VI Section 4)
The Council shall:
1) Serve as an advisory body to the President on matters of policy.
2) Serve the President as a committee on ad hoc University-wide committees.
3) Appoint membership of hearing committees and panels as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code.
4) Perform those duties related to constitutional amendments, as described in Article VIII.
5) Upon its own initiative or upon the initiative of a member of the Faculty, the Senate, or the administration, give advice to the President on the meaning and interpretation of this Constitution.
6) Conduct studies and make recommendations on matters of faculty welfare to be presented to the President and/or the Senate.
7) Report at least once each year to the Senate. It may report, with or without recommendation, on any legislation, or matters referred to it. This report may be unanimous or in the form of a majority and a minority report.

2018-2019 Activities
- The Advisory Council met approximately monthly over the course of the academic year for purpose of considering matters of interest to the Faculty and the University President. Topics considered included the following:
  - The structure and strategy of the administrative reorganization of Spring 2018.
  - Anticipated administrative searches for the current year?
  - The new fundraising campaign and the role of the faculty in it.
  - Disquiet about loss of talent from campus; striking a balance between novelty and history.
  - Progress on the pilot Co-op program; anticipated next departments to add.
  - Construction and major renovation: what are future priorities?
  - Plans for new international partnerships on the horizon.
  - Progress on the new Center of Excellence
  - New leadership of the Board of Trustees.
  - Status of the promised business task force in lieu of our ballot measure.
  - Current strategies to reach a sustainable financial model that fills the $12M hole.
  - Governor's budget proposal.
  - Contract with Confucius Institute.
  - Redesign of Higher Education Initiative.
  - Oregon School of Arts and Crafts.
  - Budget messaging for legislators.
  - Budget cut planning.
  - Status of admissions for Fall 2019.

Attachment G.7

- Reviewed a constitutional amendment "for proper form and numbering."

- We selected an ex-officio member of Faculty Senate representing part-time instructional and research faculty for the upcoming academic year from the nominees.

Faculty Senate Budget Committee
Annual Report
May 13, 2019

Members: Michael Bowman (LIB), Steven Boyce (CLAS-Sci, MTH, Co-Chair),Heejun Chang (CLAS-SS, GGR, Co-Chair), Mitchell Cruzan (CLAS-Sci, BIO), David Hansen (SBA), Chia Yin Hsu (CLAS-SS, HST), Erik Geschke (COTA, ART&D), Sam Gioia (SSW), Brenda Glascott (OI, HON), Eva Núñez (CLAS-AL, WLL), TBD (GSE, ELP), Aimee Shattuck (Ao-OAA), Derek Tretheway (MCECS, ME), Melody Valdini (CUPA, PS), Stephen Walton (CLAS-AL, WLL), Bradley Wipfli (SPH, HSMP).
Consultants: David Burgess (OIRP), Susan Jeffords (OAA), Andria Johnson (BO), Kathi Ketcheson (OIRP), Kevin Reynolds (FADM).
This report extends the Winter 2019 report, which covered the Fall quarter and the first six weeks of Winter quarter.

Committee Charge and Roles

The Budget Committee has a multipart charge:

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

9)   Report to the Senate at least once each year.

Budget Principles

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

The FSBC has participated in round-table discussions with consultant Dave Mattox regarding the budgeting process at the university, first in December, regarding short-term budgetary decisions, and in April, regarding long-term budget planning.

FY20 OAA Budget Process

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

Budget Committee co-chairs were invited and attended the launching of the IPEB process in December. The Budget Committee liaisons met with the Deans in January and February to have a preliminary conversation about their plans before units start working on the enrollment plans for FY20. Given the delay in the IPEB process this year, the Committee was not able to review the submitted enrollment plans until March, but they discussed the principles of their budget decisions. At least a pair of FSCB members reviewed each unit's enrollment plan, budget reduction scenarios, resource plan, and strategic investment narratives, and provided feedback to OAA about our observations, including common and unique strategies suggested by units (see Appendix).

University Budget

The committee received two updates on the university budget by Kevin Reynolds. The first presentation in November included a recap from FY18 and an update on FY19. The second presentation in January focused on FY20 including budget context, cost drivers, forecasts, and tuition. In January, Andria Johnson gave a presentation, a training for new committee member, and a refresher for returning members on RCAT and budget process. The third update was a walk-through of the initial FY 20 OAA Budget on May 13.

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

In response to TRAC meetings outcomes, the FSBC prepared a statement to be shared with faculty and students encouraging participation at PSU Day at the Capitol to rally on the behalf of state funding on April 16. Three of our members attended the PSU Day rally.

PSU Board of Trustees

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

Curricular Proposal Reviews

The committee has reviewed 59 proposals for new programs, program changes, or program elimination. The proposals are reviewed by two-person or three-person review panels which report their recommendations (no significant impact/modest impact/significant impact) to the committee via an online google document. This system enables other committee members to review and comment on proposals not assigned to them. Major proposals such as those for completely new programs are discussed in committee meetings. The final recommendation is posted in the curriculum proposal system. The new curriculum tracker system is causing some delays because it did not make addressing budget impact on program change forms an explicit requirement. Additionally, the committee also reviewed two center proposals and submitted their review comments to EPC.

Budgeting Administrators Returning to Units

In April, the FSBC voted to create an ad-hoc committee to review the budgetary processes, policies, and impacts of faculty returning to units after serving as administrators. This work is anticipated to continue into the 2019-2020 year.

Appendix: Summary of IPEB Document Review

The following table and statements are based on FY 2020 IPEB documents submitted by each unit at PSU. At least a pair of FSCB members reviewed each unit's enrollment plan, budget reduction scenarios, resource plan, and strategic planning narratives. The findings and recommendations were discussed at FSBC meetings.

	Common strategies	Unique strategies
Enrollment Plan	- Mostly agree with the OIPR projections - Within unit variations for enrollment plan - Relatively flat undergraduate enrollment plan for FY20, FY21 - Declining graduate enrollment projection	- Enrollment forecast limited by current capacity (COTA) - Increase over OIRP's forecast in some programs (MCECS)
Reduction Scenarios	- Not refilling vacant TT positions - Filling vacant TT line to NTTF - Cut existing NTTF and advisors - Cut GA positions - Cut low enrolled courses and increase class sizes for non majors (e.g, 300U courses) - Will also require cutting courses that could otherwise be fully enrolled - Consolidating staff members or administrative support - 4% cut scenarios would result in net revenue loss in most units	- Cluster coordinator summer stipend
Resource Plan	- Hire new staff to help maintain and grow programs - Working with other units to	- Additional administrator in UNST

	cover some loss of positions (e.g., CLAS and HONORS partnership) - Hire TT faculty. - Sharing expenses with OAA or another units (IELP).	
Strategic Planning Narratives	- Create promotional videos - Enhance communications - Outreach to community colleges - Internship and co-op partnership - Better advertising programs - Dedicated staff for fundraising and improving retention - Create new degree programs (both between units and within units)	- Hire Multi-Unit Departmental Research Administration (MUDRA)

-

Observations/Suggestions

1. Not filling TT faculty lines and cutting GA positions are two of the most common options under budget cut scenarios, but the potential negative impacts of reducing these positions, including student retention rate, should be carefully examined.

2. Interunit collaborations are beginning to happen, which sounds promising, but the specific mechanisms of collaborations are not given as the perspectives between collaborating units might be different.

3. There are varying degrees of resource plans among different units, and while some units list all the requested resource plan from individual departments, others only selected targeted areas for new investment. For the latter case, the mechanisms of selecting such targeted programs are not clearly described.

4. Some units propose to develop new degree programs (including online degree programs) to increase enrollment, but the potential budgetary impacts of new degrees on other units should be carefully examined.

5. There are many good strategic planning narratives, and such efforts among different units could be better coordinated to maximize benefits while improving efficiencies.

6. The impact on students from the proposed cuts (resulting in larger class sizes, delayed graduation, less access to faculty, instructor: student ratio) may significantly negatively impact retention and the number of applications.

7. There may be a potential negative impact on junior faculty retention who may not be able to teach courses in their speciality areas.

MEMORANDUM

Date: 23 May 2019

To: Faculty Senate

From: Mark Woods, Graduate Council Chair

Re: Report of the Graduate Council for the 2018-2019 Academic Year

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

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

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

Member	Years Served	College / School
Amy Donaldson	2018-19	CLAS-SS
John Eckroth	2018-19	SB
Jill Emery	2018-19	LIB
Rachael Godlove	2017-19	SPH
Alison Heryer	2018-19	COTA
Jon Holt	2016-19	CLAS-AL
Ericka Kimball	2017-19	SSW
Darcy Kramer	2016-19	AOF
Paul Loikith	2016-19	CLAS-SS
Connie Ozawa	2016-19	CUPA
Lynn Santelmann	2017-19	CLAS-AL
Michael Smith	2016-19	COE
Linnea Spitzer	2017-19	OIF
Angela Strecker	2018-19	CLAS-SCI
Chien Wern	2016-19	MCECS
Mark Woods – Chair	2015-19	CLAS-SCI

Attachment G.9

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

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

I. Graduate Policy and Procedures

During this academic year the Graduate Council has considered a significant number of proposals, policies and issues that relate to graduate education on campus.

- As mentioned in last year's report the Graduate Council concluded its work with the Undergraduate Curriculum Committee and Faculty Senate to approve a campus wide definition of curricula overlap and who is responsible for its review. The full policy can be found in the December 2018 Faculty Senate minutes.
- As mentioned in last year's report the Graduate Council is finalizing its work with the Undergraduate Curriculum Committee to revise and improve the questions of diversity as they appear in the OCMS. The current question format is unclear, leading to confusion over the meaning of the questions. A recommendation to OAA has now been made.
- The Graduate Council considered the proper formatting of doctoral dissertations, specifically the guidelines regarding what is called a multi-paper format. This is where a student prepares several chapters each based on a published or ready to submit manuscript and is popular in some disciplines. Despite some misgivings about this format the committee recognized that the acceptability of this format was now too well established to change. However, the committee felt strongly that it was inappropriate for a student to complete a dissertation of this type without contextualizing the work and its significance in an original introduction and conclusion chapter. The committee is happy to note that the Graduate School has accepted this recommendation and incorporated it into the new Electronic Thesis and Dissertation guidelines.
- At the request of the Vice President for Research the Graduate Council discussed the merits of instituting a Graduate Faculty at PSU. This discussion noted both pros and cons to this idea. However, there was insufficient enthusiasm for a continuation of this discussion at the Graduate Council level and it was recommended that a fully fleshed out proposal for what a Graduate Faculty would look like at PSU would be required for Graduate Council to properly evaluate.
- At the request of the Office of Global Diversity and Inclusion the Graduate Council discussed the issue of petitions by students who have been the victims of domestic or sexual violence. Specifically, the request from the Office of Global Diversity and Inclusion that these petitions should not be reviewed by Graduate Council at all and should be handled exclusively by the Office of Global Diversity and Inclusion. The Graduate Council was unanimous in the sentiment that this proposal was not a good idea for several reasons. There was a general feeling that the idea that academic petitions would be reviewed by solely by administrators was inappropriate. There was a feeling that this could lead to a situation where the accommodation requested was insufficient for what was likely to be required for

student success and in the absence of academic review the student may not be afforded with the most appropriate accommodation (this view was recently validated in a petition where the request was felt to be insufficient). Finally the committee noted that this request was predicated on a model similar to that used in undergraduate education in which students are taking classes. It was noted that many graduate students are not operating in a classroom environment but conduct research and fieldwork. Consequently the accommodations necessary may differ significantly from what was envisaged in this proposal. The Graduate Council encouraged the Office of Diversity and Inclusion to consider how these aspects of graduate education at PSU should fit into an accommodation policy. The Graduate Council agreed with the Office of Global Diversity and Inclusion that petitions from students experiencing domestic or sexual violence should be anonymized before they reach Graduate Council, so as to increase the student's comfort that details of their experiences will not be inadvertently disclosed.

- The Graduate Council discussed the way in which graduate programs are reviewed on campus. The Graduate Council served an advisory role to the Dean of the Graduate School in her ongoing efforts to develop a robust mechanism for evaluation. More immediately the GC resolved that, at a minimum, ALL programs MUST have easily accessible programmatic guidelines. Furthermore, the Graduate Council and the Graduate School should have either access to or a copy of these guidelines for each program. This serves two functions: 1) a primary assessment of quality and procedures; and 2) assurance that these guidelines exist and are up to date.

- The Graduate Council discussed the idea of "stackable credentials" in response to proposals from Conflict Resolution. The Graduate Council noted that the stackable credential was an emerging trend in higher education and could not be simply ignored. The committee approved the idea that several graduate certificates could be used to meet milestones and form the basis (with additional work) for a graduate degree. The idea that different levels of graduate certificate could exist in this framework was not enthusiastically received.

- In December 2018 the Graduate Council received from the OHSU-PSU School of Public Health a new course proposal for a course that already existed in Banner. Upon further investigation it was discovered that this course and a number of other courses had never received explicit approval from either the Graduate Council or Faculty Senate. It is unclear from the minutes of previous GC and Faculty Senate meetings if implicit approval of these courses was intended as part of the program approvals in 2016. In some cases implicit approval would represent a problem because clear overlap concerns existed in several cases, with one course even sharing the same name as another extant course at PSU. A proper review of course transferring from OHSU into the PSU curriculum should therefore have been conducted in 2015/2016.   In response the Graduate Council undertook a review of the SPH curriculum to determine which courses had not been explicitly approved at PSU. A big thank you is due to Beth Holmes, Andreen Morris and Rachael Godlove who did most of this arduous task. Graduate Council undertook an expedited review of a 74 courses and four programs that did not have explicit approval. It has now recommended for approval 53 courses from the School of Public Health as well as the MPH in Environmental Systems and Human Health. 21 course and three programs remain to be approved, these are listed in Appendix I. Overlap concerns with Biology, Mathematics and Statistics, Geography, Communication and Public Administration remain to be resolved.

- The Graduate Council noted its concern over practices involving the teaching evaluation of GTAs in which harassing comments were convey to GTAs from students that they had taught in formal teaching evaluations. Although GC could not agree on the best resolution to this

problem, the GC encourages the university to consider this overlooked mechanism of harassment as it refines the evaluation procedures and policies.

II. New Programs and Program Changes

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

Table 1. New Programs

Program	Unit
Graduate Certificate in Conflict Resolution	CLAS
Graduate Certificate in Applied Conflict Resolution (pending June Senate)	CLAS
Graduate Certificate in Business Blockchain (pending June Senate)	SB

Table 2. Program Changes

Program	Change	Unit
MEd in Education	Revise core requirements	COE
Executive MPA	Update core courses; change capstone requirement	CUPA
MA in Chemistry	Revise core requirements	CLAS
MS in Chemistry	Revise core requirements	CLAS
PhD in Chemistry	Revise core requirements	CLAS
Master of Real Estate Development	Curriculum revision	SB & CUPA
Graduate Certificate in Computational Intelligence	Decrease total credits from 16 to 15, update list of electives	CLAS
Graduate Certificate in Computer Modeling and Simulation	Decrease total credits from 16 to 15	CLAS
Graduate Certificate in Sustainable Food Systems	Change the constitution of some of the outcomes, add an elective outcome	CUPA
Graduate Certificate in Human Resource Analytics	Remove one required course and add one required course	SB
Graduate Certificate in Social Innovation and Social Entrepreneurship	Add additional course options	SB
MS in Global Supply Chain Management	Reduce total credits from 52 to 45; revise core curriculum	SB

Graduate Certificate in Global Supply Chain Management	Revise curriculum	SB
Master of Urban and Regional Planning	Remove requirement, increase electives	CUPA
Graduate Certificate in Real Estate Development	Revise requirements, update elective lists	CUPA
PhD in Epidemiology (pending June Senate)	Change some core requirements, revise number of dissertation credits, electives, and overall program credits	SPH
MA/MS in Book Publishing (pending June Senate)	Add new core course option; reduce electives	CLAS
MA/MS in Professional and Technical Writing (pending June Senate)	Update core course offerings; update elective course list	CLAS
MA in Teaching English to Speakers of Other Languages (pending June Senate)	Rework the requirements into a common core and three track options	CLAS
MA/MS in Conflict Resolution (pending June Senate)	Program redesign; reduce total credits from 63 to 52	CLAS
PhD in Applied Psychology (pending June Senate)	Add 2 new focus areas	CLAS
MS in Computer Science (pending June Senate)	Modify core requirements	MCECS
Graduate Certificate in Computer Security (pending June Senate)	Change name to Cybersecurity; modify core requirements	MCECS

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through late April, a total of 79 new course proposals were reviewed and recommended to the Senate for approval, along with 71 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Proposals by College and School

Unit	New Courses	Course Changes
CLAS	29	12
COE	4	5
SB	13	5
COTA	0	20
SSW	2	11
MCECS	6	5
CUPA	6	9
SPH	19	4

Attachment G.9

IV. Petitions

Teams of three Council members reviewed 62 petitions for exceptions to PSU policies pertaining to graduate studies and issued decisions. The distribution of these petitions among the various categories is presented in Table 4.

Table 4. Petition Decisions, May 2018 through April 2019

Code	Petition Category	Total	Approved	Denied	% Total Petitions	% Approved
A	**INCOMPLETES**					
A1	Waive one year deadline for Incompletes	8	6	2	12.5	75
B	**SEVEN YEAR LIMIT ON COURSEWORK**					
B1	Waive seven year limit on coursework	8*†	8	0	12.5	100
B2	Waive seven year limit on transfer courses	2†	2	0	3	100
C	**CREDIT LEVELS**					
C1	Change from UG to GR level	1	1	0	1.5	100
D	**DISQUALIFICATION**					
D2	Extend probation	3	3	0	5	100
D3	Readmission one year after disqualification	1	1	0	1.5	100
F	**TRANSFER CREDITS**					
F1	Accept more transfer or pre-admission credit than allowed	6†	5	1	9	83
F3	Accept reserved credits not within last 45 credits of bachelor's degree	1	1	0	1.5	100
F4	Accept non-graded transfer or pre-admission credits	1	1	0	1.5	100
F6	Waive 12 credit limit on reserved credits	1	1	0	1.5	100
F8	Waive bachelors+masters limit	1†	1	0	1.5	100
J	**PhD & DISSERTATION PROBLEMS**					
J4	Extend 5 years from admission to comps	5	5	0	8	100
J5	Extend 3 years from comps to advancement	20	19	1	31	95
J6	Extend 5 years from advancement to graduation	3	3	0	5	100
J7	Waive residency requirement	1	1	0	1.5	100
	UNIVERSITY LIMITS ON COURSE TYPES					
K2	Waive limit on 504 & 509 credits	1	1	0	1.5	100
K8	Allow use of 5xx course after 4xx taken	1	1	0	1.5	100
	TOTAL	**64**	**60**	**4**		**94**

* includes partial approvals
† indicates more than one request category on a single petition; total reflects 64 decisions on 62 petitions

Attachment G.9

Forty-five percent of all graduate petitions were for doctoral time limit issues. Since these policies have become fully implemented, a high volume of petitions for these issues has become the new normal. The Council hopes that doctoral programs will increase efforts to mentor their students through the degree process in a timely fashion.

Excluding doctoral time limit petitions, the total number of petitions fell considerably this year; their distribution among the various categories is consistent with previous years. The Council interprets this as a sign of careful graduate advising in the respective academic units as well as close scrutiny of petitions by departments before they are forwarded to Graduate Council.

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

Academic Year	Total Petitions	Percent Approved	Grad Degrees Awarded	Approved Petitions, Percent of Degrees
2018-19	62	94%	[n.a.]	[n.a.]
2017-18	81	90%	1756	4.6
2016-17	93	92%	1673	5.5
2015-16	108	95%	1546	6.7
2014-15	97	97%	1677	5.8
2013-14	106	95%	1627	6.5
2012-13	69	90%	1820	3.7
2011-12	56	91%	1642	3.4
2010-11	43	93%	1812	2.0
2009-10	50	100%	1674	3.0
2008-09	51	80%	1645	2.5
2007-08	54	71%	1550	2.5
2006-07	75	69%	1675	3.1
2005-06	86	71%	1494	4.1
2004-05	71	72%	1565	3.3
2002-03	56	93%	1331	3.9
2001-02	78	81%	1218	5.2
2000-01	79	78%	1217	5.1
1999-00	102	92%	1119	8.4
1998-99	84	77%	1088	6.0

V. Program Proposals in Progress

- Graduate Certificate in Biostatistics

VI. Future Graduate Policy

- The Graduate Council continues to note the need for a single on-line location for faculty to find resources and information that help prepare curriculum proposals properly. This would have the dual benefit of speeding up review time as well as reducing frustration both in the faculty and the curriculum committees.

Attachment G.9

- As noted earlier the formation of the School of Public Health has caused significant problems in the curriculum approval process. This seems to have arisen because the process for forming the School of Public Health did not occur in a proper or even logical order. The actual process involved establishing the joint school first and then addressing how the curriculum from each institution could be approved at the other. This led to a hurried curriculum approval process, in which the integration of the curriculum across the campuses was not adequately considered. The most significant casualty of this hurried process was curriculum overlap and an examination of whether some aspects of the School's curriculum were best delivered in house, in conjunction with other departments at PSU, or entirely by other units at PSU. The Graduate Council recommends that Educational Policy Committee processes be changed such that in the future, the process for forming new units that are based in whole or in part on a curriculum that exists at other institutions, the PSU curriculum committees are brought into the discussion at the very beginning of the process so that the nature of final curriculum can be reviewed prior to or concomitantly with any decision to move ahead with formation of the new unit.

Attachment G.9

Appendix I: OHSU-PSU School Of Public Health Curricula Items Requiring Review

The following courses and programs have yet to be explicitly approved by either Graduate Council or Faculty Senate:

Programs
> MPH in Biostatistics
> MPH in Epidemiology
> MPH in Public Health Practice
> Graduate Certificate in Biostatistics

Courses
> BSTA 512/612   Linear Models
> BSTA 513 Categorical Data Analysis
> BSTA 519 Applied Longitudinal Data Analysis
> BSTA 521 Bayesian Methods for Data Analysis
> BSTA 522 Statistical Learning and Big Data
> BSTA 550*†   Intro to Probability
> BSTA 551 Mathematical Statistics I
> BSTA 552 Mathematical Statistics II
> ESHH 532 Environmental Biology
> BSTA 524/624   Statistical Methods for Next Gen Sequencing
> CPH 510   Info Sys Track Population Data
> CPH 510/610   Geographic Info Sys Public Health
> CPH 522/622   Communicating Public Health Data
> CPH 523/623   Perspectives and Program Development
> CPH 531/631   Social Context of Public Health Policy
> CPH 535/635   Proflism, Ethics & Systems Thinking in Public Health

PORTLAND STATE UNIVERSITY LIBRARY COMMITTEE

Annual Report 2018–2019

According to the Faculty Governance Guide, the Library Committee should be comprised of at least two members each from Arts & Humanities, Science & Engineering, and Social Science.

Committee Chair: Lea Millay, UNST

Committee Members:

Susan Chan, MUS
Desmond Cheung, HST
Carrie Collenberg-Gonzalez, WLL
Kevin Hill, PHL
Doug Lowell, SB
Gerald Recktenwald, MCECS
Sarah Sterling, ANTH

Consultants:

Tom Bielavitz, Interim Dean, LIB
Thomas Luckett, Presiding Officer, Faculty Senate
Richard Beyler, Secretary to the Faculty
Michael Bowman, LIB
Cris Paschild, LIB
Karen Bjork, LIB

Student Representatives:

Lifia Teguh
Nathaniel Torry-Schrag
Devin Radke

Library Committee meetings were held on October 26, 2018; January 25, 2019; March 7, 2019; April 19, 2019; and May 14, 2019.

The focus of our meetings for the 2018–2019 academic year has been on outlining, drafting, and presenting a Senate resolution—a Proposal for a re-evaluation of the fee structure for online resources that support online classes. As FTE grows, Library costs also will grow. Thus, the Committee proposes that the Library's portion of the Online Fee be re-evaluated annually. [To be brought before the Faculty Senate on June 3, 2019]

Other topics of discussion:

❖Budget: In FY19, the Library allocated $3,975,245 to license or purchase library resources. Over the past decade, the Library has been addressing the impact of budget cuts, stagnation, and inflation by assessing the cost per use for library resources and reducing subscriptions to high-cost/low-use resources. Also, when positions become vacant, the Library routinely assesses how they will be filled. Recent examples include: eliminating one senior administrative position (Assistant University Librarian) and

hiring a faculty librarian position; filling a tenure-related librarian position with a NTTF-CA librarian position; replacing a Professor position with an Assistant Professor position; and re-allocating staff from professional employees to para-professional employees. These decisions were made based on the current needs of the organization and in consultation with library faculty.

At the same time, new services have been added to support research, teaching, and learning. If the trend of budget cuts and stagnation continues, the Library will be forced to reduce services and cut resources. At the same time, PSU is setting goals for significant growth in FTE and online programs. The pricing models for the electronic materials that are licensed (journals, databases, e-books, etc.) are generally based on institutional FTE; and so as PSU grows, Library costs also will grow. Interim Dean Tom Bielavitz proposed the following strategies to address this issue:

1. The cost of library resources are directly tied to PSU's FTE; licenses for electronic journals, databases, streaming media, and e-books are based on an institutional FTE model. As the University grows FTE, the cost of library resources will also increase. There should be a budgetary mechanism whereby PSU FTE growth informs the growth of the library budget.

2. Library resources have experienced inflation at approximately 6% per year for the past two decades. This level of inflation should inform library budget growth so as to maintain current levels of resources.

3. The University intends to grow online education to 10k FTE. In addition to impacting the licensing costs described above, online programs require more streaming media content, which is a relatively new and expensive format. As online FTE grows, the Library's portion of the Online Fee should also increase.

The third strategy forms the heart of the committee's Proposal to the Faculty Senate.

❖Personnel

Positions filled: Emerging Technologies and Head of Library Technologies; Interim Reference & Instruction Librarian—Urban and Public Affairs (sabbatical backfill); Circulation Technician; Education and Science Librarians; and Library Technician

Interim Dean Tom Bielavitz was interviewed for the Dean of Library position on May 15, 2019.

❖Open Access

Tom Bielavitz shared a draft of the Open Access Task Force Charge in which the benefits to faculty were outlined. The Task Force will review Open Access issues and present recommendations to the Faculty Senate.

The general focus of the Library's efforts this year has been on supporting faculty and graduate student research.

Attachment G.10

❖Open Education Week and Open Educational Resources

OAI had a kick-off event in March and the Library put on a few talks and panels as part of that event. The Library also has the next round of OER mini grants out now—with grants to faculty for adopting existing OERs, adapting existing OERs, or creating their own OERs. The awards are higher than in previous years and are higher still for high-impact courses (500 students in a year).

❖Library Strategic Planning Committee

The Library's five-year strategic plan expires at the end of this academic year and thus a planning committee comprised of library faculty and staff has been formed. The committee is working with a local consultant that has worked with the Library in the past. As a draft of the strategic plan develops, the planning committee will ask for comments from the Library Committee.

Overall, the Library Committee meetings have provided an effective channel for communication among Library staff, faculty members, and student representatives. The Committee continues to show diligence and dedication to the Library, which contributes to the health and prosperity of Portland State University in an ongoing and vital way.

May 13, 2019

To: Faculty Senate

From: Drake Mitchell, Chair, Undergraduate Curriculum Committee

RE: 2018-19 Annual Report to Faculty Senate

Chair: Drake Mitchell (Ph)

Members: Peter Chaillé (PS), Susan Ginley (SpHr), Courtney Hanson (GS), John Hellermann (Ling), Hillary Hyde (SSW), Shirley Jackson (BSt), Max Nielsen-Pincus (ESM), Kimberly Pendell (Lib), Errin Beck (IELP), Yer Thao (CI), Andrew Tolmach (CS), Michael Weingrad (JSt), Anwyn Willette (Mus), Kristi Yuthas (SB), Belinda Zeidler (SPH)

Consultants: Lisa Grady-Willis (GDI), Andreen Morris (OAA), Pam Wagner (RO)

Charge of the Undergraduate Curriculum Committee

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

1) Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
2) Coordinate with the Graduate Council to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.
3) Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.
4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.
5) Develop and recommend policies concerning curriculum at the University.
6) Act, in all matters pertaining to policy, in liaison with the chairpersons of appropriate committees.
7) Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.
8) Advise the Senate concerning credit values of undergraduate courses.
9) Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

Curricular Proposals Reviewed

In the 2018-19 academic year the committee will have convened 14 times, on the dates shown below, to review program and course proposals and to discuss additional issues related to the charge of the committee.

Meeting Dates

Fall 2018	Winter 2019	Spring 2019
10/8/2018	1/14/2019	4/8/2019
10/22/2018	1/28/2019	4/22/2019
11/19/2018	2/11/2019	5/13/2019
11/26/2018	2/25/2019	5/20/2019
	3/11/2019	6/10/2019

Number of Courses and Programs Reviewed

New Programs	4
Changes to Existing Programs	25
Elimination of Programs	3
New Courses	88
Changes to Existing Courses	147
Drop Courses	24

Additional Activities Related to the Committee's Charge

1. Worked with the Graduate Council to formulate a formal policy for evaluating the content overlap between proposed and existing courses across campus. This policy was approved by Faculty Senate at the January 2019 meeting.
2. Worked with the Graduate Council to formulate new questions on the New Course Proposal Form used by Academic Affairs regarding inclusive pedagogy and diversity of course material. These new questions will be submitted to Academic Affairs as suggestions to clarify their purpose for authors of new course proposals.

Report of the Ad-Hoc Committee on Interdisciplinary Teaching and Research

Charge: *To get a better understanding of ITR [interdisciplinary teaching and research] practices at PSU and elsewhere and to develop practical recommendations to support them at PSU, for consideration by Faculty Senate.*

Members: Harrell Fletcher, Yasmeen Hanoosh, Isabel Jaén Portillo (Chair), Nadeeshani Jayasena, Kathleen Merrow, Teresa Roberts.

Activities: During the academic year 2018-19, the committee looked at interdisciplinary teaching and research practices nationally and conducted conversations with faculty and administrators about the PSU ITR reality and potential. The present report includes:

A. Summary of preliminary findings and recommendations for implementing ITR at PSU
B. An appendix including the context information gathered by the committee: Examples of Interdisciplinary Teaching and Research Initiatives (Nationally and Internationally)

Summary of Preliminary Findings and Recommendations for Implementing ITR at PSU

There are interdisciplinary programs and initiatives already in place at PSU (UNST, Liberal Studies, Art Studies, University Honors College, etc.), as well as faculty conducting ITR within a particular unit. There are, however, multiple challenges and obstacles for the implementation of some of these ITR initiatives (e.g., budget model obstacles to co-teaching and teaching for multiple units, interdisciplinary research and teaching underestimated in P&T reviews), while it is unclear how others are functioning. ITR needs to expand; new initiatives need to be created. Departmental structure and budget model need to be examined as potential and current barriers and the faculty invested in ITR need institutional support and flexibility.

These are some of the ideas and recommendations that the committee gathered during conversations with PSU faculty and administrators:

- In order to foster ITR, along with proposing structural changes we must create and maintain a constant narrative that stresses its importance.
- We need to foster multimodal writing that exposes our students to how different disciplines articulate knowledge.
- We need to expand interdisciplinary undergraduate research as well as incorporate a stronger interdisciplinary focus in graduate school.
- At PSU, cluster hires might be a step in the right direction but they have a limited scope. The same applies to Centers of Excellence, which should incorporate a wider representation of faculty from different fields.
- We need smart investment in faculty development and reconsider our reward system at the University.
- Resources available to faculty to help them engage in ITR need to include funding for: course development, coordinating and meeting time with other faculty from other areas, course release.
- Teaching loads and assignments need to be reconsidered to allow for co-teaching models.
- We need continuity: often programs and ideas come and go with the administrators.
- Phasing out of TT positions of retiring faculty has to go through the Senate.
- Foster creation of smaller, thematically joined programs/departments as an organizational unit, with some budget autonomy.
- Encourage interdisciplinary online classes and certificates.

- We need a success model of "getting better in place" rather than through "growing" which is unsustainable for PSU.
- SCH distribution is obstacle. SCH is currently assigned by course prefix. Conversations changing the model to one where SCH follows faculty would initially need to involve the Budget Office and OIRP. The question remains of how this would be done for faculty who have split appointments and are funded by more than one area.

<center>**Appendix**
Examples of Interdisciplinary Teaching and Research Initiatives
Nationally and Internationally)</center>

Initiatives

Cognitive Literary Studies: the study of human mind and culture undertaken from a wide spectrum of disciplines, such as developmental and evolutionary psychology, neuroscience, psychiatry, cognitive linguistics, anthropology, and philosophy. CLS research is being conducted and CLS classes are being taught at PSU and other institutions nationally and internationally.
https://utpress.utexas.edu/books/jaecog

STEAM: A movement championed by Rhode Island School of Design (RISD) and widely adopted by institutions, corporations, and individuals. It seeks to transform research policy to place Art + Design at the center of STEM, to encourage integration of Art + Design in K–20 education, and to influence employers to hire artists and designers to drive innovation, among other objectives. STEAM conversations have also taken place at PSU. http://stemtosteam.org/
https://myrifield.org/projects/steam/

Interdisciplinary Teaching in Relation to Universal Design for Learning: There has been a national shift toward valuing effective instruction for diverse learners at the postsecondary level (Scott, McGuire, & Shaw, 2003). Multiple ways of representing and engaging with content aligns with Universal Design for Learning (UDL), a teaching framework founded on neuro-scientific developments of cognitive functioning to support diverse learners (Meyer, Rose, & Gordon, 2014). UDL uses flexible instructional methods for multiple means of representing content, multiple means of learner action and expression, and multiple means of learner engagement. UDL promotes incorporating instructional practices that are "essential for some" because they are "good for all" (Meyer et al., 2014, p.6). UDL is a potential solution to the problem of how to make courses more accessible to college students who are experiencing learning challenges, and ensuring equity of access to the learning environment. An increased use of UDL principles facilitates student engagement and understanding of content material at the secondary level (Lenz & Deshler, 2004), and this pedagogical framework has been applied to the postsecondary level.UDL strategies include multiple methods to present content information and encouraging multiple methods to engage with the material (Schelly, Davies, & Spooner, 2011). An important aspect of UDL is organization of material and increased accessibility to content knowledge, which has the potential of reducing students' needs for external academic support services (Davis, Schelly, & Spooner, 2013; Schelly et al., 2003). UDL pedagogy is predicated on changing instructors' methods of representing content (Davis et al., 2013). Interdisciplinary teaching with faculty members from two different disciplines would require changing methods of representing content, as each discipline would view a topic through their own lens, thus requiring multiple methods of examining a given issue.

UDL changes pedagogy and teaching methodology for faculty. UDL is designed to mitigate barriers to accessing academic content, to enhance positive learning experiences, and to increase academic success (Meyer et al. 2014; Scott, Lowen, & Funckes, 2003). It is worth examining how faculty

who are engaged in interdisciplinary teaching may naturally be implementing important aspects of UDL around multiple means of representing and engaging with academic content.

Davies, P. L., Schelly, C. L., Spooner, C. L. (2013). Measuring the effectiveness of universal design for learning intervention in postsecondary education. Journal of Postsecondary Education, 26, 195-220. Retrieved from https://www.ahead.org/publications/jped#archived

Lenz, B. K. & Deshler, D. D. (2004). Teaching and academic diversity. In Lenz, B. K. & Deshler, D. D. (Eds.), Teaching content to all: Evidence-based inclusive practices in middle and secondary schools (pp. 1-17). Boston, MA: Pearson.

Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal design for learning: Theory and practice [Digital Edition]. Retrieved from http://www.cast.org/our-work/publications/2014/universal-design-learning-theory-practice-udl-meyer.html#.WELtna6eaL9

Scott, S. S., Loewen, G., Funckes, C., & Kroeger, S. (2003). Implementing universal design in higher education: Moving beyond the built environment. Journal on Postsecondary Education and Disability, 16, 78–89.
Retrieved from https://www.ahead.org/uploads/docs/jped/journals/JPEDVol16No2.doc

Scott, S. S., McGuire, J. M., & Shaw, S. F. (2003). Universal design for instruction: A new paradigm for adult instruction in postsecondary education. Remedial and Special Education, 24, 369-379. doi: 10.1177/07419325030240060801

Interdisciplinary Teaching and Interprofessional Education and Interprofessional Practice:
Interdisciplinary teaching aligns with interprofessional education and interprofessional practice for college students who may eventually work within the fields of education, medicine, and healthcare. The field of education encompasses general and special education teachers, administration, and related services, such as school psychology, counseling, child development, social work, occupational therapy, and much more. Medical and healthcare fields includes physicians, nursing, rehabilitation, management, all specialty providers and more. Given that many college students may pursue a degree that leads to education or the medical and healthcare field, interdisciplinary teaching supports the expectations of their future professions and work environments.The Interprofessional Education Collaborative Expert Panel (2011) describes interprofessional education as a situation in which students from different professions "learn about, from and with each other to enable effective collaboration and improve health outcomes" (p. 2). Interprofessional education leads to interprofessional practices that encompass a team-based approach to providing services. These practices include specific values and ethics, roles and responsibilities, communication, and teamwork. According to the World Health Organization's (WHO) 2010 Framework, interprofessional practice is founded on collaboration and building a supportive network that creates innovative strategies to address issues. Students who participated in interprofessional education have shown increased understanding of the importance of communication in healthcare (WHO, 2010). Interdisciplinary teaching brings together faculty members from two different disciplines, which may also bring together students from different majors. Having students from different majors and specific fields of study engaged in learning together would model interprofessional education, and likely facilitate future interprofessional practice. Interprofessional education requires institutional support and shared objectives across professions (WHO, 2010). Interprofessional education and interprofessional practices are part of a global movement within healthcare (WHO, 2010), and an essential element of team-approaches within education (Stone & Charles, 2018). Having interdisciplinary courses, especially for courses that could lead to careers in education,

medical, and healthcare fields would support students' career goals and prepare them for the workforce.

Stone, S. & Charles, J. (2018). Conceptualizing the Problems and Possibilities of Interprofessional Collaboration in Schools, Children & Schools, (40), 185–192. doi: 10.1093/cs/cdy011

Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C.: Interprofessional Education Collaborative. Retrieved from https://www.aacom.org/docs/default-source/insideome/ccrpt05-10-11.pdf?sfvrsn=77937f97_2

World Health Organization, Health Professions Network Nursing and Midwifery Office within the Department of Human Resources for Health. (2010). Framework for Action on Interprofessional Education & Collaborative Practice. Retrieved from http://www.who.int/hrh/nursing_midwifery/en/

Examples of Specific Institutions

Duke University: https://sites.duke.edu/interdisciplinary/
The faculty, research staff, and students at Duke University connect research and education with active community engagement. Rich collaborations are taking place all across campus, both within and across academic disciplines and schools. Curiosity-driven research and scholarship remain central to Duke's intellectual foundation; at the same time, complicated societal problems are rarely susceptible to disciplinary answers. Duke's pursuit of excellence in interdisciplinarity has led to an ethos of community-based learning, which has increasingly suffused scholarly undertakings across campus. The current academic strategic plan, Together Duke: Advancing Excellence through Community, strengthens the university's commitments to fundamental scholarship, a transformative educational experience for every student, and engagement with communities around the world on pressing 21st-century challenges. There are several university-wide Institutes, Initiatives, and Centers. The Office of the Vice Provost for Interdisciplinary Studies provides central leadership for the university-wide interdisciplinary units—a cornerstone of Duke's commitment to inquiry across disciplines—and runs the Bass Connections program, which brings together faculty, graduate students, and undergraduates to tackle complex societal challenges in interdisciplinary research teams. Faculty and students can get involved in existing interdisciplinary research projects or begin their own with funding opportunities from several grant programs directed or co-managed by the office of vice provost for interdisciplinary studies. Through interdisciplinary education, Duke is fostering new ways to transmit knowledge. Duke offers a rich array of academic programs (few doctoral programs, and several Master's programs, graduate certificates, and undergraduate majors and minors) that cross-traditional boundaries and build on its strength as an interdisciplinary research university. These opportunities range from specialized programs and mentored research to hands-on community-based learning and international study. Students pursue scholarship tailored to their interests in interdisciplinary areas such as global health inequalities, the social consequences of genetic differences, the demography of aging and fertility, neuropsychiatric disorders and the protection of the earth's resources. Faced with a wealth of opportunities, undergraduates can benefit from the guidance of Duke's Directors of Academic Engagement. These specialized advisors work with students to clarify goals and connect them to opportunities for academic exploration within and beyond the traditional classroom. Graduate students can access a number of resources to guide their pathways, and the professional schools each offer tailored services to professional students.

Interdisciplinary education at Duke gives students opportunities to become experts in traditional disciplines while simultaneously exploring broad themes of study, which often cut across disciplines, departments, and methods. This approach manifests itself through our array of academic

programs and certificates, as well as a suite of co-curricular opportunities that foster interdisciplinary communities and encourage active engagement with real-world challenges through team-based projects and experiential learning.

Villanova University, PA: https://www1.villanova.edu/villanova/provost/institutes.html
The office of provost manages two interdisciplinary institutes. These institutes promote research and teaching across departments and disciplines by fostering internal and external collaborations among their faculty, students, and external collaborators who bring expertise from different disciplines to apply and transfer knowledge to create the best possible solution for current and emerging problems. The theme of the Innovation, Creativity & entrepreneurship (ICE) Institute is "putting ideas in motion". There is a director, assistant director and several project managers and advisory council members at ICE institute at Villanova. The ICE Institute is an innovative driver of scholastic, educational, and professional development opportunities in the related areas of creativity, innovation, and entrepreneurship within the Villanova community. The ICE Institute has a multi-disciplinary and cross-college focus and seeks to advance the University's strategy by fostering cross-college learning and embedding entrepreneurial thinking more deeply in the Villanova culture. In recent surveys of executives, the ability to think entrepreneurially is considered the #1 most important leadership characteristic moving forward and over 60% of Fortune 500 indicated that the ability to think creatively was more important than intelligence. Additionally, while the importance of traditional entrepreneurship in the form of startup organizations remains a central driver of economic growth (and is also supported by ICE), over 70% of existing organizations cite innovation and "intrapreneurship" as a key factor in their future growth and success. To that end, ICE strives to support traditional student-entrepreneurship and startups, but its broader mission is to serve as a symbol to the Villanova community and beyond of the university's commitment to nurture students so they stand out in the marketplace as creative and innovative thinkers. Villanova students are already known to be among the best, most well-rounded there is – The ICE Institute seeks to provide opportunities to develop and highlight their entrepreneurial spirit as well. A main principle of the ICE Institute is the belief that students from the Colleges of Professional Studies, Liberal Arts and Sciences, Engineering, Nursing, Business, and Law can all learn from one another how to become more well-rounded innovative and creative thinkers. ICE fosters opportunities for this cross-disciplinary learning to occur. Through programs and initiatives as well as general space for gathering individuals from all corners of campus, they intensify the collision of knowledge and information to spawn new solutions for social issues, commercial ventures, student organizations, academic research, curricular programs, and more. ICE provides guidance and support for two undergraduate minor programs in entrepreneurship. These intensive programs allow students to learn and understand the basics of generating ideas, finding opportunities, starting and managing an entrepreneurial venture. The other interdisciplinary institute at Villanova is the Institute for Women's Leadership. This institute offers an inclusive environment for leadership development, including a deep commitment to recognizing and promoting the pivotal roles and perspectives women leaders contribute to all industries and fields. Further it fosters women's advancement through education, advocacy, community-building and the collaborative creation of new knowledge. In addition to supporting new research and leadership development opportunities, the Institute for Women's Leadership will act as a centralized resource where students, alumni, faculty and staff can find academic, extracurricular and professional programs that will stimulate conversations about women in leadership and develop the skills and experiences that can help women excel in their chosen fields and act as agents of change.

New York Institute of Technology: https://www.nyit.edu/interdisciplinary#
NYIT School of Interdisciplinary Studies and Education is where students learn to manage

interdependent systems, lead teams toward interdisciplinary solutions, and create advanced e-learning environments to educate new generations of students who will shape the future. The students embrace communication, collaboration, and creativity as the core skills needed for continued success in tomorrow's workforce. Visionary, technology-focused, and cutting edge, NYIT School of Interdisciplinary Studies and Education understands that success in the 21st century requires a mastery of digital tools combined with the power of human compassion. These ideals fuel the means, methods, and outcomes of their highly ranked academic programs as their students embark on careers to become leading problem solvers, educators, entrepreneurs, and innovators. The future global marketplace will integrate technology, design, critical analysis, and a diverse blend of disciplines. At the core of this unique bachelor degree program is a commitment to empowering students to think critically and engage in career-focused education that embraces the complex, creative, and technology-infused nature of the modern workplace. The students collaborate closely with NYIT faculty, staff, and classmates in the classrooms, state-of-the-art facilities, or Innovation Labs. By participating in the interdisciplinary projects, students learn to identify and experiment in problem solving issues impacting local communities and global industries. They engage in internships, service-learning activities, advanced workshops, and collaborative team-building that will prepare students for the challenges and opportunities of the 21st century. As an interdisciplinary studies major, the students will design their own degree track, right down to the courses and projects that are driven by their passion—courses and projects that will help the students create the career they want. Using NYIT Interdisciplinary Studies Personalized Academic Learning Maps (PALMs), institute guide students in designing an individualized curriculum that will closely align with careers and industries of high-growth potential. The flexibility afforded by the interdisciplinary studies major makes it an ideal choice for students who are changing majors, undecided about their academic path, transferring from other colleges, or are military veterans. To ensure a timely graduation from the program, interdisciplinary studies allows for professional experiences and course work from other institutions to be converted into academic credits that students can apply toward a B.A., B.S., or B.P.S. in Interdisciplinary Studies.

London Centre for Interdisciplinary Research: https://www.lcir.co.uk/
A series of international conferences, seminars, and workshops.

University of Essex Interdisciplinary Studies Centre (part of School of Philosophy and Art History): https://www.essex.ac.uk/centres-and-institutes/interdisciplinary-studies
This refers essentially to an undergraduate program with different concentrations: American Studies, European Studies, Latin American Studies, Liberal Arts, and Global Studies.

UCLA Interdisciplinary & Cross Campus Affairs: http://www.icca.ucla.edu/
Here we have organized research units that "cross disciplinary boundaries," e.g. African Studies Center, American Indian Studies Center, Brain Research Institute, etc. 18 in total. These units are subject to a review process, and have directors. They support workshops and symposia and funding opportunities. Their stated purpose is to work with administrators, deans, faculty, and staff to promote and improve interdisciplinary efforts.

University of Amsterdam: http://iis.uva.nl/en?1554412782035
The Institute for Interdisciplinary Studies has an educational component (a sequence of electives and modules). It also serves as a "knowledge workspace" to develop interdisciplinary educational practices to provide in-house advice and implementation. They also organize workshops for clients (colleges, directors, etc.).

University of Massachusetts at Amherst: https://www.umass.edu/isi/
They offer fellowships on designated themes, graduate seminars (that require proposals and an application process) and have residency requirements for the Interdisciplinary Studies Institute. This is focused on faculty and graduate students, and forms a separate institute within the university.

Oregon State: https://health.oregonstate.edu/research/interdisciplinary
Here "interdisciplinary" refers to programs of study for students at undergraduate and graduate level, e. g. MA in Interdisciplinary Studies. Within the College of Public Health and Human Sciences there "Cultivating Interdisciplinary Research" colloquia series, with awarded projects.

University of Oregon: http://research.uoregon.edu/facilities/centers-institutes
UO has a variety of centers and institutes that claim to be interdisciplinary focused around related disciplines, e.g. the Centre for Cyber Security and Privacy that brings together computing sciences, information science, philosophy, business, and law. Another example would be the Center for the Study of Women along similar lines.

Trinity College, Connecticut: https://www.trincoll.edu/Academics/centers/TIIS
This is organized around workshops and colloquia. They sponsor at least four workshops over the course of a year, with a shared reading as point of departure. They also have faculty reading groups, and a manuscript fellowship program to provide readers for nearly finished manuscripts and workshops to discuss them as faculty move to the final stages of a project. They offer junior faculty fellowships, and host an annual named lecture.

Boston University: https://www.bu.edu/cgs/citl/
Center for Interdisciplinary Teaching and Learning: focused on general education ("interdisciplinarity or general education"). For students they support undergraduate research and portfolio development. For faculty they support e-portfolios, assessment, teacher training, and faculty development. There is an online-journal and an annual conference. They also have a "life-long learning" component with summer institutes, poetry series, etc.

Virginia Tech: https://www.ais.science.vt.edu/
College of Science/Academy of Integrated Science: major and minor programs that lead to BS degrees with capstones, etc. These tend to be in related clusters of subject areas: the ones listed are Computational Modeling, Nanomedicine, Systems Biology, Integrated Science Curriculum, and Science, Technology & Law. They also have "nanocamp" for students.

Carnegie Mellon University: https://www.cmu.edu/academics/interdisciplinary-programs.html
"Working across schools and colleges": specifically designed degrees and programs for students at undergraduate and graduate level who want to work beyond a single discipline.

See also: https://www.nap.edu/read/11153/chapter/11 for a national report.

Undergraduate Research Opportunities Committee: Interim Report on 2018-2019 Committee Activities

May 9, 2019

Committee: Shelby Anderson (Chair), Sahan Dissanayake, Brenda Glascott, Mau Nam Nguyen, Jason Podrabsky, Todd Rosenstiel, Sonja Taylor, Derek Tretheway

Summary of Committee Goals

Between Fall 2018 and Spring 2020, the Undergraduate Research Opportunities Committee (UROC) is charged with exploring:

1. Current undergraduate research practices at Portland State University (PSU);

2. New initiatives, or development and improvement of, current practices to engage more undergraduates in research including students and mentors from disciplines perceived as overlooked in this area, such as the humanities; and

3. Activities and structures to sustain successful undergraduate research related practices over time at PSU.

2018-2019 Committee Activities

● Reviewed existing available information about undergraduate research at PSU (e.g. 2017 Academic Quality Committee Survey of faculty: report and recommendations related to undergraduate research)

● Collated additional information on status of undergraduate research through creative research (e.g. number of presentations at PSU student research symposium, honors program data, etc.)

● Identified institutions and centers on campus where undergraduate research does/or could take place (e.g. Honors College, Build Exito, REUs, URMP, etc.)

● Reviewed best practices in undergraduate research at other institutions and organizations (e.g. Council on Undergraduate Research)

● Initiated survey of university leadership to add their perspective on undergraduate research to available information from faculty

Committee Activities Planned for 2019-2020

- Continue survey of university leadership, including heads of new and existing centers and relevant programs (e.g. Build Exito, Honors College, etc.); possible survey of department chairs to understand program specific practice (e.g. is undergraduate research part of departmental learning outcomes? How does undergraduate research take place in different disciplines at PSU?).

- Collate available information on undergraduate perspectives on research opportunities at PSU (e.g. learn from Institutional Assessment Council analysis of student learning outcomes at institution level).

- Continue research of best practices in undergraduate research at other institutions and organizations; visit exemplar institutions/programs if funding becomes available.

Summary Thoughts

Based on our first year of work, the committee's working hypothesis is that the highly diverse first generation student population at PSU brings new insights and knowledge to research; undergraduates are already engaged in research across the university. But, there is a lack of undergraduate self-identification as scholars. This is due in part to a lack of recognition and celebration of undergraduate research at PSU, and the general lack of formal structures and processes at PSU that would foster undergraduate engagement with research.

We will be working over the next year to identify specific structures and processes that could, potentially, work at PSU to better support undergraduate engagement with research.

Attachment G.14

Report of the Faculty Development Committee to Faculty Senate
24 May 2019

Charge: The Faculty Development Committee reviews proposals and makes recommendations to the provost on awards to faculty.

2018-2019 Members: Sarah Beasley, Christopher Butenhoff, Berrin Erdogan, Gerasimos Fergadiotis, Amanda Franzioni, John Gallup, Julia Goodman, Bruno Jedynak, Thomas Keller, Anoop Mirpuri, Marc Rodriguez, Chien Wern, Angela Zagarella. Co-chairs: Todd Cherner and Kathi Ketcheson (Sarah Beasley substituting for Cherner in April 2019).

Funding Decisions

The Faculty Development Committee received 89 proposals totaling $ 1,185,839 in requests. Of the total, 52 were funded for the full amount requested, totaling $704,095 of the $675,000 allotted for the 2018-2019 fiscal year, plus a $30,449 carry forward from the previous year. Letters announcing the committee decisions were sent to applicants on May 24, 2019 by the Office of Academic Affairs, which allocates the funds. Applicants who did not receive awards received a notice the following week that included the comments and average scores provided by reviewers. The Faculty Senate Steering Committee received a listing of all award recipients by name, department, title of proposal, and amount funded for public display on the web.

Process

The FDC used Google Forms to collect and review the proposals. During April, the co-chairs provided committee members an Excel spreadsheet, downloaded from Google, which contained proposal documents. Each member "bid" on reviews appropriate to their area of expertise. Following this, the co-chairs reviewed the bids and assigned each member 9 – 13 reviews, depending on need. They took care to ensure, to the extent possible, that committee members' expertise was well-aligned with the topic of each proposal. Members had one month to complete the reviews.

During March 2019, co-chair Todd Cherner announced that he was leaving the university at the end of the month. Sarah Beasley graciously agreed to step into the role and co-led the remainder of the process with Kathi Ketcheson, who wishes to thank Sarah for skillfully taking on the extra assignment and time commitment to ensure a fair process of review.

FDC committee members uploaded their evaluations of the proposals using the Google Form, and each proposal was evaluated twice, except in a few cases where the two scores varied by more than 4 points, or where there was a tie at the cut off level of available funds. In these cases, the two reviewers conferred individually and with the full committee, or a third or fourth reviewer was added, with the final score calculated into the average score or serving as a tie breaker.

Attachment G.14

The committee met twice in May 2019 to review the scores, arrive awards within the $675,000 plus $30,449 allocation, and finalize the decisions. The total number of points possible was 18: the lowest funded score was 15.3.

Distribution of Submissions and Percentage Funded, by School or College [to be completed in the final report]

	Proposals	Funded	Amount
CLAS	33	22	$309,786
Humanities	12	7	$93,057
Social Sciences	10	7	$99,814
Sciences	11	8	$116,915
COTA	9	4	$41,596
CUPA	14	6	$89,669
Business	-	-	-
SED	7	6	$89,705
Library	1	1	$15,000
MCECS	5	3	$42,976
SSW	5	2	$29,875
All Others	15	8	$85,488

Recommendations

The co-chairs wish to thank Sally Brauckmiller, fiscal officer in the Office of Academic Affairs, and Paul Skomsvold in the Office of Institutional Research and Planning who organized the funding decision spreadsheets. The committee also wishes to thank Kathi Ketcheson, who has served as chair, co-chair, or member of the committee over the past 15 years and who generously provided staff support to provide data analysis and reporting in the proposal review phase. The FDC has a number of strong recommendations for the 2019-2020 funding year:

1. The university should provide the FDC with a software specifically designed to collect and review proposals. Research on an appropriate software should be not the responsibility of already overburdened committee chairs, but should come from the Research Office or another administrative unit. A software available for proposal review across the campus would ensure continuity from year to year and eliminate the need for special skills, such as those provided the past two years by OIRP, to organize the data for committee consideration.
2. The university should provide some level of clerical support for the committee beyond the fiscal officer's duties in managing the funding. This would include assistance in scheduling meetings, finding rooms, managing committee materials on the web, posting the list of recipients publicly, and other administrative functions currently spread among the co-chairs and two administrative offices.

3. The co-chair structure should be continued.
4. The committee should meet at least twice in the fall to agree on procedures for the proposal review, including what to do in the case of a tie at the funding cut off level.
5. Rather than forcing co-chairs to receive multiple emails from faculty, throughout the year, regarding the proposal process and questions after funding decisions have been made, there should be a web form online where faculty can post their questions. The amount of email received by co-chairs is onerous and each one requires a personalized response. This function could be managed by an administrative support person, in consultation with the co-chairs.

FDC: KAK/SB
5/24/2019