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Faculty Senate Monthly Packet October 2019

Portland State University Faculty Senate

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Faculty Senate, 7 October 2019

In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available through the Online Curriculum Management System:

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

If there are questions or concerns about agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay Senate business.

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

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

www.pdx.edu/faculty-senate

> Division caucuses to choose members
> of Committee on Committees:
> COE, CLAS-Sci
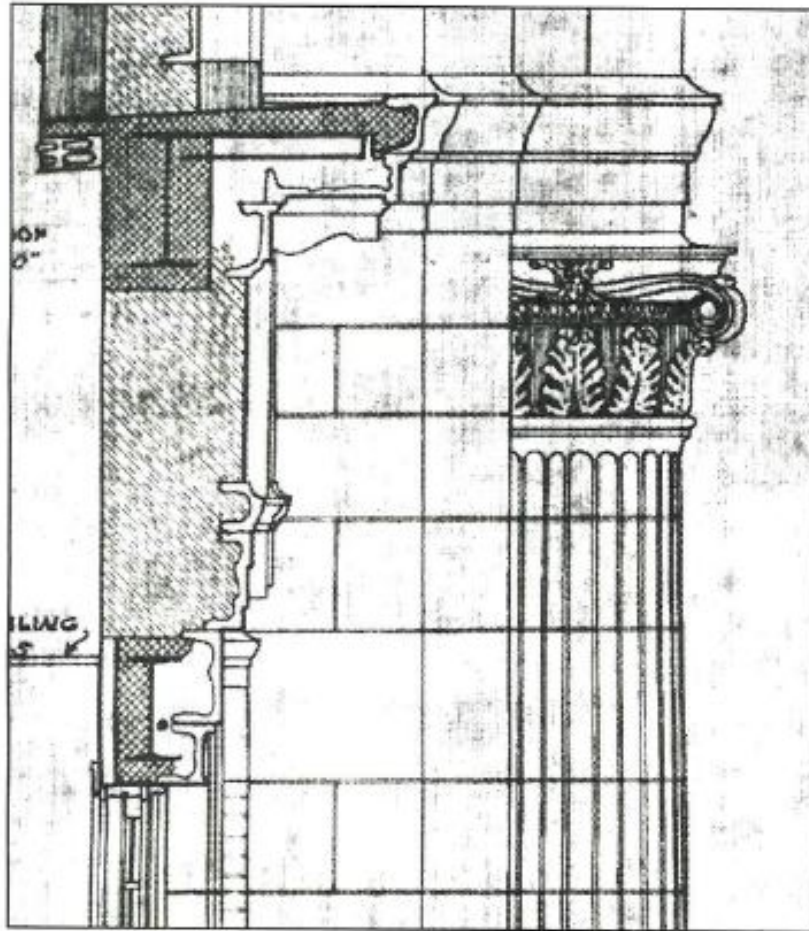
The detail of a column capital which appears in this document has been scanned from the original elevation drawings for Lincoln Hall—at that time known as Lincoln High School—through the courtesy of PSU Facilities. The architectural firm of Whitehouse & Foulihoux crafted the drawings circa 1910.

PORTLAND STATE
UNIVERSITY
FACULTY SENATE

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

The Faculty Senate will meet on **7 October 2019** at **3:00 p.m.** in **Cramer Hall 53.**

AGENDA

A. Roll Call and *Consent Agenda [see also E.1, G.3-4]*
*   1. Minutes of the 3 June 2019 meeting – *Consent Agenda*
*   2. OAA response to Notice of Senate Actions for June – *Consent Agenda*

B. Announcements
    1. Announcements from Presiding Officer
    2. Announcements from Secretary
    3. New SLATE admissions system (R. Wooster)

C. Discussion: upcoming Faculty meeting on University leadership and governance

D. Unfinished Business – *none*

E. New Business
*   1. Curricular proposals (UCC, GC) – *Consent Agenda*
*   2. New courses – School of Public Health retroactive curricular review (SPH via GC)

F. Question Period – *none*

G. Reports from Officers of the Administration and from Committees
    1. President's report
    2. Provost's report
*   3. Report from Committee on Work-Life Balance – *Consent Agenda*
*   4. Progress report from Digital City Testbed Center – *Consent Agenda*

H. Adjournment

Following the meeting:
DIVISION CAUCUSES to choose members of Committee on Committees: **CoE, CLAS-Sci**

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* See the following attachments. Complete curricular proposals are online:
    https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard
A.1. Minutes of the Senate meeting of 3 June 2019 – *Consent Agenda*
A.2. June Notice of Senate Actions – *Consent Agenda*
C. Background to discussion on administrative leadership
E.1.a,b. Curricular proposals (summaries) – *Consent Agenda*
E.2. New course proposals (summaries) – SPH retroactive curricular review.
    [For background, see also item E.4, June 2019 Minutes (pp. 96-97), included in this Packet.]
G.3. WLBC report
G.4. DCTC progress report

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2019-20

STEERING COMMITTEE

Isabel Jaén Portillo, Presiding Officer
Michele Gamburd, Presiding Officer Elect • Thomas Luckett, Past Presiding Officer
Elected Members: Rowanna Carpenter (2020) • Jill Emery (2021) • Jon Holt (2021) • Michael Lupro (2020)
Ex-Officio Members: Richard Beyler, Secretary to the Faculty • Rowanna Carpenter, Senior IFS Rep.
Karen Karvanic & Susan Lindsay, Co-chairs, Comm. on Committees • Yves Labissiere, Faculty member of Board of Trustees

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	2022

School of Social Work (4)

Bryson, Stephanie	SSW	2020
May, Edward	SSW	2021
Mosier, Miranda	SSW	2020
†*Oschwald, Mary*	RRI	2022

College of Urban and Public Affairs (5)

Chaillé, Peter	PAD	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
Harris, Randi	OAI	2022
Ingersoll, Becki	ACS	2021
Kennedy, Karen	ACS	2022
†Matlick, Nick	REG	2021

Newly elected senators in italics
* Interim appointment
† Member of Committee on Committees
Date: 23 September 2019

EX-OFFICIO MEMBERS OF FACULTY SENATE, 2019-20

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.

Adler, Sy	*Interim Dean, College of Urban and Public Affairs*
Allen, Clifford	*Dean, The School of Business*
Baccar, Cindy*	Advisory Council (2018-20)
Bangsberg, David	*Dean, OHSU-PSU Joint School of Public Health*
Beyler, Richard	*Secretary to the Faculty*
Bielavitz, Thomas	*Dean, University Library*
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); IFS (Jan. 2020-Dec. 2022)
Chabon, Shelly	*Vice Provost for Academic Personnel and Leadership Development*
Coll, Jose	*Dean, School of Social Work*
Coleman, Claudia	Chair, Honors Council
Corsi, Richard	*Dean, Maseeh College of Engineering & Computer Science*
Cruzan, Mitchell	Co-Chair, Budget Committee Committees
Duh, Geoffrey	Chair, Academic Requirements Committee
Epstein, Josh	Chair, General Student Affairs Committee
Gamburd, Michele*	Presiding Officer Elect, Advisory Council (2019-21)
Gibson, Violet	*President, ASPSU*
Ginley, Susan	Chair, Undergraduate Curriculum Committee
Greco, Gina*	Advisory Council (2018-20)
Hansen, David*	Advisory Council (2018-20)
Harrison, Paloma	Co-chair, Scholastic Standards Committee
Hendricks, Arthur	Co-chair, Educational Policy Committee
Jaén Portillo, Isabel	Presiding Officer
Jeffords, Susan	*Provost & Vice President for Academic Affairs*
Kirtley, Suan	Chair, University Writing Council
Knepfle, Chuck	*Vice President for Enrollment Management*
Labissiere, Yves*	Advisory Council (2019-21); IFS (Jun. 2019-Dec. 2021); Faculty Trustee
Loikith, Paul	Chair, Graduate Council
Luckett, Thomas	Past Presiding Officer
Lynn, Marvin	*Dean, College of Education*
Maddox, David	*Interim Vice Provost for Academic Budget and Planning*
Merrow, Kathleen	Chair, Academic Quality Committee
Millay, Lea	Chair, Library Committee
Miller, Michele	Co-chair, Scholastic Standards Committee
Percy, Stephen	*Interim President*
Podrabsky, Jason	*Interim Vice President for Research and Graduate Studies*
Reynolds, Kevin	*Vice President for Finance and Administration*
Sager, Alexander	Co-chair, Educational Policy Committee
Sanchez, Becky*	IFS (Sep. 2019-Dec. 2020)
Spencer, Randy	Chair, University Studies Council
Toppe, Michele	*Vice Provost for Student Affairs & Dean of Student Life*
Webb. Rachel	Advisory Council (2019-21)
Wooster, Rossitza	*Dean, Graduate School*
Zonoozy, Khalil	Adjunct faculty representative
_____	Chair, Faculty Development Committee

* Also an elected senator • *Administrative members in italics* • Date:23 September 2019

Minutes of the Faculty Senate Meeting, 3 June 2019

Presiding Officer: Thomas Luckett

Secretary: Richard Beyler

Senators Present:
Anderson, Broussard, Brown, Carpenter, Chaillé, Chrzanowska-Jeske, Craven, Dimond, Dolidon, Eastin, Emery, Faaleava, Fiorillo, George, Greco, D. Hansen, Henderson, Holt, Hsu, Ingersoll, James, Karavanic, Lafrenz, Lindsay, Luckett, Lupro, Magaldi, Matlick, McBride, Mitchell, Newlands, Nishishiba, O'Banion, Palmiter, Podrabsky, Recktenwald, Reese, Schechter, Sorensen, Sugimoto, Thanheiser, Walsh, Watanabe, Yeigh.

Alternates:
Sam Gioia for Bryson, Sarah Eppley for Cruzan (also as newly elected senator), Brad Hansen for Dillard, Sherril Gelmon for Messer.

Senators Absent:
Baccar, Cunningham, Fountain, Fritz, Geschke, Holt, Labrecque, Martinez Thompson, Mathwick, May, Meyer, C. Reynolds, Siderius, Thieman, Yandall.

Newly Elected Senators Present:
Duncan, Eppley (also as alternate), Flores, Gamburd, Jedynak, Kennedy (also as ex-officio member), Kinsella, Labissiere, B. Lafferriere, Limbu, Macaulay, Oschwald, Reitenauer, Thorne.

Alternate for Newly Elected Senator:
Belinda Zeidler for Izumi.

Newly Elected Senators Absent:
Ajibade, Farahmandpur, Feng, Jarrett, Loney, Sanchez, Tinkler.

Ex-officio Members Present:
Allen, Beyler, Bielavitz, Carlson, Chabon, Chang, Clark, Duh, Hines, Jaén Portillo, Jeffords, Kennedy (also as newly elected senator), Ketcheson, Kirtley, G. Lafferriere, Maier, Merrow, Millay, Percy, Popp, Toppe, Woods, Wooster, Zonoozy.

[Note: sequence of nominations and elections was changed from the order given in the Packet.]

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

   1. **Minutes of the 6 May 2019 meeting** were **approved** as part of the *Consent Agenda*.

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

B. **ANNOUNCEMENTS**

   1. **Announcements from Presiding Officer**

      LUCKETT announced that item E.10 was being postponed till the fall at request of the Ad-Hoc Committee on Advancement of Non-Tenure-Track Faculty. He also announced that we would be electing three (rather than the usual two) members of Steering Committee, one of these being for an interim position of one year.

      On behalf of the Board of Trustees [BoT] and the General Counsel, LUCKETT made an announcement regarding the process for choosing an Interim President. When President

SHOURESHI resigned several weeks ago, the Board had to act quickly to name an Acting President, with the understanding that there would be broader process, including consultation with the campus community, to name an Interim President. Steering Committee recommended to the Board that either the selection be made right away, or that it be put off till October. The preference would be for the first option, but in any case the decision should not be made during summer when many faculty are not here. A call for nominations had been circulated/posted online. LUCKETT had been assured that nominations submitted still this week would be welcome. An ad-hoc committee had been formed to consider the nominations, starting on Thursday. JAEN PORTILLO was serving on this committee as representative of Faculty Senate.

LUCKETT circulated a petition, which would be discussed later under item E.2, to call a special meeting of the Faculty this fall, per a clause in the Faculty Constitution.

LUCKETT thanked everyone who had participated in shared governance this year. Members of Steering Committee had given invaluable support. He asked members of Faculty committees who were present to stand for recognition. *[Applause.]*

2. **Announcements from Secretary**

BEYLER announced that the following divisions needed to caucus after the meeting to choose members of Committee on Committees: CLAS-AL, CLAS-Sci, CLAS-SS, COE, MCECS, OI, SB, SPH, SSW.

NOMINATIONS FOR 2019-20 PRESIDING OFFICER ELECT

Two nominations had been received prior to the meeting:
Tim ANDERSON, Michele GAMBURD.

There were no further nominations from the floor.

C. **DISCUSSION** – *none*

D. **UNFINISHED BUSINESS**– *none*

E. **NEW BUSINESS**

1. **Curricular proposals** – *Consent Agenda*

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

2. **Report on Administrative Leadership and Shared Governance** (Steering)

LUCKETT said that the Steering Committee had been working for some time on report to the Senate on University leadership and the Faculty's relationship to the administration. This began after the first exposés in the *Oregonian*. In April, Senate passed a resolution calling for the University to share with Steering Committee the same documents that the *Oregonian* had obtained through public records request. Steering studied these documents, though they were not necessarily the most central part of the discussion. Steering decided to focus on those issues that were of most direct concern to the Faculty, that is, shared governance. A first version of this report became, in part,

obsolete when President SHOURESHI announced his resignation. With some changes, the result was the document appearing in the Packet [**June Agenda Attachment E.2**].

LUCKETT summarized the three parts of the report. [1] The first section covers methods and purpose. [2] The second section describes several failings of shared governance, such as major restructuring of the administration that occurred last summer when organs of Faculty governance were not available for consultation. Steering saw this as indicative of a larger problem of a lack of consultation, not only with Faculty, but also within the executive team itself. [3] The final section connects to the petition being circulated. It recommends a Faculty meeting in the fall–a symposium to discuss different models of how we might administer our University. Twenty-five years ago, LUCKETT said, PSU reimagined general education, creating a new model that has had great influence. What if we were to come up with a new model of administration? What if we were to think boldly? This is a good opportunity to have such a discussion.

The proposed motion, LUCKETT continued, was based mainly on section two, and makes a number of specific requests: that significant changes to centers and institutes or to administrative structures not be made during the summer; that the University should adhere to Article III, Section 3 of the Faculty Constitution, which states that prior to creation or abolition of major administrative offices, the Advisory Council shall be consulted with possible recommendation for further Faculty consultation; that the creation, elimination, or significant alteration of centers, institutes, and academic unites be carried out only with the University's established policies . Effectively, the motion simply calls upon the University to follow the rules we already have.

DOLIDON/REESE **moved** the resolution as stated in **June Agenda Attachment E.2**.

SCHECHTER applauded the open nature of the invitation to Faculty discussion. REESE characterized it as making lemonade [out of lemons.

Coming from his previous experience as Presiding Officer, B. HANSEN believed that a "three-legged stool" model for governance was important–communication with the BoT and the administration is crucial. LUCKETT said that he planned to discuss this in his present it to the BoT on June 20th. HANSEN emphasized the partnership of the BoT and the administration in making decisions.

KARAVANIC: what would be a positive response to this, in view of Steering? What did they hope so see? LUCKETT: what he most was an open discussion . KARAVANIC: what about the resolution specifically? LUCKETT: widespread concern had been expressed by individual Faculty and by committees about the possibility of another "summer surprise." Last summer there were, by his count, five major administrative restructurings: academic innovation became a vice-presidency, enrollment management was separated from student affairs, student affairs became a vice-provostship, graduate studies was transferred to research, and strategic initiatives was eliminated. All of these occurred without significant consultation. Our main concern in bringing the motion was to make the point that, if similar sorts of changes are being considered, they require appropriate Faculty consultation.

MAIER pointed out that there is an orientation about shared governance for new senators, but no such orientation for incoming presidents. There was evidently a lack of

knowledge about constitutional requirements. For an interim president or new president, maybe we need to sit down and say: "Here is how shared governance works at PSU."

FIORILLO saw a similarity to what is currently going on in the [national] government, in that there is avoidance of allowing Senate to do its part. Hopefully the proposal will lead to more transparency. Many students expressed concern that tuition was increased right as the president was given a large buyout. Students and employees deserve more transparency about decisions.

GRECO seconded MAIER's statement. In the past presidential search, language in the advertisement and search criteria made clear that working with the unions was important, and this received attention. A similar approach to shared governance would be beneficial. Stepping back, she was also interested in the "no presidency" concept, though she did not know if it would fly. Before she had heard about this motion, she sent a suggestion to the BoT that they [appoint in lieu of president] a faculty group, working at faculty salaries. Not too long ago there was a similar open letter at a Canadian university.

PALMITER wanted to hear what the nominees for POE thought. ANDERSON remarked that when working in several international projects, he observed other systems of faculty governance. If we look outside the U.S., we might find models to help us think outside of the box. He hadn't undertaken any thorough study, but this might be worth doing. He then recognized GAMBURD. She believed that we were seeing corporatization of universities around the nation and also at PSU. There were forces pushing in the direction of contingent work, and this contributed to a degradation of faculty's role in shared governance. Because of our economic situation, PSU has been especially prone to this trend. We should stand up to make a statement about this. She did not see value in having inadequate leadership rewarded financially–getting a big paycheck to get out the door. That's a corporate model.

HINES, reverting to B. HANSEN: BoT saw an earlier draft of the report.

CLARK stated that we have been served magnificently by our faculty member on the BoT [HINES], but that it would be even better to have two faculty members. It would help the Board, Faculty, and students.

The **motion** as stated in **Attachment E.2** was **approved** (44 yes, 1 no, 3 abstain, recorded by clicker).

ELECTION OF 2019-20 PRESIDING OFFICER ELECT

Candidates' statements were displayed [see **Appendix**]. GAMBURD was **elected** Presiding Officer Elect for 2019-20 (recorded by clicker).

Luckett expressed appreciation for the well qualified candidates for all the positions.

NOMINATIONS FOR MEMBERS OF STEERING COMMITTEE

Several nominations had been received prior to the meeting: Dana MACAULAY, Jill EMERY, Michael LUPRO, and Jon HOLT.

Tim ANDERSON was nominated from the floor, but he declined. Candidates' statements were displayed [see **Appendix**].

EMERY and HOLT were elected to two-year terms; MACAULAY was elected to an interim one-year term.

[Note from Secretary: subsequently, due to MACAULAY's resignation, LUPRO was appointed to the one-year interim term.]

3. **Increasing the number of shared credits in 4+1 and 3+2 programs** (GC)

WOODS gave some background. For bachelor's-plus-master's programs, a certain number of credits are allowed to be shared between the two degrees. This was currently the number of credits that can be transferred into a master's degree, namely, 15, which is one-third of the minimum total credits, 45. For bachelor's-plus-master's programs, that creates a problem. They are called 4+1, but they leave students needing [at least] 30 credits to reach the master's–rather much for a graduate program. The proposal is to increase the number of allowable shared credits to 20. It's truth in advertising.

ANDERSON/REESE **moved** the proposal as stated in **June Agenda Attachment E.3**.

KARAVANIC expected the number to be 18. Why 20? WOOSTER, responding, noted that most of our courses are four credits. The notion is to allow in practice five courses. KARAVANIC: for the remaining three-credit courses, that would then be six courses? WOODS: yes; 20 is a maximum, not a requirement.

PALMITER wondered about dual degree programs and transfer credits. WOODS: there is no proposal to change that at the moment. The practice now is that if someone proposes to transfer four four-credit classes (16 credits), that is allowed as being within the spirit of the one-third requirement.

O'BANION: how many 4+1 and 3+2 pathways are there? WOOSTER: eight currently, with four in preparation.

The question was asked if this would require a program change for existing programs. WOODS: no, just a change in advising. WOOSTER confirmed this; it might require modification of examples of academic programs, etc.

FIORILLO asked for clarification about what counts towards shared credits. WOODS: graduate credits. Students enter aiming at a master's degree, but before they have completed the bachelor's. They have been told they can get a master's degree with one additional year of study, but currently that is not always true. WOOSTER had collated data from other institutions (there are not many doing this) showing that we are on the low side in our allowance of shared credits.

KARAVANIC: what's the financial impact? WOODS: it's about students, not money. WOOSTER: in effect, it's the difference between one course (four credits) at undergraduate rates and at graduate rates.

O'BANION: did this go before Academic Requirements Committee? GRECO pointed out that the proposal does not change the required credits, only when they are taken. It rectifies what we say in our advertising, and hopefully attracts more students. WOOSTER and WOODS agreed that it does not change academic requirements.

The **motion** as stated in **Attachment E.3** was **approved** (38 yes, 6 no, 2 abstain, recorded by clicker).

4. School of Public Health retroactive curricular review (GC)

GELMON/WATANABE **moved** approval of the **courses** summarized in **June Agenda Attachment E.4** and proposed in full in the [Online Curriculum Management System [OCMS]](#).

WOODS gave some background. In January, Graduate Council [GC] received a proposal for course in the School of Public Health [SPH] that already existed in the PSU *Bulletin*. After some digging, it turned out that in 2016 [when SPH was created] there were courses and programs for which the PSU Faculty Senate did not give explicit approval. Four degree programs that had been running for some time as OHSU were approved by PSU Faculty Senate, after GC review, in June and December 2016. Not explicitly stated at the time was whether the courses associated with those programs were also thereby approved. Thus there is now confusion now about what was approved and what was not. To make sure that there are no questions about this going forward, GC is now recommends approval of the outstanding [courses], with some exceptions [see below]. Listed in E.4. are 51 such courses. There are two courses that GC has approved but not in time to make this month's agenda.

WOODS said that GC deemed it unnecessary to have the full review process. They courses have been running for some time at OHSU, and the assumption is collegial mutual acceptance of academic standards. The real importance of the review process is to look at potential overlap. For example, GC found that there were two courses with identical names: one at OHSU and one at PSU. This is not ideal, not least because a student would not know which one to sign up for. The proposal in E.4 is based on syllabi provided by OHSU faculty–looking at compliance with PSU's pedagogical standards, Title IX and DRC statements, etc.. GC looked especially for possible instances of overlap, where engagement with PSU faculty would be necessary in accordance with the policy on curricular overlap approved by Senate [in December 2018]. WOODS explained that about twenty courses remain where overlap issues are as yet unresolved, for example, awaiting statements from relevant PSU departments.

LUCKETT said that if these were regular course proposals they would probably be on the Consent Agenda. Unusual here is the approval retroactive to 2016. It needs to be retroactive because students have already taken them. We want to preserve two very important but different principles. One is Faculty Senate's authority over PSU's curriculum. The other to do what is right for the students. We don't want to tell them that the courses they took in good faith are invalid because they were not approved by Senate. We don't want to make retroactive approval a habit; we want to avoid this in the future; but in this case it was the best solution we could find. LUCKETT acknowledged several people have been working hard on this issue: WOODS, Andreen MORRIS (OAA), Beth HOLMES (GS), Rachel GODLOVE (SPH).

CLARK clarified that none of these classes have been considered suspect in their integrity. The question is not whether something objectionable has been snuck in the back door. WOODS: correct. No one is suggesting there is something wrong with the courses [academically]. What we want is to have in writing that this curriculum was approved by PSU Faculty Senate.

GELMON noted that the courses have gone through OHSU's review process. She expressed appreciation to GC for tackling this problem. Hopefully this will make things easier in the future.

D. HANSEN: has the communication problem leading to this problem been solved? WOODS wrote something about this in the GC Annual Report [**June Packet Attachment G.9**]. It's not a so much a failure of communication as of process. When SPH was formed initially, EPC moved forward with the creation of the school [as an academic unit] and did not look at the curriculum. Curricular review should have occurred first, or simultaneously. We should have had a more careful process. In 2016, the proposals came [to the committees and Senate] very late, and the full range of questions was not envisioned. GELMON said that in the [Memorandum of Understanding] that established SPH, all the programs were listed; evidently the belief was that by approving the programs we were also approving all their curriculum. In the complex negotiations, nobody at that time thought to go through that. PERCY said that as then Dean of CUPA, he worked with people in public health at PSU and OHSU on the exciting new initiative, but no one really understood the complexity of the many issues. The idea has proven powerful, but there were and remain complex issues in curriculum, employee status, etc. To HANSEN's question, it was a unique situation. WOODS, responding to GELMON: he didn't want to imply that these [courses] were unapproved. That may have been implicitly understood, but if that's the case, no one wrote it down. BEYLER emphasized, based on conversations with MORRIS, that it's also a matter of protecting the interests of students–avoiding any future questions about possible irregularities in their programs of study.

The **motion** as stated in **Attachment E.4** was **approved** (42 yes, 1 no, 1 abstain, recorded by clicker).

5. **New program: MPH in Environmental Systems & Human Health** (SPH via GC)

LUCKETT indicated that this item is similar to the previous one: a retroactive approval.

GELMON/KARAVANIC **moved** approval of the new **Master of Public Health in Environmental Systems and Human Health** summarized in **June Agenda Attachment E.5** and proposed in full in the OCMS.

WOODS noted that this program did not receive explicit approval previously, and this is an endeavor to close that loop. There are four such programs; three of them have core courses that are still in the group of twenty not included in E.4 [above]. This proposal does not depend any courses not in E.4. WOODS thanked Tawnya PETERSON for dealing with the overlap issues in a timely manner. GC recommends approval.

D. HANSEN wished to clarify: this was a pre-existing program not mentioned in the MOU? WOODS: it is the MOU, but no explicit approval by PSU Faculty Senate appears in the Minutes. Thus the case is similar to E.4. HANSEN thought that programs were approved by virtue of the MOU. WOODS: evidently not, since Faculty Senate explicitly voted on four programs. HANSEN: so the MOU was irrelevant? WOODS would not say that the MOU was irrelevant, because he did not know the intent at the time. He wanted to ensure consistency. HANSEN: so other programs were explicitly approved by Faculty Senate, but this one was left out for some reason? WOODS: yes.

The **new degree program** summarized in **Attachment E.5** was **approved** (42 yes, 3 no, 0 abstain, recorded by clicker).

6. **New program: Graduate Certificate in Applied Conflict Resolution** (CLAS via GC)

    REESE/GRECO **moved** approval of the new **Graduate Certificate in Applied Conflict Resolution** summarized in **June Agenda Attachment E.6** and proposed in full in OCMS.

    WOODS noted that two months ago Senate approved a Graduate Certificate in Conflict Resolution [April meeting, item E.4]; this is a comparable Certificate in Applied Conflict Resolution. Both are part of that department's redesign of their master's program. They seek to provide a series of on- and off-ramps; the current proposal is the second component. Entering students will fulfill the requirements for the first certificate, giving them the fundamentals. At that point they can choose to leave the program, or continue with the requirements for this applied certificate. It includes research methods components, and then several streams of electives. It is more tailored to students' individual interests. The model is a stackable credential. Completion of a research project would then mean completion of the master's degree. This may be of interest to students in other areas: education, social work, business, etc.

    LAFRENZ: is the first certificate, already approved, a prerequisite for this one? SCHECHTER: they stand alone, but it is anticipated that initially most students will students will land in the applied gateway.

    The **new certificate program** summarized in **Attachment E.6** was **approved** (37 yes, 5 no, 1 abstain, recorded by clicker).

7. **New program: Graduate Certificate in Business Blockchain** (SB via GC)

    WATANABE/B. HANSEN **moved** approval of the new **Graduate Certificate in Business Blockchain** summarized in **June Agenda Attachment E.7** and proposed in full in OCMS.

    WOODS gave an overview: it is an online certificate, in an area in which PSU doesn't have much [curriculum] so far. It is not a qualification in computer science, in how to build a blockchain. It is, rather, about how a business might employ a blockchain. A blockchain enables verification of transactions of a wide variety. It is widely known as how cryptocurrencies work. However, SB's emphasis is on tracking inventory, verifying authenticity of products, etc.

    KARAVANIC had concerns from the computer science perspective about the names of courses, for example, "Blockchain Fundamentals." WOODS: differentiation comes in the course prefix. None of the courses require a computer science background. A student expecting computer science would quickly find out otherwise. KARAVANIC: what about, say, a student asking for computer science credit for the class? SORENSEN recognized Melissa APPLEYARD [SB Associate Dean]: SB faculty met with faculty from CMP, and the two deans [SB and MCECS] signed an MOU saying that once CMP introduces blockchain courses they will revisit the names. KARAVANIC: why not now? APPLEYARD: given timing and given the fact that there are no such courses on the books they didn't go into this now, but if such courses are developed in the future they will revisit the names to avoid confusion. WOODS noted that the content courses have already been approved; the present motion is for the certificate program.

The **new certificate program** summarized in **Attachment E.7** was **approved** (40 yes, 3 no, 2 abstain, recorded by clicker).

8. **New program: Undergraduate Certificate in Business Blockchain** (SB via UCC)

MITCHELL did not have much to add to the previous presentation. The courses for the program are all slash [400/500] courses that have already been approved.

D. HANSEN/B. HANSEN **moved** approval of the new **Undergraduate Certificate in Business Blockchain** summarized in **June Agenda Attachment E.8** and proposed in full in OCMS.

INGERSOLL: the coursework is the same, but the difference is that this is an undergraduate certificate. Since undergraduate certificates can be stand-alone, can anyone do this program without any prior background? Or does it have to be associated with a bachelor's degree? SORENSEN recognized Kristi YUTHAS [SB Professor]: because they are 400-level classes, student must have upper-division standing; also, there is an approval process in the form of a non-credit "boot camp" prior to entry. LUCKETT: could a student do just the certificate without a degree? [It was asked:] Or as a post-bacc? LUCKETT thought the answer is yes. GRECO: it's necessary to indicate the kind of certificate. If it's pre-bacc, students can come it without being degree program students. But it's up to [the proposing unit] to decide. YUTHAS: there is an [admission] approval process, but if non-degree students meet the criteria, yes.

CHRZANOWSA-JESKE asked if the courses would be taught identically at the 400- and 500-level, or whether they are separate courses. YUTHAS: the courses are taught jointly, but there is a large extra component for the graduate students. CHRZANOWSKA-JESKE: a different project? There should be a different philosophy of teaching. YUTHAS: there are different projects and different learning objectives. CHRZANOWSA-JESKE: in the same classroom? YUTHAS: it will be online.

The **new certificate program** summarized in **Attachment E.8** was **approved** (37 yes, 6 no, 3 abstain, recorded by clicker).

9. **Resolution on Library funding** (LC)

LUCKETT called attention to E.9, which is a motion proposed by the Library Committee together with a document explaining the rationale.

EMERY/RECKTENWALD **moved** the **resolution** as stated in **June Agenda Attachment E.9**.

MILLAY said the Library Committee [LC] proposes a re-evaluation of the fee structure for resources in support of online learning. LUCKETT said the issue arises because 95% of the Library's acquisitions budget goes towards online media. Pricing may not be intuitively obvious; it often depends on enrollment. Thus if we grow our enrollment above a certain threshold we may suddenly be in a different price category. Also the rate of inflation [for such resources] is greater than the general rate. Online classes and programs often require more online media. The proposal also asks grant writers to include a line item for the Library, in accordance with best practices of other institutions.

EASTIN queried the reference to 10,000 FTE [third bullet point of the resolution]. LUCKETT said this referred to SHOURESHI's statements [in Senate and elsewhere] that

if we could grow our enrollment, particularly online, by that amount, it might solve financial problems so as to achieve independence from state subsidies. If we do succeed in growing online enrollment, it will increase demands on our online collections.

GEORGE asked about including a budget item on grants: isn't that part of our [indirect costs]–are we allowed to do that? PODRABSKY thought that we could not include line items for things like library costs: they are part of the indirect costs that we already charge. LUCKETT: don't other universities do this? PODRABSKY didn't think so.

SCHECHTER wanted to support the Library's needs. She wondered if we could do some activism about price gouging–most recently, video such as the Kanopy system.

D. HANSEN: funding for digital/online materials comes from various sources. What are these? There may be limitations on some of them. RECKTENWALD as a member of LC: in essence we are asking the University to consider these issues. We can't direct the budget process. We are calling attention to the growing disparity between the available budget and the expected requirements in classes for access to these materials. There is a structural problem, and we are asking the University to address it. D. HANSEN: what are the "whereases" and what are the recommendations? RECKTENWALD: the "whereases" are in each bullet item, and then there is a corresponding recommendation. LUCKETT: the operative statement is "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" which are then specified in the bullet points.

KARAVANIC: it's difficult to approve something where the last bullet [point] is something we cannot do. KARAVANIC/O'BANION **moved to amend** the resolution by striking the fourth bullet point [the passage "External grant applications ... our comparator institutions"].

GRECO supported the amendment because it would allow us to vote in good conscience for things the University does have control over.

B. HANSEN said the statement that the University intends to increase enrollment by 10,000 FTE is consistent with the chart. Where did the number come from? MAIER raised a **point of order**. LUCKETT said we are now considering the amendment.

LUPRO wondered whether including such an item would be allowed on other, non-Federal grants? LUCKETT was not sure.

The **amendment** striking the fourth bullet point in the original motion was **approved** (31 yes, 11 no, 3 abstain, recorded by clicker).

LUCKETT, reverting to the question by B. HANSEN, believed that the number [10,000] came primarily from proposals that SHOURESHI put forward throughout the year.

PALMITER wondered if this could be handled individually for each course, like a lab fee. If online courses require extra digital media, could they not have a special fee? Why are all the online course fees that way? LUCKETT: we're talking about packages costing thousands of dollars. LUPRO: the charge is based on FTE [total for the university], not on which classes use the material. HOLT thought it was a good question: if there is a push for online classes, why can they not pay for their own materials? There

should be a fee for online classes. LUCKETT: there have always been online fees; the question is where those fees go once they're paid. HOLT professed to be unexcited. CARPENTER wanted to make the same point [as LUCKETT]. Students pay $35 per credit for online courses. We implicitly promise them access to resources similar to those for a face-to-face class. We ought to rectify this.

BIELAVITZ said the resolution was about use of the existing online fee. The Library has been receiving a portion, but that portion has not increased significantly over the past ten years as costs have increased. PALMITER said this was unclear. SCHECHTER noted that even if the impetus comes from online classes, we all benefit. THIEMAN agreed. Once the Library obtains these digital resources, all students and faculty can use them. RECKTENWALD reiterated that it is not a change in the fee structure; it is a request to reconsider how those fees are distributed so that the Library can sustain its mission. THORNE resisted the idea of passing any additional fees on the students. Online learning, distance learning, face-to-face all share a body of resources. Library serves an essential function in this area. No fee should be passed to students unnecessarily. LUCKETT again said that the motion calls for no new fees; it addresses where the money goes. THORNE said he supported infrastructural improvement of the resources we have for students, in an era of increasing costs.

The **resolution** in **Attachment E.9, as amended** above, was **approved** (33 yes, 9 no, 2 abstain).

10. **Amendment to P&T Guidelines regarding NTT faculty** (AHC-NTTF Advancement) – *At request of the proposing committee, this item was deferred till Fall Term.*

F. **QUESTION PERIOD** – *none*

G. **REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES**

1. **President's Report**

PERCY, in his first three weeks on the job [as Acting President], had been consulting, listening, and figuring out strategies. He wanted to reassure people that we are moving forward. The spirit of PSU is alive and well. As Acting President he did not want to go too far in making decisions–only those that were needed in a timely fashion. There should be a decision in the search for a Vice President for Enrollment Management within a couple of weeks. He thanked Julie CARON for stepping in as Interim Vice President for Global Diversity and Inclusion, following Michael ALEXANDER's wonderful job. He will continue to work as a volunteer on a variety of things, including the search for a regular VP.

PERCY was faced with challenge that a division had been created–one of the events LUCKETT referred to earlier–and then the person in charge left PSU, leaving the division floating. *[Note by Secretary: presumably this refers to the Vice-Presidency of Academic Innovation, Planning, and Partnerships.]* Clear lines of reporting and authority were necessary. People in that unit suffered from not knowing what was going on, whom they should report to, etc. For now, they will report to the Provost, because that's the locus of student success, which was was most of their work.

His primary effort, PERCY said, is working with the state legislature to increase funding, so we can push tuition down. The BoT was working [with a budget] with an 11% tuition

increase along and budget cuts. We were working hard to generate more funds to bring the tuition increase down. Fortunately, about a week ago the state revenue forecast was higher than expected, suggesting there may be more resources to invest. Of course many others thought the same thing. PSU was strategizing with the other state universities.

PERCY wished to assure people that PSU is moving forward and doing great things. The BoT said: we've made a leadership transition but we don't want to stop the research and innovation focus; we want to continue the focus on student success and student access. He was looking forward to a great graduation in a couple of weeks.

PERCY wished to thank Faculty Senate for their work. He knows that the work is not always easy, and that it takes a lot of time. He particularly appreciates that Senate is thinking about how to keep faculty governance fresh and effective, as higher education undergoes changes. It is a great question.

PERCY thanked the many students, staff, faculty, and administrators who wrote him about their support for the institution. Leadership transitions can be rough, but many people had said to him: "I want to help. How can I help?" If he could bundle up that positive energy and show it to you, you would have faith in the longevity and success of this institution. *[Applause.]*

2. Provost's Report

As at an earlier Faculty Senate meeting, JEFFORDS noted that the start of classes in Fall Term coincides with Yom Kippur. Next year, there will a conflict with Rosh Hashanah. She asked the Academic Calendar Committee to make a recommendation on how to handle this situation. After researching the question, they recommended not cancelling classes. The decision is not intended to disregard the value of those religious holidays for those who observe them, but based on the existing religious accommodation policy that which we expect students, faculty, and staff be able to use. We want to make sure that students, in particular, are aware of this policy. The decision was accompanied by a strong communication plan, to make sure that advisors, department chairs, etc., are aware of the policy. We will survey whether students were able to receive and use this information in a timely fashion, and then use this information to see if the policy needs to be changed going forward. Another consideration was that since Veteran's Day falls on a Monday this year, that would mean two lost class days for courses meeting on that day of the week, which raised concerns for some faculty. This was a long deliberation. JEFFORDS realized that the decision did not make everyone happy. It was made after thorough review. She would be glad to discuss it with anyone who has concerns.

JEFFORDS shared news of two dean appointments. Jose COLL, from Texas State University, will start as the Dean of the School of Social Work on July 1st. This was the result of robust and competitive search. She thanked Marvin LYNN, who chaired the search, and the committee. COLL had been moved by conversations on this campus, particularly about social justice issues. Also Interim Dean Tom BIELAVITZ, after review and recommendation by the committee, had been appointed Dean of the Library. *[Applause.]* She thanked Rossitza WOOSTER, who led the process.

JEFFORDS reported progress on accreditation. She believed we are close to the 50% threshold, and named several department which had recently submitted their reports.

JEFFORDS also reported that [OAA] is completing a plan for next year to focus on student success–a proposal to intentionally and deliberately help students move forward. She called attention to the *New York Times* article that that recognized that for similar populations of students, PSU is punching above our weight class. Compared to four other institutions that enroll the same kind of students, they do not [move students to graduation] at the rate that we do. We are doing better, but we aspire to do more. The work being done by this community is being recognized nationally.

JEFFORDS thanked Presiding Officer LUCKETT, and said that in her first year at PSU he had been wonderful partner. *[Applause.]*

MITCHELL asked about the CLAS dean search. JEFFORDS said a search will proceed. She said Interim Dean CARLSON had done a fabulous job. After consultation with the chairs, it was decided to move ahead with a search with review of candidates over the summer and with candidates coming to campus in the fall.

3. **Report from Vice President for Research and Graduate Studies** – *Due to time, this report was deferred till Fall Term.*

*The following reports were **received** as part of the **Consent Agenda**. See **June Agenda Attachments G.4-14**.*

4. **Report from Interinstitutional Faculty Senate**
5. **Annual Report of Academic Quality Committee**
6. **Annual Report of Academic Requirements Committee**
7. **Annual Report of Advisory Council**
8. **Annual Report of Budget Committee**
9. **Annual Report of Graduate Council**
10. **Annual Report of Library Committee**
11. **Annual Report of Undergraduate Curriculum Committee**
12. **Interim Report of Ad-Hoc Committee on Interdisciplinary Teaching and Research**
13. **Interim Report of Ad-Hoc Committee on Undergraduate Research Opportunities**
14. **Semi-annual Report of Faculty Development Committee**

H. ADJOURNMENT

The meeting was **adjourned** at 5:21 p.m.

After adjournment of the main meeting, the following **division caucuses** met to choose members of the **Committee on Committees**. (In some cases, results were announced later.)

SB: Michael DIMOND
COE: [TBD]
CLAS-AL: Gina GRECO, Steven THORNE
CLAS-Sci: Beatriz LAFFERRIERE, [TBD]
CLAS-SS: Vicki REITENAUER
SPH: Yves LABISSIERE
SSW: Mary OSCHWALD
OI: Susan LINDSAY

Tim Anderson, Associate Professor and Chair
Engineering & Technology Management Department, MCECS

Relevant Highlights in Shared Governance

Joined PSU in 1995

Department Chair, 2014-present

Faculty Senate, 1999-02, 03-06, 09-10, 18-19

Grad Council, 2013-14, 14-15, 15-16

Educational Policy Comm, 2008-13 (Chair 11-12)

Senate Ad-hoc Comm-PSU Governing Board 2012

MCECS Curriculum Committee 2000-present

Priorities

Respect for the past as we move into the future - in preparation I was impressed looking over PDXScholar's Faculty Senate collection going back to the 1980s

Provide a venue for meaningful conversations and participation of faculty as PSU deals with "disruption"

Ensure participation & input from both large and small units

Michele Gamburd

Priorities for Senate: Faculty voices matter! PSU now faces significant administrative transition during a period of scarce resources. I will engage actively with OAA and the Board of Trustees to assure faculty input into leadership decisions. I will also insist that any large-scale change unfolds with administrative transparency and faculty participation.

Past experience with shared governance: Faculty Senate, Senate Steering Committee, Budget Committee, Academic Requirements Committee, Faculty Development Committee, and Human Subjects Research Review Committee.

Union leadership: PSU-AAUP Collective Bargaining Team (2006-2008), Vice President for Collective Bargaining (2008-2010; work included Labor Management Committee, Workload Task Force, and Fixed Term Faculty Task Force).

Campus leadership: Chair of the Anthropology Department (2012-2017).

Appendix 2

Michael Mooradian Lupro, PhD

Positions at PSU: Director of Sophomore Inquiry and Junior Clusters/Associate Professor – UNST, 2017-present

Senior Inquiry Coordinator/Assistant Professor – UNST, 2010 – 2017

Adjunct Professor – UNST, 2002-2004

Graduate Mentor – UNST, 1997-2000

Degrees: PhD – American Culture Studies, BGSU 2009. MA – Geography, PSU 2000. BA – Intermedia Art, SFSU 1991.

Interest in Senate Steering Committee:

I am honored to be considered a candidate to serve in this critical role at this crucial time.

I bring a collaborative problem-solving mindset to all my work. I will continue to do my best to keep our students centered in our decision making and always try to think through the equity and inclusion implications. On that account, as a person possessing race, gender, and other privileges, I encourage you to join me in voting for any equally qualified candidates from less well represented groups (as of this writing, I do not know who else has been nominated).

Thank you for the nomination.

Jill Emery's experience in shared governance includes serving on Graduate Council, the Institutional Animal Care and Use Committee, and serving as chair of the Academic Computing and Information Technology Advisory Committee for two years. In addition, she was recently appointed to the Ad Hoc Committee on Open Access Publications. Jill is committed to participation in faculty governance and the transparency of the processes undertaken.

Appendix 2

Jon Holt

Fellow Senators, Colleagues,

Please consider me for one of the new positions on the Steering Committee.

Let me concisely state my experience and my vision:

- Associate Professor of Japanese (World Languages and Literatures)
- Faculty Senator since 2018
  - Additional service as substitute senator substitute since I came to PSU in 2010
- Library committee 2011-2016; chair from 2013-2015
- Graduate Curriculum committee (2016-present). I pride myself on being industrious, reaching out to faculty across multiple units with collegiality to help expedite course updates and creation; voice for sane, consistent policies in GC
- Shared governance is both a blessing and a responsibility for us at PSU. In my work in my section, in the department, in university committees, I have always tried to work with fellow faculty to help promote the best choices for fellow faculty, for problem solutions that are reasonable and can be accomplished
- As a professor of Japanese, I am very vested in matters of diversity, fairness, and full representation of all community members in our work for the Senate
- I believe it is our right and duty to question authority but also, if I am in a position of authority, I must be able to answer those I serve

Please let me serve you on Steering Committee. Thank you.

Dana Macaulay

Dana completed her J.D. at University of Arkansas William H. Bowen School of Law. She also holds a degree in psychology from the University of Missouri-Columbia, and a master's degree in higher education administration from the University of Arkansas-Fayetteville.

She has significant work experience in both higher education and family law. In more than twenty years in higher education administration, she has developed expertise in policy drafting and compliance, particularly around interpersonal violence, conduct and equity issues. She serves as the senior conduct officer for the university, and sits on the CARE team. These posts give her a wide ranging insight into how we can collaborate efficiently to serve our students, the university and our community effectively. Dana enjoys running and teaching self-defense, and playing the violin whenever she has the opportunity.

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

Portland State
UNIVERSITY

To: Susan Jeffords, Provost

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

Date: 6 June 2019

Re: Notice of Senate Actions

At its regular meeting on 3 June 2019, Faculty Senate **approved** the curricular consent agenda with the new courses, changes to courses, and changes to programs specified in Attachment E.1 to the June Agenda.

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

Faculty Senate also voted to **approve:**

• a resolution calling on the Administration not to decide on significant changes to academic units, to centers and institutes, or the administrative structure of the University during the months of summer when most organs shared governance are not available for consultation; to adhere to Article III, Section 3 of the Faculty Constitution, regarding consultation with the Advisory Council prior to the creation or abolition of creation of principal administrative offices; and to conduct any creation, transfer, alteration, or elimination of academic units, or of centers and institutes, in accordance with the University's established policies regarding the decision-making roles of the concerned faculty, constitutional committees, and Faculty Senate;

> **06-06-19—OAA concurs with the approved resolution.**

• the sharing of up to twenty graduate credits between undergraduate and graduate degrees in Bachelors + Masters (3+2 and 4+1) program pathways;

> **06-06-19—OAA concurs with the program pathways.**

• the new course proposals in the OHSU-PSU Joint School of Public Health specified in Attachment E.4, with effect retroactive to academic year 2016-17;

> **06-06-19—OAA concurs with the new course proposals.**

• a new degree program, the Master of Public Health in Environmental Systems and Human Health, in the OHSU-PSU Joint School of Public Health;

> **06-06-19—OAA concurs with the new degree program.**

• a new certificate program, the Graduate Certificate in Applied Conflict Resolution, in the College of Liberal Arts and Sciences;

>   **06-06-2019—OAA concurs with the new certificate program.**

• a new certificate program, the Graduate Certificate in Business Blockchain, in The School of Business;

>   **06-06-2019—OAA concurs with the new certificate program.**

• a new certificate program, the Undergraduate Certificate in Business Blockchain, in The School of Business;

>   **06-06-2019—OAA concurs with the new certificate program.**

• a resolution calling on the University to maintain adequate funding to support the collections development of the Library, in accordance with principles stated in Attachment E.9.

>   **06-06-2019—OAA concurs with the recommended resolution.**

Consideration of a proposal to amend the review guidelines for non-tenure-track faculty after continuous appointment (Attachment E.10) was **deferred**.

Annual reports were **received** from the Academic Quality Committee, Academic Requirements Committee, Advisory Council, Budget Committee, Graduate Council, Library Committee, and Undergraduate Curriculum Committee. A semi-annual report was received from the Faculty Development Committee. Interim reports were received from the Ad-Hoc Committees on Interdisciplinary Teaching and Research and on Undergraduate Research Opportunities.

The following officers were **elected**:

• Michele Gamburd (ANT), Presiding Officer Elect for 2019-20;

• Jill Emery (LIB) and Jon Holt (WLL), members of Steering Committee for 2019-21; Dana Macaulay (DOS), member of Steering Committee for 2019-20 (interim).

• Divisional caucuses chose members of the Committee on Committees as follows:

> SB – Michael Dimond
> MCECS – Karen Karavanic
> LIB – Jill Emery
> SSW – Mary Oschwald
> OI – Susan Lindsay

>   **06-06-2019—OAA congratulates the new senate officers and committee members.**

Results from several other caucuses (CLAS-AL, CLAS-Sci, CLAS-SS, COE, SPH) are pending.

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

Attachment C

In response to a successful petition of the Faculty in June 2019 (the text of which is reproduced below), the Steering Committee is planning a Special Meeting of the Faculty on Wednesday, 6 November, to discuss the structure of the administration and shared governance at Portland State.

DISCUSSION QUESTION FOR FACULTY SENATE ON 7 OCTOBER 2019: What questions would you like to see raised and discussed at the Special Meeting of the Faculty on 6 November 2019?

For the record, here is the wording of the petition circulated in June 2019:

> In accordance with Article IV, Section 3, of the Portland State Faculty Constitution, which provides that "Meetings of the Faculty may be held at any time and may be called by the President, by the Senate, or by the Secretary to the Faculty upon the written request of 7.5 percent of the Faculty," we the undersigned members of the Faculty request that a special meeting of the Faculty be convened during fall term 2019 on a date to be scheduled by the Faculty Senate Steering Committee, in the form of a symposium on the structure of the administration and shared governance at Portland State.
>
> (For detailed rationale, see "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," attachment E.2., 3 June 2019 Senate packet, www.pdx.edu/faculty-senate/senate-schedule-materials.)

Attachment E.1.a

DATE: 5 September 2019

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: October 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.

Maseeh College of Engineering and Computer Science

New Course

E.1.a.1

- *CE 547 Slope Stability Analysis, 4 credits

  Covers soil strength as it relates to slope stability (drained strength, undrained strength, residual strength), principles of slope stability analysis and applications to natural and man-made slopes, available instrumentation to monitor slope stability, and methods to mitigate or increase the factor of safety of marginal slopes. Prerequisite: CE 341 or graduate standing.

---

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

DATE: 5 September 2019

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: October 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.

Maseeh College of Engineering and Computer Science

New Courses

E.1.b.1

- *CE 447 Slope Stability Analysis, 4 credits

  Covers soil strength as it relates to slope stability (drained strength, undrained strength, residual strength), principles of slope stability analysis and applications to natural and man-made slopes, available instrumentation to monitor slope stability, and methods to mitigate or increase the factor of safety of marginal slopes. Prerequisite: CE 341 or graduate standing.

---

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

Attachment E.2

DATE: 5 September 2019

TO: Faculty Senate

FROM: Paul Loikith
            Chair, Graduate Council

RE: October 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).

[Note from Secretary: this item appears on the Senate agenda as item E.2; internal numbering in OCMS is as given below. For background, see June 2019 Minutes, item E.4.]

School of Public Health

New Courses

E.1.c.1

- BSta 524 Statistical Methods for Next Gen Sequencing

This course is designed to introduce the statistical theory and methods for next generation sequencing data (NGS). In recent years, NGS has been the choice of platform for genomic studies. Due to the high dimensionality of NGS, it provides unique challenges in statistical analysis and requires different statistical methods. Although NGS data are the main focus, the theory and methods are applicable to other high dimensional data such as microarray and proteomics. This course will cover statistical theory and methods specialized for NGS and other high dimensional data. It is strongly recommended that students bring their own laptop computers to classes given. Prerequisites: BSta 512 or BSta 612, and previous experience in R.

E.1.c.2

- BSta 624 Statistical Methods for Next Gen Sequencing

This course is designed to introduce the statistical theory and methods for next generation sequencing data (NGS). In recent years, NGS has been the choice of platform for genomic studies. Due to the high dimensionality of NGS, it provides unique challenges in statistical analysis and requires different statistical methods. Although NGS data are the main focus, the theory and methods are applicable to other high dimensional data such as microarray and proteomics. This course will cover statistical theory and methods specialized for NGS and other high dimensional data. It is strongly recommended that students bring their own laptop computers to classes given. Prerequisites: BSta 512 or BSta 612, and previous experience in R.

Child care survey report

Introduction

The Work-Life Balance Committee conducted a survey of Portland State University AAUP-represented Faculty and Staff. The Survey was sent out by Human Resources to their faculty and staff lists with a window of May-June 2017 for survey completion. The committee received 345 responses from it's 1132 AAUP Members

Though PSU employees are eligible for the Dependent Care Spending Assistance Plan and can set aside pre-tax dollars, up to $5000 annually, for child care costs, the actual costs for care are far greater. A 2016 report by the Economic Policy Institute explored national trends in child care and found that Oregon had the 15th most expensive child care costs in the U.S., with full time care for one child costing more than $11,000 a year (https://www.epi.org/child-care-costs-in-the-united-states/#/OR). These high costs are particularly impactful as the cost of living continues to rise (Oregon's Consumer Price Index has increased 20% since 2007, while nationally, prices have only increased 16% in the same period; https://www.bls.gov/regions/west/news-release/consumerpriceindex_portland.htm). Moreover, PSU employees receive no paid parental leave, though they can use short term disability, if they have paid into it and/or available sick leave, if they have accrued it; or they can request sick leave from the sick leave bank if they are active members of AAUP (have donated to) the bank. Otherwise, the need for child care starts soon after the birth or adoption of a child. Below we outline three recommendations based on the data from the Child Care Survey (see Table 1).

Table 1. Question: How much, if at all, would the following affect your work/life balance?

	None at all		A little		A moderate amount		A great deal		Total Responses
Flexible childcare hours	14.76%	31	19.52%	41	26.19%	55	39.52%	83	210
Information about childcare programs	31.37%	64	35.29%	72	18.14%	37	15.20%	31	204
Information about other family support programs	26.96%	55	33.82%	69	22.55%	46	16.67%	34	204
Reduction in childcare costs	**8.45%**	**18**	**7.04%**	**15**	**17.37%**	**37**	**67.14%**	**143**	**213**
Early morning child care options	40.20%	82	22.55%	46	17.65%	36	19.61%	40	204
Paid family medical leave	**10.73%**	**22**	**11.71%**	**24**	**16.59%**	**34**	**60.98%**	**125**	**205**
After school or evening child care hours	22.44%	46	20.49%	42	23.41%	48	33.66%	69	205

Family friendly campus activities or spaces	18.45%	38	26.70%	55	28.64%	59	26.21%	54	206
Child care subsidies	**12.44%**	**26**	**8.13%**	**17**	**19.14%**	**40**	**60.29%**	**126**	**209**

Recommendation 1: Paid Parental Leave

PSU strives to be at the leading edge, as evident by the focus on Environmental, Social, and Economic Sustainability, and PSU's 2017 ranking by US News & World Report as one of the top 10 **most innovative schools** (among national universities). Despite this commitment to sustainability writ large, when it comes to paid parental leave, PSU lags behind Multnomah County, several other public and private universities on the West coast, and a number of private companies locally. The lack of paid parental leave exacerbates gender inequity in the workplace, a major social sustainability issue. While the creation of the Sick Leave Bank was a great step forward, parental leave should be dissociated from sickness.

As one survey respondent noted: "***would like to move away from the term "family medical leave" and toward something non-medicalized. I feel use of medical terminology excludes adoptive parents and puts a medicalized lens on childbirth, which is a healthy, natural event in most cases. As one example of this medicalized lens, my health insurance at the time I was pregnant referred to pregnancy and childbirth as an "illness" in their descriptions of the benefits***"

Of the 114 faculty and staff parents who were eligible and 14 who were potentially eligible for FMLA over the last 5 years (~25 employees per year), 26 of those parents (20%) did not take leave. Among those who did not take leave, 'lack of or inadequate paid family leave/financial challenges' was the primary barrier to taking paid parental leave. Based on these findings and the vast literature on the societal benefits of parental leave during the first year of childhood (e..g, https://www.emeraldinsight.com/doi/abs/10.1108/01437720310479723), we recommend PSU consider implementing a paid parental leave policy. While we applaud the state's passing of House Bill 2005, this bill doesn't go into effect until 2022 and leaves ambiguous the responsibilities of state agencies such as public universities.

Recommendation 2: Child care subsidies for employees.

The committee survey found that 47% of faculty and staff respondents used child care five days a week. When asked about challenges related to work and caregiving, 84% of those surveyed said that the cost of childcare was either a moderate (23.83%) or a very significant challenge (60.28%). In a separate question, survey participants also ranked "finding childcare that is affordable" as the largest challenge they faced when it came to child care (Table).

When faculty were asked to clarify the types of benefits that would positively impact their work/life balance, reduction in child care costs, paid family medical leave, and child care subsidies were the most common responses (Table 1).

Survey participants provided a large number of personal stories and narratives about their work/life balance issues as they related to child rearing. Below (and in Appendix 1) are a sample

of such narratives; it should be noted that these are not outliers, but common themes within the qualitative open-answered questions.

> "***For 2.5 years, I paid $1900 per month total for full time childcare for my two young children. At an instructor's salary, the cost exceeded my take home pay. This was extremely frustrating.***"

> "***It's so expensive, and so much of my week is eaten up by shuttling the boys to and from daycare because it's not close to our home, so the combination of the cost and the time creates a lot of stress for our family... When we've priced PSU options like Helen Gordon, we've found that they were also very expensive and that they closed earlier than we'd be able to get there. This was disappointing, as I thought that as staff maybe we'd get a bigger discount and that the available child care center schedules would better accommodate a full time PSU employee schedule***."

> " ***I work to pay rent and daycare, have nothing left over. Have to go to the pantry and soup kitchens for food. I have no partner, and thus no 'partner's work benefits'***."

> "***I had to declare bankruptcy due to the lack of paid parental leave when I had my son in 2010, and have worked three jobs to pay for daycare until my son finally entered grade school, and I'm a full time NTTF. I have had to adjunct at PCC and also take a third job just to afford childcare. I have not had any more children due to the financial instability it has and would further cause my family.***"

Recommendation 3: Expand affordable on-campus child care options for faculty and staff

For survey participants whose children attended the Helen Gordon Child Development Center, they reported being very satisfied with the care provided. However, a far larger number of respondents noted that the demand for a placement at Helen Gordon far outpaces the space available to faculty and staff. A very common narrative in the open-ended sections of this survey was the challenge of the 2 or 3 year waiting list to get a child into the Helen Gordon Child Development Center. In addition to this, the high cost of care for faculty/staff at Helen Gordon was routinely mentioned by participants. As Helen Gordon remains partially funded by student fees, the center has a limited ability to meet the high demand and interest of faculty and staff to have on-campus day care options. However, PSU could better support parents were it to find additional ways to provide access to on- or near-campus child care. Although PSU also has on campus child care options through the Little Vikings Flexible Child care, Baby Vikings, and the Children's Center, both available space and cost remain issues for many faculty and staff parents, particularly when it comes to infant care.

As one parent noted: "***Child care costs are much too high when compared to our very low PSU salaries. Other universities provide daycare specifically targeted for faculty - while Helen Gordon is amazing, it is serving the student population first and then faculty if there is space. PSU will continue to lose good, young faculty until there is full-time, affordable child care dedicated to faculty childcare needs.***"

Though a flexible and affordable option, the Little Vikings drop-in daycare center remains underutilized: 85% of respondents did not report using the facility. Respondents discussed the limitations in open-ended questions:

> "*We don't have a babysitter that we're comfortable with yet, so our child-free time is limited to Little Vikings free time, which is very expensive for two children, doesn't discount the second child, and requires pick-up by 7:30. PSU acknowledges the lower-than-standard pay for faculty, which we knew when we accepted this position - but we're trying to make ends meet with one income for a family of four (as we are international, so my spouse is not permitted to work in the USA)*."

> "*As tenure track, female faculty 8-hour on campus child care is a priority to me for work life balance. Little Vikings 5-hour daycare does not offer long enough solutions to meet the demands of my work day as a professor.*"

> "*Little Vikings may have solved some issues related to school breaks, etc. for older children, but it is really not a great option for those with infants and young toddlers*."

Conclusion

As Oregon ranks among the top 5 *least affordable states* for infant care (https://childinst.org/oregons-child-care-crisis/), it is not surprising that faculty and staff at PSU are most hindered in their work-life balance and professional satisfaction by: t**he cost of childcare** and the **lack of paid family leave** for births and adoptions. Without paid parental leave, child care subsidies and/or affordable child care, some faculty and staff at PSU have trouble making ends meet. The economic and emotional toll can be significant (see Appendix 1). Though AAUP provides access to a sick leave bank for those who pay in and PSU uses the Helen Gordon Child Development Center as recruitment tools for new faculty, these are insufficient both in terms of cost and space available to support faculty and staff parents. Respondents had a clear desire to have their children on campus, more than half of the respondents in this survey reported that they would be using other care (either paid or unpaid) off-campus. The new Baby Vikings (operational since the survey was administered) offers a great option, but it only offers eight spots, with only four drop in spots. We hope the ongoing challenges identified in this survey will lead to PSU policy changes that will benefit the university and faculty/staff families alike.

Appendix 1. Selected additional quotes from the Child Care Survey are included below. Underlined text has been generalized to maintain the anonymity of respondents.

Not having access for full time child care on campus will effect how and when I return to work and has made me consider not returning. An employer the size of PSU should provide child care for their staff, with hours that reflect the expected word days/weeks. Unfortunately this issues effects women more than men, creating more of a gender divide in the work place. I have been very disappointed in both the child care options as well as the procedures for taking FMLA at PSU. Paid leave, extended leave, clear policies on tenure and promotion, and having a structure that does not cause financial responsibility for covering leave to the department would help.

Our family's childcare needs are atypical, an autistic <u>child</u>, making them particularly difficult to address. There are, at least to my knowledge, no good options. Very rarely is it possible to find viable childcare options that do not involve family members. This also greatly complicates work-life balance (numerous appointments, unpredictable schedule changes, lack of qualified support/care), is a source of unending stress, and may be problematic in tenure process.

International faculty have many more challenges than domestic faculty. We don't have family childcare nor are we integrated into society to be part of collectives and other groups that swap or share childcare. Also our job is our primary identity so paying it less than full attention is not an option.   Some of us are in xenophobic departments that do not look kindly when we mention work life balance. When I arrived in PSU more than <u>x decades</u> ago and then later had children, I realized as a rude shock how family unfriendly it is/was. Even though I took family leave, I was not well advised about it. No one stopped to give advice. I felt alone and impoverished due to the terms of family leave. I am speaking from experience.

There's also an issue for many parents about what to do when their child is sick and cannot attend child care facility and how this puts stress of students and faculty if they do not have back up care that works with sick children or accommodation from work when this happens.

Had I know about how horrible PSU is to parents, I may not have taken the job. I had options. I am an assistant professor. I did not have children and was not pregnant when hired, so I was too naive to ask about family leave and accessible childcare. The fact that PSU does not offer paid family leave is a disgrace and embarrassment. Whenever I tell colleagues at other universities that PSU offers no paid leave they are shocked. And not offering paid leave is actually quite stupid for PSU's bottom line. Paid family leave helps retain female employees, which saves PSU money. I won't even get into the other reasons why paid family leave should be available give that it should be obvious.It is quite frankly raging sexism that devalues childcare, which PSU should be above.

Better childcare and family policies that support caregivers of children, the elderly and others are policies that help us all and make PSU stronger overall and a better place to work for everyone. The university is clearly especially failing as a workplace in terms of parental leave. I would take much more pride in working at PSU if we actually had a commitment to all of your community, starting with parental leave and the support of all kinds of families.

Although I am not a parent, I know many PSU employees who struggle with the lack of adequate childcare/family leave policies. If PSU really wants to be a leader in terms of issues around equity and inclusion, I think there is much work to be done in this area. For example, in the current system, when a faculty member in a Department takes maternity leave, her Department has to incur the costs to cover her "absence". Think about the kind of culture that creates, the kind of message that sends. Now let's say she is in a Department in which women are already marginalized (e.g., STEM fields). The situation becomes even more difficult and uncomfortable. There should be policies in place so that the burden is not put on individuals to have to fight for their existence.

The cost of child care is burdensome. I use our Dependent Flex Spending plan, but I only get to apply that to the first $5,000 of care. When both my kids were in full-time care, it took just over TWO MONTHS to reach that ceiling

I don't have children, but I think that it is very important for PSU to assist employees with their childcare needs. It empowers women, as well as single parents of all genders.

I took FMLA last year and after returning back to work I was discriminated at work based on the reason that I had taken the leave.

The dogma about work life balance at PSU is directly contradictory to practices and everyday life for faculty. The most miserable experience I've had at PSU is being a parent. And I've had some bad experiences at PSU, but they pale in comparison to the stress and discrimination of being a parent.

Late afternoon and evening events pose a major issue for me as I have young children. Also, I had much better parental leave support as a graduate student than I had as a faculty member. That is a policy that needs to change if PSU is to attract young all-star faculty. We do not compete well with other universities, and it leaves a sour taste in one's mouth for the lost income and support during a time when both are so needed.

Paid family leave, not the use of sick and vacation time, for the birth of my child would have made a significant difference in my life. There needs to be better and improved support from HR in the administration of FMLA and OFLA leave. I received conflicting information regarding my leave benefits during a time when I was feeling most vulnerable.

I do not have kids and I don't plan to, but the AAUP absolutely has to make paid parental leave a priority. This is a gender equity issue and an issue of meeting members basic needs.

Child care costs are much too high when compared to our very low PSU salaries. Other universities provide daycare specifically targeted for faculty - while Helen Gordon is amazing, it is serving the student population first and then faculty if there is space. PSU will continue to lose good, young faculty until there is full-time, affordable child care dedicated to faculty childcare needs.

Please push hard for childcare options on campus. Five of my co-workers could use this!

Digital City Testbed Center (DCTC) Progress Report
Jonathan Fink, DCTC Director
July 31, 2019

1. Introduction

In October 2018, Portland State University launched the Digital City Testbed Center (DCTC) as one of two new University Research Centers intended to improve the university's overall research performance. DCTC seeks to demonstrate and evaluate how digital technologies can (1) help city governments achieve their operational priorities, including meeting climate and environmental goals; (2) help urban residents improve their quality of life, including health and prosperity; and (3) help small and large technology companies that focus on cities improve their economic competitiveness.

DCTC is pursuing these goals through the establishment of a network of campus-based testbeds for digital innovation where cities, their residents, companies and university researchers can assess new technology-based solutions. DCTC focuses on single-owner academic, corporate and nonprofit campuses because they can have faster decision-making than city neighborhoods and business districts and can allow residents to check new technologies before they are deployed more intrusively in neighborhoods or business districts. At the same time, DCTC is mainly addressing questions that are priorities for city governments and residents.

While the terms "smart" or "digital" cities refer to all aspects of urban life, DCTC's research is initially targeted at three topics: Accessibility (How can digital technologies help people with disabilities more successfully negotiate their way through cities?); Resilience (How can new technologies help cities prepare for and recover from major disasters like earthquakes, floods, and wildfires?); and Public Education (How can the public learn about, evaluate and comment upon the benefits and risks associated with the proliferation of technologies in urban settings?).

In addition, DCTC, in partnership with Portland's multisector smart city community, participates in national and global discussions about (1) urban data sovereignty (Who owns, organizes, and provides access to data sets generated by city governments and residents?) and (2) scaling smart cities to "smart regions" and "smart states" (How can digital solutions derived by one city be shared with other cities in the same metropolitan area and with other metropolitan areas in the same "megapolitan" region?).

This progress report provides an update on activities carried out by the DCTC in its first nine months, along with plans for the coming year. Although DCTC was officially announced on October 1, 2018, it was not approved by the Faculty Senate's Education and Policy Committee until May 2019. In addition, the Center's Director and staff were not able to devote their full attention to the project until January 2019, after completing a major ($9M) NSF proposal.

The report is organized in eight sections: (1) Operations (staffing, budget, advisory board); (2) Academics (connections to PSU faculty members, their departments, schools, colleges and

existing research programs and curricula); (3) Research proposals (to federal agencies, foundations and corporate sponsors); (4) Presentations (to research conferences, business development groups and companies); (5) Partnerships (local, regional, national, and international); (6) "Smart Corridors" (work to create replicable, on-campus sites of technology deployment and evaluation); (7) "Smart Regions" (activities that link DCTC with the Cascadia Innovation Corridor and other regional initiatives); (8) future plans (including challenges). Two appendices list faculty participants in DCTC and members of the DCTC Advisory Board.

2. Budget, Operations and Staffing

DCTC was launched with a budget of $1.5M, allocated over three years. In FY19, these funds were spent to hire staff (mostly shared with the other Research Center, the Homelessness Research and Action Collaborative, or HRAC); to begin to deploy testbed technologies in "Smart Corridors" along SW 4th Avenue and SW Broadway near the PSU campus; for travel to allow the Director and other DCTC members to give presentations and meet with existing and potential collaborators and funders, and for partners to visit PSU from elsewhere; to help with the preparation of research grant proposals; partial coverage (with RGS) of annual dues of an international research consortium (Global Consortium for Sustainability Outcomes—GCSO); and for partial support of ancillary research projects at PSU, in Portland and in the Cascadia region (which includes the Portland, Seattle and Vancouver BC metropolitan areas). Here is a summary budget for FY 19:

Salaries and OPE	66,986
Services & Supplies	4,891
Travel	10,692
Membership (GCSO)	25,000
Total	107,569

In the coming year, we expect funds will continue to be spent in all these areas. In addition, we intend to provide seed grants to allow individual faculty members to better link their research with DCTC's agenda. We anticipate that more funds will be spent in Year 2 on technology deployments and assessment. During FY19, DCTC shared several staff members with the Institute for Sustainable Solutions (ISS). In Year 2, these relationships will need to be reviewed, potentially leading to the transfer of more staff lines from ISS to DCTC. As of August 2019, DCTC staff includes the Director, a strategic advisor, a program assistant, a communications specialist and a project manager. All positions other than the Director are split either with HRAC or ISS.

In order to encourage more faculty participation with DCTC and HRAC, the Research and Graduate Studies (RGS) office set up a generous overhead return policy for grant proposals run through the Research Centers. In FY20, we expect to have more grant proposals run through DCTC, eventually bringing in more overhead to cover Center expenses. Longer term, we anticipate that DCTC-derived intellectual property may also generate revenue.

Attachment G.4

3. Academics

Because "digital cities" is a relatively new and highly interdisciplinary topic, participation in DCTC comes from virtually every corner of the university, from urban planning to mechanical engineering to art and design to special education. This also means that its goals overlap with those of more established research groups and programs at PSU, most notably the Institute for Sustainable Solutions and the Transportation Research and Education Center (TREC). It also has similarities with the strategic vision laid out in 2018 by Dean Richard Corsi and his faculty members in the Maseeh College of Engineering and Computer Science. DCTC has spent its first 9 months defining collaborative relationships with these and other existing groups on campus.

Other than the Director, no faculty members receive regular salary from DCTC. As a result, one of the first tasks has been to determine who will actually do the research outlined in the original Center proposal. During its first six months of operations, DCTC has had dozens of meetings with faculty members, both individually and in groups, to explore how their interests might align with the stated goals of the new Center. Roughly 25 faculty members have been affiliated with DCTC's planning process (Appendix 1), but this list is considered fluid and others are encouraged to join. We followed the larger group meetings in the winter with the creation of a temporary DCTC core group consisting of six faculty members, administrators and staff who worked from April to May 2019 to better set DCTC's initial research priorities. Because DCTC is focused on the cities of the Cascadia region, it also has engaged faculty and staff members from University of Washington and University of British Columbia, and staff from the cities of Vancouver, Surrey (BC), Seattle and Portland, along with Metro, the regional planning organization in Portland. Microsoft has been the primary corporate partner to date, because of its strong focus on using its campuses to test and deploy digital innovation.

Based on these early discussions with faculty, DCTC has made some initial funding allocations in support of existing research programs. For example, in March, DCTC supported the second annual "Mobility Matters" conference by bringing in several speakers who participated in a special session and a dinner discussion about how smart city technology overlaps with the newly emerging area of accessible technology (technology that can assist individuals with disabilities). DCTC owes its growing involvement with accessibility to the interests of two faculty members, Amy Parker (Special Education) and Martin Swobodzinski (Geography); professor Niru Bulusu (Computer Science) also works in this area. Also in March, DCTC supported Professor Swobodzinski's attendance at a workshop in Louisville put on by the American Printing House for the Blind about indoor wayfinding to assist people with visual impairment. In April, DCTC funded and helped organize a one-day special session on smart cities at the Annual Conference of the Society for Applied Anthropology, which was held in Portland. This connection was established by Professor Antonie Jeter (Engineering and Technology Management). Through the engagement of Professor Kristen Tufte (Computer Science), DCTC also supported a half-day charrette held in June about PREPHub, a type of structure designed by MIT's Urban Risk Lab to help neighborhoods get information and resources both before and after a disaster hits.

DCTC has also begun supporting exploratory faculty-led smart city research programs. Following group discussions about smart and resilient buildings involving faculty members Peter Dusicka and Thomas Schumacher (Civil and Environmental Engineering), Wilf Pinfold (Computer Science) and Sahan Dissanayake (Economics), DCTC funded Professor Dissanayake to hire a student to conduct a cost-benefit analysis of constructing buildings that are not only survivable but reusable after a Cascadia subduction zone earthquake. In order to help prepare an NSF proposal on "smart urban forests," DCTC is funding a Biology graduate student to work with Professors Todd Rosenstiel (Biology), Vivek Shandas (Urban Studies and Planning), Linda George (Environmental Science and Management), Heejun Chang (Geography) and Jon Fink (Geology).

Just as the interdisciplinary nature of digital cities encourages participation by researchers from across the university, so too may associated future coursework come from a wide range of units. Although DCTC is primarily focused on research, many of its faculty members are also considering developing new smart city courses and programs, which will be offered through their units. Professors Tufte and Bulusu have both begun to plan tech-oriented courses in Computer Science and Engineering, Professors Nelson in Public Administration and Bass in Electrical Engineering both teach courses related to renewable energy, and Professor Fink has been in discussion with the PSU Honors College about a Junior Seminar on urban technologies. Professor Parker teaches a number of classes in Orientation and Mobility that can take advantage of the DCTC testbed approach. Some of these connections could start as soon as Fall 2019, although more will come on line in 2020 and beyond. This work all fits with DCTC's goal of improving public education, as does its collaboration with the Oregon Museum of Science and Industry (OMSI). These pedagogical links will also make our grant proposals more competitive.

4. Research Proposals

DCTC has led and participated in several proposals in its first nine months. The largest such effort was a $9M (plus $3M industry match) proposal submitted to NSF's "Platforms for Advanced Wireless Research" competition in December 2018. Led by DCTC Director Fink, the proposal team included faculty from DCTC (Pinfold and Bulusu), Carnegie Mellon, University of Washington (UW), University of Chicago, University of Illinois-Chicago and University of British Columbia (UBC). The proposal sought to develop new wireless technology in partnership with emergency response communities, including wildland firefighters, seismic preparedness experts and volcanologists. It made it through the first round of review but was ultimately unsuccessful. However, the team was strongly encouraged by NSF to rework the proposal for later submittal to NIST's Public Safety Communications Research program, which we are pursuing. Because preparing this proposal took so much time, DCTC didn't really get started until January 2019.

Dr. Fink responded to two other NSF solicitations with proposals to strengthen ties across Cascadia, including a Letter of intent for the AccelNet program, which supports linkages among international networks and a proposal to hold a conference as part of the Urban Systems Science program. Although initially unsuccessful, these proposal concepts are being prepared for other competitions.

Attachment G.4

In June, Professors Swobodzinski and Parker received $116K of USDOT funding from NITC for a proposal on "Seamless Wayfinding by Individuals with Functional Disability in Indoor and Outdoor Spaces." DCTC provided a $22K match required for NITC funding.

In June, DCTC (through Professors Pinfold and Fink) and the City of Portland were invited by US DOE's Pacific Northwest National Lab (PNNL) to participate in a proposal to the Department of Homeland Security to install radiation, biological and chemical agent detection instruments on municipal vehicles ("Piloting Advanced CBRN Network Systems and Analytics in Smart Cities"). In July the proposal was selected for Phase 1 funding for six months, during which Phase 2 will be developed and submitted. If Phase 2 is successful, DCTC will receive approximately $1.2M.

In July, DCTC convened a series of meetings in support of a $1.5M proposal to NSF's Smart and Connected Communities competition on "Smart Urban Forests," a plan to use digital city technologies to monitor the health of urban tree canopies. A pre-proposal is being prepared for submittal in early August; the full proposal will be due in early September 2019.

5. Presentations

A high priority for DCTC during its first year has been to get the word out about what we are trying to accomplish, in order to help identify corporate, government and academic partners for our programs. Director Fink began giving talks about DCTC in summer 2018, before funding was received. Here is a partial list of the audiences that have heard DCTC presentations. Travel expenses for most of these presentations were covered by sources other than DCTC. Those paid for by DCTC are indicated by asterisks (*).

06/14/18 – British Columbia Construction Roundtable Smart City Pecha Kucha, Vancouver, BC
10/10/18 – Cascadia Innovation Corridor Conference, Vancouver, BC
10/16/18 – MetroLab Network Annual Summit, Newark, NJ
10/17/18 – KB Home Advisory Council Meeting, Washington, DC
01/15/19 – Statistics Canada "Data for Good" Conference, Ottawa, ON
01/24/19 – Board of Trustees Meeting, PSU, Portland
01/25/19 – DCTC Retreat, PSU, Portland
02/12/19 – University of Pristina, Pristina, Kosovo
03/11/19 – 2nd Annual Mobility Matters Conference, PSU, Portland
03/15/19 – PDX Business Breakfast, PSU, Portland
03/19/19 – Society for Applied Anthropology, Portland
04/04/19 – *Global Consortium for Sustainability Outcomes, Lüneburg, Germany
04/12/19 – *DCTC team visit to Microsoft Headquarters, Redmond, WA
05/28/19 – *NIST Global City Teams Challenge Webinar on Smart Regions (online)
06/14/19 – 5th IEEE International Conference on Smart Computing, Arlington, VA
06/20/19 – Office of Information Technology Annual Retreat, PSU, Portland
07/11/19 – Global City Teams Challenge Annual Expo, Washington, DC

Attachment G.4

Future Talks

09/11/19 – NIST [Global City Tech Jam](#), Cascadia Region Session, PSU, Portland
09/20/19 – *[MetroLab Network Annual Meeting,](#) Accessible Technology Panel, Boulder, CO
10/03/19 – [Fourth Cascadia Innovation Corridor Annual Meeting](#), Seattle, WA
11/25/19 – *[Horasis Asia Smart City Meeting](#), Binh Duong New City, Vietnam

6. Partnerships

One reason that PSU is a good organization to host a smart city initiative is because of the strong partnerships the university has with and through the City of Portland. DCTC builds on those relationships, many of which have been cultivated by ISS, TREC and the Toulan School of Urban Studies and Planning. In addition, for the past five years, the Technology Association of Oregon (TAO) has convened quarterly multisector "Smart City Lab" meetings with participation by academic, municipal, federal, corporate, startup and nonprofit partners. This group has built exceptional ties with NIST, one of the U.S. federal governments strongest promoters of smart city innovation. Further, Dr. Fink currently holds a part-time position at UBC, where he is responsible for building ties with UW and other schools in the Cascadia Corridor, including PSU. UBC is the model for how a campus testbed can bring value to partnering cities and companies; it was observations of their success that inspired the original DCTC proposal. Finally, Dr. Fink has been PSU's representative to the MetroLab Network, the leading U.S. academic-municipal smart city network, and helped establish PSU's membership in the Global Consortium for Sustainability Outcomes (GCSO), an international network hosted by Arizona State University (ASU). Although GCSO has not had any smart city initiatives to date, our presentation about DCTC at their annual meeting in April generated interest in possible creation of a technology-based urban program involving partner schools in Germany, Ireland, the UK, Mexico and ASU.
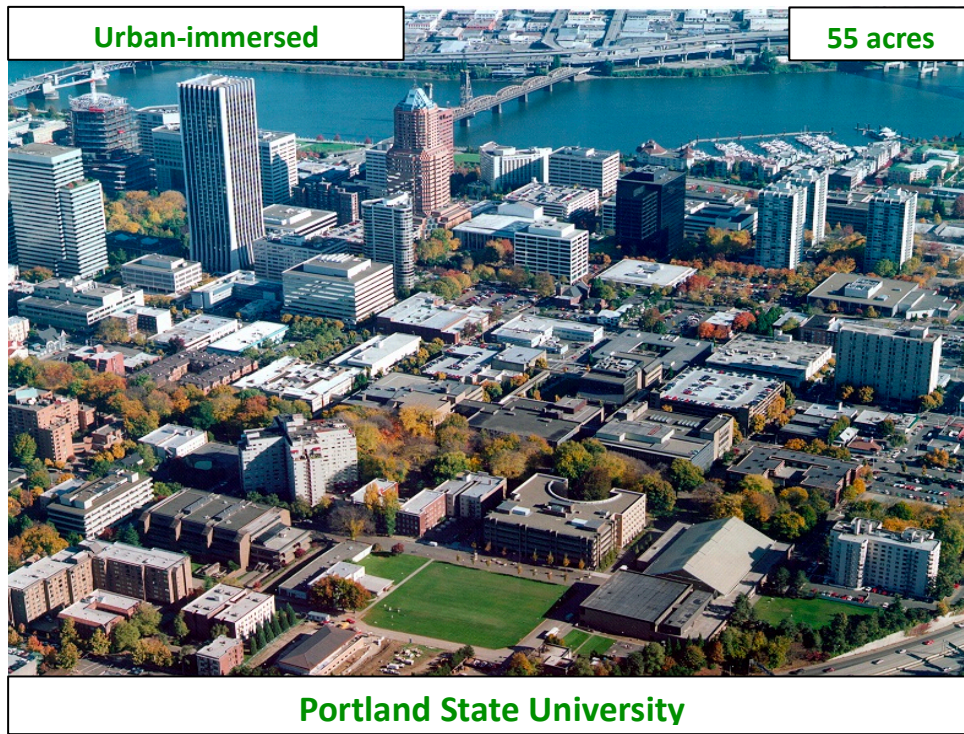
Connections with the City of Portland are primarily led by the Bureau of Planning and Sustainability (BPS), Portland Bureau of Transportation (PBOT) and the Bureau of Emergency Management (PBEM). BPS is home to [Smart City PDX](#), Portland's hub for digital city research.

As information about DCTC is presented in different settings, there are increasing requests for collaboration. DCTC will need to be strategic about which of these it pursues. Among potential partners with which we already have ties are [Smart Cities Lab](#); [The Nature Conservancy's Cities Program](#); [The Urban Sustainability Directors' Network](#); and the [Emerald Corridor Collaborative](#), funded by the Seattle-based and Cascadia-focused Bullitt Foundation.

7. Smart Corridors

The most tangible demonstration of what the DCTC seeks to accomplish is the establishment of "Smart Corridors" on the campuses of the "DCT Network." The first three campuses in the Network are at PSU, OMSI and UBC. Future testbeds will likely include UW's three campuses, PDX International Airport and Microsoft headquarters in Redmond WA.

Urban-immersed

55 acres

Portland State University

Greenfield development

18 acres

Oregon Museum of Science & Industry

Autonomous

990 acres

University of British Columbia

Attachment G.4

The first "Smart Corridors" are currently being assembled on SW 4th Avenue and SW Broadway, between College St. and Mill St. on the PSU campus. The plan is to have up to a dozen different digital city applications co-located in a relatively restricted area, so that correlations across platforms can be explored and so that the public can learn about Smart Cities in convenient, well-visited locations.

DCTC's first contract will be with Brooklyn-based Numina, which uses anonymized video of traffic to document near-collisions of vehicles with bicycles and pedestrians. We will instrument four intersections on the PSU campus along SW 4th and SW Broadway, streets PBOT plans to re-engineer next year to separate bikes from traffic by a row of parked cars, part of the "Central City in Motion" initiative. These bikeways will extend north from PSU for two miles. Numina will allow before-and-after assessments of bicycle and vehicle traffic. The $30K Numina contract is being split with the City of Portland (PSU share is $23K). Anticipated launch is by October 2019.
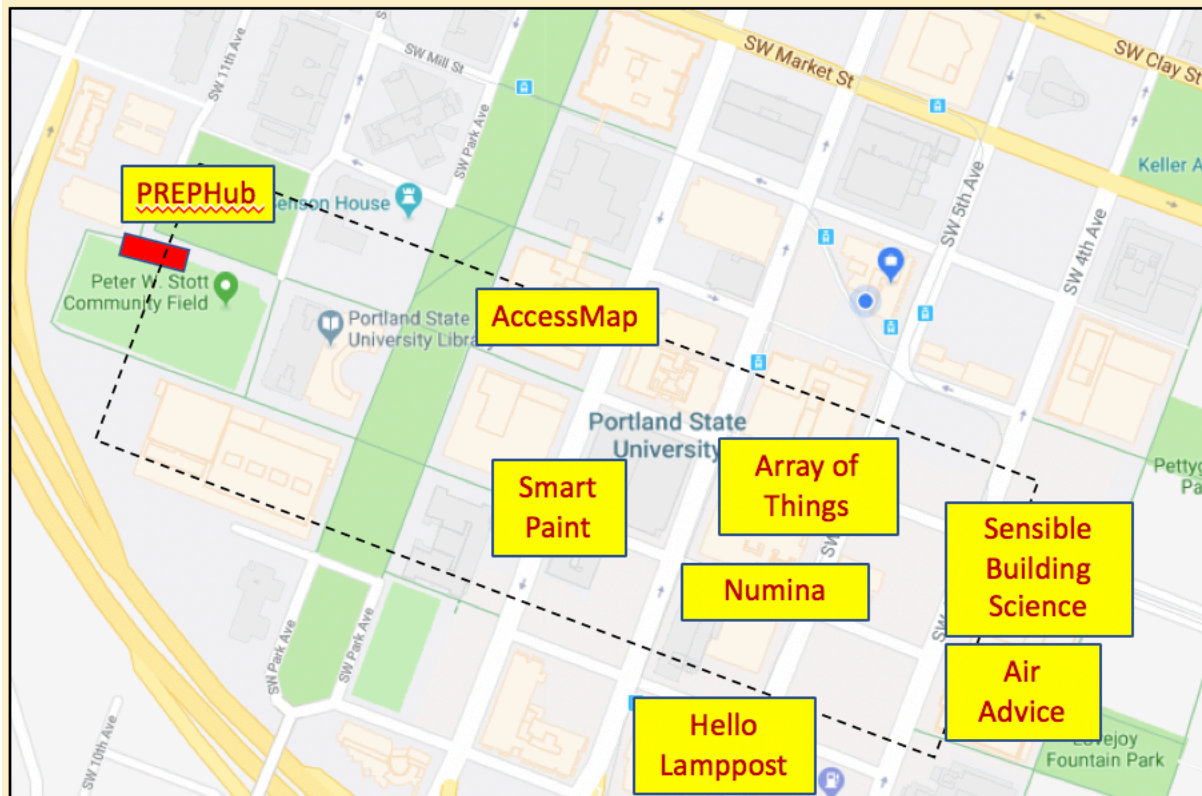
Other technologies that we are considering installing in the same locations are several that improve accessibility, including "smart paint," AccessMap, and Aira; PREPHubs, which help residents prepare for and recover from disasters; Hello Lamppost, which playfully engages the public; Sensible Building Science, which uses Wi-Fi router traffic to calculate room occupancy and adjust lighting and HVAC systems, Array of Things, which measures outdoor air quality and Air Advice for indoor air quality. We are talking with the leaders of all of these organizations about opportunities DCTC can offer to get their products and services tested in multiple sites. We anticipate that Sensible Building Science, Hello Lamppost, Smart Paint and AccessMap will

all be deployed in FY 2020. Construction of the first PREPHub, on the PSU campus, will break ground in September 2019. These installations will likely cost around $150K for FY 2020.

The primary goal of Smart Corridors is to provide more data-rich testbeds where new applications can be deployed, assessed, adjusted and combined. This approach, which promotes interoperability among a diversity of specialized vendors in an open-source framework, contrasts with the strategy that cities like Toronto have adopted of hiring a single large technology company to provide all urban data services. DCTC seeks to help Portland become a national laboratory for open source urban data systems.

8. Smart Regions

The benefits of digital cities can be amplified when the lessons they learn are widely shared. This is one reason why DCTC is establishing a network of campus testbeds, rather than focusing on just one. Multiple campuses allow technologies to be evaluated under varying conditions of topography, vegetation, traffic, building stock, regulatory frameworks, corporate landscapes and political orientation. At the same time, by initially concentrating on campuses in the Pacific Northwest, several of these variables—like climate, political orientation and vegetation—tend to be more uniform, allowing for simpler comparisons.

DCTC's focus on Cascadia parallels increasing interest in this particular region. NIST's Smart Regions initiative, launched in 2019, is exploring how groups of cities can coordinate their technology deployments. The Cascadia Innovation Corridor (CIC) initiative, begun in 2015 by Challenge Seattle, the British Columbia Business Council and Microsoft, seeks to build a technology corridor between Vancouver and Seattle (and Portland). The long-range goal of CIC is to have high-speed rail connect Cascadia's three metros. In the interim, the initiative seeks greater economic development collaboration, which is linked to research connectivity between the region's universities. The Cascadia Urban Analytics Cooperative is a joint research program between UBC and UW focused on urban data and funded by Microsoft; it has recently expanded to include PSU and Portland.

By linking with many of these programs, DCTC is able to tap into a wealth of academic, corporate and government talent. In particular, by setting up testbed campuses in Seattle and Vancouver, we can bring faculty expertise from UW and UBC to our digital city investigations. These connections also increase the competitiveness of our research proposals.

9. FY 2020 and beyond

The top DCTC priorities for FY 2020 are to: (1) continue to sharpen the value proposition for the Center and grow faculty and student research that supports it; (2) deploy technology within one or more campus testbeds to explore key research questions facing those geographies; and (3) continue to submit competitive federal, corporate and foundation proposals to expand and sustain the work. Our first DCTC Board Meeting will be held September 8-9, just before NIST's "Global City Tech Jam" smart city conference, being convened at PSU September 10-12, 2019,

Attachment G.4

and where DCTC is organizing a session on the Cascadia Corridor. DCTC is also organizing a session on accessible technology at the MetroLab Network Annual Meeting in Boulder in September 2019. In fall 2019 we will bring together interested faculty members to explore additional new projects and launch a major "smart urban forest" initiative at PSU. Proposals will be developed for submittal to NSF's Smart and Connected Communities, AccelNet and Urban Sustainability Convergence programs.

The principal challenges faced by DCTC arise from the fact that it is a new initiative, not building directly on a previous coordinated research program at PSU. Finding ways to better incentivize faculty to participate, assembling a cohort of student researchers and attracting more outside investment are immediate priorities.

Appendix 1 – Faculty members affiliated with DCTC

Jola Ajibade	Geography
Bob Bass	Electrical and Computer Engineering
Niru Bulusu	Computer Science and Engineering
Heejun Chang	Geography
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
Wilf Pinfold	Computer Science and Engineering
Thomas Schumacher	Civil and Environmental Engineering
Vivek Shandas	Toulan School of Urban Studies and Planning
Erin Spottswood	Communications
Martin Swobodzinski	Geography
Mrinalini Tankha	Anthropology
Kristin Tufte	Computer Science and Engineering
Yu Xiao	Toulan School of Urban Studies and Planning

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Appendix 2 – DCTC Advisory Board members

Richard Beckwith   Intel Corporation, Hillsboro
Kathy Berg   ZGF Architects, Portland
Christopher Broderick University Communications, PSU, Portland
David DeVos   PGIM Real Estate, Chicago
Jason Franklin   Campus Planning and Design, PSU, Portland
Antonie Jetter   Engineering & Technology Management, PSU, Portland
Margaret Kirkpatrick Pearl Legal Group, Portland
Ben Levine   MetroLab Network, Washington DC
Kevin Martin   Bureau of Planning and Sustainability, City of Portland
Michael Mattmiller   Microsoft Corporation, Redmond WA
Rob Melnick   Arizona State University, Tempe AZ
John Metras   Facilities, University of British Columbia, Vancouver BC
Skip Newberry   Technology Association of Oregon, Portland
Amy Parker   Special Education, Portland State University, Portland
Sokwoo Rhee   National Institute of Standards and Technology, Washington DC
Neelima Shah   Bullitt Foundation, Seattle