Faculty Senate Monthly Packet February 2020

Portland State University Faculty Senate

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

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

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

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

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

Introduction of amendment to Faculty Constitution

www.pdx.edu/faculty-senate
To: Faculty Senators and Ex-officio Members of the Faculty Senate
From: Richard H. Beyler, Secretary to the Faculty

Faculty Senate will meet on 3 February 2020 at 3:00 p.m. in Cramer Hall 53.

AGENDA

A. Roll Call and Consent Agenda [see also E.1]
* 1. Minutes of the 6 January 2020 meeting – Consent Agenda
* 2. Notice of Senate Actions for January and OAA response – Consent Agenda

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

C. Discussion: issues of diversity, equity, and inclusion affecting the Faculty

D. Unfinished Business – none

E. New Business
* 1. Curricular proposals (GC, UCC, USC) – Consent Agenda
   2. Proposed amendment to the Faculty Constitution: Research Committee

   Procedural note: amendments to the Faculty Constitution are introduced for discussion, including consideration of modifications to the proposed text (amendments to the amendment) at one meeting, but without a vote on the final text. The vote on the final text takes place at the subsequent meeting.

F. Question Period

G. Reports from Officers of the Administration and from Committees
   1. President’s report
   2. Provost’s report

H. Adjournment

* See the following attachments. Complete curricular proposals are on-line:
A.1. Minutes for 6 January 2020 – Consent Agenda
A.2. January Notice of Senate Actions with OAA response – Consent Agenda
E.1.a-b. Curricular proposals (summaries) – Consent Agenda
### Faculty Senate Roster (60)

#### College of the Arts (4)
- **Dillard, Chuck** MUS 2020
- **James, Meredith** A+D 2020
- **Magaldi, Karin** TA 2021
- **TBD** 2020

#### 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
- **Gamburd, Michele** ANT 2022
- **Hsu, Chia Yin** HST 2020
- **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]

#### Maseeh College of Engineering & Computer Sci. (5)
- **Anderson, Tim** ETM 2021
- **Chrzanowska-Jeske, Malgorzata** ECE 2021
- **Donald, Duncan** ECE 2022
- **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)
- **Chaille, 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

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Newly elected senators in italics
* Interim appointment
† Member of Committee on Committees
Date: 10 October 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
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<tbody>
<tr>
<td>Adler, Sy</td>
<td>Interim Dean, College of Urban and Public Affairs</td>
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<tr>
<td>Allen, Clifford</td>
<td>Dean, The School of Business</td>
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<tr>
<td>Baccar, Cindy*</td>
<td>Advisory Council (2018-20)</td>
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<tr>
<td>Bangsberg, David</td>
<td>Dean, OHSU-PSU Joint School of Public Health</td>
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<tr>
<td>Beyler, Richard</td>
<td>Secretary to the Faculty</td>
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<td>Bielavitz, Thomas</td>
<td>Dean, University Library</td>
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<td>Boyce, Steven</td>
<td>Co-chair, Budget Committee</td>
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<td>Burgess, David</td>
<td>Chair, Intercollegiate Athletics Board</td>
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<td>Bynum, Leroy, Jr.</td>
<td>Dean, College of the Arts</td>
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<tr>
<td>Carlson, Matthew</td>
<td>Interim Dean, College of Liberal Arts and Sciences</td>
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<td>Caron, Julie</td>
<td>Interim Vice President for Global Diversity and Inclusion</td>
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<td>Carpenter, Rowanna</td>
<td>Steering Committee (2018-20); IFS (Jan. 2020-Dec. 2022)</td>
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<td>Chabon, Shelly</td>
<td>Vice Provost for Academic Personnel and Leadership Development</td>
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<td>Coleman, Claudia</td>
<td>Chair, Honors Council</td>
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<td>Coll, Jose</td>
<td>Dean, School of Social Work</td>
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<tr>
<td>Corsi, Richard</td>
<td>Dean, Maseeh College of Engineering &amp; Computer Science</td>
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<td>Cruzan, Mitchell</td>
<td>Co-Chair, Budget Committee Committees</td>
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<td>Duh, Geoffrey</td>
<td>Chair, Academic Requirements Committee</td>
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<td>Epstein, Josh</td>
<td>Chair, General Student Affairs Committee</td>
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<td>Gamburd, Michele*</td>
<td>Presiding Officer Elect, Advisory Council (2019-21)</td>
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<tr>
<td>Gibson, Violet</td>
<td>President, ASPSU</td>
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<td>Ginley, Susan</td>
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<td>Greco, Gina</td>
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<td>Hansen, David*</td>
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<td>Hendricks, Arthur</td>
<td>Co-chair, Educational Policy Committee</td>
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<td>Jaén Portillo, Isabel</td>
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<td>Jeffords, Susan</td>
<td>Provost &amp; Vice President for Academic Affairs</td>
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<td>Kirtley, Suan</td>
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<td>Loikith, Paul</td>
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<td>Luckett, Thomas</td>
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<td>Lynn, Marvin</td>
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<td>Maddox, David</td>
<td>Interim Vice Provost for Academic Budget and Planning</td>
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<td>Merrow, Kathleen</td>
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<td>Millay, Lea</td>
<td>Chair, Library Committee</td>
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<td>Miller, Michele</td>
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<td>Percy, Stephen</td>
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<td>Podrabsky, Jason</td>
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<td>Reynolds, Kevin</td>
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<td>Sager, Alexander</td>
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<td>Sanchez, Becky*</td>
<td>IFS (Sep. 2019-Dec. 2020)</td>
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<td>Spencer, Randy</td>
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<td>Toppe, Michele</td>
<td>Vice Provost for Student Affairs &amp; Dean of Student Life</td>
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<td>Webb, Rachel</td>
<td>Advisory Council (2019-21)</td>
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<td>Wooster, Rossitza</td>
<td>Dean, Graduate School</td>
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<td>Zonoozy, Khalil</td>
<td>Adjunct faculty representative</td>
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<td>_________________</td>
<td>Chair, Faculty Development Committee</td>
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* Also an elected senator • Administrative members in italics • Date: 23 September 2019
Minutes of the Portland State University Faculty Senate Meeting, 6 January 2020

Presiding Officer: Michele Gamburd (acting)
Secretary: Richard Beyler


Alternate present: Friedrich Schuler for Hsu.

Senators absent: Bryson, Chrzanowska-Jeske, Dolidon, George, Hansen, Limbu.

Ex-officio members present: Allen, Bangsberg, Beyler, Bielavitz, Burgess, Carpenter, Chabon, Cruzan, Duh, Ginley, Jeffords, Knepple, Loikith, Luckett, Lynn, Podrabsky, Spencer, Webb, Zonoozy.

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

1. Minutes of the 2 December 2019 meeting were approved as part of the Consent Agenda.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

Presiding Officer Elect GAMBURD substituted as chair for Presiding Officer JAÉN PORTILLO. JAÉN had asked GAMBURD to mention several likely upcoming items. Senate will look at diversity, equity, and inclusion for faculty work, academic programs, and student success. Other potential upcoming issues include administrative moratoriums on academic programs, the Confucius Institute contract renewal, and the process for administrative searches. We will probably be some proposals to restructure Faculty committees in areas such as research, information technology, and student co-curricular activities. Faculty who have ideas, questions, or concerns about these topics should contact Steering Committee.

GAMBURD reminded senators to: state their name when intervening; keep interventions brief; and wait to intervene again until others have had a chance to express their views.

2. Announcements from Secretary

BEYLER announced that two items were dropped from the agenda. President PERCY was out of town [item G.1]. Also the co-chair of the Ad-Hoc Committee on Open Access Publication indicated that they are not quite ready to present [item G.3].

3. Announcement from Sean McKay, Chief Information Security Officer

Sean MCKAY, Chief Information Security Officer for the University, announced that Duo dual-factor authentication for remote access to on-line systems would soon be required for all employees. [For slides see Appendix B.3.] MCKAY gave some background. Duo for remote access using VPN [Virtual Private Network] was introduced in 2015. In 2017 it was introduced as optional for logging into Gmail,
Banweb, etc., and certain departments started requiring all their employees to use it because of elevated levels of access to restricted data. In 2019, it became required for all administrative users within Banner. It’s now time to roll out Duo for all employees.

MCKAY described Duo as comprising something you know, i.e., password; and something you have, such as a smart phone, fob, land-line phone, etc. On the single sign-on screen, you enter username and password; then, responding to a notification to your device allows system access. It is an extra layer of protection for research and student data. Account compromise is the largest data security threat across higher education. Dual authentication means that even if you accidentally send information in a fishing attack, it’s not easy to compromise your account. Enabling Duo also means that your password doesn’t have to be changed every 180 days, but rather every two years.

From FBI and DHS briefings, MCKAY learned that the main threat to information systems is low-cost fishing attacks which trick users to giving away access. With Duo, even if an attacker gains username and password, they lack the second factor. In a recent example, an e-mail account with a message containing over 600 Social Security numbers was compromised to a Russian criminal operation. With dual-authentication, the criminals could not have accessed this account. Federal agencies are recommending use of two-factor authentication. Often it is also required by research grants.

Duo can work with a variety of devices: smart watches, mobile phones, land-line phones. If you don’t want to use a personal communication device, there are also fobs which use a numerical code. Trusted devices can be “remembered” for thirty days.

MCKAY said the go-live date is February 25th; address questions to security@pdx.edu.

KARAVANIC asked for recommendations for travel outside of the country. MCKAY recommended using the token. If you don’t have data or messaging access, the phone app can generate a numerical code. You can also use a fob.

It was asked whether fobs are available to students. MCKAY: for purchase, but not for free. Follow-up: there was no phone access in the lab, so students were getting locked out. MCKAY responded that the Duo app can produce an access code even without connectivity, generated mathematically for any given account.

FENG noted that it’s also possible to use a YubiKey, which costs about $20. MCKAY agreed, but noted that this doesn’t work with a mobile device.

C. DISCUSSION  – none

D. UNFINISHED BUSINESS

1. Amendment to Faculty Constitution: updating language for COE

GAMBURD introduced the next four items: constitutional amendments to change out-of-date language. No functional change is intended. Advisory Council had advised that the amendments should be voted on separately.

KARAVANIC/THIEMAN moved to amend the Constitution of the Portland State University Faculty:

   In Article IV, Section 4.1, paragraph 3 [definition of Faculty Senate division], replace “Graduate School of Education [GSE]” with “College of Education [COE]”.


[There was a five-minute break in order to address a technical problem.]

The amendment was approved by the necessary two-thirds majority (48 yes, 2 no, 0 abstain, recorded by clicker).

2. **Amendment to Faculty Constitution: LIB representation on FDC**

HOLT/WATANABE moved to amend the Constitution of the Portland State University Faculty:

   In Article IV, Section 4.4.g [membership of Faculty Development Committee], delete “two from the Library.”

The amendment was approved by the necessary two-thirds majority (49 yes, 2 no, 0 abstain, recorded by clicker).

3. **Amendment to Faculty Constitution: updating language for VProv. f. Stud. Affairs**

HOLT/WATANABE moved to amend the Constitution of the Portland State University Faculty:

   In Article IV, Section 4.4.i [membership of General Student Affairs Committee], replace “Vice President for Enrollment Management and Student Affairs” with “Vice Provost for Student Affairs”.

The amendment was approved by the necessary two-thirds majority (49 yes, 1 no, 0 abstain, recorded by clicker).

4. **Amendment to Faculty Constitution: updating language for HECC**

KARAVANIC/EMERY moved to amend the Constitution of the Portland State University Faculty:

   In Article V, Section 4.1 [disposition of new program proposals], replace “State Board of Higher Education” with “Higher Education Coordinating Commission”.

The amendment was approved by the necessary two-thirds majority (47 yes, 1 no, 0 abstain, recorded by clicker).

5. **Resolution on support of research and PSU (Steering Committee)**

EMERY/HOLT moved the resolution given in January Agenda Attachment D.5,

GAMBURD noted that this item was on the December agenda but we did not have time to consider it. It represented a way for Senate to weigh in on the difficult situation of research support at PSU, as discussed by Jason PODRABSKY at the last meeting, and to advocate for finding a long-term, stable solution for support of research.

PALMITER was in favor of the concept, but concerned about the last three bullet-points: address the current crisis, develop a stable structure, envision a durable framework. They are not specific as to means. How will we be able to measure success? She wished to hear more specifically from the drafters what they expected to see as results.

GAMBURD said that the text of the resolution came from Steering Committee, and was intended to register Senate’s concerns. However, the text also reflected a sense that we so did not want to make specific demands in a context of possible cuts across campus.
HOLT respecting the question, said that Steering Committee heard from PODRABSKY [before the December Senate meeting] and were shocked at the situation in his office, and that many faculty were unable to get the help they need to apply for grants, etc. That was why Steering asked him to talk to Senate. The question seems to be, “Should we put more teeth into it?” He [HOLT] believed not; we’re voting to make the administration and Board of Trustees aware of our concern. We don’t have the answer, but want to work on it together with them. It is a call for the administration to put it on the to-do list.

KARAVANIC felt that it can be useful as a show of concern to the Board by expressing fears and concerns in a clear and concise way. Even though it doesn’t state a specific solution, it states the importance to the Faculty of this issue.

WATANABE supported the resolution as voicing the concerns of Faculty Senate. In December we heard about the problem, but then what? In the spirit of Senate having a voice, this is meaningful.

The resolution as given in Attachment D.5 was approved (45 yes, 1 no, 3 abstain).

E. NEW BUSINESS

1. Curricular proposals – Consent Agenda

The new courses and changes to courses, programs, and University Studies upper-division clusters listed in January Agenda Attachment E.1 were approved as part of the Consent Agenda, there having been no objection before the end of Roll Call.

2. New program: Certificate in Consumer Products Retail (SB via UCC)

DIMOND/SANCHEZ moved the proposal for a pre-baccalaureate undergraduate Certificate in Consumer Products Retail as summarized in January Agenda Attachment E.2 and given in full in the Online Curriculum Management System.

GINLEY, chair of UCC, said that the committee approved the proposal unanimously as well-written and evidently fulfilling a need in the community.

The Certificate in Consumer Products Retail as summarized in Attachment E.2 was approved (45 yes, 4 no, 0 abstain, recorded by clicker).

F. QUESTION PERIOD – none

F. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. President’s report – None, as the President was out of town.

2. Provost’s report

JEFFORDS reiterated an invitation to the Winter Symposium on Jan. 29th, 8:00-12:30, on student mindset and its impact on success. Dr. Omid Fotuhi, a leading researcher in this field, will be the presenter; he will also meet with student focus groups in the afternoon.

She distributed the call for nominations for the Faculty and Staff Excellence Awards [see https://www.pdx.edu/academic-affairs/call-for-nominations-excellence-awards.]

Regarding the search for the Dean of CLAS, JEFFORDS announced that they were in negotiations with a final candidate and she hoped to make a formal announcement soon.
She acknowledged the contributions of the search committee, chaired by David BANGSBERG.

JEFFORDS adverted to the budget allocation process within the Office of Academic Affairs, in the context of the non-rosy overall University budget picture. Taking this conversation to the community, there will be town halls on January 22nd and 24th.

HOLT asked about changes in advising: in moving from a specialist to a generalist model, his department (WLL) no longer had a dedicated advisor for majors. His WLL colleagues felt that this was not a good idea for student success. It’s necessary to have someone who knows what students should do within the major.

JEFFORDS: others had expressed similar concerns. She had multiple opportunities to talk about this with Carla HARCLEROAD, who oversees advising. JEFFORDS’ opinion probably differs from [HOLT’s]. Nationally there is a movement towards more centralized advising, such as our pathways model. The rationale is that advisors can be multi-trained to support various needs of students. We don’t want a student to get advice about only one program, express interest in another program, and then be told they have to talk to someone else. That undermines retention. Having a sense of multiple options enhances student engagement. The tradeoff is detailed knowledge about specific courses, etc. National research shows that a more general approach gives a bigger payoff. There may be a fear that students are turned away from specific courses, JEFFORDS said, but she knows for a fact that advisors are not discouraging students from taking courses in any particular area. A second reason for cross-training is that it avoids situations in which a student is told, “There’s no one to talk with you now”—an advisor is booked for several weeks when an important decision is due. In this model, if one person is booked, another advisor can still help them. A further advantage at the institutional level is that we can shift advisor workloads so they are more equitable.

JAMES asked if this could be reconsidered depending on the degree being offered. For the BFA, there are around 130 credits specific to the major. For that level of complexity it’s hard to take a generalist approach; there are not many credits that can be shifted and reapplied. Engineering majors might be similar. In a professional preparation track, there’s something specific about needing to keep students on track. JEFFORDS said she would have to do more work to understand how those majors are being advised, and if there are problems with mis-advising. She would be glad to discuss this further with HARCLEROAD together with faculty from those programs.

FIORILLO believed that in professional programs, the challenge for advisors is the variety of nuances Experience with the curriculum is important for clarity; more experience with the curriculum means better quality advising. Another piece is connecting pathway advisors collaborating faculty. It’s true that inequities in workload have become visible and need to be addressed. When bringing in someone new, part of the training is getting up to speed with basic information, but also understanding curricular nuances. JEFFORDS agreed that there is a need for continued training. FIORILLO: what’s important is curriculum, process, and developmental maturation.

BRYSON said that SSW faculty initially had concerns about the pathway model, but found that academic professionals made fewer mistakes than [teaching] faculty. Career advising was missing, so that had to be build back in other ways. [Faculty] meeting
regularly with advisors has been critical to success. The system was working better than she had anticipated. JEFFORDS underscored the point that while some individual faculty may be good advisors, many are not. The faculty advising role is more to help students think about careers, professional goals, graduate school, etc.

LONEY said that School of Business faculty had not seen that students were able to see advisors more quickly in the pathways model—on the contrary, a longer timeframe. Could this be re-evaluated? JEFFORDS said that HARCLEROAD is eager to hear feedback and consider changes if necessary.

3. Report from Interinstitutional Faculty Senate

CARPENTER reported on the November meeting of Interinstitutional Faculty Senate [IFS]. There was an overview of the outcome-based state funding model. About half is based on mission differentiation—what’s special about a particular institution. The other half is activity-based allocation: student credit hours weighted by program and student type, and outcomes (degrees) weighted by student type. For CARPENTER the take-away is that since no new money is allocated, we are shifting around existing funding. If we do better, someone else will do worse, and vice versa. It’s therefore important that we continue to advocate for new money.

IFS also talked about dual-credit programs with high schools and community college. While acknowledging the value of the programs, IFS members had concerns about oversight and integrity of partnerships.

CARPENTER said there was also discussion of House Bill 2998, which mandates seamless transfer from community colleges to universities, with unified state-wide articulation agreements. Students are supposed to be able to transfer without losing credits. Implementation has moved from core curriculum to majors. There was much discussion about shared governance, because not every program looks the same across all seven state institutions. Major transfer maps (MTMs) are now available for English, biology, and elementary education. The mandate is to create three more per year, targeting degrees with the most transfer students and the largest credit loss.

Finally, CARPENTER said there was discussion of a situation at two universities (at least) in which third parties were being brought in to offer existing curriculum, or there was exploration of this idea. IFS raised concerns about oversight and approval process. TINKLER asked for more specifics. CARPENTER gave one example: according to an IFS colleague, at Eastern Oregon University there had been consideration of offering certain degrees in the Art Department on-line by a third party, who said they could bring in a certain number of students. In this case, it was decided that on-line format was not suitable. The colleague didn’t know whether there had been discussions in other departments. The notion was that the formal requirements would not change, but the delivery method would change considerably, which raised shared governance questions.

H. ADJOURNMENT

The meeting was adjourned at 4:22 p.m.
## Agenda

- History of 2 Factor Authentication (2FA) on campus
- What is 2FA, how does it work?
- Adoption across industry and higher ed
- What are the threats?
- Ease of use

## History of 2FA/Duo at PSU

- **2015**: Duo for VPN, Duo for all OIT Employees
- **2017**: Duo optional for SSO & ACH, Departments start requiring employees to use Duo for SSO
- **2019**: Duo for Banner Administrative Users
- **2020**: Duo for all employees

## How it works

1. **Something you know**
   
   Your password

2. **Something you have**
   
   Your smartphone
How it works

Extra layer of protection for our research and student data

Reduce risk of account compromise

Change your password every 2 years

Benefits of Duo
What are the threats?

- Business Email Compromise: #1 Threat to US organizations (aka phishing)
  Source: FBI, DHS
- 100% increase in losses due to BEC between May 2018 and July 2019
- Reported US losses from BEC is $10B of actual losses between October 2013 and July 2019
- Criminal business model
- Cheaper to just ask for the key
- Most of my Higher Ed colleagues are planning to implement mandatory 2FA

Higher Ed Adoption

- Boston University
- CalTech
- Clemson University
- Duke University
- Georgia Institute of Technology
- Miami University
- University of Idaho
- Oregon State University
- Reed College

From the Urban 22:
- Georgia State University
- University of Pittsburgh
- University of Houston
- University of Illinois at Chicago
- Temple University
- Indiana University, Purdue University, Indianapolis
- University of Toledo
- University of Massachusetts, Boston
- Virginia Commonwealth University
- University of Memphis
- Wayne State University
- University of Wisconsin–Milwaukee
- University of Alabama at Birmingham
- University of Missouri–St. Louis
- University of Cincinnati
- University of Missouri–Kansas City

Recommendations to use 2FA

The time is now

1. Easy win
2. Easy to use
3. Needed for research data security compliance
4. Lowers the impact of an account compromise
5. Most institutions are implementing 2 factor authentication
Easy to Use

Getting the word out

- PSU Currently
- Targeted emails to employees who have not signed up for Duo
- Updating the Single Sign On screen with a notice

Go Live: February 25
To: Susan Jeffords, Provost
From: Portland State University Faculty Senate
(Isabel Jaén Portillo, Presiding Officer; Richard Beyler, Secretary)
Date: 12 January 2020
Re: Notice of Senate Actions

At its regular meeting on 6 January 2020, Faculty Senate approved the curricular consent agenda with the new courses, changes to courses, changes to programs, and changes to University Studies upper-division clusters listed in Attachment E.1 to the January Agenda.

01-17-20: OAA concurs with the approved curricular consent agenda with the new courses, changes to courses, changes to programs, and changes to University Studies upper-division clusters.

Faculty Senate also voted to approve:

- with two-thirds majority, four amendments to the Constitution of the Portland State University Faculty, with wording as specified in Attachments D.1 through D.4;
  01-17-20: OAA concurs with the amendments to the Constitution of the Portland State University Faculty.

- a resolution, given in Attachment D.5, calling for solutions to immediate problems facing support for research at PSU and for the development of sustainable long-term structures to support research at PSU;
  01-17-20: OAA concurs with the resolution.

- an undergraduate (pre-baccalaureate) Certificate in Consumer Products Retail in the School of Business, as summarized in Attachment E.2 and specified in full in the On-line Curriculum Management System.
  01-17-20: OAA concurs with the course undergraduate certificate.

Best regards,

Isabel Jaen Portillo
Presiding Officer

Richard H. Beyler
Secretary to the Faculty
Attachment A.2

Susan Jeffords, Ph.D.
Provost and Vice President for Academic Affairs
8 January 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: February 2020 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

**College of the Arts**

**Drop Existing Courses**

E.1.a.1
- ArH 540 History of Architecture, 4 credits

E.1.a.2
- Art 540 Interactive Team, 4 credits

**College of Education**

**Elimination of Existing Program**

E.1.a.3
- Graduate Certificate in Addictions Counseling

**College of Liberal Arts and Sciences**

**Change to Existing Programs**

E.1.a.4
- Speech and Hearing Sciences MA/MS – revision to core requirements

**New Courses**

E.1.a.5
- *Anth 591 Culture, Vulnerability and Disaster Resilience, 4 credits

  This class discusses the distinctions between natural hazards and disasters, human-made and natural events, and sudden and slow-moving catastrophes. It considers the effects of preexisting social inequalities (e.g., race) and vulnerabilities (e.g., poverty) and examines individual, household, and community resilience as a function of social networks and social capital. The class also explores the roles of perceived risk, connectivity, and social memory. It concludes with an analysis on the successes and failures of humanitarian aid.

**Changes to Existing Courses**

E.1.a.6
- *Bi 540 Evolutionary Medicine, 3 credits – change credit hours from 3 to 4

* 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.
E.1.a.7
- *Eng 514 Contemporary Composition Theories, 4 credits – change course title to Composition Theory, change description, prerequisites, repeatability, and grading option

E.1.a.8
- *Eng 516 History of Rhetoric, 4 credits – change description, prerequisites, repeatability, and grading option

**College of Urban and Public Affairs**

**New Courses**

E.1.a.9
- EMCR 591 Culture, Vulnerability and Disaster Resilience, 4 credits
  This class discusses the distinctions between natural hazards and disasters, human-made and natural events, and sudden and slow-moving catastrophes. It considers the effects of preexisting social inequalities (e.g., race) and vulnerabilities (e.g., poverty) and examines individual, household, and community resilience as a function of social networks and social capital. The class also explores the roles of perceived risk, connectivity, and social memory. It concludes with an analysis on the successes and failures of humanitarian aid.

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* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.
8 January 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: February 2020 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

**College of the Arts**

**New Courses**

E.1.b.1
- Des 125 Show and Tell, 1 credit
  Introduces students to a wide range of practices and practitioners in the field of design. Students will become embedded with professionals in the graphic design community through a series of guest lectures and field trips.

E.1.b.2
- Des 140 Foundations in Motion, UI, and UX, 4 credits
  Introduction to working in digital media. Methods, strategies and processes for thinking creatively are investigated through execution in both motion graphics and UI/UX (user interface and user-experience) design. Emphasis is placed on projects that address design principles, materials and tools. Prerequisite: Des 120.

**Changes to Existing Courses**

E.1.b.3
- Art 131 Introduction to Drawing I, 4 credits – change description

E.1.b.4
- Art 303 Making and Meaning, 4 credits – change description and prerequisites

E.1.b.5
- Art 313 Textile Processes, 4 credits – change title to Textile Design, change description and prerequisites

E.1.b.6
- Art 316 Fabric and Form, 4 credits – change prerequisites

E.1.b.7
- Art 336 BFA: Research and Proposal, 4 credits – change prerequisites

E.1.b.8
- Art 371 Intermediate Printmaking: Thematic Processes, 4 credits – change description, prerequisites, and repeatability

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.
E.1.b.9
- Des 100 Introduction to Communication Design for Non-Art Majors, 4 credits – change title to Introduction to Communication Design for Non-Majors and change description

E.1.b.10
- Des 320 Communication Design Studio III, 4 credits – change title to Information Design and change prerequisites

E.1.b.11
- Des 321 Communication Design Studio IV, 6 credits – change title to Brand Lab

E.1.b.12
- Des 367 Design Business Practices, 4 credits – change prerequisites

Drop Existing Courses

E.1.b.13
- ArH 208 Introduction to Asian Art, 4 credits

E.1.b.14
- ArH 339U History of Architecture, 4 credits

E.1.b.15
- ArH 340 History of Architecture, 4 credits

School of Business

Changes to Existing Courses

E.1.b.16
- *Fin 473 Investment Analysis and Portfolio Management, 4 credits – change prerequisites

E.1.b.17
- *RE 439 Real Estate Valuation I, 4 credits – change prefix to Fin 439

College of Liberal Arts and Sciences

Change to Existing Program

E.1.b.18
- Chemistry BA/BS – revision to core requirements

New Courses

E.1.b.19
- *Anth 491 Culture, Vulnerability and Disaster Resilience
  This class discusses the distinctions between natural hazards and disasters, human-made and natural events, and sudden and slow-moving catastrophes. It considers the effects of preexisting social inequalities (e.g., race) and vulnerabilities (e.g., poverty) and examines individual, household, and community resilience as a function of social networks and social capital. The class also explores the roles of perceived risk, connectivity, and social memory. It concludes with an analysis on the successes and failures of humanitarian aid. Prerequisite: Upper-division standing.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.
E.1.b.20
• BSt 415 Race, Justice, and Punishment, 4 credits
  Examination of historical and contemporary incarceration in the U.S. including slavery, Reconstruction, and Jim Crow eras through the lens of race, class, gender, sexual identity, nationality, power and privilege. Responses to demands for justice and exploration of the use of racial ideologies in the development of a racialized prison/carceral system. Prerequisite: BSt 202 or permission of the chair.

E.1.b.21
• Ling 171 Pathways Introduction Seminar, 2 credits
  Supports students’ personal growth and academic transition from ESL course work to university course work. Students learn about university resources, policies, procedures, and expectations governing their degree study. Students engage in individualized academic activities and planning by making informed decisions and creating a one-year academic plan. Prerequisites: (Ling 131, Ling 134, and Ling 136) or placement into Ling 142, Ling 143, Ling 144, Ling 147 or higher.

E.1.b.22
• Ling 172 Pathways Intermediate Seminar, 2 credits
  Supports students in level 5 IELP classes as they take their first academic courses at PSU. The course focuses on transferring academic skills used in language-learning classrooms to content-specific academic classrooms. The work that students are doing in their IELP and PSU courses are the basis of most classroom activities. Students evaluate and update their academic plans in consultation with their academic advisor in their major, strengthening their connection to their academic departments. Prerequisites: Ling 142, Ling 143, Ling 144, Ling 147, and Ling 171.

E.1.b.23
• Ling 173 Pathways Final Seminar, 2 credits
  Concludes students’ preparation for full-time academic study in their next term. The focus of this course is academic literacy and goal development. Students link academic course work, co-curricular and extra-curricular opportunities, and career development as part of independently directing their academic planning. Prerequisites: Ling 142, Ling 143, Ling 144, Ling 147, and Ling 171.

E.1.b.24
• Ling 332U "Do I talk wrong?" Language Myths in the USA, 4 credits
  The nature of language and language myths to show how opinion and unexamined biases about language develop into language ideologies and, subsequently, shape language policy and US American culture.

E.1.b.25
• Ling 334U “You have the right to remain silent.”: Language and the Law, 4 credits
  Linguistic theory and practices used to provide evidence for the justice system.

E.1.b.26
• NAS 351 Indigenous Philosophy, 4 credits
  Surveys historical and contemporary indigenous philosophical writings on decolonization, epistemology, metaphysics, and ethics. The majority of the texts will be from authors such

* 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.
as Black Elk, Vine Deloria, Jr, and Leslie Marmon Silko, but sources from indigenous peoples across the globe should also be considered. Possible topics may include indigenous perspectives on sovereignty, proper human relationships with the land, waters, and animals, communication through storytelling, language, and dance, and gender-sexual identity.

Changes to Existing Courses

E.1.b.27
- *Bi 440 Evolutionary Medicine, 3 credits – change credits hours from 3 to 4

E.1.b.28
- Ch 335 Organic Chemistry II, 4 credits – change description and prerequisites

E.1.b.29
- Ch 336 Organic Chemistry III, 4 credits – change description and prerequisites

E.1.b.30
- *Ch 441 Physical Chemistry II, 4 credits – change prerequisites

E.1.b.31
- *Ch 491 Biochemistry: Enzymology and Metabolism, 4 credits – change prerequisites

E.1.b.32
- *Ch 492 Biochemistry: Nucleic Acids and Biological Information Flow, 4 credits – change prerequisites

E.1.b.33
- Eng 310U Children’s Literature, 4 credits – change title to Topics in Children’s and Young Adult Literature, change description, repeatability, and grading option

E.1.b.34
- Eng 331U Introduction to Rhetoric and Composition Studies, 4 credits – change title to Introduction to Rhetoric and Composition, change description, repeatability, and grading option

E.1.b.35
- *Eng 414 Contemporary Composition Theories, 4 credits – change title to Composition Theory, change description, repeatability, and grading option

E.1.b.36
- *Eng 416 History of Rhetoric, 4 credits – change description, repeatability, and grading option

E.1.b.37
- G 326 Numerical Modeling of Earth Systems, 5 credits – change course number to G 426, change credit hours from 5 to 4, change description and prerequisites

E.1.b.38
- G 434 Structural Geology and Tectonics, 5 credits – change prerequisites

E.1.b.39
- *G 443 Ground Water Geology, 4 credits – change prerequisites

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

E.1.b.40
- *G 446 Meteorites, 4 credits – change prerequisites

E.1.b.41
- *G 448 Chemical Hydrology, 4 credits – change prerequisites

E.1.b.42
- Wr 115 Introduction to College Writing, 4 credits – change description, repeatability, and grading option

E.1.b.43
- Wr 121 College Writing, 4 credits – change description, repeatability, and grading option

E.1.b.44
- Wr 200 Writing About Literature, 4 credits – change description, repeatability, and grading option

E.1.b.45
- Wr 210 Grammar Refresher, 2 credits – change description, repeatability, and grading option

E.1.b.46
- Wr 211 Writing Practice, 4 credits – change description, repeatability, and grading option

E.1.b.47
- Wr 222 Writing Research Papers, 4 credits – change description, repeatability, and grading option

E.1.b.48
- Wr 300 Topics in Composition, 4 credits – change title to Topics in Rhetoric and Composition, change description, repeatability, and grading option

E.1.b.49
- Wr 323 Writing as Critical Inquiry, 4 credits – change description, repeatability, and grading option

E.1.b.50
- Wr 333 Advanced Composition, 4 credits – change title to Advanced Essay Writing, change description, repeatability and grading option

E.1.b.51
- Wr 394 Writing Careers for English Majors, 4 credits – change title to Careers for English Majors, change description, repeatability, and grading option

E.1.b.52
- Wr 398 Writing Comics, 4 credits – change title to Topics: Writing Comics, change description, repeatability, and grading option