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Faculty Senate Monthly Packet April 2020

Portland State University Faculty Senate

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Faculty Senate, 6 April 2020

This meeting will take place as an on-line conference. Details on how to access the meeting will be provided to Senators and Ex-Officio Members. A link to a live-stream of the meeting will be posted to the Faculty Senate website (www.pdx.edu/faculty-senate). Others who wish to speak in the meeting should contact a Senator in advance, in order to be introduced for recognition by the Presiding Officer.

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.

Vote on amendments to the 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 6 April 2020 at **3:00 p.m.**

N.B.:

*This meeting will take place as an on-line conference using the Zoom platform. Senators and Ex-Officio Members will receive an invitation (link) to the meeting by e-mail. For important procedural details, see **Attachment B.1**. A link to a livestream of the meeting will be posted to the Faculty Senate website..*

*Senators represented by an **Alternate** must notify the Secretary no later than **noon** on Monday, April 6th.*

*Members of the PSU community (other than Senators or Ex-Officio Members) or the public who wish to speak during the meeting should ask a Senator to send notification, including an e-mail address where a meeting invitation can be sent, to the Presiding Officer and Secretary by **noon** on **Monday, April 6th**.*

*As part of the **Consent Agenda** for this meeting, the Presiding Officer may re-arrange the order of any agenda items, or postpone any items for consideration at a later meeting.*

*As always, items of business or procedure on the **Consent Agenda** are deemed to be approved without further discussion unless any Senator or Ex-Officio Member calls for separate consideration. Notice should be given to the Secretary or prior to the meeting if possible, and in any event before the end of Roll Call.*

AGENDA

  A. Roll Call and *Consent Agenda [see also E.1]*
*   1. Minutes of the 2 March 2020 meeting – *Consent Agenda*
*   2. Notice of Senate Actions for March 2020 and OAA response – *Consent Agenda*
     3. Presiding Officer may move or postpone any agenda items – *Consent Agenda*

  B. Announcements
*   1. Announcements from Presiding Officer, including on-line meeting procedures
     2. Announcements from Secretary
     3. Presentation from J. de Gruyter, Executive Director, OAI

  C. Discussion – Current health crisis: challenges and support

  D. Unfinished Business – *proposed constitutional amendments introduced in March*
*   1. Constitutional amendment: re-ordering list of committees
*   2. Constitutional amendment: creation of Academic Computing Infrastructure Committee
*   3. Constitutional amendment: creation of University Research Committee

E. New Business
*   1. Curricular proposals (GC, UCC, USC) – *Consent Agenda*

F. Question Period

G. Reports from Officers of the Administration and from Committees
    1. President's report
    2. Provost's report
*   3. Temporary P/NP policy change for Spring 2020 – C. Baccar et al.
*   4. Report from Budget Committee – M. Cruzan & S. Boyce
*   5. Report from Ad-Hoc Committee on Open-Access Publications – M. Clark & K. Bjork

H. Adjournment

* See the following attachments. Complete curricular proposals are on-line:
     https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard
A.1. Minutes for 2 March 2020 – *Consent Agenda*
A.2. March Senate actions & OAA response– *Consent Agenda*
B.1. On-line meeting procedures
D. Constitutional amendments
E.1.a-c. Curricular proposals (summaries) – *Consent Agenda*
G.3. Temporary P/NP policy change
G.4. BC letter to TRAC
G.5. AHC-OAP 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
†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]		2020

Maseeh College of Engineering & Computer Sci. (5)

Anderson, Tim	ETM	2021
Chrzanowska-Jeske, Malgorzata	ECE	2021
Duncan, Donald	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)

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: 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.

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*
Coleman, Claudia	Chair, Honors Council
Coll, Jose	*Dean, School of Social Work*
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 Portland State University Faculty Senate Meeting, 2 March 2020

Presiding Officer: Isabel Jaén Portillo

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Baccar, Chaillé, Dillard, Dimond, Dolidon, Duncan, Eastin, Emery, Eppley, Faaleava, Farahmandpur, Feng, Fiorillo, Flores, Fountain, Gamburd, George, Greco, Hansen, Henderson, Holt, Hsu, Ingersoll, Izumi, James, Jedynak, Karavanic, Kinsella, Lafferriere, Limbu, Lindsay, Lupro, May, Mosier, Newlands, Oschwald, Palmiter, Reitenauer, Sanchez, Sugimoto, Thanheiser, Watanabe.

Alternates present: Kara Hayes for Harris, Bernd Ferner for Thieman.

Senators absent: Broussard, Bryson, Chrzanowska-Jeske, Fritz, Kennedy, Labissiere, Lafrenz, Magaldi, Matlick, Meyer, Thorne, Tinkler.

Ex-officio members present: Bangsberg, Beyler, Bielavitz, Burgess, Caron, Carpenter, Chabon, Cruzan, Ginley, Jaén Portillo, Jeffords, Loikith, Luckett, Lynn, Percy, Podrabsky, Sager, Webb, Wooster, Zonoozy.

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

1. **Minutes** from **3 February 2020** were **approved** as part of the *Consent Agenda* with one correction: in p. 42, paragraph 7, line 1 (Provost's Report) it should read "Transfer and Continuing Student Resource Center." This change was made without objection.

B. **ANNOUNCEMENTS**

1. **Announcements from Presiding Officer**

   JAÉN PORTILLO encouraged senators to circulate "What's Happening in Faculty Senate" to colleagues, and also to convey concerns or questions from them to Steering Commnittee. Due to the full agenda, JAÉN reminded senators of the rules for debate.

2. **Announcements from Secretary**

   Looking to the annual elections, BEYLER asked that senators who definitely know that they will not be continuing their terms next year let him know (in confidence).

C. **DISCUSSION** – *none*

D. **UNFINISHED BUSINESS**

1. **Resolution recommending creation of new Teaching Professor ranks** (AHC-ANTTF) – *postponed from November*

   JAÉN recognized Jennifer KERNS, co-chair of the Ad-Hoc Committee on Advancement for Non-Tenure-Track Faculty. KERNS stated that in 2018 along with colleagues David HANSEN, Lemmy MEEKISHO, DeLys OSTLUND, Jeanette PALMITER, Gayle THIEMAN, Rachel WEBB, David WEBER, Ron WITCZAK, as well initially Steve PERCY, were convened as an ad-hoc committee with the charge to address inequities for non-tenure-track faculty. In November 2019, they presented a resolution [**November Agenda Attachment E.4**] which generated concerns; it was postponed until the committee had clarified these issues. The committee was now ready to proceed with further discussion namely, with a proposed amendment to the original resolution.

WEBB/HANSEN moved to **amend** the text of the motion to that given in **March Agenda Attachment D.1.a**.

Discussion of amendment D.1.a:

FARAHMANDPUR: what is the distinction from fixed-term faculty? KERNS said that the University uses this term for faculty who are in temporary appointments, with a maximum (she believed) of three years. The present discussion referred to instructional faculty eligible for continuous appointment. FARAHMANDPUR wondered what were the respective criteria. KERNS said this varied widely depending on the unit. Before 2014, some people with Ph.D.'s were hired as assistant professors, some as senior instructors. She understood that Senate, OAA, and AAUP were trying to regularize this.

JAMES: when is the review and evaluation for non-tenure-track faculty [NTTF], and how does this compare to with tenure-track positions? KERNS: Senate, along with OAA and AAUP, created a review process for continuous appointment, also known as milestone review, after six years. JAMES: does the milestone review include external evaluation? KERNS: no. This is the process that was created by Senate. Criteria are established at unit levels; they include excellence and innovation in teaching.

HOLT clarified that we were voting on amendment D.1.a. LIMBU: specifically page 2 of 2. He was interested in the phrase "undergraduate and/or graduate students." KERNS: the committee discussed this. The practice for or against graduate teaching varied among units. LIMBU's concern was that it may be demanding to be asked to teach graduate courses. We should protect colleagues by making this a possibility but not an expectation. EPPLEY wondered, if some departments did not have graduate teaching [for these new ranks] and if they don't necessarily require a Ph.D., how do they differ from the instructor ranks? KERNS: this would be covered presently. KARAVANIC: what exactly has changed? KERNS: sentences 2 and 3.

The motion to **amend** the text of the resolution to that given in **Attachment D.1.a** was **approved** [37 yes, 7 no, 0 abstain, recorded by clicker].

Discussion of main motion as amended:

KERNS reviewed the background [see **March Agenda Attachment D.1.b**]. AHC-ANTTF was charged with investigating inequities among non-tenure-track faculty ranks (not between these and other ranks). Committee members unanimously believed that this proposal could be a solution for inequities among NTTF. There may be inequities elsewhere; they focused, however, on two particular issues. 1) Based upon date of hire, [NTTF] hired before 16 September 2014 might have been able to access the parallel professorial ranks; those hired after that cannot, even if they have the same kind of credentials and experience. 2) Faculty hired before then cannot be promoted above assistant professor unless they do work outside their contractual requirements.

KERNS continued: there are currently three sets of ranks available to NTTF–Research Professor series, Clinical Professor/Professor of Practice series in certain units, and Instructor series. These ranks were adopted under regulations of the then Oregon University System. [The committee] believes that these ranks do not provide an adequate description of the work and expertise, and that we should, as do many other universities in North American, offer a series of Teaching Professor ranks. Clinical Professor /

Professor of Practice ranks usually have some kind of licensure. This is not the case for those [in the potential Teaching Professor series]. They usually have a doctorate, or other exceptional recognition or professional expertise. KERNS noted that a majority of NTTF at PSU are women, and a majority of tenure-track faculty are men.

KERNS: it is not a six-tiered promotion process. People with appropriate qualifications would be hired as Assistant Teaching Professor. It's outside the charge of the task force, but there could be a process for re-ranking those currently in other NTTF ranks.

KERNS continued: excellence in teaching is connected with student success, and given that about a third of student credit hours are taught by faculty in this category, there is a warrant for change. Valuing teaching-intensive faculty doesn't take anything away from others, she said, but promotes and shares opportunity. There is data that it is correlated to student success and retention. The concept is not the committee's invention, but something that has been happening throughout the country. A search of higher education job [announcements] for the term "teaching professor" got 224 results, the majority of which were for non-tenure-track positions. Tenure for teaching is not the current topic.

KERNS reiterated that the committee was not attempting to fix all inequities on campus, but had a limited focus. She noted that some faculty who were eligible for the Professor of Practice ranks were not able to access them because of differing policies among units; that was a related but separate issue.

FARAHMANDPUR: how many would we have at this rank? KERNS: it would affect about eighty people, incluing only those with PhD's There may be others who could access these ranks based on outstanding achievements and recognition in their field. FARAHMANDPUR: what is the workload? For NTTF this is usually 36 [credit hours annually] teaching, 9 service, and 0 research. Is the workload comparable or different? KERNS: the typical teaching load is 3-3-3 [courses per term], with about 10% in service.

HSU asked if the review process would change from the current one [for NTTF], which does not require outside review. How does the review process for the new ranks compare to that for the existing Research Professor, Clinical Professor ranks? Is there uniformity? KERNS: this resolution does not put forward promotion and tenure guidelines. Another committee would have to be formed to determine those.

GRECO was aware of inequity of hiring date as a reason for access or not to particular ranks. She was concerned, however, for those who have MA's. In [WLL], at least two-thirds of NTTF do not have PhD's, but do the same work as those with PhD's She was afraid that this would create, de facto, a new kind of inequity, with different pay for the same work. KERNS: this is something we agonized about–how to bring as many stakeholders as possible to be comfortable with this. Perhaps there can be something in the process of re-ranking to recognize years of service. WEBB: something that came up on the committee's discussion was that even having a PhD did not automatically mean re-ranking, if you're only doing the duties of an instructor. For example, with Senior Instructor II's who are teaching graduate students, innovating curriculum, things beyond the contract, his may apply. Units will handle re-ranking differently. KERNS: a difference might be between someone who's teaching a 101 section vs. someone teaching a 400-level literature class.

GEORGE: UNST has about twenty NTTF. About one-third have master's degrees; they are teaching the same courses; they are all excellent. Based on these criteria, they would all be in the Teaching Professor ranks. What then are the Instructor ranks? KERNS heard in conversations that there was a lot of resistance to opening these up to people with PhD's, but if there is a consensus we could talk about removing that distinction. She wanted equity, but also maximum buy-in. GEORGE: isn't it illegal to have two different job categories for people with the same duties?

EPPLEY believed that having the date as the determining factor was unfair, but that leaving the criteria up to the department would be worse, because that is where bias could come in–when there isn't a clear [criterion]. If there are not clear categories, there is the possibility of worse problems. KERNS: the committee did not enter into job descriptions. EPPLEY: now there are clear categories–a reseach category, a teaching category, and a teaching-and-research category. Now we are splitting the teaching category. It's unclear for departments how to do that, and could open up implicit bias.

LONEY said that in SB there were many NTTF with master's degress who had been there for a long time and were amazing faculty. She was concerned about the word "rare" [in line 4 of the last paragraph], which she believed meant that exceptions would not happen. She suggested that for someone hired into the Instructor ranks for whom this became really their career, there would be path for them to switch over.

LONEY/SANCHEZ **moved to amend** by striking the word "rare" in line 4 of the last paragraph.

Discussion of amendment to strike "rare":

LUCKETT understood that the current wording was lifted from the P&T Guidelines describing tenure-line ranks. Existing language has been moved into this space. He suggested that if we want to revist that language, we should do so globally rather than in just this instance.

KARAVANIC: if we strike the word, what then is the difference from the Instructor ranks? The proposed amendment made her more confused about the reasons for the new ranks. She could not see how to meaningfully divide between the two series.

The **motion to amend** by striking "rare" was **not approved** [21 yes, 23 no, 1 abstain, recorded by clicker].

Return to discussion of main motion as amended by D.1.a:

KINSELLA liked the proposal. Was it correct that the P&T Guidelines would be modified to provide general guidelines for promotion between these ranks, but that departments would specify their own particular criteria? KERNS: yes, as we do now.

REITENAUER was troubled that we seem to be making it more difficult for those without a PhD or terminal degree to be re-ranked, yet she felt we have to act in the direction of equity. The fact that we get this [one aspect] wrong is not a reason to do the hard work of getting [the rest] right. We shouldn't make that argument with other kinds of equity challenges: believe that we're not good at this, and so not touch it. These equity issues affect students as well. She hoped that units would to the right thing, and help faculty to be re-ranked and recognized for their achievements in teaching. This is

us: we are all faculty trying to do the work of helping our students succeed. This was a first step to doing better. Even with these reservations, she supported this effort.

HANSEN: is the expectation of holding the highest degree in the field the same as for Professors of Practice or other NTTF ranks? KERNS did not know the answer immediately. BEYLER noted that the PSU Standards (copied over from the previous OUS rules), in the definition of Professor of Practice, don't make any reference to degree qualifications but rather to licensure or certification. The Research Professor series refers to level normally appropriate for a Professorial rank.

MOSIER had taught in a fixed-term appointment, and also as an Assistant Professor of Practice. It is the difference of a living wage in Portland. She worried that we are throwing out the baby with the bathwater; the "rare" may be disconcerting, but it's important to think about how to increase equity. Two-thirds of higher education teaching is done by people not on the tenure track.

EPPLEY did not understand why we are keeping the Instructor rank, if it is not a living wage. WEBB noted that she does not have a PhD, and she does not teach upper-division courses. She would not qualify for every rank. Some units are almost all PhD's, some not. EPPLEY: if they are doing the same work, they should have the same wage. WEBB: it's not necessarily the same work. She has a colleague with a PhD who is teaching upper-division courses who is paid less. EASTIN noted that we are not debating anything about compensation. He thought the expectation is that compensation for the new ranks would be higher than the existing Instructor ranks, but there is no guarantee of that. KERNS added that the post-continuous appointment review process is currently being discussed in bargaining–that is, with a salary adjustment.

HSU wondered how adding the Teaching Professor ranks while keeping the Instructor ranks might shape hiring patterns, particularly if there is a salary differential. KERNS was not sure how to answer. If the question was about ratio between tenure-track and non-tenure-track hires, that was maybe something Faculty Senate could advocate for. Some departments may see tenure-intensive faculty in symbiotic relationship with research faculty. There are many things still to do.

HANSEN observed that the P&T guidelines for Professor of Practice, etc., simply require an advanced degree.

The **motion as amended** with the text as given in **Attachment D.1.a** was **approved** (33 yes, 10 no, 2 abstain, recorded by clicker).

E. NEW BUSINESS

1. Curricular proposals – *Consent Agenda*

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

2.   **New program: MS in Applied Data Science for Business** (SB via GC)

HOLT/EMERY moved the proposal for a **Master of Science in Applied Data Science for Business** as summarized in **March Agenda Attachment E.2** and given in full in the [Online Curriculum Management System [OCMS]](.)[*]

The **Master of Science in Applied Data Science for Business** as summarized in **Attachment E.2** was **approved** (41 yes, 2 no, 3 abstain, recorded by clicker).

3.   **New program: MS in Emergency Management and Community Resilience** (CUPA via GC)

HOLT/EMERY moved the proposal for a **Master of Science in Emergency Management and Community Resilience** as summarized in **March Agenda Attachment E.3** and given in full in [OCMS](.)[*]

GAMBURD thanked PERCY for intially conceptualizing and sheparding this proposal. It showed PSU's leadership in the region in thinking about distaster management and community resilience. It is an interdisciplinary endeavor, bringing together expertise from multiple fields necessary to understand what happens during and after emergencies.

The **Master of Science in Emergency Management and Community Resilience** as summarized in **Attachment E.3** was **approved** (44 yes, 2 no, 0 abstain, recorded by clicker).

4.   **New program: Grad. Cert. in Emergency Management and Community Resilience** (CUPA via GC)

SANCHEZ/GAMBURD moved the proposal for a **Graduate Certificate in Science in Emergency Management and Community Resilience** as summarized in **March Agenda Attachment E.4** and given in full in [OCMS](.)[*]

The **Graduate Certificate in Emergency Management and Community Resilience** as summarized in **Attachment E.4** was **approved** (44 yes, 1 no, 0 abstain, recorded by clicker).

5.   **New program: BA/BS in Cultural History of the Arts** (COTA via UCC)

GRECO/SANCHEZ moved the proposal for a **Bachelor of Arts / Bachelor of Science in Cultural History of the Arts** as summarized in **March Agenda Attachment E.5** and given in full in [OCMS](.)[*]

The **Bachelor of Arts / Bachelor of Science in Cultural History of the Arts** as summarized in **March Agenda Attachment E.5** was **approved** (41 yes, 1 no, 0 abstain, recorded by clicker).

6.   **New program: BS in Data Science** (CLAS via UCC)

HOLT/JEDYNAK moved the proposal for a **Bachelor of Science in Data Science** as summarized in **March Agenda Attachment E.6** and given in full in [OCMS](.)[*]

The **Bachelor of Science in Data Science** as summarized in **March Agenda Attachment E.6** was **approved** (44 yes, 1 no, 0 abstain, recorded by clicker).

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[*] https://www.pdx.edu/academic-affairs/online-curriculum-management-system-ocms

7. **New program: Undergrad. Cert. in Communication Sciences and Disorders** (CLAS via UCC)

    WATANABE/EMERY moved the proposal for an **Undergraduate Certificate in Communication Sciences and Disorders** as summarized in **March Agenda Attachment E.7** and given in full in <u>OCMS</u>.[*]

    The **Undergraduate Certificate in Communication Sciences and Disorders** as summarized in **March Agenda Attachment E.7** was **approved** (43 yes, 1 no, 0 abstain, recorded by clicker).

8. **New program: Undergrad. Cert. in Intercultural Competence for the Workplace** (CLAS via UCC)

    HOLT/WATANABE moved the proposal for an **Undergraduate Certificate in Intercultural Competence for the Workplace** as summarized in **March Agenda Attachment E.8** and given in full in <u>OCMS</u>.[*]

    The **Undergraduate Certificate in Intercultural Competence for the Workplace** as summarized in **March Agenda Attachment E.8** was **approved** (37 yes, 5 no, 2 abstain, recorded by clicker).

9. **Resolution regarding PSU's diversity, equity, and inclusion issues** (Steering)

    JAÉN said that in looking at this important topic, Steering Committee had conversations with various constituents. The main themes from these conversations were summarized in **March Agenda Attachment E.9**.

    SANCHEZ/KARAVANIC **moved** the **resolution** given in **Attachment E.9** (page 3).

    JAÉN: the intent of the resolution is call attention to and call for action on the issues we have identified. We need to find out where we are in terms of equity, diversity, and inclusion, and find out where we need to be.

    CARON shared that interviews of four great candidates for the Vice President of Global Diversity and Inclusion had been completed. The search committee would be meeting tomorrow, along with PERCY, and hoped to move quickly to make a decision and offer.

    The **resolution regarding PSU's diversity, equity, and inclusion issues** as given in **March Agenda Attachment E.9** was **approved** (40 yes, 4 no, 3 abstain).

    GRECO, chair of the Diversity Action Council Committee on Recruitment and Retention of Diverse Faculty, is taking a census of the Faculty because the information they received from HR did not match the information from OIRP and from the President's Factbook; thus, we don't have a baseline to measure what the situation is. They have invited JAÉN to join the committee, so that Senate leadership has access to this information. If your unit received the census, please help by filling it out.

---

[*] https://www.pdx.edu/academic-affairs/online-curriculum-management-system-ocms

10-12. **Proposed amendments to Faculty Constitution** (CoC)

[Because these three amendments were presented and discussed as a package, they they are recorded in the Minutes in this way.]

KARAVANIC reminded senators that this topic had been mentioned at a previous meeting, but this was not the official introduction of the amendments for purposes of discussion and any potential modification. She then described the proposals:

The first amendment [**March Agenda Attachment E.10**] puts the list of committee in the Faculty Constitution in alphabetical order.

The second [**E.11**] creates the Academic Computing Infrastructure Committee (ACIC). There has been a similar administrative committee; with many changes in personnel, etc., it fell into state of being less functional. At there request, we are forming this new, constitutional committee with this general charge. We hope that the committee will themselves shape what they do specifically.

The third [**E.12**] creates the University Research Committee (URC). This is a new committee. It appeared that there was no current committee that served this function. It first came to our attention when we formed an Ad-Hoc Committee on Undergraduate Research Opportunities–there was no standing committee that that would fall under. Both of the two new committees, KARAVANIC pointed out, would have a specified faculty representation from diverse disciplines.

EASTIN asked why there are two representatives from each of the three CLAS divisions. KARAVANIC said this follows the same patterns as Senate. BEYLER clarified that of college-based divisions (not including AO), the three CLAS divisions are the largest.

F. QUESTION PERIOD – *none*

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. President's report

PERCY thanked the AHC-NTTF, whom he worked with as a dean. He appreciated tenure-track and non-tenure-track faculty working together to identify and work through a challenge of equity. He noted that the programs coming forward showed innovation and creativity–new programs that may appeal to new students. He applauded people thinking outside the box about what's happening in the world. The community resilience team, for example, identified an area where there was no program in Oregon, while it is a field more important than ever. Multiple units in multiple colleges created new courses in support of this new program.

PERCY thanked Senate for the attention to diversity and inclusion. It's an important part of our Strategic Plan, he said, and we need to be working on it more vigorously. While it's the focus of offices like GDI, we all need to work on it together in hiring, promotion, making faculty, staff, and students feel that they belong and can do their best work.

Regarding COVID-19, an issue which had recently become more immediate and relevant, PERCY said that for some time PSU has had an Indicent Management Team [IMT], led by a professional in the emergency management field, which meets regularly. Usually they do training, but they are ready to come forward in time of an actual incident. He had activated that team formally and officially. The team includes representatives

from across campus, and can be supplemented with people with expertise on any given incident. They are immediately forming three workgroups: travel risk, resident health, and academic continuity. Information and guidance will be forthcoming in a few days. It behooves all of us who are teachers, PERCY said, to think about potential disruptions. He is also creating a President's Response Group, to think about campus-level decisions if recommended by IMT–for example, if there is a closure. He hoped that faculty could communicate with students how we are working on this problem. They will be creating a hub website for information, questions, and suggestions.

CARON reminded faculty to me mindful of how they ask questions or gather information from students. She had become aware of bias incidents against Asians in our community; helping guide rhetoric and interrupting stereotyping is important.

FARAHMANDPUR asked when is the latest we can expect a plan. We have been asked by students if there is a timeline. PERCY: there are so many different elements and objectives that it is difficult to say.

HOLT asked about students who may be traveling to and from Asia, perhaps because they have family there–what happens if they face ostracism when they return? Will we use the option of shutting everything down for several weeks? In language classes, in-person attendance is crucial for learning. PERCY: we don't know the answer to every situation. We may need to make campus-level decisions about absences, campus-wide closure, etc. But instructors may have different remedies appropriate to each class. If there needs to be in-person learning, he's not sure what the answer is, but we need to figure that out. Multiple strategies may be needed. JEFFORDS added that she had spent the last week thinking about this question, and consulting with colleagues across the country. She intended to communicate with faculty about resources available if a class is not able to meet [in person] for a period of time. We agreed to work in partnership with OSU; between the two of us we have the largest number of on-line classes in the state, and other institutions were looking to us to provide service and help. She intended to share information with faculty about academic continuity. She didn't want to be premature, but likewise didn't want to wait a long time while figuring everything out.

PERCY shared that applications for fall are down in almost every category compared to a year ago. We didn't yet know the yield, but it looked like enrollment will be down 3-4 percent. Non-resident applications are down the most, along with international students. Those trends are not unique to PSU. Hitherto we've received many non-residents from California and Washington. California opened up more slots in their university system. Washington passed legislation to provide new higher ed. funding. We are working against these headwinds from other states. This would have implications for our budgeting process. We didn't know as much about transfer students.

Senate leadership and PERCY had been discussing how faculty could be more involved in budget planning. The executive team had promised the Board of Trustees a three-to-four-year plan for fiscal sustainability. There had been interesting questions at the faculty forums. He would like to hear more ideas about raising revenue, finding efficiencies, and how to make possible cuts. He was planning with Senate leadership some idea forums, including a discussion with campus leadership. He perceived that a barrier to new ideas

was the accompanying question, "How can we do that?"–for example, out of fear of being harmed due to [loss of] student credit hours. We can think creatively beyond that.

PERCY had received many questions relating to Concordia University's closure. Of course we are sad that a sister institution found itself in this position, and concerned for those whose lives have been disrupted. We welcome students who need a new academic home. Their variety of programs, particularly on-line programs, made this more complicated. Particularly, there have been discussions about their EdD program. LYNN noted that they would like the ability to admit more of these advanced EdD students.

PERCY had hoped to have a white paper about executive searches; they are still preparing a draft. He is aware of the issues and working on it.

PERCY concluded: the virus will be a challenge for all of us, but we have good people working on it and will try to do the best we can.

2. **Provost's report**

JEFFORDS distributed a handout summarizing ongoing work on student success (Students First initiative) [see **Appendix G.2**].

Reporting on the CLAS Dean search, JEFFORDS said that conversations with a second candidate did not go as well as we hoped. She reconvened the search committee for advice After a robust conversation, the committee recommended that we turn to look internally. She believed there is a sense that there is talent within the institution, and that we should at least give ourselves the opportunity to see whether people here can make a strong contribution to our leadership needs. They decided to continue with the search–it remains open, there was no closing date–and resolicit candidates and nominations from within the institution. The committee, including Dean BANGSBERG as chair, agreed to renew their function, with the hope to conclude the search by June. Internal candidates will undergo the same rigorous review, including campus meetings and feedback.

She and CARON had received questions about potential changes at the Testing Center. A work group had been looking at the situation. The Testing Center will not be closing–contrary to some rumors–but there will be changes. These are due to an increase in demand for Disability Resource Center [DRC] accommodations. In 2013, DRC had 855 registered students; n 2019, 1877. There were some additional investments in the Testing Center, but these could not keep pace. The center will focus its time and efforts on these students, which is our ethical and legal responsibility. With our current current resource picture, the Testing Center probably won't be able to handle other needs such as make-up exams. We're pursuing how to handle these other needs.

CARON added that heretofore the center had scheduled appointments on a first-come, first-served basis, which meant that many students were not being served. Priority will now go to students who need more extensive accommodations than limited distraction or extended time. They are looking at making other modes of proctoring available. We don't want students who need accommodations to be turned today. 92 percent of accomodation requests include testing accommodations, while 11 percent of our student report some kind of disability.

GRECO added that many courses that have regular tests that have to be proctored–for the language requirement, math requirement, etc.–are taught by adjuncts and/or graduate

teaching assistants who, because of their contracts, have to be paid to proctor exams or can't proctor exams. Student success includes thinking about a student whose child gets sick and needs care, or has a work deadline–availability of make-up exams is important in such cases. JEFFORDS acknowledged the importance of these observations.

LUCKETT: is it correct that the excessive demand is just a few weeks per year? It was answered: no, not really. JEFFORDS noted that more students are presenting already with an understanding of the accommodations they need to pursue their learning goals because high schools have become more aware and supportive of them. They are better informed learners.

HOLT: is sounds as though make-up exams are being shut down. JEFFORDS: no, but they are looking at make-up exams are supported in another way. HOLT: by having faculty do it? JEFFORDS: we are not there yet. We are looking at other options, but the Testing Center probably doesn't have capacity to do it.

EPPLEY noted that with the corona virus, we are going to be asking students who are sick not to come in to take exams, so we have to think of this already before next academic year. JEFFORDS agreed; they are looking at how supportive technology might get us through this. One possibility is Proctorial and other on-line testing services–investigating whether these might be useful.

DIMOND asked who is on the work group. CARON, JEFFORDS: they would find the information, but knew that LUPRO is the Faculty Senate representative. LUPRO said he also serves on the Diversity Action Council's Committee on Recruitment and Retention of Diverse Students. The subcommittee dealing with disability issues is almost all students. From them, he understood that the number of students officially registered is only a fraction of students who need some form of accommodation but who, for whatever reason, don't go through official channels. They advocate universal design for learning so that they are able to be in the classroom without special accommodations.

CARON said that the committee includes herself, JEFFORDS, Michele TOPPE (V.Prov. for Student Affairs), Jen DUGGER (Dir., DRC), Megan KASPER (Mgr., Testing Services) Michael LUPRO (FS Steering Committee), Carol GABRIELLI (CLAS Dean's Office), Molly GRIFFITH (Asc. Dir., OAI), Molly GUNDERSON (Access Services Mgr., LIB), and Adam LUTZOW (Academic Scheduling, REG).

LYNN noted that the Special Education faculty have expertise in universal design for learning and can be supportive.

H. ADJOURNMENT

The meeting was **adjourned** at 5:00 p.m.

STUDENTS FIRST

PORTLAND STATE UNIVERSITY

Program Updates

- Program identity, vision, and definition for Students First established
- Stakeholder engagement plan initiated including a campus wide poster session initiated
- Hired student success champions to ensure work is co-created with students

Upcoming

- Goals for student success outcomes to inform work ahead to be generated
- Students First website
- Communications plan

Focus Area Updates

Persistence

- Work groups created for four areas of focus including:
  - Case management
  - Use of predictive modeling and data analytics to support student success
  - Policy and structures and grant funding

Upcoming

- Proposal for advocate to support case management pilot for persistence to be shared with the Leadership Council in March

Academic Success

- Office of Information Technology initiating Amazon Web Services discovery work including curricular Review Pilot with CLAS and MCECS

Upcoming

- Mapping current programs and initiatives to better understand areas of opportunity and scale to be completed by the end of Spring term

Affordability

- Identified scope of work and potential areas of focus
- Initiated discovery with Edquity as a potential option to help connect students to resources

Upcoming

- Prioritize focus areas and establish work groups to scope future efforts

Student Experience

- Campus Identity Project initiated to identify potential actions that PSU may undertake to improve and enhance the student experience.
- Journey mapping discovery work beginning in March 2020

Upcoming

- Priorities and immediate scope of work to improve the student experience to be identified and working groups established

Working document
Last updated Feb. 2020

STUDENTS FIRST

PORTLAND STATE UNIVERSITY

Using Evidence for Data and Impact
- Tableau enterprise project launched
- Data to support pillar discovery work is ongoing
- Students First Dashboard with student success data in progress, first iteration available in June

Upcoming
- Key Performance Indicators (KPIs) for student success to be finalized
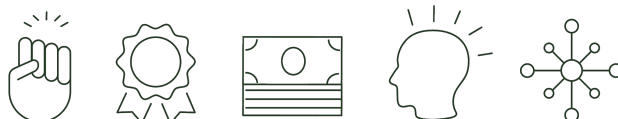

Additional Projects - *In progress*

- Implementation of the Transfer & Returning Student Resource Center (TRSRC)
- Student Experience Survey to be administered April, 2019
- Student Exit Survey
- Custom myPSU: OIT and OSS pilot to create internal myPSU (currently hosted with a 3rd party vendor)
- Early Alerts, partnership between Advising and faculty to outreach to potential at risk students who are taking high-impact courses
- Student Experience Project, research project to identify classroom practices that aims to reduce equity gaps in academic outcomes and improve the student experience in STEM gateway courses
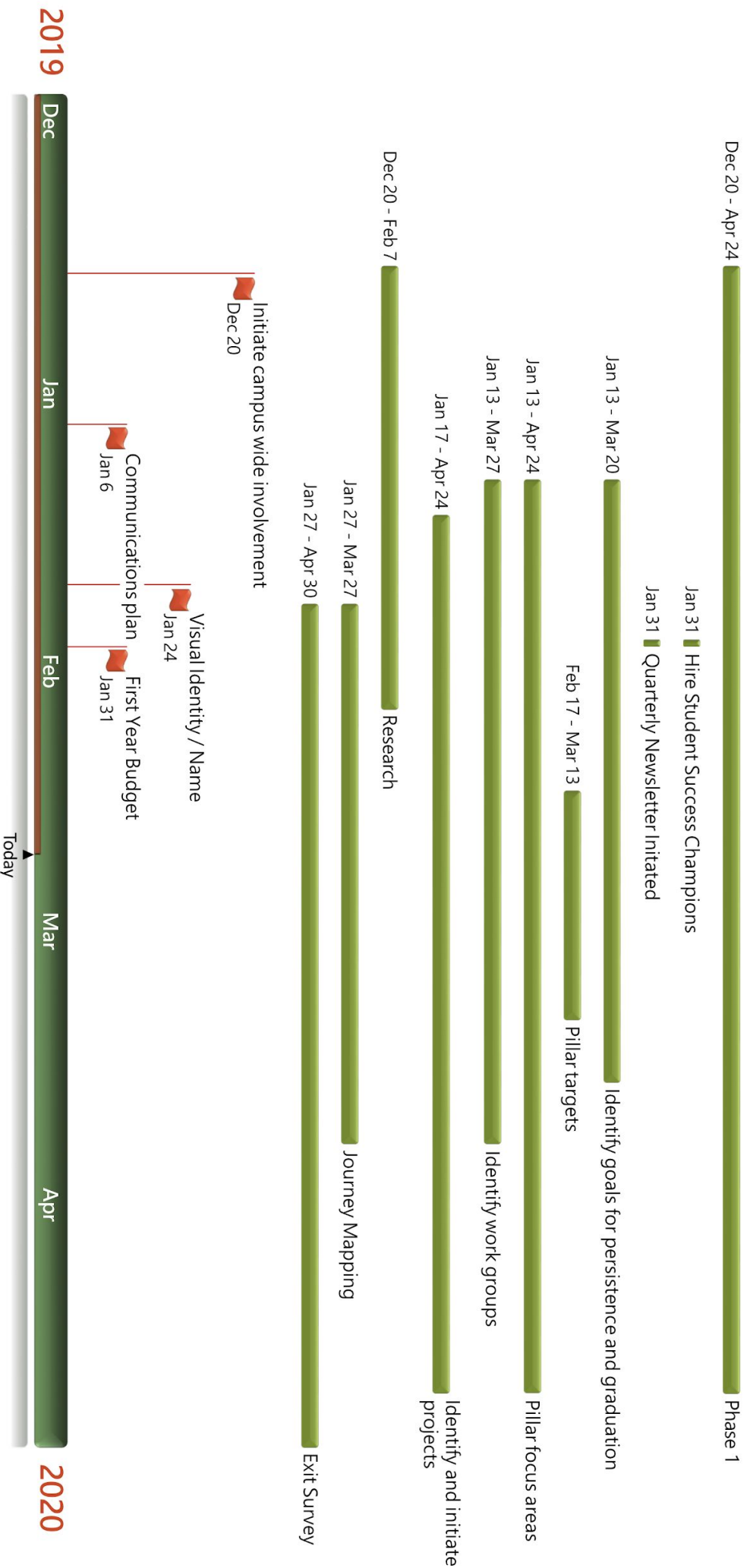
Additional Projects - *Upcoming*

- Updated student 'welcome video' leveraging growth mindset and social psychological research
- Student focus group plan for student engagement
- Junior Cluster Course transcripting, junior cluster will be visible on student transcripts

Have ideas or feedback about the Student's First effort? Fill out our Google Form below:
https://forms.gle/8CdWC2W3Fqhgjuo96

STUDENTS FIRST
PORTLAND STATE UNIVERSITY

Program Timeline

2019 **2020**

Dec | Jan | Feb | Mar | Apr

Today

Dec 20 - Apr 24 — Phase 1

Jan 31 ▮ Hire Student Success Champions

Jan 31 ▮ Quarterly Newsletter Initated

Jan 13 - Mar 20 — Identify goals for persistence and graduation

Feb 17 - Mar 13 — Pillar targets

Jan 13 - Apr 24 — Pillar focus areas

Jan 13 - Mar 27 — Identify work groups

Jan 17 - Apr 24 — Identify and initiate projects

Dec 20 - Feb 7 — Research

Jan 27 - Mar 27 — Journey Mapping

Jan 27 - Apr 30 — Exit Survey

Initiate campus wide involvement
Dec 20

Communications plan
Jan 6

Visual Identity / Name
Jan 24

First Year Budget
Jan 31

Attachment A.2

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
        (Isabel Jaén Portillo, Presiding Officer; Richard Beyler, Secretary)

Date: 5 March 2020

Re: Notice of Senate Actions

At its regular meeting on 2 March 2020, Faculty Senate **approved** the curricular consent agenda with the new courses, changes to courses, dropped courses, changes to programs, and changes to UNST upper-division clusters listed in Attachment E.1 to the February Agenda.

03-12-2020: OAA concurs with the approved curricular consent agenda with the new courses, changes to courses, dropped courses, changes to programs, and changes to UNST upper-division clusters.

In addition, Faculty Senate **voted to approve** the following **resolutions**:

• A resolution, given in Attachment D.1, recommending that the Portland State University Board of Trustees amend PSU Standard 580-020-0005 to a new series of ranks for non-tenure-track faculty: Teaching Professor, Associate Teaching Professor, Assistant Teaching Professor;

03-12-2020: The Provost's office is researching the appropriate process for taking this item to the Board of Trustees.

• A resolution, given in Attachment E.9, regarding PSU's diversity, equity, and inclusion issues; as well as the following **new academic programs**, whose respective proposals are given in the Online Curriculum Management System:

03-12-2020: OAA concurs with the resolution; as well as the following following new academic programs in the Online Curriculum Management System.

• A Master of Science in Applied Data Science for Business, offered in The School of Business, summarized in Attachment E.2;

03-12-2020: OAA concurs with the new Master of Science in Applied Data Science for Business.

• A Master of Science in Emergency Management and Community Resilience, offered in the College of Urban and Public Affairs, summarized in Attachment E.3;

03-12-2020: OAA concurs with the new Master of Science in Emergency Management and Community Resilience.

• A Graduate Certificate in Emergency Management and Community Resilience, offered in the College of Urban and Public Affairs, summarized in Attachment E.4;

03-12-2020: OAA concurs with the Graduate Certificate.

• A Bachelor of Arts/Science in Cultural History of the Arts, offered in the College of the Arts, summarized in Attachment E.5;

03-12-2020: OAA concurs with the new Bachelor of Arts/Science in Cultural History of the Arts.

• A Bachelor of Science in Data Science, offered in the College of Liberal Arts and Sciences, summarized in Attachment E.6;

03-12-2020: OAA concurs with the new Bachelor of Science in Data Science.

• An Undergraduate Certificate in Communications Sciences and Disorders, offered in the College of Liberal Arts and Sciences, summarized in Attachment E.7;

03-12-2020: OAA concurs with the new Undergraduate Certificate.

• An Undergraduate Certificate in Cultural Competence for the Workplace, offered in the College of Liberal Arts and Sciences, summarized in Attachment E.8.
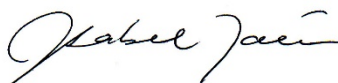
03-12-2020: OAA concurs with the new Undergraduate Certificate.

Faculty Senate also received proposals for three amendments to the Constitution of the Portland State University Faculty which, having received no modifications to the text as given in Attachments E.10-12, will be forwarded to the Advisory Council for review prior to a final Senate vote:

• Alphabetization of the list of Constitutional Committees in Article IV, Section 4;

• Creation of an Academic Computing Infrastructure Committee;

• Creation of a University Research Committee.

03-12-2020: OAA concurs with the proposals.

Best regards,

Isabel Jaen Portillo
Presiding Officer

Richard H. Beyler
Secretary to the Faculty

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

Attachment B.1

Dear Senators and Ex-Officio Members,

Participating in ZoomSenate this Spring will require a level of familiarity with the Zoom environment. Specifically, you need to know how to:

- *join the meeting*
- *change your display name*
- *unmute and mute yourself*
- *write in the chat area*
- *(for senators) vote*

Please find below a brief procedural guide for ZoomSenate.

There will be an optional orientation on Monday 30th March at 3 pm. You will receive a Zoom Meeting invitation in a separate email. This email has the link you need to join the orientation meeting.

Important Notes for ZoomSenate:

- There is a good chance that we will encounter technical difficulties. We might need to pause, reschedule, or call an additional meeting at any given time this Spring, in order to complete our Senate business. We ask that you keep Mondays 3:00-5:00 pm free on your schedule in case we need to have additional meetings and thank you very much in advance.

- If you are a senator who will be represented by an alternate, or if you wish to recognize someone from the PSU community or public to contribute to discussion as a guest, please let the Secretary (Richard Beyler, r.beyler@pdx.edu) know as soon as possible–*no later than noon on Monday the 6th*–so that these individuals can receive instructions for, and access to, the meeting.

- If you will be presenting during the meeting, please contact the Secretary ahead of time to coordinate the sharing of audio-visual materials.

- Please use the **chat** function ONLY to request an intervention or to alert the hosts of a technical problem.

Thank you for your patience and collaboration as we launch ZoomSenate.

A special thank you to Emily Connelly, Instructional Multimedia Coordinator at OAI, for co-hosting ZoomSenate to assist us with the technology and help us solve any problems that might arise.
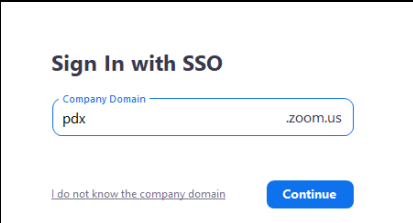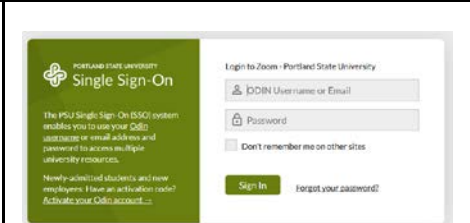
PSU Faculty Senate
Spring 2020
A Brief Guide to ZoomSenate

JOINING THE MEETING

If you are using a tablet or mobile phone, it is first necessary to download and install the (free) Zoom app if you haven't done so already. If you are using a computer, it is not necessary but may make things more convenient. The app (Zoom Meeting Client) is available through PSU OIT's Self-Service Software.

Senators and Alternates: in order to vote, you must also be logged into and able to access your pdx.edu email account during the meeting.

Please join anytime between 2:45 and 3:00 pm (the session will begin at 3:00, but you are encouraged to join earlier if you can). To join, follow the Zoom Meeting link provided to you in the invitation email. If you are not already on Zoom, you need to sign in. Depending on your setup, you will see either a couple of Zoom Sign In screens, or go directly to the PSU Single Sign-On screen, where you enter your usual ODIN username and password.

Choose "Sign in with SSO" (don't enter email / password here)	Ensure "pdx" is entered for the Company Domain	Enter your usual ODIN username and password

Once signed in, you will first be in a "waiting room" until the hosts admit you to the meeting.

Late arrivals: if you are unable to join at 3:00, you can still do so later. However, please also **upon your arrival send an email** to the Secretary (r.beyler@pdx.edu)–this is NECESSARY to make sure you will be included in the voting procedure.

Disable your video. This will help with bandwidth problems for a large meeting.

CHANGING YOUR DISPLAY NAME

As you are admitted to the meeting upon arrival, please change your display name (not profile name) using the standard format: LASTNAME (status). For instance:

CERVANTES (senator)
BLAU (xo)
MEITNER (alternate)
TIMOFEEV (guest)

If you click on the "Participants" or "Manage Participants" button at the bottom of the screen, a list of participants, including yourself, will pop up. Hover the cursor (mouse arrow) over your own name, click "More," and "Rename" will appear as one of the options. Enter as the display name: Lastname (status).

You can also go to "Rename" by clicking on the menu button with three dots at the top right of your own picture.

We ask you to do this in order to facilitate parliamentary procedure in this setting.

MUTING AND UNMUTING YOURSELF • WRITING IN THE CHAT AREA

By default, everyone except the host (Presiding Officer) will be muted. When you want to speak, you will flag the Presiding Officer using the **chat** area. When you are recognized, you will **unmute** yourself; when you are done speaking, you should **mute** yourself again.

Experience shows that the practice of unmuting and muting takes some time to get used to. To **mute** and **unmute** yourself, click on the microphone icon at the bottom of the screen, or open the menu using the button with three dots at top right of your picture.

If you wish, you can also start your video when speaking and stop it when you finish (turning it off otherwise helps keep down bandwidth problems).

In the **chat** area you can send text messages to other participants. We will use **chat** ONLY to manage discussion and to flag technical problems. Please do not chat "to everyone" for other purposes. As with mute/unmute, you can access **chat** either through an icon at the bottom of the screen, or via the menu button at upper right of your picture.

Roll Call. Roll call will begin at 3:00 pm:

1. The Secretary will call your name
2. **Unmute** yourself
3. Senators say "here" OR alternates say "x for y," e.g., "Newton for Descartes"
4. **Mute** yourself

Interventions. To intervene in the discussion:

1. Post the word "comment" or "question" on the **chat**
2. Wait for the Presiding Officer to call upon/recognize you
3. **Unmute** yourself
4. Address the Presiding Officer
5. **Mute** yourself.

Please keep your intervention as short as possible (ideally under a minute). Allow other colleagues to intervene before you speak again on a given topic. Please do not speak more than twice on the same discussion item.

VOTING

Important: you can vote only ONCE per question. This is a change from the clickers.

For each motion, a Google Forms poll will be emailed to all voting Senators at their pdx.edu email address. This means you should have your email inbox open and easily accessible. Refresh your email to get the message quickly.

1. Open the email from drrb@pdx.edu
2. Click "Fill out form"
3. Make your selection
4. You should see a screen: "Your response has been recorded"

There will be a new email message for each vote. **You can vote only ONCE per question.**

TECHNICAL PROBLEMS

If you are experiencing technical problems in Zoom, please write the phrase "technical problems" in the **chat** and one of the hosts will respond (probably using "private" chat). If you cannot connect to Zoom or get disconnected, please email Emily Connelly (emily.connelly@pdx.edu) with cc to Richard Beyler (r.beyler@pdx.edu). Emily will work with you on trying to solve the problem.

Amendments to the Faculty Constitution - April 2020

The following amendments were introduced at the March 2020 Faculty Senate meeting as items E.10-12, and are now subject to vote. A two-thirds supermajority is required for approval.

******

D.1. Listing constitutional committees in alphabetical order

The Constitution of the Portland State University Faculty is hereby amended as follows:

1. In Article IV, Section 4.4, Constitutional Committees and Their Functions, the subsections shall be listed alphabetically by the name of committee, and correspondingly re-numbered, viz.:
   a) Academic Quality Committee
   b) Academic Requirements Committee
   c) Budget Committee
   d) Committee on Committees
   e) Educational Policy Committee
   f) Faculty Development Committee
   g) General Student Affairs Committee
   h) Graduate Council
   i) Honors Council
   j) Intercollegiate Athletics Board
   k) Library Committee
   l) Scholastic Standards Committee
   m) Undergraduate Curriculum Committee
   n) University Studies Council
   o) University Writing Council

2. In future changes to Article IV, Section 4.4, any new committee's subsection shall be placed at the appropriate alphabetical place in the list, and the remaining subsections shall be renumbered accordingly after any addition or removal of a committee.

******

D.2. Creating the Academic Computing Infrastructure Committee (ACIC)

The Constitution of the Portland State University Faculty is hereby amended by inserting the following subsection, at the appropriate place in the alphabetical list, into Article IV, Section 4.4:

Academic Computing Infrastructure Committee. This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions); and one faculty member from each of the other divisions. Additionally, non-voting ex-officio members of the Committee shall include from OIT: the Chief Information Officer, the Chief Information Security Officer, the Academic Technology Services Senior Director, the Enterprise Solutions Associate CIO, and the Technology Infrastructure Associate CIO; from the Office of University Communications: the Director of Web Communications; one representative from the IT Advisory Council (ITAC); and from OAI: the Associate Director of Digital Learning Environments and

Faculty Support, and the Associate Director of Digital Learning and Design. The Committee shall:

1) Serve as an interface between OIT, OAI and the Portland State Faculty, ensuring that Faculty are informed, heard, and involved in IT decisions for the University;

2) Make recommendations on the principles and policies guiding IT choices and goals for the University;

3) Conduct periodic surveys of the Faculty to determine their concerns and feedback;

4)Act in liaison with appropriate committees;

5) Report to the Faculty Senate at least once each year.

<div align="center">******</div>

D.3. Creating the University Research Committee (URC)

The Constitution of the Portland State University Faculty is hereby amended by inserting the following subsection, at the appropriate place in the alphabetical list, into Article IV, Section 4.4:

University Research Committee. This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions); and one faculty member from each of the other divisions. Additionally, non-voting ex-officio members of the Committee shall include the Vice President and Associate Vice President of Research & Graduate Studies, and a member of the Research Advisory Committee. The Committee shall:

1) Conduct periodic surveys of the Faculty regarding the infrastructure, training, and services available to faculty for the conduct of research, including satisfaction, suggestions for improvement, and any obstacles identified by the faculty.

2) Recommend to the Provost and President suitable policies and standards for University-level investments and initiatives pertaining to research.

3) Work with relevant members of the Faculty and Administration to develop Data Management infrastructure and policies.

4) Work with relevant members of the administration to develop ideas and plans to improve and increase research across the University, and; and to suggest paths forward through challenges.

5) Act in liaison with appropriate committees, including the Academic Quality Committee and the Faculty Development Committee.

6) Report at least once each year to the Senate, including the results of faculty surveys and a report on research at all degree levels including undergraduate.

4 March 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: April 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 Budget Committee comments on new and change-to-existing program proposals, by going to the [Online Curriculum Management System (OCMS) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard) to access and review proposals. https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard

Maseeh College of Engineering and Computer Science

New Course

E.1.a.1
- ***CE 548 Geotechnical Case Studies, 4 credits**
  Provides exposure to many different aspects of geotechnical engineering practice through a wide range of project case studies presented by local, practicing geotechnical engineers. The case studies will illustrate how to identify important site parameters within the site data and how these parameters might affect the project design. Prerequisite: Graduate standing.

Drop Existing Courses

E.1.a.2
- *CE 548 Earthquake Accommodation and Design, 4 credits

E.1.a.3
- *CE 555 Intelligent Transportation Systems, 4 credits

E.1.a.4
- *CE 557 Pavement Design, 4 credits

E.1.a.5
- CE 670 Groundwater Modeling, 4 credits

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.6
- M.A. in English – remove tracks, add oral field exam and optional extended essay

E.1.a.7
- M.A./M.S. in Mathematics – create two options for completing requirements

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

New Course

E.1.a.8

- *G 576 Earthquake Geology, 4 credits
Characterizes earthquakes from a geological perspective. Course content includes discussion of the earthquake process, and the application of a variety of tools (e.g. geomorphology, stratigraphy, structure, geophysics, and seismology) to evaluate the earthquake cycle. The course will cover sub-disciplines within earthquake geology and skills necessary to conduct a geological investigation of earthquakes. The class will evaluate the four tectonic environments; transform, extensional, subduction, and continental collision. Field trips required. Prerequisite: Graduate standing.

Changes to Existing Courses

E.1.a.9

- *Bi 562 Neurophysiology 4 credits – change title to Neuroscience I: Physiology of Synapses and Circuits, change description, prerequisites, and concurrent enrollment

E.1.a.10

- *Bi 563 Sensory Physiology, 4 credits – change title to Neuroscience II: Sensory and Motor Systems and change description

E.1.a.11

- Eng 500 Problems and Methods of Literary Study, 4 credits – change title to Problems and Methods, change description

E.1.a.12

- *Eng 513 Teaching and Tutoring Writing, 4 credits – change description, prerequisites, repeatability, and grading option

E.1.a.13

- *Eng 515 Research Methods in Rhetoric and Composition, 4 credits – change description, prerequisites, repeatability, and grading option

E.1.a.14

- *Eng 525 Practical Grammar, 4 credits – remove from 400/500 dual-level cross-listing

E.1.a.15

- *Eng 590 Advanced Topics in Rhetoric and Composition Studies, 4 credits – change title to Advanced Topics in Rhetoric, change description, prerequisites, repeatability, and grading option

E.1.a.16

- *Wr 500 Advanced Topics in Composition, 4 credits – change description, repeatability, and grading option

E.1.a.17

- *Wr 520 Writing: Process and Response, 4 credits – change title to Writing Studio, change description and grading option

School of Public Health

Change to Existing Program

E.1.a.18

- M.P.H. in Biostatistics – slight revision to two requirements

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

New Course

E.1.a.19

- HSMP 642 Organizational Theory and Health Systems, 3 credits
Students in this course will develop an understanding of the organizational theory domain and enhance their ability to frame research within that domain in the context of health systems. The course emphasizes both substance and skill development, drawing on insights from the fields of economics, anthropology, political science and systems science to explore the structure and functions of organizations, the interaction of organizations and their environment, and the behavior of individuals within organizations. Understanding organizational theory, research, actions and outcomes is fundamental.

Changes to Existing Courses

E.1.a.20

- Bsta 510 Biostatistics Lab, 3 credits – change course number to Bsta 530

E.1.a.21

- CPH 510 Geographic Information Systems for Public Health, 3 credits – change course number to CPH 515 and change description

E.1.a.22

- CPH 610 Geographic Information Systems for Public Health, 3 credits – change course number to CPH 615 and change description

E.1.a.23

- HSMP 541 Organizational Behavior in Health Service Organizations, 3 credits – change description and remove from 500/600 dual-level cross-listing

Drop Existing Course

E.1.a.24

- HSMP 641 Organizational Behavior in Health Service Organizations, 3 credits

School of Social Work

New Course

E.1.a.25

- SW 539 Social Justice in Social Work, 3 credits
Examines epistemological and theoretical approaches to understanding social justice and equity as they relate to social exclusion, marginalization, and oppression. Prerequisite: Must be enrolled in the MSW program.

Changes to Existing Course

E.1.a.26

- SW 553 Racial Disparities, 3 credits – change title to Research for Racial Justice

College of Urban and Public Affairs

Changes to Existing Course

E.1.a.27

- Ec 572 Time Series Analysis and Forecasts, 4 credits – change prerequisites

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

4 March 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: April 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 Budget Committee comments on new and change-to-existing program proposals, by going to the [Online Curriculum Management System (OCMS) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard) to access and review proposals. https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard

College of the Arts

Change to Existing Program

E.1.b.1
- Music: Theory B.A./B.S. – revise core requirements

New Course

E.1.b.2
- COTA 335 Artist as Citizen: Engage in Art Activism, 2 credits
  Provides a hands-on, community-based experience that delves into the process of artistic activism. Students will collaborate with their peers, and arts-related community partners and engage with K-5 public school students to examine social-justice issues, and create and share artistic responses that reflect these issues. In the process, examining their roles as both artists and socially engaged members of their communities.

Maseeh College of Engineering and Computer Science

New Course

E.1.b.3
- *CE 448 Geotechnical Case Studies, 4 credits
  Provides exposure to many different aspects of geotechnical engineering practice through a wide range of project case studies presented by local, practicing geotechnical engineers. The case studies will illustrate how to identify important site parameters within the site data and how these parameters might affect the project design. Prerequisite: CE 341.

Drop Existing Courses

E.1.b.4
- *CE 448 Earthquake Accommodation and Design, 4 credits

E.1.b.5
- *CE 455 Intelligent Transportation Systems, 4 credits

E.1.b.6
- *CE 457 Pavement Design, 4 credits

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

College of Liberal Arts and Sciences

New Courses

E.1.b.7

- Comm 416 Communicating Environmental Controversies, 4 credits
  With a special emphasis on environmental conflicts and controversies, this course explores how communication shapes the way we think about, talk about, and relate to the natural world. The class covers the latest theoretical and practical approaches to environmental communication, the anatomy of environmental controversies, and the different factors that shape public opinion on those controversies within the United States. The goal of this course is to support students in becoming sophisticated consumers and producers of environmental communication. Prerequisites: Upper division standing.

E.1.b.8

- *G 476 Earthquake Geology, 4 credits
  Characterizes earthquakes from a geological perspective. Course content includes discussion of the earthquake process, and the application of a variety of tools (e.g. geomorphology, stratigraphy, structure, geophysics, and seismology) to evaluate the earthquake cycle. The course will cover sub-disciplines within earthquake geology and skills necessary to conduct a geological investigation of earthquakes. The class will evaluate the four tectonic environments; transform, extensional, subduction, and continental collision. Field trips required. Prerequisite: G 318.

E.1.b.9

- Phl 380 Philosophical Writing, 4 credits
  Philosophical Writing is a "writing in the genre" course for philosophy majors. It teaches strategies for the major types of philosophical writing, including summaries, blog posts, abstracts, argumentative essays, and research papers. Students may also study essays, dialogues, and short stories to explore the diverse ways in which people have communicated philosophical ideas. This is a writing-intensive course in which students will receive feedback on multiple drafts to improve their writing.

Changes to Existing Courses

E.1.b.10

- Anth 345 Practicing Anthropology, 4 credits – change course description

E.1.b.11

- Bi 301 Human Anatomy and Physiology, 4 credits – change prerequisites

E.1.b.12

- Bi 380 Microbiology, 4 credits – change prerequisites

E.1.b.13

- *Bi 462 Neurophysiology, 4 credits – change tile to Neuroscience I: Physiology of synapses and circuits, change description, prerequisites, and concurrent enrollment

E.1.b.14

- *Bi 463 Sensory Physiology, 4 credits – change title to Neuroscience II: Sensory and Motor Systems, change description and prerequisites

E.1.b.15

- CR 303U Consensus Building, 4 credits – change course description

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

E.1.b.16
- CR 304U Participating in Democracy, 4 credits – change course description

E.1.b.17
- *Eng 413 Teaching and Tutoring Writing, 4 credits – change description, repeatability, and grading option

E.1.b.18
- *Eng 415 Research Methods in Rhetoric and Composition, 4 credits – change description, repeatability, and grading option

E.1.b.19
- *Eng 490 Advanced Topics in Rhetoric and Composition Studies, 4 credits – change title to Advanced Topics in Rhetoric, change description, repeatability, and grading option

E.1.b.20
- G 312 Mineralogy, 3 credits – change prerequisites

E.1.b.21
- *G 423 Statistics and Data Analysis in the Geosciences, 4 credits – change prerequisites and concurrent enrollment

E.1.b.22
- Ph 214 Lab for Ph 201 or Ph 211 or Ph 221, 1 credit – change title to Lab for Ph 201 or Ph 211 or Ph 221 or Ph 231, change description and prerequisites

E.1.b.23
- Ph 215 Lab for Ph 202 or Ph 212 or Ph 222. 1 credit – change title to Lab for Ph 202 or Ph 212 or Ph 222 or Ph 232, change description and prerequisites

E.1.b.24
- Ph 216 Lab for Ph 203 or Ph 213 or Ph 223 1 credit – change title to Lab for Ph 203 or Ph 213 or Ph 223 or Ph 233, change description and prerequisites

E.1.b.25
- Ph 231 General Physics I with Life Science and Medical Applications, 4 credits – change description and corequisite

E.1.b.26
- Ph 232 General Physics II with Life Science and Medical Applications, 4 credits – change corequisite

E.1.b.27
- Ph 233 General Physics III with Life Science and Medical Applications, 4 credits – change description and corequisite

E.1.b.28
- Phl 312U Feminist Philosophy 4 credits – change description and remove prerequisites

E.1.b.29
- Phl 319U Introduction to Asian Philosophy, 4 credits – change description

E.1.b.30
- *Wr 400 Advanced Topics in Composition, 4 credits – change description, repeatability, and grading option

E.1.b.31
- *Wr 420 Writing: Process and Response, 4 credits – change title to Writing Studio, change description and grading option

* 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.32
- *Wr 460 Introduction to Book Publishing, 4 credits – change prerequisites

E.1.b.33
- *Wr 461 Book Editing, 4 credits – change prerequisites

E.1.b.34
- *Wr 462 Book Design Software, 4 credits – change prerequisites

E.1.b.35
- *Wr 463 Book Marketing, 4 credits – change prerequisites

E.1.b.36
- *Wr 465 Intellectual Property and Copyright, 4 credits – change prerequisites

E.1.b.37
- *Wr 475 Publishing Lab, 1 credit – change prerequisites

E.1.b.38
- *Wr 477 Children's Book Publishing, 4 credits – change prerequisites

E.1.b.39
- WS 101 Introduction to Women's Studies, 4 credits – change description

E.1.b.40
- WS 301 Gender and Critical Inquiry, 4 credits – change description and prerequisites

E.1.b.41
- WS 305 Women of Color Feminist Theory, 4 credits – change description and prerequisites

E.1.b.42
- WS 307 Women, Activism and Social Change, 4 credits – change title to Resistance, Activism, and Social Change, change description and prerequisites

E.1.b.43
- WS 315 Feminist Analysis, 4 credits – change description

E.1.b.44
- WS 411 Experiential Learning Seminar, 2 credits – change description and prerequisites

E.1.b.45
- WS 415 Senior Seminar, 4 credits – change description

Drop Existing Courses

E.1.b.46
- *Eng 425 Practical Grammar, 4 credits

E.1.b.47
- Grk 331U Plato as Literature, 4 credits

E.1.b.48
- Grk 334U Greek Ethical Thought, 4 credits

E.1.b.49
- Lat 331U Early Medieval Civilization, 4 credits

E.1.b.50
- MGrk 101 First-Year Modern Greek, 4 credits

E.1.b.51
- MGrk 102 First-Year Modern Greek, 4 credits

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

E.1.b.52
- MGrk 103 First-Year Modern Greek, 4 credits

E.1.b.53
- MGrk 201 Second-Year Modern Greek, 4 credits

E.1.b.54
- MGrk 202 Second-Year Modern Greek, 4 credits

E.1.b.55
- MGrk 203 Second-Year Modern Greek, 4 credits

E.1.b.56
- MGrk 301 Third-Year Modern Greek, 4 credits

E.1.b.57
- MGrK 302 Third-Year Modern Greek, 4 credits

E.1.b.58
- MGrk 303 Third-Year Modern Greek, 4 credits

E.1.b.59
- MGrk 330U Modern Greek Culture and Civilization, 4 credits

E.1.b.60
- MGrk 361 Modern Greece Through Film, 4 credits

School of Social Work

New Courses

E.1.b.61
- CFS 386U Youth Healthy Relationships and Sexuality Education, 4 credits
  Explores the demands, parameters and possibilities of healthy relationship and sexuality education (HRSE) for youth. Together we will wrestle with what has come before and imagine what could be, focusing on the strengths and voices of people who are currently and historically pushed to the margins, and exploring what youth tell us they want and need. Through active participation, students can gain 'best practices' foundational skills and understanding of equitable methods for facilitating group HRSE lessons.

E.1.b.62
- SW 416 Motivational Interviewing, 4 credits
  Hands on practice intensive course teaches the central theoretical and empirical tenets of Motivational Interviewing (MI), as well as the clinical skills necessary to deliver the intervention to a wide range of clients in diverse settings. Students will learn and practice both the spirit and techniques of motivational interviewing. Prerequisites: Upper division or Post-Bac 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.1.c

Portland State
UNIVERSITY

March 5th, 2020

TO: Faculty Senate

FROM: Albert R. Spencer, Chair, University Studies Council

RE: Off-Cycle Consent Agenda

Approved: The UNST Council approves of the Cluster Curriculum Committee's off-cycle recommendations to remove the following courses.

Recommend Removal

BST 412U	Oregon African American History	American Identities
BST 484U	African American Community Development	American Identities

+++
Reviewed by UNST/Cluster Curriculum Committee   Date 2/24/20

Members of Curriculum Committee:
Michael Lupro, Chair
Stephen Frenkel
Vicki Reitenauer
Ben Anderson-Nathe, UNST Council Representative

Attachment G.3

27 March 2020

TO: Faculty Senate

FROM: Cindy Baccar, Associate Vice Provost & University Registrar

RE: Spring 2020 Temporary P/NP Policy Change

In response to the COVID-19 disruption and the remote delivery of all face-to-face courses, PSU like many other schools around the state and nation are making policy adjustments around the pass/no pass (P/NP) grading option. In collaborative consultation, the Provost worked with key administrative stakeholders, the Faculty Senate leadership and chairs of Academic Requirements Committee, Undergraduate Curriculum Committee and Graduate Council to craft a temporary adjustment for spring term. The temporary policy changes are intended to be balanced and provide needed flexibility for faculty and units to make decisions necessary to maintain academic integrity within their disciplinary context while providing students more flexibility in choosing the P/NP grading option without penalty given the challenging circumstances we face in spring term.

Spring 2020 Temporary P/NP Policy Changes

This temporary change in policy is intended to support students during the period of remote instruction that is taking place in spring term 2020 by expanding the number of courses that offer a Pass/No Pass grading option. This policy does NOT mandate P/NP Only grading for any courses. Academic units and faculty will determine whether they will choose to allow the P/NP option to students who are currently in Graded Only courses.

1. **Graded Only Courses** - During this period, department chairs will have temporary authority to make decisions on which Graded Only courses (i.e. those that were approved through UCC/GC as Graded Only) can switch to Optional grading (i.e. A-F or P/NP), allowing students a choice for spring term. In these cases, to be fair and equitable to students, all sections of the same course should use the same grading option.

2. **Courses w/ Optional Grading** - Courses already approved by UCC/GC to allow Optional grading are already approved to allow the unit to determine how they want to offer the course. Nothing is changing with this policy.

3. **Extended Deadline for Students to Change their Grading Option** - The standard deadline for students to change grading options online (on courses that allow optional grading) is the Monday of Week 7 of the term. The temporary policy extends the deadline

to the Monday of Week 10. This will give students more time to evaluate how they are managing in the remote environment.

4. **Addition of a Term Notation on Transcript for Spring 2020**
   The Registrar will add a term comment to explain that part of our COVID-19 response includes remote learning and an expanded use of P/NP grading. This should help downstream consumers of the transcript (i.e. medical and graduate schools, etc.) to have context for the use of Pass/No-Pass grades during this exceptional term.
   - Example: Due to the COVID-19 disruption, PSU transitioned to remote learning, allowing an increased use of the Pass/No-Pass grading option.

5. **Relaxation of Academic Restrictions on Spring 2020 Pass Credit**
   Spring 2020 Pass grades will be treated differently in DARS (degree audit) such that students are held harmless, in terms of degree/major limitations and course prerequisites. Specifically:

   - For undergraduates, the degree limitations (i.e. no more than 45 total credits of Pass, and at least 25 of the last 45 credits must be graded) will be modified so that Spring 2020 Pass grades do not count against these limits. (For graduate programs, there are no university level limits on the number of Pass grades that can be applied to a degree.)
   - All Pass grades earned Spring 2020 will apply to major/program requirements without restriction.
   - Department chairs will have the ability to modify their course prerequisites to allow Pass grades to satisfy prerequisites for upcoming registration periods without permanently changing the prerequisite through UCC/GC. If Optional grading is allowed in courses that serve as prerequisites, the expectation will be that the Pass grades in those courses will be acceptable, at least for a period of time. Department chairs will work with the Registrar to determine what time period is needed.

Portland State
UNIVERSITY

Thursday, February 27, 2020

To: Tuition Review Advisory Committee

From: Faculty Senate Budget Committee
                Steven Boyce (co-chair), Mitch Cruzan (co-chair), Tina Anctil, Candace
                Avalos, Michael Bowman, Eric Geschke, Sam Gioia, Brenda Glascott,
                David Hansen, Arthur Hendricks, ChiaYin Hsu, Martin Lafrenz, Janice Lee,
                Derek Tretheway, Melody Valdini, Stephen Walton, Bradley Wipfli

RE: Considerations for tuition increases

As representatives of the Faculty Senate Budget Committee, we are writing to express our
concern over the increasingly difficult budget conditions at Portland State University. Our
university has been operating with limited funding for many years, and with increases in
costs that are beyond our control, the lack of adequate revenue could begin to have a
negative impact on the quality of the education experience that we are able to offer to our
students. Based on the information provided to us by the office of Finance &
Administration, the university will be required to use reserves to pay for expenses to meet
its basic financial responsibilities over the next few years. But the reserve funds are limited,
so deficit spending cannot be sustained for more than a few years. I think we speak for all
of the faculty and staff by saying that we are proud of the fact that Portland State
University continues to provide access to higher education for students from diverse
cultural and economic backgrounds. At the same time, we recognize the importance of
maintaining a high quality education experience for our students. We are also cognizant of
the fact that many of our students face financial difficulties that makes it challenging for
them to continue taking classes towards their degrees. We encourage you to consider an
approach to your tuition recommendations that limits the financial impact on our students
while avoiding revenue shortfalls that would have negative impacts on the quality of the
education experience for our students. We thank you for your hard work with the Tuition
Review Advisory Committee, and for your continued commitment to our university.

Memorandum
Open Access Policy Committee

TO: Isabel Jaen Portillo, Presiding Officer, Faculty Senate
             Richard Beyler, Secretary to the Faculty

FROM: Michael Clark & Karen Bjork & the Faculty Senate Ad-Hoc Committee on Open-
             Access Publication

RE: Committee Policy Recommendations

DATE: March 15, 2020

Committee Members:

             Ben Anderson-Nathe (SSW)
             Karen Bjork (LIB)
             Michael Clark (ENG)
             Jill Emery (LIB)
             Kelly Gleason (ESM)
             Jay Gopalakrishnan (MTH)
             Bart Massey (CMP)
             Marc Rodriguez (HST)
             Vivek Shandas (USP)
             Jaime Wood (OAI)

Portland State University Open Access Policy

Draft date: March 1, 2020

Purpose and Policy Statement

Portland State University is a public institution with a commitment to "letting knowledge serve the city." Consequently, it is essential that we democratize public access to knowledge. Consistent with our ethics of engagement and our dedication to student success (both central features of PSU's Strategic Plan), the institution commits to making its research and scholarship freely and widely available to prospective and former students, the people of Oregon, and the broader research community. Open Access policies offer one way in which the university can uphold these values by disseminating scholarship beyond traditional publication firewalls. In addition to the public benefit this policy will provide, it is intended to serve faculty interests by the achievement of the following: (1) promoting the visibility and accessibility of their work, which will result in greater impact and recognition for the University and faculty; (2) helping the faculty and University retain distribution rights; and (3) aiding in the preservation of the scholarly record.

Based on these guiding principles, the Faculty adopts the following policy:

Faculty members grant Portland State University permission to make available their scholarly articles. This permission will include the right to reproduce and distribute those articles for open dissemination. In legal terms, each Faculty member grants Portland State University a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each Faculty member's scholarly articles. This applies to scholarly articles in any medium, with the purpose of making those articles available in an open access repository, provided that the articles are not sold, and appropriate attribution is given to authors. This policy does not alter a Faculty member's claim of copyright ownership.

Scope and Waiver

The policy applies to all scholarly articles individually or jointly authored while the person or persons are a member of the Portland State University Faculty. Articles published before the adoption of this policy are exempt. At the request of the Faculty member with copyright authority or ownership of the articles in question, the University will waive application of the license for a particular article, or delay access for a specified period of time.

Deposit of Articles

To assist the University in archiving and disseminating scholarly articles, individual Faculty members will help the University obtain copies of their articles. Each faculty member who does not obtain a waiver to deposit in the Institutional repository will endeavor to provide an electronic

copy of the final accepted (post-peer review) manuscripts of his or her scholarly articles to the University for inclusion in the repository, PDXScholar, or notify the University that the article will be available elsewhere on an open access basis.

Explanatory Notes

This OA policy has been adapted from the University of Washington Libraries // CC BY-NC 4.0 license. This language is based on and informed by the policies voted by faculties at the University of Washington, Oregon State University, Princeton University, Indiana University–Purdue University Indianapolis, Florida State University, the University of California, and others. Extensive information about good practices for university open access policies is provided in a widely endorsed guide from the Harvard Open Access Project (http://bit.ly/goodoa).

DRAFT Policy FAQ

The FAQ is based on and informed by the FAQs at the University of Washington, Oregon State University, Indiana University–Purdue University Indianapolis, Florida State University, University of Washington, the University of California, University of Massachusetts Amherst, and others.

Rights

Who owns the copyright to my articles?
You do, unless or until you assign those rights to someone else, typically your publisher, in a written contract (Copyright Transfer Agreement AKA Publishing Agreement). The effect of the policy is to grant Portland State University a license to share a specific version of your scholarship for non-commercial purposes. In order to grant this license, you must be the copyright owner; the policy depends on the fact that you own the rights to your work at the time of the grant of the license.

Is Portland State University taking rights to my work?
No. This policy grants specific nonexclusive permissions to Portland State University. You still retain ownership and complete control of the copyright in your writings, subject only to this prior permission. You can exercise your copyrights in any way you see fit, including transferring them to a publisher if you so desire. However, if you do so, Portland State University would still retain its license and the right to distribute the article from its repository.

In this way, the policy acts as a safe harbor for your rights, protecting them in spite of any subsequent agreement that transfers them to a publisher, and effectively gives you the ability to regain your rights upon request.

For recipients of grant funding, the policy will greatly simplify the process of complying with public access mandates, ensuring that you will have the right to make accepted versions of your articles available within the period specified by your funding agency.

What does it mean to grant a license to Portland State University?
Granting a license to Portland State University means that faculty agree to make available to representatives of the library a prepublication copy of their accepted manuscript. The manuscript will be made openly accessible in PDXScholar, Portland State University's open access research repository. "Make available" means that upon acceptance for publication, you or someone designated by you (e.g., a graduate assistant or department staff member) will email your scholarly article to pdxscholar@pdx.edu to be deposited by members of the Digital Initiatives Unit in Portland State University Library.

NOTE: A waiver from the policy exists to protect the academic freedom of authors who wish not to participate. See "Waiver/Embargo" section for more information on waivers.

How is granting a license compatible with "all rights under copyright"?
U.S. copyright law establishes that you can't give away what you don't have. Portland State University will receive non-exclusive rights. The University will not be able to grant any additional rights. However, Portland State University, *will* be able to exercise all of the other rights under copyright, including reproducing, displaying, distributing, and making derivative works of articles covered by the policy, as long as these activities are not done for profit.

What if a publisher refuses to publish because of the license?
This would never happen, since you always have the option to waive the license.

Does the Portland State University Policy allow commercial use of articles found in PDXScholar?
No. Authors may grant PDXScholar users reuse permission by choosing a [Creative Commons license](#) for their article at the time of deposit. Alternatively, they may choose to reserve all rights, with exceptions for things like fair use and classroom display.

Scope

To whom does this Open Access Policy apply?
The policy applies to members of the Portland State University Faculty defined in [Article II of the Constitution of the Portland State University Faculty](#). It does not apply to other Portland State University academic research staff or students.

Does this policy apply to co-authored or multiply-authored papers?
Yes. Each joint author of an article holds copyright in the article and, individually, has the authority to grant Portland State University a non-exclusive license, regardless of "corresponding author" status. Joint authors are those who participate in the preparation of the article with the intention that their contributions be merged into inseparable or interdependent parts of the whole. Should your co-author be at another institution with a similar policy there is no conflict between the licenses.

What version of their article should Faculty submit under the terms of the PSU Open Access policy?
The policy states that the author submit the "author's accepted manuscript" version of the article. This means the manuscript copy post-peer review but before a publisher typesets and finalizes it, also referred to as a post-print. If the publisher allows deposit of the final published version, you may deposit that version.

For individual publisher copyright policies and self-archiving see: [SHERPA/RoMEO](#)
Does this policy restrict my publishing options?

No. Faculty authors are free to submit and to publish in any journal they choose. The opt out provision protects an author's freedom of choice and ensures that the policy is compatible with any publishing opportunity.

What kind of writing does this apply to?
The policy applies to "scholarly articles." Using terms from the Budapest Open Access Initiative, scholarly articles are articles that describe the fruits of research and that authors give to the world for the sake of inquiry and knowledge without expectation of payment. Such articles are typically presented in peer-reviewed and refereed scholarly journals and conference proceedings.

Many written products are not encompassed under this specific notion of scholarly articles, such as long-form scholarship (books and monographs), popular articles, commissioned articles, fiction and poetry, encyclopedia entries, ephemeral writings, lecture notes, lecture videos, or other copyrighted works. The Open Access Policy does not address or otherwise impact these kinds of works, although faculty are further encouraged to make all of their publications, not just articles, available for open dissemination in PDXScholar. The Open Access Policy focuses exclusively on scholarly articles due to the particular conventions of copyright transfer that pertain in academic journal publishing.

Do I have to pay an "open access fee" in order to comply with the policy?
No. Most journal publishers (including Elsevier, SAGE, Springer, Taylor & Francis, and Wiley) permit authors to archive the accepted manuscript (post-print/ author's accepted manuscript) in institutional repositories at no cost to the author.

What if the publisher requires that the deposit of the post-print must be embargoed?
Numerous commercial publishers and large society publishers (ACS, Elsevier, IEEE, SAGE, Springer, Taylor & Francis, and Wiley) ask that the post-print of the article not be made readily available at the time of publication. However, you should still submit it to the Library at the time of acceptance and the Library will ensure that the embargo period is respected.

Waiver/Embargo

How do waivers work?
For any individual article, a Faculty member can obtain a waiver using a simple online system (the system is under development). Granting of a waiver is automatic; that is, there is no review of a waiver request. At the same time, faculty are encouraged to try to get publishers to accede to the terms of this policy. A waiver is an article-by-article exception to open access distribution, not to the policy as a whole. This allows Faculty still to claim rights even if waiving open access.
How do I opt out/request a waiver?

To opt out, Faculty will fill out a simple web form (under development), or send an email or other written notice to pdxscholar@pdx.edu informing Portland State University of the following:
- Name of Portland State University author
- Title of article (expected or working title)
- Journal you expect to publish in
- Reason you are opting out (for information use only; no waivers will be denied)

Can I delay access to my article in PDXScholar?
Yes. Embargoes of 6, 12, and 18 months are possible, per current norms in the publishing industry. The deposit will be made upon receipt, with the full-text not becoming available until the expiration of the embargo. This process is automated, such that no further action is necessary to make the article available at the appropriate time. Like waivers, 100% of Faculty author embargo requests will be honored. The policy is agnostic as to why you institute an embargo, be it to accommodate with wishes of your publisher or for your own reasons.

Compliance

What steps will a Faculty member need to follow when publishing an article?
The Faculty member will submit the author's final version to the Library. If the publisher's policy does not already grant the right to make the author's final version accessible, the Faculty will attach a copy of the University policy to the publisher's copyright transfer agreement.

PSU Library will provide notification to publishers about the policy, which is intended to help publishers accept the terms.

NOTE: If the publisher will not accept these terms, obtain a waiver.