

# Faculty Senate, 2 March 2020



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

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

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

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

Introduction of amendments to Faculty Constitution

[www.pdx.edu/faculty-senate](http://www.pdx.edu/faculty-senate)

PORTLAND STATE  
UNIVERSITY  
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 **2 March 2020 at 3:00 p.m. in Cramer Hall 53.**

**AGENDA**

- A. Roll Call and *Consent Agenda* [see also E.1, G.3]
- \* 1. Minutes of the 3 February 2020 meeting – *Consent Agenda*
  - \* 2. Notice of Senate Actions for February and OAA response – *Consent Agenda*
- B. Announcements
- 1. Announcements from Presiding Officer
  - 2. Announcements from Secretary
- C. Discussion– *none*
- D. Unfinished Business – *postponed from November*
- \* 1. Resolution recommending creation of new Teaching Professor ranks (AHC-ANTTF)
- E. New Business
- \* 1. Curricular proposals (GC, UCC, USC) – *Consent Agenda*
  - \* 2. MS in Applied Data Science for Business (SB via GC)
  - \* 3. MS in Emergency Management & Community Resilience (CUPA via GC)
  - \* 4. Grad. Cert. in Emergency Management & Community Resilience (CUPA via GC)
  - \* 5. BA/BS in Cultural History of the Arts (COTA via UCC)
  - \* 6. BS in Data Science (CLAS via UCC)
  - \* 7. Undergrad. Cert. in Communications Sciences & Disorders (CLAS via UCC)
  - \* 8. Undergrad. Cert. in Cultural Competence for the Workplace (CLAS via UCC)
  - \* 9. Resolution regarding PSU's equity, diversity, and inclusion issues (Steering)
- Proposed amendments to the Faculty Constitution (introduced for discussion and possible modification at this meeting, and voted upon at the next meeting)*
- \* 10. Re-ordering listing of committees (CoC)
  - \* 11. Creation of Academic Computing Infrastructure Committee (CoC)
  - \* 12. Creation of Research Committee (CoC)
- F. Question Period
- G. Reports from Officers of the Administration and from Committees
- 1. President's report
  - 2. Provost's report
  - \* 3. Report from Intercollegiate Athletics Board – *Consent Agenda*
- 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 3 February 2020 – *Consent Agenda*
- A.2. February Notice of Senate Actions with OAA response – *Consent Agenda*
- D.1.a-b. Resolution on Teaching Professor rank series
- E.1.a-c. Curricular proposals (summaries) – *Consent Agenda*
- E.2. Proposal for MS in Applied Data Science for Business
- E.3. Proposal for MS in Emergency Management & Community Resilience
- E.4. Proposal for Grad. Cert. in Emergency Management & Community Resilience
- E.5. Proposal for BA/BS in Cultural History of the Arts
- E.6. Proposal for BS in Data Science
- E.7. Proposal for Undergrad. Cert. in Communications Sciences & Disorders
- E.8. Proposal for Undergrad. Cert. in Cultural Competence for the Workplace
- E.9. Resolution on equity, diversity, and inclusion
- E.10-12. Proposed constitutional amendments
- G.3. IAB Mid-Year Report

# PORTLAND STATE UNIVERSITY FACULTY SENATE, 2019-20

## STEERING COMMITTEE

Isabel Jaén Portillo, Presiding Officer

Michele Gamburd, Presiding Officer Elect • Thomas Lockett, 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)

<b>College of the Arts (4)</b>			<b>Maseeh College of Engineering &amp; Computer Sci. (5)</b>		
*Dillard, Chuck	MUS	2020	Anderson, Tim	ETM	2021
James, Meredith	A+D	2020	Chrzanowska-Jeske, Malgorzata	ECE	2021
†Magaldi, Karin	TA	2021	<i>Duncan, Donald</i>	ECE	2022
TBD		2020	<i>Feng, Wu-chang</i>	CMP	2022
<b>College of Liberal Arts &amp; Sciences–Arts &amp; Letters (6)</b>			†Karavanic, Karen	CMP	2020
Dolidon, Annabelle	WLL	2020	<b>Library (1)</b>		
†Greco, Gina	WLL	2021	†Emery, Jill	LIB	2020
Holt, Jon	WLL	2021	<b>School of Public Health (2)</b>		
<i>Limbu, Bishopal</i>	ENG	2022	*Izumi, Betty	CH	2021
†Thorne, Steven	WLL	2022	†Labissiere, Yves	CH	2022
Watanabe, Suwako	WLL	2020	<b>School of Social Work (4)</b>		
<b>College of Liberal Arts &amp; Sciences–Sciences (7)</b>			Bryson, Stephanie	SSW	2020
<i>Eppley, Sarah</i>	BIO	2022	May, Edward	SSW	2021
Fountain, Robert	MTH	2021	Mosier, Miranda	SSW	2020
George, Linda	ESM	2020	†Oswald, Mary	RRI	2022
†Jedynak, Bruno	MTH	2022	<b>College of Urban and Public Affairs (5)</b>		
†Lafferriere, Beatriz	MTH	2022	Chaillé, Peter	PAD	2020
Palmiter, Jeanette	MTH	2020	†Eastin, Josh	PS	2021
Thanheiser, Eva	MTH	2021	*Henderson, Kelsey	CCJ	2020
<b>College of Liberal Arts &amp; Sciences–Social Sciences (7)</b>			<i>Kinsella, David</i>	PS	2022
*Ajibade, Idowu	GGR	2020	*Tinkler, Sarah	ECN	2021
Fritz, Charlotte	PSY	2021	<b>Other Instructional (3)</b>		
<i>Gamburd, Michele</i>	ANT	2022	†Lindsay, Susan	IELP	2020
Hsu, Chia Yin	HST	2020	Lupro, Michael	UNST	2021
*Lafrenz, Martin	GGR	2020	Newlands, Sarah	UNST	2021
†Meyer, Claudia	SPHR	2021	<b>All Others (9)</b>		
†Reitenauer, Vicki	WGSS	2022	Baccar, Cindy	REG	2020
<b>The School of Business (4)</b>			Broussard, Scott	ACS	2021
†Dimond, Michael	SB	2020	Faaleava, Toeutu	OAA	2020
Hansen, David	SB	2021	*Fiorillo, Marie	ACS	2020
<i>Loney, Jennifer</i>	SB	2022	<i>Flores, Greg</i>	ACS	2022
<i>Sanchez, Becky</i>	SB	2022	<i>Harris, Randi</i>	OAI	2022
<b>College of Education (3)</b>			Ingersoll, Becki	ACS	2021
†Farahmandpur, Ramin	ELP	2022	<i>Kennedy, Karen</i>	ACS	2022
Sugimoto, Amanda	C&I	2021	†Matlick, Nick	REG	2021
Thieman, Gayle	C&I	2020			
[vacant]		2020			

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*Newly elected senators in italics*

\* Interim appointment

† Member of Committee on Committees

**Date: 10 October 2019**

## EX-OFFICIO MEMBERS OF FACULTY SENATE, 2019-20

Ex-officio members of Faculty Senate include certain administrators, elected Faculty officers, and chairs of constitutional committees. Administrative ex-officio members are ineligible to be elected senators. Ex-officio members do not vote (unless they are also elected senators), but may make motions and participate in Senate discussions without further recognition.

<i>Adler, Sy</i>	<i>Interim Dean, College of Urban and Public Affairs</i>
<i>Allen, Clifford</i>	<i>Dean, The School of Business</i>
Baccar, Cindy*	Advisory Council (2018-20)
<i>Bangsberg, David</i>	<i>Dean, OHSU-PSU Joint School of Public Health</i>
<i>Beyler, Richard</i>	<i>Secretary to the Faculty</i>
<i>Bielavitz, Thomas</i>	<i>Dean, University Library</i>
Boyce, Steven	Co-chair, Budget Committee
Burgess, David	Chair, Intercollegiate Athletics Board
<i>Bynum, Leroy, Jr.</i>	<i>Dean, College of the Arts</i>
<i>Carlson, Matthew</i>	<i>Interim Dean, College of Liberal Arts and Sciences</i>
Caron, Julie	<i>Interim Vice President for Global Diversity and Inclusion</i>
Carpenter, Rowanna	Steering Committee (2018-20); IFS (Jan. 2020-Dec. 2022)
<i>Chabon, Shelly</i>	<i>Vice Provost for Academic Personnel and Leadership Development</i>
Coleman, Claudia	Chair, Honors Council
<i>Coll, Jose</i>	<i>Dean, School of Social Work</i>
<i>Corsi, Richard</i>	<i>Dean, Maseeh College of Engineering &amp; Computer Science</i>
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)
<i>Gibson, Violet</i>	<i>President, ASPSU</i>
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
<i>Jeffords, Susan</i>	<i>Provost &amp; Vice President for Academic Affairs</i>
Kirtley, Suan	Chair, University Writing Council
<i>Knepfle, Chuck</i>	<i>Vice President for Enrollment Management</i>
Labissiere, Yves*	Advisory Council (2019-21); IFS (Jun. 2019-Dec. 2021); Faculty Trustee
Loikith, Paul	Chair, Graduate Council
Luckett, Thomas	Past Presiding Officer
<i>Lynn, Marvin</i>	<i>Dean, College of Education</i>
<i>Maddox, David</i>	<i>Interim Vice Provost for Academic Budget and Planning</i>
Merrow, Kathleen	Chair, Academic Quality Committee
Millay, Lea	Chair, Library Committee
Miller, Michele	Co-chair, Scholastic Standards Committee
<i>Percy, Stephen</i>	<i>Interim President</i>
<i>Podrabsky, Jason</i>	<i>Interim Vice President for Research and Graduate Studies</i>
<i>Reynolds, Kevin</i>	<i>Vice President for Finance and Administration</i>
Sager, Alexander	Co-chair, Educational Policy Committee
Sanchez, Becky*	IFS (Sep. 2019-Dec. 2020)
Spencer, Randy	Chair, University Studies Council
<i>Toppe, Michele</i>	<i>Vice Provost for Student Affairs &amp; Dean of Student Life</i>
Webb, Rachel	Advisory Council (2019-21)
<i>Wooster, Rossitza</i>	<i>Dean, Graduate School</i>
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, 3 February 2020

**Presiding Officer:** Isabel Jaén Portillo

**Secretary:** Richard Beyler

**Senators present:** Ajibade, Anderson, Baccar, Broussard, Chaillé, Chrzanowska-Jeske, Dillard, Dimond, Dolidon, Duncan, Emery, Faaleava, Farahmandpur, Feng, Flores, Fountain, Gamburd, George, Greco, Henderson, Holt, Ingersoll, Izumi, Jedynek, Karavanic, Kinsella, Labissiere, Lafferriere, Lafrenz, Limbu, Lindsay, Lupro, Matlick, Mosier, Newlands, Oschwald, Palmiter, Reitenauer, Sugimoto, Thanheiser, Thieman, Thorne, Tinkler.

**Alternate present:** Mitchell Cruzan for Eppley, Staci Kiker for Fiorillo, Madelyn Parsons for Loney, Susan Ginley for Meyer, David Garrod for Sanchez.

**Senators absent:** Bryson, Eastin, Fritz, Hansen, Harris, Hsu, James, Kennedy, Magaldi, May, Watanabe.

**Ex-officio members present:** Bangsberg, Beyler, Bielavitz, Boyce, Burgess, Bynum, Caron, Carpenter, Chabon, Cruzan (also as alternate), Duh, Ginley (also as alternate), Jaén Portillo, Jeffords, Loikith, Lockett, Percy, Podrabsky, Webb, Wooster.

**A. ROLL CALL AND CONSENT AGENDA.** The meeting was **called to order** at 3:04 p.m.

**1. Minutes from 6 January 2020** were **approved** as part of the *Consent Agenda*.

### **B. ANNOUNCEMENTS**

#### **1. Announcements from Presiding Officer**

JAÉN PORTILLO announced the budget forum co-sponsored by AAUP and Steering Committee on Tuesday, February 4<sup>th</sup>, 4:00-6:00 in Cramer 238, about the budget process and how faculty can participate in it.

#### **2. Announcements from Secretary**

BEYLER announced that E.1.a.3 had been pulled from the Consent Agenda. Regarding E.2, because of some ongoing discussions the text was not ready for the packet as originally thought. We have a text to circulate today, but the official introduction will take place next month. There would be a Question to Administrators [item F].

### **B. DISCUSSION: Issues of Diversity, Equity, and Inclusion Affecting the Faculty**

JAÉN: a diverse faculty, staff, and administration is necessary to serve our diverse student body and the broader community. The University faces challenges in equity, diversity, and inclusion, particularly in recruitment and retention of faculty, staff, and students of color, as well as in support for units crucial to serving underrepresented groups. Steering Committee have been holding conversations with various constituents, including so far ASPSU President Violet GIBSON; Chair of the Diversity Action Council [DAC] Committee on Recruitment and Retention of Diverse Faculty Gina GRECO; Presidential Fellows Lisa HAWASH and Shirley JACKSON, working on the equity lens and campus ombuds office, respectively; chair of Chicano and Latino Studies Robert DE ANDA; and Interim Vice President of Global Diversity and Inclusion Julie CARON. Steering and DAC have requested data on hiring and retention of faculty, in order to identify patterns. Steering is also working on a resolution on

these issues for consideration by Senate. JAÉN circulated questions generated at the November 6<sup>th</sup> Faculty meeting and subsequently [**Appendix C**].

CARON gave an overview of the work of the Office of Global Diversity and Inclusion [GDI]. DAC has committees on recruitment and retention of diverse faculty, staff, and students. Each of these committees identifies and forwards issues to be addressed. Last year they focused on the climate survey, and are now working on recommendations from that survey. PERCY has appointed a Presidential Fellow Marshawna WILLIAMS to work on implementing the 2017 report of the African American/African/Black Students Task Force. GDI is also working with the Cultural Resource Centers to build an inclusive environment.

CARON said that announcements would be coming soon about the campus visits of finalists for the Vice President of GDI, starting on Tuesday the 11<sup>th</sup> through the 25<sup>th</sup>.

CARON said she would always welcome questions or suggestions on how to move the needle on making our campus more inclusive. There is always work to be done.

THIEMAN was concerned that promotion and tenure guidelines across campus do not [always] include reference to equity, diversity, and inclusion. She didn't understand how they could not be included. If this is the University's mission and goal, how can any department not see it as part of scholarship and teaching? She would not presume to tell colleagues in another department what to do; however, every unit should be working on it. We should work together to figure out how. It's inappropriate to just not do it.

GRECO: we have to focus on systemic problems, including a lack of diverse faculty and difficulty retaining [them]. Systemic solutions have to be enforced, which sounds scary—but if under the guise of academic freedom people create a hostile environment, or if departments make hiring decisions that don't use best practices, the whole University is complicit.

TINKLER wished for clearer hiring processes. She knew of searches that hadn't followed best practices—for example, not creating a hiring rubric but saying, ex post facto, "These people look good." She was astonished that we don't follow best hiring practices. No department should be allowed to conduct a search without a rubric. In terms of scholarship, for example in the tenure context, are we saying that somebody in (say) physics needs a diversity component to an experiment? She wished to clarify what this might mean in different fields. It's easy to see in, say, economics, but maybe not in the sciences.

GEORGE noted that there is a large literature in equity and diversity in STEM fields—not only in terms of career access, but also research methods, questions asked, interpretation of results, etc. The social also enters into conducting science.

CARON said that chairs received an e-mail from the Provost that all faculty participating in a search are required to participate in an inclusivity workshop. She also recently learned that Willamette University, among other universities, is including diversity, equity, and inclusion requirements in their promotion and tenure guidelines. It doesn't necessarily have to be within scholarship but can include curriculum, pedagogy, classroom environment, work with colleagues, etc. We should look at these examples from other universities.

HOLT, from his time on Graduate Council, knew that all new course proposals require a diversity statement. He saw this is as a healthy encouragement to think how to make courses more equitable or open to people. For example, are readings written by a diverse range of authors? These are basic things that can inspire students. He suggested also that, sadly, the recruitment question is moot because we aren't hiring—anyway not in his department. Retention becomes all the more important, but it's frustrating that we can't even talk about recruitment any more. To administrative colleagues: can we change that so we can enhance campus diversity? On a third point, HOLT believed it would be possible to include a benchmark in P&T guidelines—at least an opportunity to recognize and reward efforts.

IZUMI: we should also expect to follow inclusive practices when hiring students to work on projects. GDI has trainings on inclusive syllabi. Also in mentoring and advising students, we can do more to create a more inclusive environment.

INGERSOLL, similarly, suggested that if we are concerned about diversity in the academy, we should be encouraging these students to get involved in research, consider graduate school, etc. She talks to talented students all the time, who've never heard that they should consider graduate school as an option. Encouragement can be helpful.

AJIBADE was concerned about faculty we are losing, particularly in Black Studies, Chicano Studies [CLS], and the School of Gender, Race, and Nation generally. She wondered what the University as a whole is doing about that. While we want diversity across campus, there are departments whose work depicts or exemplifies diversity and equity, and it's important to address attrition in those departments.

JAÉN asked what initiatives we can take to address the sense that we are losing faculty of color. This hurts our ability to serve students adequately. CLS, for example, has only one professor, while 16% of our students are Latino students. It's a chronic problem.

JEFFORDS wished to recognize some units who had committed to this. In MCECS, for example, Dean CORSI committed to diversifying searches, and this year they have dramatically different pools. Their first offer has been to a woman in Computer Science, who accepted enthusiastically. In this outcome we see the work of chairs, support of the dean, participation the GDI trainings, etc. Change happens when people commit to it. Similarly in SSW there has been an effort towards diverse candidate pools. The deans are having an active conversation about how to use collaboration and cluster hires.

GRECO: hiring is important, but we need to look under our hood about problems with retention. She understood that about two years ago we started exit interviews. Committees are asking for concrete data. We can't just talk—there has to be support for action.

IZUMI was concerned about recruitment and retention of staff also. A couple of years ago she co-chaired with FAALEAVA the Task Force on Asian/Asian-American/Pacific Islander Student Success. Two key staff people involved in preparing that report have left PSU. They were Pacific Islander leaders and sources of support for students. She hears from



students frequently that people they interact with don't understand where they are coming from. JAÉN noted that this point that came up Steering's conversation with GIBSON.

**D. UNFINISHED BUSINESS** – *none*

**E. NEW BUSINESS**

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

The new courses, dropped courses, and changes to courses and programs listed in **January Agenda Attachment E.1, with the exception of E.1.a.3**, were **approved** as part of the *Consent Agenda*, there having been no objection before the end of Roll Call.

**a.3. Elimination of existing program: Grad. Cert. in Addictions Counseling**  
(COE via GC)

BEYLER: prior to the meeting, a senator had requested to pull this item from the Consent Agenda for separate discussion. JAÉN gave additional context: Steering Committee has been concerned about processes for elimination or suspension of programs. Pulling this item nothing to do with the procedures of Graduate Council, but rather with a broader conversation which we hope to have in an upcoming meeting. Her hope is then that we can address this item after that discussion.

GAMBURD/LUPRO **moved to postpone** until after the discussion referred to by JAÉN. The motion was **approved** without objection (by show of hands).

**2. Proposed amendments to Faculty Constitution (CoC)**

*[Procedural note: because the text was not ready for inclusion in this month's packet, the discussion below does not yet constitute the official introduction of amendments as mandated by the Faculty Constitution, Art. VIII.]*

KARAVANIC, co-chair of Committee on Committees [CoC], reviewed the background. In the Annual Report [December], CoC suggested several possible changes to the structure of Faculty committees. The current proposal [**Appendix E.2**] pursues this suggestion. CoC is charged with appointing members to constitutional committees and overseeing the committee structure and process. Constitutional committees are those listed in the Faculty Constitution; changes to their function or structure require a constitutional amendment. All Faculty members are eligible to sit on these committees. There are also administrative committees (as they are called), which can be formed by administrators as needed. They are not listed in the Constitution; CoC may assist with the process, but does not staff, oversee, and maintain them in the same way [as constitutional committees]. KARAVANIC observed that constitutional committee charges need to strike a balance between generality and specificity.

The first proposed change is to list the committees in alphabetical order. The other changes propose new committees. KARAVANIC realized that new committee work per se might not be a popular idea, since they represent added workload, but these two proposed additions seemed to CoC logical and high priorities.

KARAVANIC continued: the Academic Computing Infrastructure Committee will replace the Academic Computing and Information Technology Advisory Committee, an administrative committee, which is now no longer regularly meeting as envisioned.

Members of ACITAC had in fact approached CoC about this restructuring. The proposed membership is the distribution by division; there are also a number of key administrators listed as ex-officio members, since interaction with relevant administrative units will be crucial. The charge includes serving as an interface between faculty and administration, making recommendations, surveying faculty about their needs, having liaison with other relevant committees, and reporting to Senate.

The third change, KARAVANIC said, is the University Research Committee. This idea came up during creation of the Ad-Hoc Committee on Undergraduate Research Opportunities: there was no standing committee to take on that work. Again, there will be representation across divisions, plus ex-officio members. General roles for the committee include identifying faculty concerns or questions about research.

Undergraduate research issues could also, down the road, be handled by this committee.

HOLT suggested that this committee be in charge of the Undergraduate Research Forum.

## **F. QUESTION PERIOD**

Pursuant to the Bylaws, the following question had been presented to the Interim President:

In searches for administrator positions, what are the respective roles of the search firm and the search committee?

PSU's use of a search firm that alone calls references and provides digested versions of reference interviews and faculty feedback to the search committee is not the only model. While we understand that there are questions of privacy in searches, we do note that faculty and staff colleagues serving on a presidential search at another colleges in Portland have been involved not only with reading all summaries of reference checks, but were actually tasked with calling references and making summaries of the discussions.

How can we make sure that future searches are conducted in ways that reflect the values of our institution, including the value of shared governance and confidence in the judgment of faculty and staff appointed to a search committee?

PERCY said that after receiving the question, wanting to know more about faculty's concerns, he talked with the Advisory Council and with JAÉN and GAMBURD. He had been on many searches at various universities, and issues like this had come up before. He could not answer the question fully, because he believed we did not have a consistent process; each search and each search firm has its [own] expectations and procedures. He wished to share today what he had learned, and what he thought next steps might be.

PERCY learned of questions about roles in the initial screening of candidates. Do we want the search committee to [look at] at candidates who they believe best met the criteria, or those who have legally met the criteria, or the entire list of candidates? Another concern is timing: how can faculty input, collation of notes from forums, etc., be received by decision makers in a timely fashion? Sometimes the specific role of the committee is made clear at the start of the search; sometimes it evolves.

He assured senators that he and other administrators care about faculty voices. They are needed in the process. We need to consider timing; he had heard that committees sometimes

felt they didn't have time to review materials before a meeting. Also, the sequence of receiving and collating feedback needs to be planned carefully; however, sometimes it is complicated by a need to move quickly while also maintaining confidentiality.

The role of search committees, PERCY said, may vary with different search firms, but we should also state our own expectations. He wished to create a set of guidelines for administrative searches. He hoped to prepare a draft and share it for comments. He can't find that we have such guidelines at present. He also promised to share this with the Board of Trustees; they have their own processes, not our administrative ones, but we should let them know that we are having this conversation and so that they are aware of our concerns.

GRECO thought this would be a wonderful solution. She wished it to be made clear that search firms shouldn't filter comments and feedback so that everything becomes vanilla.

HOLT thanked PERCY for helping him understand the process. His questions: is there one firm that we constantly use? Are we married to them? If so, have we considered trying different firms? PERCY: we do [work with] more than one firm. He believed that there is a pre-approved list. For example, in the search for Vice President of GDI, there is a firm that specializes in that work, has better contacts, etc. In CUPA they had worked with a firm that emphasized recruitment of diverse pools. We should be examining firms' performance.

LUCKETT: what are the advantages that a search firm brings? What can they do that we can't do ourselves? PERCY: one advantage is their knowledge base of potential candidates, who might not otherwise show up. Many people you might want to attract are not on the job market, but firms are keeping track of who is moving up, who has experience, who has a good track record, etc. Probably the most function is to be an intermediary between all of us and the candidate. Many candidates have responsible positions that would be harmed—he could give examples—if it became known that they were looking for a new job. With a search firm, they are [initially] not connected to anyone on the campus. He had seen cases where confidentiality had been violated, and the situation became very tricky. The potential candidate can explore a position extensively before having to submit an application—at which point someone will know their name. Firms also have experience with reference checking. He gave example from his time at University of Wisconsin-Milwaukee, chairing a search for chancellor (equivalent of president). The committee was impressed by the candidates who were provosts, vice presidents, etc.; the firm suggested someone who was a dean. That person would probably not have made the list without the firm's urging. That person wowed them in an interview; came to their university for five years, and later to Cincinnati and the SUNY system. The committee had relied on a traditional criterion based on title, whereas now they could focus on a person's particular skills. He noted that in that search, the faculty [on the committee] did see all of the applications.

JEFFORDS noted that she would not have applied for the position as provost if the search firm had not phoned her. She was not actively looking at ads, wasn't notified by anyone at PSU, and was and not aware of the opening until contacted by the firm.

LUPRO wished to link this discussion to the previous one. He perceived two competing interests. He would like to see us elevate people in our own faculty to administration. That doesn't give an answer, however, for recruitment of diverse candidates. The current faculty, and this room [Senate], is not representative our students or community. If we grow from within, we won't necessarily become more inclusive. How do we balance these interests?

PERCY had previously chaired the GDI Committee on Recruitment and Retention of Diverse Faculty. A particularly interesting discussion was about onboarding—for example, for international faculty who didn't at first understand the benefits system, health insurance choices, etc. How do we link faculty member of colors with people who can enable them to be successful? We all have do more in regard to recruitment: advertising in various forums, making contacts at professional meetings, etc. Many of those decisions are made in academic units. Regarding the first part of the question, PERCY said he would like to see more opportunities for faculty to get involved [in administration]. Following the Provost's lead, he had appointed several Presidential Fellows. These and the Provost's Fellows are learning about various sectors of the University and also getting training in leadership. He's encouraged similar steps for department chairs, etc. We need people who want to be leaders.

HOLT, reverting to an earlier point: if faculty go to forums, meet candidates, and fill out feedback forms, and then find out that search firms filter out their comments, that is frustrating. He is not trained to write comments in search-speak. He's gotten the feeling that all these briefings [with faculty] don't matter. PERCY: they do matter; we need to show that. It's important to maintain confidentiality, but comments don't have to be sterilized. HOLT's impression was that [faculty] comments are often sanitized. PERCY: they don't have to be. We do want to protect people who say difficult things. GRECO added that she signed all her comments; members of the search committee knew her, and [for that reason] she didn't mind their doing any filtering, but she didn't want to be filtered by people who didn't know her. PERCY: it depends on who has access to the comments.

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

### **1. President's report**

PERCY appreciated hearing at the Winter Symposium about the importance of students' questions such as "Do I fit in here? Am I capable of this?" We should consider the messages that students are receiving from their perspective—for example, a marked-up paper. How do we communicate messages such as: "I mark up everyone's paper because everyone can learn and grow. It's OK if you feel that you are struggling because others feel that also." This doesn't mean loosening standards, but being more conscious about signaling support, and not reinforcing self-doubts. Such changes do not require large investments. Another example: a traditional probation letter looks like a court summons; instead, we can say: here's how we can help you.

PERCY reported on the status of Science Building 1. Last year the legislature did not fund any capital projects in higher education. [Higher Education Coordinating Commission] redid their rubric, for example, regarding the funding match requirement. With those changes, SB1 went to three on their ranked list. We also worked on philanthropic support. David and Christine Vernier have agreed to give \$4.5 million towards the matching fund. Honoring this, but building will be renamed the Vernier Science Center. Two more hurdles are the governor to approve the ranking, and the legislature to approve the bonding; PERCY believed, however, that we are in good shape.

PERCY announced an initiative which he was bringing from a previous institution. This is a channel for good ideas that have not had a chance to rise up through the system. One example was a conversation with Robert FRANKLIN, Manager of the Native American Student & Community Center, who pointed out that the building is on Jackson Street.

Perceiving a possible disconnect there, PERCY had asked if University Relations could help initiate a conversation with city government about changing the name to honor Native Americans.

The Quick Wins program, PERCY said, will include a website for suggestions that can be done in a short time and that cost \$100 or less. A committee of faculty, staff, and students will review them. They will be pushed out to relevant administrators, etc., for implementation. They might have additional resources to invest. We will then recognize the person who made the suggestion.

PERCY announced that, as noted earlier, Marshawna WILLIAMS we be a Presidential Fellow working on implementing findings of the task force on African-American student performance and faculty life. In the presidential transition, we fell behind in looking at this good report; we now want to move forward toward implementation. He hopes to do the same with the group that worked on Asian-Pacific Islander issues. We can make changes in policies and make connections between people. We should fulfill our promise in the Strategic Plan to employ an equity lens in planning, deciding, and evaluating.

PERCY recognized the presentation by Daymond GLENN at the Martin Luther King Jr., commemoration as a powerful idea about how higher education needs to reform itself for students of color to be more successful.

Along with the Provost, PERCY had been meeting with presidents of several community colleges in the region. They planned to bring together teams of advisors to work on improving the transfer experience. The state legislature is very concerned about this. We are known as a relatively good institution in this regard, but we can do still better and make us the model.

PERCY noted the passing of Portland City Commissioner Nick FISH. FISH had been a great friend of the University, and was a great friend when he [PERCY] had been a new dean at PSU. He had helped in work with city government, and had been supportive of several key projects. FISH was a great civil servant. His life partner, Patricia SCHECHTER, was of course a Faculty member so in this sense he was also part of our own family.

## **2. Provost's report**

JEFFORDS noted that the Transfer and Returning Students Center is having its formal opening on February 6<sup>th</sup>. This was a visible sign of PSU's commitment to success of transfer students. We are getting good feedback from Salem about this.

She appreciated PERCY's comments about the Winter Symposium, where she had also learned a great deal. In addition to the guest speaker, Omid FOTUHI, there were interesting presentations by PSU faculty Erin SHORTLIDGE and Carlos CRESPO on outcomes in changing student mindset. Recording and slides from the symposium will be available. OAA is looking into additional ways to advance this work. FOTUHI also met with student focus groups, and we have good notes from those sessions. We need to spend more time listening to students—how students experience this place, rather than our imagination of how they experience it. One relatively easy thing would be a welcome video that's not just "PSU is a great place" but something that helps students see a pathway to success here.

JEFFORDS related that the CLAS dean search is still continuing, because the chancellor of the institution of the candidate she had referred to last month had stepped in with a successful counteroffer.

JEFFORDS wished to mention the budget forums and results from the working group that had been looking at the budget process at other institutions. These are very early stages of a conversation about how to allocate funds within OAA. There had been wonderful feedback, insightful and hard questions. Slides from the presentation and a form for further feedback had been made available. She also had suggested meeting with Steering Committee, and had suggested to deans that they take this conversation to the various colleges, where the situation may look quite different.

REITENAUER asked how the Students First initiative affected thinking about the budget. JEFFORDS, recognized the importance of the questions. We may not, like the University of South Florida, have millions of dollars to invest. Therefore we need to look at how to allocate existing resources. This may be a difficult problem, including shifting resources from one area to another. She had heard from a number of people who are making local decisions based on a clear prioritization—affirming how we can leverage decisions. We can also leverage this commitment in terms of seeking external funding, grants, etc. Finally, while it's not the primary motive, it's also true that retaining more students improves the budget situation, particularly in a climate of declining initial enrollments. PERCY added that “Students First” doesn't mean “Faculty Fifth.” We recognize that faculty matter in student success.

TINKLER wondered how we generate the lists of [potential] students to write to. Just looking at the traditional 17- or 18-year-olds might miss a lot. JEFFORDS said that Vice President for Enrollment Management KNEPFLE has brought new ideas along these lines and is developing an enrollment strategy.

HOLT asked how he could help advertise the transfer center. Who should we be sending here? JEFFORDS: the center is intended to help newly arriving students navigate the institution, but also a place for transfer students to go back to if they have questions or problems with billing, student services, etc. We are advertising it at the community colleges. HOLT: many of his students are transfer students—what can he tell them? JEFFORDS appreciated the point that we need to advertise internally.

## H. ADJOURNMENT

The meeting was **adjourned** at 4:46 p.m.

### Equity, diversity, and inclusion

Questions and Comments from the Special Meeting of the Portland State University Faculty 6  
November 2019

1. What challenges and issues are we facing regarding equity, diversity and inclusion on our campus?
2. How can the administration help us hire and retain underrepresented faculty and administrators?
3. How can we be more inclusive? Which groups on campus and in the community at large should we be working with to help us?
4. Which are the roles and responsibilities of the administration and the Board of Trustees in helping us promote equity, diversity and inclusion?

For many departments, these issues are central to scholarship and daily work; those units need support. In other areas, such as STEM, it may not be front and center, and women and/or minorities may be underrepresented. Equity, diversity, and inclusion are not the responsibility of one department or committee; labor can't be delegated to those for whom this is the area of scholarship, nor to Global Diversity & Inclusion. It has to be a University-wide cultural shift, both up- and downstream. It shouldn't be legislated by individual grievances. It has to be a shared commitment across faculty, department chairs, upper-level administrators, and Board. To take this seriously at a structural means, for example, looking at headhunter firms: in what ways might they reproduce structural inequalities around gender and race? In what ways might we reproduce them in departmental hires? Hegemony is everywhere, including in Faculty Senate.

We should focus on systemic problems; the diversity of the PSU student body is not reflected in the faculty. Promotion and tenure guidelines across campus don't refer to equity, diversity, and inclusion [EDI]. It's difficult to measure EDI efforts unless they are part of scholarship. Guidelines should require faculty to address how they're including this in curriculum and pedagogy; however, some departments have pushed back on this expectation. A predominantly white faculty, lacking training or awareness of alternative pedagogies, may find it difficult. Likewise, limited resources makes it difficult to recruit or retain faculty from underrepresented groups, who may have more attractive offers elsewhere. Different and additional kinds of support may be necessary; it can be stressful to be the only member of a given group in a given unit. Support for EDI should be manifested not only in words but in resources and common expectations. What are the rewards (e.g., in post-tenure review) for promoting EDI? Another question was about the resources for, and the monitoring of, ADA compliance in syllabi (particularly online courses)? Thinking about equity requires thinking about the overall purpose of a university (what knowledge, whose knowledge) and articulation with the K-12 educational system.

#### **Other possible themes/questions to explore today...**

The current state and role of equity, diversity, and inclusion training in our campus.

How do we incorporate—in our teaching, our research, and our shared governance conversations—the need to understand others and their diverse identities and circumstances so we can create an educational environment where everyone feels included and supported and that helps us enhance our contribution to foster equity, diversity, and inclusion values in our communities within and outside PSU?

## Proposed Change CoC-1:

Changing the List of Constitutional Committees to Alphabetical Order

The following shall be inserted into Article IV Section 4 item (4):

The list of committees in Article IV Section 4 item (4) shall be edited to be in alphabetical order by Committee Name.

## Proposed Change CoC-2:

Creating the Academic Computing Infrastructure Committee (ACIC)

The following shall be inserted into Article IV Section 4 item (4):

The Academic Computing Infrastructure Committee (ACIC). 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 Board 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.



Proposed Change CoC-3

Creating the University Research Committee (URC)

The following shall be inserted into Article IV Section 4 item (4):

The University Research Committee (URC). 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 Board 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.

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



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

At its regular meeting on 3 February 2020, Faculty Senate **approved** the curricular consent agenda with the new courses, changes to courses, and changes to programs listed in Attachment E.1 to the January Agenda, with the exception of item E.1.a.3, elimination of Graduate Certificate in Addictions Counseling, which was pulled from the consent agenda and consideration of which was deferred to a subsequent meeting.

02-13-2020: OAA concurs with the approved curricular consent agenda with the new courses, changes to courses, and changes to programs.

Best regards,

A handwritten signature in black ink, appearing to read "Isabel Jaén".

Isabel Jaen Portillo  
Presiding Officer

A handwritten signature in black ink, appearing to read "Richard H. Beyler".

Richard H. Beyler  
Secretary to the Faculty

A handwritten signature in black ink, appearing to read "Susan Jeffords".

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

**Resolution to Amend PSU Standard 580-020-0005****WHEREAS:**

In spring of 2018, the Faculty Senate created an ad hoc task force charged with addressing inequity among the non-tenure track continuous appointment teaching ranks.

**WHEREAS:**

After months of meetings and town halls, the task force identified inequities among the non-tenure track faculty. The task force discovered that the rerankings that were effective in 2014 have created unintended disparities among the non-tenure track with regards to titles and recognition.

- Non Tenure Track Faculty who are teaching in the Instructional ranks are doing similar work as Assistant, Associate, Full Professor of Practice/Clinical ranks with different titles and compensation.
- Some NTTF faculty who have Ph.D.s in the Instructor ranks are teaching graduate level courses and serving on graduate level thesis committees.
- Faculty Senate minutes (Jan 2014) indicate that only “current NTTF faculty” (those hired before Sept. 16, 2014) may seek promotion to Asst Professor NTTF rank under grandfathering rules. Faculty hired before September 16, 2014, including those with a terminal degree such as a Ph.D., can not promote to a rank above Assistant Professor unless they perform work outside of their contracts.
- Currently there is no “professor” rank available to NTT Teaching Faculty with PhDs or terminal degrees who are not eligible for clinical or professional titles and were hired after September 16, 2014. This created a two tiered system based upon when you were hired.
- Non-tenure track faculty at Portland State University, both instructor ranks and Professor of Practice ranks, teach approximately one-third of the total student credit hours generated each quarter. An average NTTF teaches 36 SCH in the academic calendar. These faculty have been hired by departments and colleges primarily to instruct PSU students, and their contracts do not stipulate maintaining an active research agenda. Promotion for NTTF ranks is based on excellence and innovation in teaching, curricular and pedagogical development.
- Gender inequality: 62% of NTTF are women.

WHEREAS: The task force determined that the best remedy to address the inequities is to create new independent teaching ranks.

WHEREAS: Many Universities across the United States and Canada have teaching professor ranks for teaching-intensive non-tenure track faculty.

BE IT RESOLVED THAT FACULTY SENATE RECOMMEND THAT PORTLAND STATE UNIVERSITY BOARD OF TRUSTEES AMEND PSU STANDARD 580-020-0005 TO INCLUDE THE FOLLOWING NEW TEACHING PROFESSOR RANKS:

TEACHING PROFESSORS: A non-tenure track faculty appointment for individuals whose primary work is in the areas of teaching, advising and mentoring of undergraduate and/or graduate students. Faculty hired in this category ordinarily hold the highest earned degree in their fields of specialization. Rare exceptions to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, the doctorate will be expected. Ranks in this category in ascending order are Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

Task Force: David Hansen, Jennifer Kerns, Lemmy Meekisho, DeLys Ostund, Jeanette Palmiter, Gayle Thieman, Rachel Webb, David Weber, Ron Witczak.

## FACULTY SENATE CHARGE & PROPOSED SOLUTION

- In 2018 Faculty Senate charged this ad hoc task force to address inequities across campus for Non-Tenure Track Faculty (NTTF). After several months of discussions, the task force concluded unanimously that **new** Teaching Professor ranks are needed to provide equitable opportunities for instructional NTTF. The new Teaching Professor ranks would be a separate ranking. This does NOT create a 6 step promotional pathway for instructional faculty, but a new three step Assistant, Associate, and Full Teaching Professor ranks for those who qualify. The ranks could be available to new hires and for a limited time could allow some current Sr. Instructors to be re-ranked, not promoted.

## NEED FOR TEACHING PROFESSOR RANKS

- NTTF who are teaching in the instructional ranks are doing similar work as Assistant Associate, Full Professor of Practice/Clinical ranks and/or tenure-track faculty with different compensation and no opportunity to access a rank/title that recognizes and values their expertise. This represents a campus-wide inequity. Currently there is no rank other than the “instructor” rank for those with PhDs or with terminal degrees for NTTF who are not eligible for clinical or professional NTTF ranks or were hired after September 16, 2014.

## TEACHING PROFESSOR RANKS ARE ESTABLISHED PRACTICE

- Many Universities across the United States and Canada have these ranks for teaching-intensive faculty non-tenured track faculty. A November 26, 2019 search in “Higher Ed Jobs” with the search term “Teaching Professor” yielded 224 results. Examples: Virginia Tech, Syracuse University, Penn State Greater Allegheny, Xavier University. We are not inventing the wheel here at PSU with this proposal.

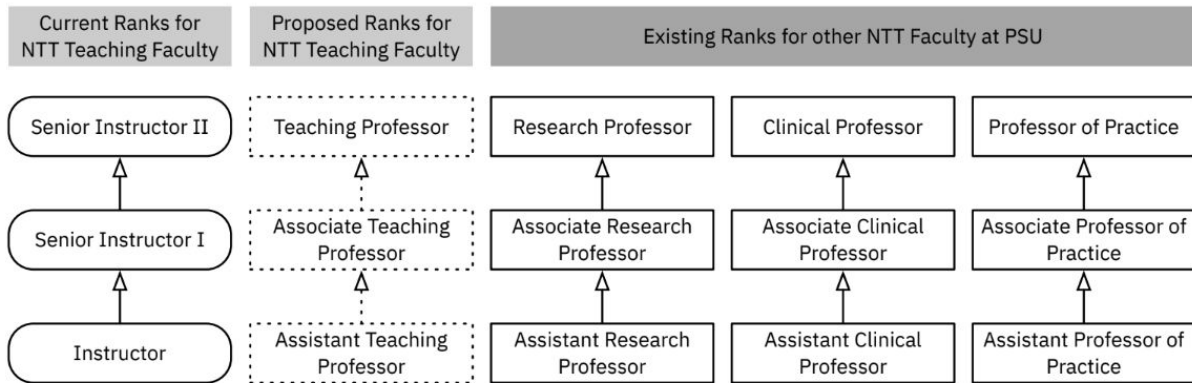
## POTENTIAL PROCESS FOR ADMISSION TO TEACHING PROFESSOR RANKS.

- New NTT hires with appropriate credentials for teaching-intensive positions in continuous appointment lines will begin as Assistant Teaching Professor. After six years, these faculty can earn Continuous Appointment as do current Assistant Professors of Practice and seek promotion to Associate Teaching Professor. After 3-6 years they can seek promotion to Full Teaching Professor.
- Creating Teaching Professor Ranks will NOT change the ratio of NTTF to tenure-related faculty. These ranks will only be available to faculty whose appointments are limited to teaching intensive faculty. This does NOT create a 6 step promotional pathway for instructional faculty.
- Eligibility for current instructor ranks are not being changed or eliminated.

## GENDER EQUITY

- This proposal may address gender inequities across campus. Currently women represent 62% of instructors. The availability of Teaching Professor positions could address gender based inequalities across campus with regards to rank for teaching intensive faculty.

**1. INEQUITY WITHIN NON-TENURE-TRACK RANKS: Teaching Ranks vs. All Other NTT Ranks**

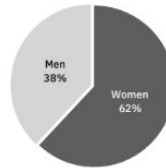


**3. GENDER INEQUITY AT THE UNIVERSITY LEVEL**

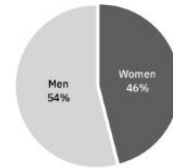
Women are disproportionately represented in the non tenure track ranks. Addressing these inequities within the non tenure track ranks serves to raise the status of these women faculty members.

*\* Data from Cognos / Human Resources. Men & Women were only categories.*

**NTT Teaching Faculty**



**Tenure Track Faculty**



12 February 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: March 2020 Consent Agenda

The following proposals have been approved by the Graduate Council and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal, as well as Faculty Senate Budget Committee comments on new and change-to-existing program proposals, by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).

<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>

## **School of Business**

### **New Courses**

#### E.1.a.1

- ISQA 522 Special Topics in Data Science, Technology for Business, 2 credits  
To do data science in business requires skills in data analysis. Much of the work of data science in business requires the manipulation of data stored in a variety of data structures possible in the R language. Students will learn the basics of the R language for data analysis, data visualization, and data manipulation. Students will expand their skills using R to accomplish applied analyses with business data.

#### E.1.a.2

- ISQA 523 Special Topics in Data Science, Machine Learning Applications for Managers 2 credits  
The capability of "machine learning" is literally revolutionizing aspects of society, becoming a major disruptive technology and an important tool in business processes, e.g., sales forecasts, employee retention, inventory control, personalized advertisements, price optimization, and quality control. Students will learn basic machine learning models and understand how such models can contribute to business success.

#### E.1.a.3

- Mgmt 518 Digital Transformation of Business, 4 credits  
In every industry, the adoption of digital technology is creating new opportunities and disrupting existing business models. This trend is compelling business leaders to examine how to re-invent their products, processes and strategies to stay competitive. Students will learn a systematic framework for assessing the opportunities and threats and formulating digital transformation strategies to respond effectively.

#### E.1.a.4

- Mgmt 519 Digital Transformation: Security, Privacy & Ethics, 4 credits  
Students will learn about the technologies, frameworks, and guidelines necessary for effective implementation of digital transformation initiatives in any industry. Students will become familiar with various technologies required to digitally transform business functions and frameworks for managing cybersecurity and privacy. The course concludes

\* 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.

with a review of ethics in the digital economy. Students will study various case studies and get hands-on exposure to some of the digital technologies covered in the course.

## E.1.a.5

- Mgmt 520 Leading Organizational Change During Digital Transformation, 4 credits  
Students will learn a flexible framework for understanding and leading organizational change during dynamic digital transformation initiatives, gaining insights into how to adapt this framework to their own unique work environments and career aspirations. This will lead to an increased ability to formulate strategic recommendations and propose alternative actions for designing digital transformation journeys. A leadership development plan will prepare students to adapt organizational culture to take advantage of digital transformation.

### **Changes to Existing Course**

## E.1.a.6

- MTax 540 Practicum/Internship, 4 credits – change grading option

### **College of Education**

### **Change to Existing Program**

## E.1.a.7

- MA/MS in Counselor Education – remove requirement from specialization and increase electives

### **College of Liberal Arts and Sciences**

### **Change to Existing Program**

## E.1.a.8

- MA in History – create thesis and exam tracks, minor revisions to Public History and World History concentrations

### **New Course**

## E.1.a.9

- \*Comm 545 Risk and Strategic Communication, 4 credits  
Examination of the theoretical background and the intricacies of risk communication, with a focus on strategic communication. From health crises to earthquakes to environmental disasters, this course explores several modern day challenges through a series of cases studies and exercises emphasizing preparation/mitigation, audience analysis, message development, communication channel identification, and outcome evaluation. Expected preparation: Research methods. Prerequisite: Graduate standing.

### **Changes to Existing Courses**

## E.1.a.10

- \*Geog 567 Community Resilience in Coupled Socio-Ecological Systems, 4 credits – adding cross-listing with new EMCR 567 course

## E.1.a.11

- Stat 580 Nonparametric Methods, 3 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.



## **Drop Existing Courses**

E.1.a.12

- Mth 520 Introduction to Complexity Theory, 3 credits

E.1.a.13

- \*Mth 540 Boolean Algebra, 4 credits

E.1.a.14

- \*Mth 580 Systems Analysis: Calculus of Variations, 3 credits

## **School of Public Health**

### **Change to Existing Program**

E.1.a.15

- MPH in Health Promotion – minor revision to two requirements

### **Changes to Existing Courses**

E.1.a.16

- CPH 538 Public Health Program Evaluation, 3 credits – change prerequisites

E.1.a.17

- Epi 512 Epidemiology I, 4 credits – change course description

E.1.a.18

- Epi 612 Epidemiology I, 4 credits – change course description

## **Drop Existing Courses**

E.1.a.19

- CPH 513 Applied Practice Experience, 3 credits

E.1.a.20

- Epi 518 Environmental Health Survey, 3 credits

## **College of Urban and Public Affairs**

### **New Courses**

E.1.a.21

- EMCR 520 Anatomy and History of Disasters, 4 credits  
This is survey of major natural disasters (both geological and weather related ones) that affect humans, focusing on causes, effects, recovery, planning and prediction. Many case histories will be covered with an emphasis on the Pacific Northwest.

E.1.a.22

- EMCR 530 Building Community Resilience, 4 credits  
Introduction to resilience theory, concepts, and applications in a hazards planning and disaster management. Surveys sociological, public administration, and planning theory literature to understand risk, resilience, and methods to address these at the community level.

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

## E.1.a.23

- EMCR 535 Strategies for Organizing Recovery, Mitigation and Resilience, 3 credits  
Application of resilience concepts in the policy and planning context. The course provides tools for using resilience concepts in policy making, policy analysis, and hazards and disaster planning. Introduces practical tools for analyzing community vulnerabilities and actions to take to improve resilience.

## E.1.a.24

- EMCR 540 Principles and Practices of Emergency Management, 3 credits  
Explores the history, doctrines, and authorities of emergency management as well as the role of the emergency manager. It provides background on this emerging field as well on theoretical foundations of effective emergency management and strategies for effective emergency management leadership.

## E.1.a.25

- EMCR 545 Risk and Strategic Communication, 4 credits  
Examination of the theoretical background and the intricacies of risk communication, with a focus on strategic communication. From health crises to earthquakes to environmental disasters, this course explores several modern day challenges through a series of cases studies and exercises emphasizing preparation/mitigation, audience analysis, message development, communication channel identification, and outcome evaluation. Expected preparation: Research methods. Prerequisite: Graduate standing.

## E.1.a.26

- EMCR 550 International Perspectives on Disaster Management & Resilience, 3 credits  
Narratives, images, and research across the globe continue to document the devastating effects of disasters, both human-made and natural. This documentation demonstrates the monumental effects disasters can have on human life, infrastructure, and the natural environment, let alone an economy. Emergency management systems vary across nations and cultures, reflecting differential challenges, government types and capacity, public involvement and commitment to response, and cultural backgrounds.

## E.1.a.27

- EMCR 560 Climate Resiliency Planning, 3 credits  
This course aims to examine the response of society to a changing climate, with an emphasis on the practices, processes, and programs that can improve the resiliency of communities to climate-induced impacts. We will investigate what it means to be “resilient”, exploring principles from planning, sociology, engineering, environmental studies, and disaster studies, and other related fields. We will also pay special attention to the interplay between social inequality, poverty, social exclusion and vulnerability to natural disaster.

## E.1.a.28

- EMCR 567 Community Resilience in Coupled Socio-Ecological Systems, 4 credits  
Examines community vulnerability, adaptation, and resilience to environmental risks and hazards in the coupled human and natural systems from a geographical and spatial science perspective. Focuses on US and international case studies in major urban areas to

\* 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.

investigate the questions of “why, when, for whom, and how” of community resilience across scales.

#### E.1.a.29

- EMCR 595 Capstone Seminar in Emergency Management and Resilience, 4 credits  
This seminar is the capstone experience for the Emergency Management and Community Resilience Program. It provides the opportunity to integrate the skills and perspectives of core courses with team learning generated through experiential learning. Students in the capstone seminar, working as a team, will develop a disaster management or business continuity plan for a public, private, or nonprofit organization that requests assistance in preparing a disaster response plan. Teams will make presentations of their plans at the end of the term. Prerequisite: Students must complete all core courses and 45 credits of coursework in the program prior to enrolling in this capstone seminar.

#### E.1.a.30

- USP 530 Building Community Resilience, 4 credits  
Introduction to resilience theory, concepts, and applications in a hazards planning and disaster management. Surveys sociological, public administration, and planning theory literature to understand risk, resilience, and methods to address these at the community level.

#### E.1.a.31

- USP 560 Climate Resiliency Planning, 3 credits  
This course aims to examine the response of society to a changing climate, with an emphasis on the practices, processes, and programs that can improve the resiliency of communities to climate-induced impacts. We will investigate what it means to be “resilient”, exploring principles from planning, sociology, engineering, environmental studies, and disaster studies, and other related fields. We will also pay special attention to the interplay between social inequality, poverty, social exclusion and vulnerability to natural disaster.

\* 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.

12 February 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: March 2020 Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal, as well as Faculty Senate Budget Committee comments on new and change-to-existing program proposals, by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).

<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>

## **College of the Arts**

### **Change to Existing Programs**

#### E.1.b.1

- Art History B.A./B.S. – revision to core curriculum

#### E.1.b.2

- Art Practice B.F.A. – revision to core curriculum, elimination of portfolio requirement for transfer students, and reduction of credits from 121 credits to 117 credits

#### E.1.b.3

- Design Management Minor for Advertising Majors – change name to Design Management Minor and revision to a core requirement

#### E.1.b.4

- Graphic Design B.F.A – Revising requirements and reducing total credit hours from 139 credits to 107 credits

#### E.1.b.5

- Jazz Studies B.M. – revision to requirements to add a requirement in world music

#### E.1.b.6

- Music: Musicology/Ethnomusicology B.A./B.S. – revision to core requirements

#### E.1.b.7

- Music: Performance B.A./B.S. – revision to core requirements

### **New Courses**

#### E.1.b.8

- ArH 333U Latin American Women Artists, 4 credits

Focuses on modern women artists in the Latin American region, as well as the contributions of Latinx/Chicanx artists in the United States. Students will learn how Latin American women artists challenged traditional understandings of artistic practice, exploring and critiquing women's social roles in the process. Issues of race, class, gender, national/cultural/indigenous identity will be emphasized, linking these concepts to the visual and artistic projects of Latin American artists.

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

## E.1.b.9

- Art 216 Sewn Construction, 4 credits

This is an introductory sewing course that covers the fundamentals of hand and machine sewing for garments and sewn products. Students gain a working knowledge of sewn construction for applications in costume, fashion, textiles, and contemporary art.

Prerequisite: Major or minor or in the School of Art + Design, or instructor approval.

## E.1.b.10

- COTA 135 Artist as Citizen: A Survey of Art Activism, 2 credits

Examines art activism and the artist's role in pursuing social change. Through reflection on their own values, beliefs, and artistic agency, as well as studying a broad spectrum of artistic engagement—from grassroots creativity to global celebrity culture—students will gain an understanding of the ways that artists engage with communities, and address contemporary issues in society. Guests will visit through the term to share their work and discuss art activism in practice.

## **Change to Existing Courses**

### E.1.b.11

- ArH 204 History of Western Art, 4 credits – change description and change title to Art History: The Ancient World

### E.1.b.12

- ArH 205 History of Western Art, 4 credits – change description and change title to Art History: The Medieval World

### E.1.b.13

- ArH 206 History of Western Art, 4 credits – change description and change title to Art History: The Modern World

### E.1.b.14

- Art 439 BFA Vertical Lab II: Collaboration and Presentation Strategies, 4 credits – change prerequisites

### E.1.b.15

- Des 120 Digital Design, 4 credits – change prerequisites

### E.1.b.16

- Des 121 Introduction to Type and Communication Design, 4 credits – change prerequisites

### E.1.b.17

- Des 300 Digital Page Design II, 4 credits – change prerequisites

### E.1.b.18

- Des 310 Digital Imaging and Illustration, 4 credits – change description and prerequisites

### E.1.b.19

- Des 341 Interactive Media I, 4 credits – change prerequisites

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

## E.1.b.20

- Des 354 Typography II, 4 credits – change prerequisites

## E.1.b.21

- Mus 476 Computer Music Composition, 3 credits – change prerequisites

## **School of Business**

### **Change to Existing Programs**

## E.1.b.22

- Business Administration B.A./B.S. – revision to core requirements

### **New Courses**

## E.1.b.23

- BA 332 Property, Management & Society, 4 credits

Introduces students to the field of real estate property management. Students attain fundamental knowledge of real estate, economics and the built environment's impact on communities. Encompasses managerial concepts, operational principles, market economics and real estate terminology for income-producing properties.

## E.1.b.24

- ISQA 350 Solving Business Problems using Quantitative Analysis, 4 credits

Through the use of business scenarios, students develop the skills to structure decision making and assess their findings. Using datasets from industry, the course provides students with working knowledge and a broad overview of applications that facilitate analysis. Particular emphasis is placed on the application of quantitative analysis tools to real-world datasets, the ability of students to make managerial recommendations based on these analyses and the use of Excel & Tableau. Prerequisite: BA 327.

### **Changes to Existing Courses**

## E.1.b.25

- Fin 301 Stock Market, 3 credits – change description, change credit hours from 3 to 4 credits, change title to Introduction to Investing

## **Maseeh College of Engineering and Computer Science**

### **Drop Existing Courses**

## E.1.b.26

- CE 213 Field Problems in Plane Surveying, 1 credit

## E.1.b.27

- CE 214 Field Problems in Plane Surveying, 1 credit

\* 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.28

- \*Comm 445 Risk and Strategic Communication, 4 credits

Examination of the theoretical background and the intricacies of risk communication, with a focus on strategic communication. From health crises to earthquakes to environmental disasters, this course explores several modern day challenges through a series of cases studies and exercises emphasizing preparation/mitigation, audience analysis, message development, communication channel identification, and outcome evaluation. Expected preparation: research methods (e.g Comm 311). Prerequisite: Upper division standing.

## E.1.b.29

- Geog 375 Maps, Culture and Society, 4 credits

Explores mapping as a way of understanding human geography. We discuss how maps are embedded in social context, and how they shape the places and spaces in which we live. Topics include historical, cultural, and contemporary usage of maps, the power of maps and critical cartography, participatory mapping and mental maps, and changing mapping technologies.

## E.1.b.30

- Mth 231 Data Science Seminar, 2 credits

Introduction to data science presented in the form of lectures by the instructor as well as guest lectures from local industry experts illustrating the potential of data science in terms of success stories in various application areas of science, engineering, medicine and finance. The presented examples will describe the kind of mathematical, statistical, and computer science skills needed for a data scientist to be successful in their future career. Prerequisite: Completion of Mth 111 with a grade of C- or above within the last year, or passing at the necessary level on the mathematics placement test within the last year.

## E.1.b.31

- Mth 371 Large-Scale Data Algorithms, 4 credits

Relations, graphs and sparse matrices as tools for representing large-scale data. Graph Laplacian and modularity matrices. Spectral clustering, weighted graph matching, and modularity optimization. Gradient descent methods accelerated by coarse models for solving large-scale systems of equations. Prerequisites: Mth 343 and (Mth 271 or CS 161).

## E.1.b.32

- Stat 361 Introduction to Statistical Methods, 4 credits

Calculus-based introductory statistics course. Introduction to probability concepts (random variables, probability distributions, expectation, variance, covariance) and statistical concepts (fundamental sampling distributions and data descriptions, one-sample estimation and testing problems). Prerequisite: Mth 252.

\* 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.33

- Stat 363 Statistical Computing and Data Visualization in R, 4 credits

Provides an introductory survey of methods in R, RStudio and R Markdown to process, manipulate, analyze, and visualize data; as well as to generate reproducible reports from a data driven analysis. Expected preparation: Prior programming experience is helpful but not required. We will be using the R language in RStudio and R Markdown for ease of exposition. Prerequisite: Stat 361.

## E.1.b.34

- Stat 364 Modern Regression Analysis, 4 credits

Foundations of statistical regression modeling and applications. Focus on application of statistical models. Topics include linear regression, multiple linear regression, model diagnosis, model selection and validation, and inference. Prerequisites: Mth 343 and 363.

## E.1.b.35

- Stat 387 Introduction to Statistical Learning, 4 credits

Provides an introduction to the techniques of statistical learning, including assessing model accuracy, linear regression in high dimension, binary and multi-ary classification, re-sampling methods, tree-based methods and neural networks. Prerequisite: Stat 364.

## E.1.b.36

- WLL 371 Global Citizenship in Professional Contexts, 4 credits

Designed for students who are interested in developing a better understanding of today's global issues and ascertaining possible strategies to be functional in a global setting. Through hands-on projects, students will develop strategies to help them break down cultural barriers, challenge stereotypes, appreciate differences and converge commonalities in people, cultures, and communities.

**Drop Existing Courses**

## E.1.b.37

- \*Mth 440 Boolean Algebra, 4 credits

## E.1.b.38

- \*Mth 480 Systems Analysis: Calculus of Variations, 3 credits

**School of Public Health****New Course**

## E.1.b.39

- PHE 323 Intro to Fat Studies, 4 credits

This course will use a social justice and critical pedagogy approach to examine the impacts of weight bias (sizeism) on individuals and society. We will center the voices and experiences of those living in larger bodies and use an intersectional lens to analyze how we can effectively impact social determinants of health and well-being. Current innovative challenges to the weight bias paradigm will be explored along with ways that students can participate in this emerging movement.

\* 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 Urban and Public Affairs**

### **Change to Existing Programs**

#### E.1.b.40

- B.S. Quantitative Economics – allowing Mth 311 to count as upper division elective in major

### **Changes to Existing Courses**

#### E.1.b.41

- Ec 435 Public Spending and Debt Policy, 4 credits – change prerequisites

#### E.1.b.42

- Ec 465 Labor Economics, 4 credits – change prerequisites

#### E.1.b.43

- Intl 375U Globalization and Forced Migration, 4 credits – change description and change title to Global Migration

#### E.1.b.44

- Intl 390 Foundations of Global Studies, 4 credits – change course number to Intl 415 and change title to Global Studies Theories

#### E.1.b.45

- Intl 396 The United States and the World, 4 credits – change course number to Intl 296

\* 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

## University Studies Program

117 Cramer Hall 503-725-5890 tel  
Post Office Box 751 503-725-5977 fax  
Portland, Oregon 97207-0751 Email: askunst@pdx.edu



February 17<sup>th</sup>, 2020

TO: Faculty Senate  
FROM: Albert R. Spencer, Chair, University Studies Council  
RE: Consent Agenda

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

BA 332	Property, Management, and Society	Community Studies
SCI 399	Green Roof Biomonitoring and Eco-design	Science in Social Context
CFS 386	Youth Healthy Relationships and Sexuality Education	Families and Society
ARH 355	Medieval Monsters	Examining Popular Culture
WLL/ENG 383	Topics in Comparative Lit, Film, and Comics	Examining Popular Culture
WLL/ENG 383	Topics in Comparative Lit, Film, and Comics	Global Perspectives
FIN 301	Stock Market Investing	Design Thinking/Innovation/Entrepreneurship

Proposals can be accessed at: <http://unstcouncil.pbworks.com/w/page/45865388/FrontPage>

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Reviewed by UNST Council, Date 2/14/2020

12 February 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: M.S. in Applied Data Science for Business

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

You may read the full program proposal and Faculty Senate Budget Committee comments by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).  
<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>

## **PROPOSAL SUMMARY FOR School of Business M.S. in Applied Data Science for Business**

### **Effective Term**

Fall 2020

### **Overview of the Program**

The objective of the Master of Science in Applied Data Science for Business (MSADSB) is to impart the knowledge and skills required to lead organizations through digital transformation. The so-called fourth industrial revolution that is unfolding can be characterized by big data and artificial intelligence (AI), among other dimensions. Related technologies such as cloud services, the Internet of Things (IoT), machine learning (ML), robotic process automation, neural networks, natural language processing, and blockchain, taken collectively, constitute the digital transformation confronting private sector and public sector organizations. Managers across sectors face decisions not only around technology adoption but fundamental questions of how their organizations create value; the fundamental approach to delivering value to their customers, i.e., their business model; and the responsibility of ethically using customer data while ensuring data security. Business leaders need to learn how to work closely with data scientists to make these decisions.

Only by understanding these new technologies, their interaction, and the data analyses made possible by their integration, can business leaders pursue proactive strategies rather than reactive ones. Digital transformation affects and potentially disrupts virtually every function in the organization – product development, customer management, supply chain management, marketing, HR, finance, and accounting. Additionally, the new digital technologies blur and erase the boundaries between organizations and will disrupt entire industries. To succeed in this environment business leaders will need to take a holistic approach in reinventing their products, processes and strategies. These changes offer opportunities for both start-ups and existing businesses for product and service innovation and new ways of rapidly scaling their operations. Through this Master's program, students will learn the strategic mindset to navigate the digital transformation of their organizations, as well as the actionable skills that are in demand by organizations across the globe.

### **Evidence of Need**

Regarding employment opportunities, the Indeed.com searches demonstrate that employment opportunities are present even when searches incorporate new job areas involving digital

transformation and blockchain. The BIA and HR Analytics certificates set students up for numerous job opportunities around the country. Interviews were also conducted as further assessment of demand and employment opportunities. Full details can be found in the program proposal.

Please see companion file in the full proposal (MS Applied Data Science for Business\_Burning Glass Data.pptx) for data from Burning Glass. The data reflect that the business analyst position provides robust employment opportunities in the region and nationally. The projected key competencies for business analysts going forward include data science and Machine Learning, which are content areas of this Master.

## Course of Study

The Master of Science in Applied Data Science for Business (MSADSB) focuses on the needs of business leaders to understand digital transformation and the importance of data science across functional areas. In addition to the core curriculum, students must complete at least 1 approved certificate plus additional credits from any of the other approved certificates or electives to complete a minimum of 45 credits.

*22 core credits\**

\*24 core credits if a data visualization course is not offered in chosen certificate.

- *Mgmt 518. Digital Transformation of Business*
- *Mgmt 519. Digital Transformation: Security, Privacy & Ethics*
- *Mgmt 520. Leading Organizational Change During Digital Transformation*
- *ISQA 522. Special Topics in Data Science, Technology for Business: Data Structures for Business Applications*
- *ISQA 523. Special Topics in Data Science: Machine Learning Applications for Managers*
- *GSCM 512. Managerial and Cost Accounting\**
- *GSCM 520. Strategy\**
- *ISQA 521. Data Visualization.* Required in core if no data visualization course in chosen certificate

\*Other similar existing graduate business courses like Financial Reporting: ACTG 511 (4 credits) and Foundations of Strategy: MGMT 511 (2 credits) in the MBA program could substitute for GSCM 512 and GSCM 520, respectively.

### *Certificate requirement*

Minimum of 23 credits: must complete at least 1 of these approved Certificates and take the balance of credits from any of the other Certificates or elective courses approved by Academic Director.

OR

Minimum of 21 credits if data visualization course taken in core; must complete at least 1 of these Certificates and take the balance of credits from any of the other Certificates or elective courses approved by Academic Director.

The Certificates approved for this Master's program are:

- (18 credits) [Human Resource Analytics](#) (HRA) Certificate
- (21 credits) [Business Intelligence & Analytics](#) (BIA) Certificate
- (18 credits) [Business Blockchain Certificate](#) (BBC)

12 February 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: M.S. in Emergency Management and Community Resilience

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

You may read the full program proposal and Faculty Senate Budget Committee comments online by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).  
<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>

## **PROPOSAL SUMMARY FOR College of Urban and Public Affairs M.S. in Emergency Management and Community Resilience**

**Effective Term:** Fall 2020

### **Overview of the Program**

The Master of Science in Emergency Management and Community Resilience is designed to educate professionals in public, private, and nonprofit organizations whose jobs include responsibility for planning and organizing response to disasters, both natural and human made. The curriculum of this graduate program is designed at the intersections of scientific research, applied public policy, and effective crisis leadership—as well as at the crossroads of multiple disciplines and approaches to disaster and resilience. This multidisciplinary approach to understanding emergency management and community resilience offers a rich intellectual and applied basis for graduate study.

The core intellectual theme of the program, “resilience,”—the capacity of a community or organization to create and implement plans to mitigate the impact of disasters and promote a rapid recovery—makes this unique in the nation. This approach organizes recovery so as to ensure a future where people and communities are even better prepared for future risk.

The program’s approach to emergency management is consistent with the latest thinking at FEMA’s Higher Education Program which is shifting the traditional paradigm to include mitigation and resilience.

### **Evidence of Need**

On October 16, 2018, Oregon Governor, Kate Brown, issued a call to action in her report: *Resiliency 2015: Improving Our Readiness for the Cascadia Earthquake and Tsunami*<sup>1</sup>. This report argues that: “When the next Cascadia subduction zone earthquake strikes the Pacific Northwest, Oregon will face the greatest challenges of our lifetimes. Oregon’s buildings,

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<sup>1</sup> Kate Brown, Govey and Mike Harryman, State Resilience Office, *Resiliency 2015: Improving our Readiness for the Cascadia Earthquake and Tsunami*, Salem, Oregon: Office of the Governor, October 16, 2018. See <https://www.oregon.gov/gov/policy/Documents/resiliency-policy-agenda.pdf>

transportation network, utilities, and population are underprepared for such an event, and we must accelerate our preparations." The fundamental purpose of the MS in Emergency Management and Community Resilience is to educate and prepare a new generation of leaders and experts capable of supporting local governments, state agencies, businesses and community groups as they design and prepare executive of disaster preparation and response. We will education the people the Governor needs to accelerate disaster preparedness in Oregon and beyond.

FEMA's Higher Education Program recently recognized that "preparedness functions are no longer focused solely on ensuring first responders are equipped, trained, exercised, and prepared to deal with future disasters. The new vision of preparedness requires an understanding of local and community risk. It requires a recognition of the diverse groups of people and distinct needs of those communities. It requires creating partnerships across NGOs and non-profit groups as well as private businesses. In short, it requires building diverse 'cultures' of preparedness, mitigation, and resilience."<sup>2</sup>

Another indicator of program need is provided by the Bureau of Labor Statistics which projects that employment of Emergency Management Directors will increase six percent between 2014 and 2024.

A market analysis of existing programs in emergency management and community resilience provides additional information relevant to establishing program need. As part of the process for developing this degree, a market research study was undertaken by the EAB (Educational Advisory Board). The study was completed in 2016. According to this study<sup>3</sup>:

Between July 2013 and December 2015, regional employer demand for master's level EPERCR (Disaster preparedness, emergency response, and community resilience) increased 80%.

According to regional job postings, the demand for emergency managers cuts across the public, private and nonprofit sectors, including such organizations as Deloitte, San Francisco Municipal Transit Agency, Santa Clara County Office of Education, and American Red Cross.

## Course of Study

### *Core Course Requirements (32 credits)*

Each student must enroll in and successfully complete nine (9) core courses as outlined below:

- EMCR 520           Anatomy and History of Disasters
- EMCR 530           Building Community Resilience
- EMCR 535           Strategies for Organizing Recovery, Mitigation and Resilience
- EMCR 540           Principles and Practice of Emergency Management and Leadership
- EMCR 545           Risk and Strategic Communication
- EMCR 550           International Perspectives on Disaster Management and Resilience
- EMCR 591           Culture, Vulnerability and Disaster Resilience

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<sup>2</sup> Federal Emergency Management Administration (FEMA) Higher Education Program, *Building Cultures of Preparedness: Report for the Emergency Management and Higher Education Community*, January 2019.

<sup>3</sup> EAB, *Market Viability of a Master of Science in Disaster Preparedness, Emergency Response, and Community Resilience*. Analysis of Employer Demand in the Portland Region, 2016.

- EMCR 595 Capstone Seminar

AND either of the two (2) following courses

- EMCR 567 Community Resilience in Coupled Socio-Ecological Systems
- EMCR 560 Climate Resiliency Planning

### *Skills and Methods Requirement (9 credits)*

Students must take a minimum of three (3) courses, one in each of the three Skills and Method Areas: (1) Research Design, Evaluation and Assessment, (2) Qualitative and Quantitative Methods, and (3) Communications. These courses focus on skills and methodologies that support varied careers within the emergency management profession (see attachment for listing of courses that can be taken to satisfy this requirement). They are taught by faculty within a multitude of academic departments across the campus.

A full list of approved courses is available in the program proposals. The program director may authorize skills and methods courses beyond these if relevant to the student's academic and career interests.

### *Field Specialization Requirement (9 credits)*

Students in this program must take a minimum of four (4) courses within one of the four (4) Field Specializations they select as identified below:

- a. Natural Systems, Sustainability and Resilience
- b. Public Health Response and Promotion
- c. Organizational Strategies for Effective Emergency Management
- d. Social Resilience, Culture and Community

A full list of approved courses is available in the program proposal. The program director may approve graduate courses other than those listed when appropriate to the individual student's field specialization.

*Minimum credits to complete the degree: 50*

12 February 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Graduate Certificate in Emergency Management and Community Resilience

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

You may read the full proposal and Faculty Senate Budget Committee comments by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).  
<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>

**PROPOSAL SUMMARY FOR**  
**College of Urban and Public Affairs**  
**Graduate Certificate in Emergency Management and Community Resilience**

**Certificate Type:** Graduate certificate: Admission to graduate status required

**Effective Term:** Fall 2020

**Overview of the Program**

Within the past decade, community and states across the nation have recognized the importance of preparing effective responses to natural and human-caused disasters. Effective preparation can mediate the harm caused by disasters and speed up recovery. Communities and states are also recognizing the value of “resilience,” linking disaster preparation and response to strategies that will create an ongoing strengthening of disaster preparedness. Resilience means creating and implementing plans that ensure that communities responding to disaster impact create new conditions (e.g., hardened infrastructure, response plans, disaster monitoring capacity) that generate enhanced capacity to survive and rebuild after the next disaster event.

The graduate certificate outlined in this proposal is designed for those who wish to advance knowledge about emergency management and community resilience as part of other careers or job responsibilities. In many communities, especially small ones, responsibility for emergency management is combined with other job duties including infrastructure management, risk management and control, human resources, and many others. The education provided through this program provides a well-rounded, basic knowledge base from which to explore, create and implement emergency management plans and initiatives.

**Evidence of Need**

In addition to more traditional measures of need and market analysis, another perspective to understand need is to explore the connection between a proposed academic program and actual needs within the community, region and state. In recent decades, the State of Oregon has recognized one very substantial threat to life quality—indeed to life itself: the impact of a Cascadia Subduction Zone earthquake. Our community was reminded of this risk—and the peril we face from an anticipated Cascadia earthquake—by a 2015 [article](#) in the *New Yorker*



ominously titled “The Really Big One: An Earthquake Will Destroy a Sizable Portion of the Coastal Northwest. The Question is When.”

In the process of creating this proposal both the degree and graduate certificate were discussed with community experts in the field of emergency management. They recognized the value of a graduate degree program to support individuals seeking to enter the field of emergency management—a growing career field. At the same time, they told us that many organizations—public, private and nonprofit—are adding resilience and emergency response functions to existing personnel in such positions as risk management, supply chain managers, planners, internal evaluators, and more general administrators. Such individuals who receive this new job responsibility will need access to high-level professional knowledge of emergency management and community resilience—even though pursuit of a full graduate degree would not be possible or expected.

We expand learning opportunities by offering courses that can be used to complete a full professional graduate degree or a graduate certificate, utilizing the same resource base. It is important that higher education create flexible pathways for professional learning at the graduate level.

### **Course of Study**

Each student must enroll in and successfully complete the following three (3) courses

- EMCR 530 Building Community Resilience
- EMCR 520 Anatomy of History of Disasters
- EMCR 591 Culture, Vulnerability and Disaster Resilience

Each student must enroll in and successfully complete ONE of the following two (2) courses

- EMCR 535 Strategies for Organizing Recovery, Mitigation and Resilience
- EMCR 540 Principles and Practice of Emergency Management and Leadership

Each student must enroll in and successfully complete ONE of the following courses of their own choosing.

- EMCR 560 Climate Resiliency Planning
- EMCR 545 Effective Communication of Risk and Preparedness Strategies
- EMCR 550 International Perspectives on Disaster Management and Resilience
- EMCR 567 Community Resilience in Coupled Socio-Ecological Systems

Minimum Credits: 18

12 February 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: B.A./B.S. Cultural History of the Arts

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

You may read the full text of the program proposal, as well as Faculty Senate Budget Committee comments, online by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard \(https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard\)](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).

**PROPOSAL SUMMARY FOR**  
**College of the Arts**  
**B.A./B.S. Cultural History of the Arts**

**Effective Term:** Fall 2021

**Overview of the Program**

The proposed flexible undergraduate program would build on the strength of the existing undergraduate art history and music history programs, which both possess a broadly-based curriculum that offers a set of introductory courses followed by numerous upper-division, more specialized lecture courses. Thus, the classes comprising the course of study for the proposed B.A. and B.S. are already being offered, but the new degree makes them more accessible in a coherent form to people interested in a focused pursuit of cultural history. The classes selected from art and music history have all been recently offered online, and while it is possible to complete this degree entirely through online courses, students can decide whatever combination of online and in-person offerings best suit their interests and schedules.

Although the individual courses are already offered, what is new is the possibility of a degree that spans multiple programs in COTA. Cultural history and the flexible format seem like an ideal way to bridge the offerings in two Schools (potentially other Schools in COTA will be included in the future if they add suitable online courses, such as in film or architectural history). This innovative flexible degree allows students to study the histories of music and art across cultures and time. We explore the important ways cultural history both reflects and shapes society, and by incorporating both musical and art history these connections can be made even more clearly.

**Evidence of Need**

This proposed flexible degree will make it possible for people across the state of Oregon to engage with the history of many cultures and time periods, so it very much strengthens our capacity to offer an accessible, high quality education in our field.

Our primary evidence of demand is the robust enrollment in current online courses included in this proposal. For example, whereas our online art history courses that are in a University Studies

Cluster typically fill to maximum capacity at 60 students, the comparable in-person classes will usually have about a third to a half as many students enroll. Because this degree gives students more flexible access to existing curriculum, we anticipate it will improve their ability to graduate in a timely manner. Because this degree can be readily coupled with other programs such as the Minor in Business, it opens up a range of options for students across the state interested in areas such as cultural management and arts administration.

### Course of Study

The B.A. or B.S. in Cultural History requires 60 credit hours total, of which there is a minimum of 20 credits in Music and 20 credits in Art History. Additionally, a minimum of 52 credits need to be upper-division courses.

ArH 401 Advanced Research Workshop and additional research-intensive courses such as a seminar are strongly recommended for all students in this program, and would be taken as part of the upper-division course requirement.

Students should note when planning their coursework both that some of the upper-division courses they are considering have prerequisites.

### Course Offerings:

Note that other upper-division architectural, art, film and music history classes offered at PSU might be applied to this degree with prior approval from the Cultural History of the Arts program coordinator.

ArH 106 Intro to Visual Literacy	ArH 204, 205, 206 History of Western Art
ArH 329 Islamic Art: Major Themes and Periods	ArH 337U Nature into Art
ArH 355 Medieval Monsters	ArH 356U Early Medieval Art and Architecture
ArH 357U Byzantine Art and Architecture	ArH 358U Romanesque Art
ArH 359U Gothic Art and Architecture	ArH 360 The Art of War: Representing the Crusades
ArH 381U-382U 19th Century Art	ArH 383-5 Western Art in the 20th Century
ArH 392 History and Contemporary Issues in Photography	ArH 398 Contemporary Art
ArH 401 Advanced Research Workshop	ArH 415U Issues in Asian Art
ArH 426U African Art	ArH 431U Women in the Visual Arts
ArH 432U Issues in Gender and Art	Des 290 Hist. of Modern Design
Mus 105 Intro to Music Theory	Mus 203 Music in the Western World
Mus 205 Listening I	Mus 206 Listening II
Mus 231 Survey of Popular Music Since 1950	Mus 274 Introduction to World Music
Mus 355U Jazz History	Mus 356U Jazz and American Culture

Mus 360U The Guitar: its History and Music	Mus 361U History of Rock Music I
Mus 362U History of Rock Music II	Mus 363U The Music of the Beatles
Mus 365U Film Music	Mus 366U New Orleans: Jazz and Culture in the Storyville Era
Mus 367U The Music of Nashville: From Honky Tonk to Hip-Hop	Mus 368U Motown: Detroit's History and Music
Mus 374U World Music: Africa/Middle East	Mus 376U American Traditions: Blues
Mus 377U World Music: Latin America and the Caribbean	Mus 369U Music and Social Change

12 February 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: B.S. in Data Science

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

You may read the full proposal and Faculty Senate Budget Committee comments by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).  
<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>

**PROPOSAL SUMMARY FOR**  
**College of Liberal Arts and Sciences**  
**B.S. in Data Science**

**Effective Term:** Fall 2020

**Overview of the Program**

The proposed BS in Data Science degree is a multi-disciplinary program including courses from mathematics, statistics, computer science, and applications areas.

The objective of the program is, throughout the course of study, to build a mathematically and statistically rigorous foundation so that each graduate is able to make informed decisions on how to operate with numerical and network data (typically discrete but often of very large size); to collect (read/write), visualize, approximate, optimize with respect to relevant cost functionals, make predictions/decisions and interpret them, all utilizing specialized software. A general goal is also to create awareness about the social implications of data bias/ethical conduct etc. when collecting, analyzing, and making decisions based on the data science methodologies that we teach.

To achieve these objectives, the program offers training, at a lower division level, in calculus, linear algebra, and computer science. Introduction to statistical methods, all requiring some basic programming skills (python, R, and/or MATLAB), is also taught as part of the program. In the Freshman Data Science Seminar guest lecturers will be introducing examples and case studies and discussing ethics and bias in Data Science.

The training at the upper division level includes specialized classes in statistics, large-scale data algorithms, computer science (including algorithms, SQL and Databases), optimization, and scientific computing for various hands-on data science applications, including health sciences and business. Students will be advised on relevant elective courses that address ethics and bias in data science studies, research, and applications.

**Evidence of Need**

Data Science is an emerging discipline with growing demand from employers. Due to the strategic location of PSU where a majority of such employers is located and the quality of existing faculty in the department, we are in a unique position to respond to this growing

demand. The structure of the program allows students the flexibility to explore and specialize in areas of applications of their interest. This will let the program adapt as industry demands shifts from one area to another. Data gathering and the associated need to interpret and analyze it with the goal of making predictions and informed decisions, will continue to grow.

The program addresses long overdue demand and will contribute to the improved educational attainment in the region and state. Additionally, a market study report is available in the full proposal.

### Course of Study

The degree program requires a basic core of courses (61 credits) and elective courses (12-15 credits).

#### Requirements

Mth 251 Calculus I	4
Mth 252 Calculus II	4
Mth 253 Calculus III	4
Mth 261 Introduction to Linear Algebra	4
Mth 231 Data Science Seminar (new course)	2
CS 250 Discrete Structures I	4
Mth 343 Applied Linear Algebra	4
Stat 361 Intro to Statistical Methods (new course)	4
Stat 363 Statistical Computing and Data Visualization in R (new course)	4
Mth 271 Mathematical Computing	4
or	
CS 161 Introduction to Programming and Problem-Solving	4
CS 350 Algorithms and Complexity	4
Stat 364 Modern Regression Analysis (new course)	4
Mth 371 Large-Scale Data Algorithms (new course)	4
Stat 387 Introduction to Statistical Learning (new course)	4
CS 486 Intro to Database Management Systems	4
Stat 409 Data Science Practicum	3

#### Additional Requirements chosen from Approved List of Electives

Mth/Stat (two) Approved 400-level Mth or Stat courses	6-7
Other (two) Approved 300- or 400-level courses	6-8

### Total Credit Hours: 73-76

List of approved electives available in the full proposal. Additional courses, including omnibus-numbered courses, which may be approved as electives.

12 February 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: Communication Sciences & Disorders Undergraduate Certificate

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

You may read the full proposal and Faculty Senate Budget Committee comments by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).  
<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>

**PROPOSAL SUMMARY FOR**  
**College of Liberal Arts and Sciences**  
**Communication Sciences & Disorders Undergraduate Certificate**

**Certificate Type:** Undergraduate certificate: Earned with baccalaureate; admission to University required

**Effective Term:** Fall 2020

**Overview of the Program**

The Speech and Hearing Sciences (SPHR) Department at PSU is proposing an undergraduate Communication Sciences and Disorders (CSD) certificate. SPHR and CSD are two of the most commonly used names for the same multidisciplinary field that investigates human speech, language, cognition, communication and their disorders. The proposed certificate utilizes a subset of the courses required for the existing BA/BS in SPHR, which focuses on scientific foundations, research, and clinical applications regarding human speech, language, cognition and communication and their disorders. The main objective of this certificate is to provide a solid foundation in this field, with an applied clinical focus. This certificate aims to serve undergraduate non-SPHR majors and postbaccalaureate (PB) SPHR students who are interested in pursuing a career in Speech-Language Pathology or Audiology. Because of the shared curriculum between the certificate and the SPHR major, current SPHR undergraduate majors would not be eligible to earn this certificate in addition to a BA/BS in SPHR.

**Evidence of Need**

The timely creation of this certificate program is motivated by two main factors:

1. In recent years the demand for speech-language pathology assistants (SLPAs) has increased, following the same trend as an increased demand for speech-language pathologists (SLPs). The proposed certificate would provide students with the coursework necessary to apply for Oregon state licensure as an SLPA. The certificate will be in compliance with the recent (June 2019) revision of the educational component of Oregon licensing requirements for SLPAs by the Board of Examiners For Speech-Language Pathology & Audiology (<https://www.oregon.gov/bspa/Pages/Proposed%20Rule%20Changes.aspx>).

2. The certificate will provide a comprehensive curriculum and official program for PB SPHR students and non-SPHR undergraduate students who are aiming to increase their competitiveness for graduate programs in SLP or Audiology, but who do not wish to earn a full or additional bachelor's degree in SPHR. This also provides a solid foundation in communication sciences and disorders to students who will be pursuing graduate education in other fields (e.g., psychology, education, special education, etc.).

As the new SLPA licensure requirements were just approved in June 2019, PSU will be leading the way with this certificate program offering. There is a consistent demand for SLPs in Pacific Northwest, particularly rural areas of Oregon and Washington. As demand grows for SLPs, so does the demand for SLPAs (100% of our graduate students find employment following graduation).

### **Course of Study**

A candidate for a certificate must satisfy all University requirements for a baccalaureate degree with an academic major in any field. A CSD Certificate may be pursued as a post-baccalaureate program. A student pursuing a certificate in CSD must complete 49 credits, distributed as follows:

#### **Requirements (Total 49 credits)**

##### **Foundational Core Courses (20 credits)**

SpHr 370	Phonetics and Acoustics	4
SpHr 371	Anatomy and Physiology of Speech and Swallowing	4
SpHr 372U	Speech and Language Development in Children	4
SpHr 461	Neurology of Speech and Hearing	4
SpHr 487	Hearing Sciences	4

##### **Clinical Core Courses (25 credits)**

SpHr 394	Guided Observation	1
SpHr 380	Language Disorders in Children	4
SpHr 464	Speech Disorders in Children	4
SpHr 488	Clinical Audiology	4
SpHr 489	Aural Rehabilitation	4
SpHr 495	Neurogenic Communication Disorders	4
SpHr 496	Introduction to Clinical Management	4

##### **Elective Course (choose 4 credits)**

In addition to taking the above required courses, certificate students are required to take one course that explores diverse human experiences. To fulfill this requirement students can choose to take any 300- or 400-level class in the following subjects: Black Studies; Chicano/Latino Studies; Indigenous Nations Studies; and Women, Gender, and Sexuality Studies, or any of the following classes:



SpHr 480	Introduction to Sociocultural Aspects of Interactions	4	Psy 458	Development & Education of African-Diaspora Children & Youth	4
SpHr 485	Bilingualism and Communication Disorders	4	Psy 463	Development and Education of Immigrant Children and Youth	4
SpHr 410	Selected advisor-approved SPHR courses that explore diverse human experiences (e.g., Perspectives on Disability)	4	Soc 337U	Prejudice, Privilege, and Power	4
Anth 318U	Asian American Experience	4	Soc 344U	Gender and Sexualities	4
Anth 426	Transnationalism and Migration	4	Soc 423	Stratification	4
Anth 432	Gender in Cross-Cultural Perspective	4	Soc 427	Gender and Work	4
Comm 337U	Communication and Gender	4	Soc 430	Hate Crimes	4
Comm 415	Problems of Intercultural Communication	4	Soc 444	Race, Ethnicity, and Nationality	4
CR 312	Intercultural Conflict Resolution	4	Soc 446	Immigrants in America	4
Psy 310U	Psychology of Women	4	Soc 452	Education and Equality: Comparing the US, Asia, Europe	4
Psy 431U	Psychology of Men and Masculinities	4	Soc 463	Global Inequalities and Health	4

The above list is not comprehensive; students can also select a course not included here with advisor approval.

Students need to earn a C or higher in all courses to earn the certificate. Students cannot take courses for the certificate pass/fail. Students preparing for graduate programs in Speech-Language Pathology or Audiology should know that a stand-alone Statistics course is a prerequisite requirement, as well as the American Speech-Language Hearing Association (ASHA) requirements of a biological science course, a chemistry or physics course, and a social science course.

12 February 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: Intercultural Competence for the Workplace Undergraduate Certificate

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

You may read the full proposal and Faculty Senate Budget Committee comments by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard).  
<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>

**PROPOSAL SUMMARY FOR**  
**College of Liberal Arts and Sciences**  
**Intercultural Competence for the Workplace Undergraduate Certificate**

**Certificate Type:** Undergraduate certificate: Earned at completion; admission to University required.

**Effective Term:** Fall 2020

**Overview of the Program**

The proposed Certificate in Intercultural Competence for the Workplace will offer students the opportunity to combine the study of world languages with interculturally focused course work offered across the PSU campus, including relevant courses in Communication, International Studies, Applied Linguistics and features classes from a broad variety of departments in the elective category. We anticipate that the Certificate in Intercultural Competence for the Workplace will serve students, professionals, practitioners, and advanced degree holders in a number of fields such as business, health, education, student services, and social work. The certificate will enhance many undergraduate majors, in the liberal arts or professions, and will offer students a credential in skills sought by many employers.

The equivalent of at least one year of world language study is the cornerstone of the degree. Because language courses are either 4 or 5 credits each, and because students initially place into different levels of language depending on prior study or life experience, the language component will account for 4-15 credits of the certificate. Language learning inherently embodies the essential elements of cultural competency, and WLL faculty at PSU embrace a pedagogy that develops empathy and fosters the ability to see and respect cultural differences. Our approach to language instruction teaches students to be reflective about language, recognize that others see the world differently, develop awareness of the complexity of situations and positions, and appropriately communicate with people across languages and cultures. Of the 12 additional credits for the program, 8 are focused specifically on elements of intercultural competence and 4 are electives that examine the student's major or chosen career path in an international or intercultural context.

**Evidence of Need**

By preparing PSU students for success in interculturally diverse and complex workplace environments, this certificate supports our undergraduate population and members of the community in gaining the skills and sensitivity to be resilient, adaptive, and capable, which in turn supports the economic and democratic processes that strengthen the state of Oregon. The National Education Association (NEA) has issued a policy brief on the importance of educating globally competent students for our country's (and therefore our state's) efforts to promote democratic principles and social justice, improve economic competitiveness, and provide leadership in innovation and creativity. This certificate program is in part a response to that NEA brief, and will provide Oregon students with the tools and skills that will enable them to negotiate the 21st century successfully and contribute effectively to society.

Employers across the nation repeatedly claim that they want job candidates who show an ability to communicate in culturally diverse contexts, who possess empathy and cultural adaptability. American businesses lose \$2 billion each year because of language and cultural misunderstandings. 77% of business leaders report difficulties finding staff able to attain specific levels of foreign language competency (*Michigan State University CERI Recruiting Trends Survey*). In order to address that need, employers increasingly look for global talent: professionals who are proficient in a foreign language in addition to possessing other valuable skills for the job market. This certificate is a response to such stated and proven demands, and an effort to help position PSU graduates to demonstrate that they possess the skills businesses seek.

There is a logical connection between explicit educational training oriented toward adaptivity and empathy in intercultural contexts and the rapidly shifting demographics and interconnectedness associated with globalization. Our strategic goal is to better serve undergraduates at PSU by providing them with marketable skills and enhanced real-world capacities, in this case intercultural communicative competence in both English and an additional world language.

### **Course of Study**

The Certificate in Intercultural Competence for the Workplace offers a focused trajectory of coursework options designed to enhance intercultural competence in professional and workplace settings. The required 16-27 credits (total number of credits varies according to the language a student studies and prior knowledge of language) can be completed as an integrated part of an undergraduate bachelor's degree or as a stand-alone course of study. The Certificate in Intercultural Competence for the Workplace would be completable within one academic year or, for students who have prior knowledge of a world language, 1-2 terms.

### **Required course work:**

**Area 1. World Language:** Completion of one year of world language study, equivalent to 12 or 15 credits of first-year language, OR one 4- or 5-credit language course at the level of 103 or higher. **(4-15 credits)**

**Area 2. WLL 371 Global Citizenship in Professional Contexts (4 credits)**

**Area 3. One of the following (4 credits):**

Comm 215 Introduction to Intercultural Communication (4 credits)

INTL 471 Understanding the International Experience (4 credits)

LING 471 Understanding the International Experience (4 credits)

**Area 4. One course** on skills for the global/international workplace, related to the student's career path. Note that a number of these courses require prerequisites so will only be appropriate for majors in those fields. **(4 credits)**. A full list of approved courses is available in the proposal.

All courses used to satisfy certificate requirements must be passed with a grade of C or higher. (C- and P are not acceptable.)

## CONTEXT

### Regarding the Resolution on Diversity, Equity, and Inclusion at PSU

At Portland State University, we are facing a number of challenges and problems regarding the diversity, equity, and inclusion of underrepresented groups and individuals. As PSU faces a time frame of budgetary constraint, these challenges and concerns become exacerbated.

The Faculty Senate Steering Committee initiated a series of conversations with the Faculty (via the special meeting that we conducted in November, Faculty Senate, and conversations in other contexts) as well as with other members of faculty, staff, student, and community groups, including and not limited to: our Interim Vice President for Global Diversity and Inclusion, the Director and Chairs of the School of Gender Race and Nations (SGRN), the President of the Student Body (ASPSU), the Diversity Action Council, and Presidential Fellows working on equity and campus climate issues.

Some of the themes arising from these conversations are:

- Real changes and investments need to be made for underrepresented students, faculty, and staff to feel included and supported at PSU. We need to go beyond the webpage/brochure/poster in our Diversity, Equity, and Inclusion (DEI) efforts. If we say we value DEI, we also need to show it.
- The School of Gender, Race, and Nations (SGRN) plays a fundamental role in helping us examine and understand the DEI challenges that our communities face. As such, the school is of strategic importance to PSU and merits strategic investment to ensure its success. That said, DEI responsibilities cannot be placed solely on their shoulders. DEI is everyone's responsibility and must be fostered at the different levels and contexts of the university (institutional, curricular, departmental, etc.).
- Underrepresented students, faculty, and staff are distributed across campus and face multiple challenges (lack of support, bias, microaggressions, etc.). Administrators need to help our underrepresented PSU population to deal with the problems they encounter. Underrepresented individuals need to be listened to and their problems considered seriously and addressed effectively.
- The nuances and complexities of DEI challenges as experienced by underrepresented students, faculty, and staff on campus need to be examined. These include the convergence/intersection of multiple underrepresented identities in individuals such as gender, race, national/immigration status, etc.) and the specific challenges that these intersections bring when there is a lack of understanding and support of these identities and circumstances.
- DEI is crucial for student success; a lack of support for DEI undermines our student success efforts.
- Long term planning is needed along with more immediate solutions. We need to strategically ponder where we want and need our campus to be 10, 20, 30 years from now in terms of DEI, to be able to adequately serve our students and our Portland, Oregon, national, and international communities. We need to start investing now in balancing our current, and creating our future, DEI landscape.

- If we are serious about institutionally facing our DEI challenges, DEI must be a central element/pillar in the shaping of our new budget model.
- Financial investment is necessary; we need to replace our lost underrepresented faculty and also invest in tenure lines, necessary to bring long-term development to our DEI efforts. We also need to invest fully in cluster hires.
- Balancing our diversity landscape constitutes a real return of our investments. Students expect a healthy DEI environment and will come to PSU if we are able to meet their expectations. They want to feel represented and reflected in PSU's faculty and staff and they want to feel visible and supported in an environment that fosters their sense of belonging.
- The current culture of externally hired "temporary" administrators, who often do not remain at our institution for a period longer than 5 years, also undermines our DEI efforts. Administrators often come with signature projects and/or commission reports from task forces whose recommendations are not implemented. Faculty and staff put their energy and time in creating these reports and recommendations, which often do not go anywhere after administrators leave. We do need continuity of DEI projects and efforts within a context of continuity of leadership.
- DEI values need to be reflected in evaluations and reviews, not only student evaluations of faculty but also in evaluations of administrators, and P&T criteria. We currently do not have a consistent way of conducting evaluations of chairs, deans and higher-level administrators in connection to DEI. The ability to assess ourselves is key; evaluations and annual reporting are needed to benchmark our progress and hold ourselves accountable.
- Effective faculty, staff, and student training on DEI needs to be implemented consistently across campus.
- Exit interviews need to be consistently carried out in order to examine and address the reasons why our underrepresented faculty is leaving PSU (this piece of data has been missing).
- Both quantitative and qualitative data need to be integrated for us to have a cohesive and wide sense of our DEI challenges and problems and to be able to effectively address them.

In addition to these DEI conversations that the Faculty Senate Steering Committee has held with constituents (including faculty, staff, students, administrators, and also non PSU affiliated community members), the Faculty Senate Steering Committee and the Diversity Action Council requested data from our institution to try to understand the issues that we are facing regarding underrepresented faculty hiring and retention, in order to identify existing patterns and more fully understand our equity, diversity and inclusion situation. The Faculty Steering Committee continues to collaborate with relevant campus groups in looking at, integrating, and contrasting the data that is being made available to us, as well as conducting conversations within the context of DEI long-term efforts.

The present resolution on Diversity, Equity, and Inclusion at PSU is designed to call for attention and action regarding the DEI issues that our institution faces.

**FACULTY SENATE RESOLUTION  
REGARDING PSU'S DIVERSITY, EQUITY, AND INCLUSION ISSUES**

WHEREAS a diverse, equitable, and inclusive environment is fundamental for the optimal functioning of our university and a diverse faculty, staff, and administrative body is necessary to serve our increasingly diverse student body as well as the Portland, Oregon, and our global community

WHEREAS PSU's underrepresented students, faculty, and staff face challenges and problems that need to be effectively addressed

WHEREAS PSU continues to lose underrepresented faculty and staff at an alarming rate across campus

WHEREAS the future students to Portland State University are likely to be from underrepresented communities

WHEREAS departments and programs in the School of Gender, Race and Nations are of strategic importance to PSU's mission and need strategic investments in order to better advocate for historically under-served populations crucial to Oregon's success

WHEREAS diversity, equity, and inclusion are everyone's responsibility and needs to be fostered across campus at all the different levels of our institutional organization

And WHEREAS Faculty Senate is currently working on closely examining PSU's diversity, equity, and inclusion problem and issuing recommendations

Faculty Senate, as the representative of the Faculty, RESOLVES that PSU's administration

- a) In partnership with the relevant constituents, develop and present to the Faculty as soon as possible an updated plan with short and long term strategies to support underrepresented faculty and staff, and remedy PSU's diversity, equity, and inclusion problem to adequately serve our students, faculty, staff, and communities, including a protocol for its implementation.
- b) Take urgent action regarding the unsustainable situation and needs of the departments and programs of the School of Gender, Race and Nations.

**Proposed Amendments to the Faculty Constitution  
March 2020**

The following amendments are endorsed by the Committee on Committees for consideration by Faculty Senate.

\*\*\*\*\*

**E.10 (Proposed Change CoC-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.

\*\*\*\*\*

**E.11 (Proposed Change CoC-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.

\*\*\*\*\*

## **E.12 (Proposed Change CoC-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.

**To:** Portland State University Faculty Senate

**Subject:** Mid-year Report

**From:** Intercollegiate Athletics Board

**Date:** December 20, 2019

**Members 2019-20 Academic Year:**

David Burgess, Chair, (OIRP); Toeutu Faaleava (MCNAIR); Alex Geelan (community member); Bruce Irvin (CS); Karen Karavanic (CMPS); and Derek Tretheway (MME).

**Ex-officio Members:**

Valerie Cleary, Director of Athletics; Dana Cappelucci, Associate Athletics Director; and Brian Janssen, Associate Director, SALP.

Faculty Senate charges the board to:

1. Serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University's program in men's and women's intercollegiate athletics.
2. Report to the Faculty Senate at least once each year.

**I. Budget:**

**FY19 Expenses Budget to Actuals**, not including tuition remissions of \$3,644,919

Budget \$10,993,298 -- **Actual \$10,709,038** --Variance \$284,260

FY19 actual expenses by major category:

• Employee cost (labor)	48%	(\$5,253,357)
• Room & Board	14%	(\$1,656,449)
• Supplies (general expense)	14%	(\$1,533,551)
• Travel	12%	(\$1,337,055)
• All other	11%	(\$1,212,866)

**FY19 Revenue**, not including tuition remissions of \$3,644,919

**Actual \$11,341,770**

FY19 revenue by major category:

Student fee (student fee committee)	32%	\$3,680,333
E&G funds (state support)	21%	\$2,371,570
Game guarantees	11%	\$1,197,000
Foundation	9%	\$1,074,636
Lottery	9%	\$1,002,130
NCAA distributions	7%	\$798,622
Stott Center & Viking Pavilion (auxiliary funds)	5%	\$583,017
Ticket sales	3%	\$301,740
Sponsorship	2%	\$263,546
All other	1%	\$69,176

**Big Sky Conference Expense Comparisons**

PSU has the lowest expenses of all of Big Sky Conference members, 68% of the average total expenses across the conference. (2017-18 per NCAA Membership Financial Reporting Data)

**I. Budget cont.:**

**FY20 Expenses Budget**, not including tuition remissions  
Budget \$10,314,105

Note: as of Dec. 2019 the athletic department in consultation with the President's office and Finance & Administration expects to need an additional \$700,000 to meet expenses for FY20.

**II. Athletic Policy:**

PSU has no current policy changes.

**III. Compliance:**

The federal Department of Education requires universities to evaluate their varsity athletics departments for gender equity to determine if there is equity in the participation level as well in the resources provided to student athletes. This year the Gender Equity in Athletics Committee (Committee) is evaluating the resources to determine if athletes are receiving the resources equitably. This includes collecting data on areas of scholarship, equipment and supplies, practice time and location, travel and food allowance, academic support services, coaches and other areas. The committee will be collecting data and conducting surveys of the athletes this academic year. Next academic year the committee will be analyzing the data and writing a report. The committee is made up of the Title IX Coordinator, representatives from the athletics department - including the Deputy Title IX Coordinator for athletics, a student athlete and a coach, rec sports, as well as the Faculty Athletics Representative, a faculty member, Director of OIRP, Assistant General Counsel. Time-line for initial reporting Spring 2020.

**IV. Federal Graduate Rates (FGR):**

The student-athlete graduation rate calculated directly based on IPEDS-GRS (which is the methodology the U.S. Department of Education requires) is the proportion of first-year, full-time student-athletes who entered a school on athletics aid and graduated from that institution within six years. This federal rate does not account for students who transfer from their original institution and graduate elsewhere; they are considered non-graduates at both the college they left and the one from which they eventually graduate. The rates for student-athletes are evaluated against of all first-year, full-time students at the institution.

**2018-19 results:** Student Athletes have a current rate 14% higher graduation rate than all students. (NCAA benchmark requirement is 13% higher)

Over-all (2012-13 cohort): **student-athletes 63%** compared to **all students 49%**  
**Women student Athletes 61%**  
**Men student Athletes 65%**

(Avg. for last 4 cohorts): **student-athletes 64%** compared to **all students 46%**  
**Women student Athletes 68%**  
**Men student Athletes 58%**

**V. 2018-19 Student Athlete experience survey results:**

The goal of the survey is to provide an overall snapshot of the student-athlete experience with, the institution as whole, with faculty, coaches, support services and facilities. The results will be used, disaggregated by sport, for annual review processes for coaches and staff. The survey had a 52.5% response rate and was distributed to 257 student-athletes. Sixty-four percent rated their over-all athletic experience as either good or excellent, 25% rated their experience as average. **Student-athletes rated their interactions with faculty relatively high compared to other questions.** When asked **"How do you rate your interactions and support from faculty members?"** 78% responded with either good or excellent, only 3% responded negatively with either poor or terrible. For the question **"How do you rate your faculty members' understanding of student-athlete time demands?"** 73% responded with either good or excellent, only 6% responded negatively with either poor or terrible. Students also rated their coaches very well overall. One of the highest ratings related to coaches resulted from the question **"How do you rate coaches' emphasis on academics?"** with 75% responding either good or excellent and an additional 12% responding average. The two services that student-athletes gave the highest positive responses to

were the **strength and conditioning facility**, with 92% responding excellent or good, and support **from sports medicine staff**, with 85% responding excellent or good. In fact the students experience with all aspect of their sports medicine experience was over-whelming positive. Judging from the responses there were two areas of concern. The first is students involvement with university activity outside of athletics participation (e.g. student government, SFC etc.) with only 41% responding excellent or good and second is how they rate their experience with student-athlete development initiatives (e.g., resume workshops, career fair, etc.) with 32 (25%) responding not applicable.

#### VI. New Coach Hires:

**Kyle Russell** – Head Coach – Women’s tennis, hired September 2019 – former head coach at Loyola University, New Orleans.

**Vetu Mam** – Head Coach – Men’s tennis, hired September 2019 – former assistant coach at Portland State and PSU Alumni (2011).

#### VI. Athletics Achievements:

##### Big Sky Conference Academic Honors (Winter 2019):

**30** students were placed on the Winter 2019 Academic All-conference Teams. To be eligible, a student-athlete must have participated in at least half of the team's competitions, achieved a 3.2 cumulative grade point average, and completed at least one academic term at their current Big Sky institution.

##### Men's Basketball

Brendan Rumel – So. – Political Science

##### Women's Basketball

Savannah Dhaliwal – So. – Science

Desirae Hansen – Fr. – Criminal Justice

Pia Jurhar – Sr. – Business Management

Sidney Rielly – Sr. – Business Finance

Courtney West – Sr. – Psychology

##### Men’s Indoor Track and Field

Alex Cisneros – Sr. – Business Accounting

Austen Hvidsten – Sr. – Speech and Hearing

Cody Jones – Fr. – Applied Health and Fitness

Nigel Leonis – Sr. – Mathematics

Chase Lovercheck – Fr. - Health Science

Braden Masanga – So. Biochemistry

##### Men's Indoor Track and Field Continued

Luke Ramirez – Fr.- Business Marketing

Donte Robinson – Sr. – Health Studies

Drew Seidel – Fr. – Electrical Engineering

Ian Vickstrom – Fr. - Architecture

##### Women’s Indoor Track and Field

Alana Baldwin-Joiner – So. – English

Phoebe Brown –Fr. – Health Science

Alexis Buckhaults – So. – Health Science

Natalie Cummings – So. – Chemistry

Taylor Elliott – So. – Psychology

Kaila Gibson – Jr. – Health Science

Phoebe Jacques –Fr. – Applied Health and Fitness

Linnaea Kavulich – Fr. – Biochemistry

McKenna Martin – So. – Child and Family Studies

Angela Mumford – Jr. – Community Health

##### Women’s Indoor Track and Field Continued

Kristen O’Handley – So. - Business

Monica Salazar – Fr. – Applied Health and Fitness

Kameron Smith – So. – Business

Nicole Terry – So. – Health Science

**Big Sky Conference Academic Honors (Spring 2019):**

47 students were placed on the Spring 2019 Academic All-conference Teams.

**Women's Golf**

Valerie Hernandez – Jr. – Business: Marketing  
Windy Huang – So. – Business: Accounting

**Men's Outdoor Track and Field**

Alex Cisneros – Sr. – Business: Accounting  
Liam Jemison – So. – Speech and Hearing  
Cody Jones – So. – English  
Chase Lovercheck – Fr. – Computer Science  
Braden Masanga – So. - Biochemistry  
Lucas Ramirez – Fr. – Business: Marketing  
Donte Robinson – Sr. – Psych. & Health Studies  
Drew Seidel – Fr. – Electrical Engineering  
Andy Solano – So. - Mathematics

**Women's Outdoor Track and Field**

Alana Baldwin-Joiner – So. - English  
Phoebe Brown – Fr. – Health Sciences  
Alexis Buckhalts – So. – Applied Health and Fitness  
Megan Cornett – So. – Business: Marketing  
Taylor Elliott – So. – Psychology  
Kaila Gibson – Jr. – Health Studies and Psychology  
Phoebe Jacques – Fr. Art: Graphic Design  
Linnaea Kavulich – Fr. - Biochemistry  
Angela Mumford – Jr. – Health Sciences  
Kristen O'Handley – So. – Business: Marketing  
Taylor Matsuzaki – So. – Speech and Hearing  
Monica Salazar – Fr. – Health Studies  
Nicole Terry – So. – Health Sciences  
Kameron Smith – So. – Business: Management and Leadership

**Softball**

Marissa Bruno – Jr.- Business: Human Resources  
Alyssa Burk – Sr. – Criminology and Criminal Justice  
Riley Casper – Jr. – Community Health  
Taylor Gunesch – Jr. – Business: Supply Chain  
Rachel Menlove – Sr. – Health Science  
Alexis Morrison – Jr. – Community Health  
Alexxis Ponce - Jr.- Criminology and Criminal Justice  
Katie Schroeder – Jr. – Health Science

**Men' Tennis**

Nikola Dimitrijevic – Fr. – Music Performance  
Tommy Edwards – Jr. – Business: Accounting  
Matteo Fortini – So. – Business: Supply Chain  
Otto Holtari – So. – Business Finance  
Lucas Castelo Branco – Sr. – Business: Management  
Sam Roberts – So. – Math and Economics  
Avery West – Sr. – Geography

**Women's Tennis**

Ashley Knecht – Sr. – Health Sciences  
Lotti Meszaros – So. – Business: Management and Leadership  
Jacinta Milenkoski – Fr. – Political Science  
Taylor Rees – Sr. – Business: Marketing  
Gerda Upeniece – So. – Business: Management and Leadership  
Alli Valk – Jr. – Business: Accounting  
Eszter Zador – Jr. Theater Arts

**Competition Results, Spring 2019:**

Women's Golf: Vikings tie for fourth as a team at Big Sky Conference Golf Championship, April 2019

Women's Tennis: After mid-year appointment of team captain Junior Alli Valk Vikings won 5 of its last 10 matches, including win over Big Sky indomitable Sacramento State.

Women's Outdoor Track: Vikings earned USTFCCA All-Academic Team award (cumulative team GPA of 3.49), team captain Kaila Gibson picked up the USTFCCA All-Academic Individual Honor.

## Attachment G.3

Women's Softball: Vikings reached the Big Sky Championship for second straight season. The 2019 team set new program records, with a roster featuring 11 juniors and 6 underclassmen, looking very hopeful for next season.

Men's Outdoor Track: Vikings earned USTFCCCA All-Academic Team award (cumulative GPA of 3.07), team captain Donte Robinson picked up the USTFCCA All-Academic Individual Honor.

Men's Tennis: Vikings won a program record 14 matches and reached the Big Sky Championships for the second consecutive year. "Portland State Vikings are, truly, the best team in program history" – Jackson Wagner on Men's tennis