

5-4-2020

Faculty Senate Monthly Packet May 2020

Portland State University Faculty Senate

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Faculty Senate, 4 May 2020



This meeting will take place as an on-line conference. Registration information will be provided to senators, ex-officio members, and presenters. Others who wish to speak in the meeting should contact the Secretary and a senator in advance, in order to receive registration information and to be introduced by the senator during the meeting. A link to a live-stream of the meeting will be posted to the Faculty Senate website (www.pdx.edu/faculty-senate).

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

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

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

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

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

Nominations for Presiding Officer Elect

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 4 May 2020 at **3:00 p.m.**

This meeting will take place as an on-line conference using the Zoom platform. Registration prior to the meeting is required. Senators, Ex-Officio Members, and presenters will receive an invitation to register by email. A link to a livestream of the meeting will be posted to the Faculty Senate website.

*Senators represented by an **Alternate** must notify the Secretary by **noon on Monday, May 4th** so that they can receive registration information*

*Members of the PSU community (other than Senators or Ex-Officio Members) or the public who wish to speak during the meeting should ask a Senator to send notification, including an e-mail address where registration information can be sent, to the Presiding Officer and Secretary by **noon on Monday, May 4th**.*

*As part of the **Consent Agenda**, there will be a **change in agenda order**: item C., Discussion (Item C) will follow item B.2., BC Report.*

*Also as part of the **Consent Agenda**, procedure will be modified to allow the Presiding Officer to re-arrange the order of any other items, or postpone any items for consideration at a later meeting.*

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

AGENDA

- A. Roll Call and *Consent Agenda* [see also E.1. G.3-4]
 - * 1. Minutes of the 6 April 2020 meeting – *Consent Agenda*
 - * 2. Notice of Senate Actions for April 2020 and OAA response – *Consent Agenda*
 - 3. Procedural: item C to follow item D.2; Presiding Officer may move or postpone any other agenda items – *Consent Agenda*
- B. Announcements
 - 1. Announcements from Presiding Officer
 - 2. Announcements from Secretary

NOMINATIONS FOR PRESIDING OFFICER ELECT FOR 2020-21

- C. Discussion – PSU’s financial situation and future – *will follow D.2*

- D. Unfinished Business
 - * 1. Proposed Open Access Policy (AHC-OAP) – *postponed from April*
 - * 2. Interim report from Budget Committee – *postponed from April, followed by C. Discussion*
- E. New Business
 - * 1. Curricular proposals (GC, UCC) – *Consent Agenda*
 - * 2. New courses – SPH retroactive curricular review (GC)
 - * 3. New program: MPH in Public Health Practice – SPH retroactive curricular review (GC)
 - * 4. New program: Grad. Cert. in Music Performance (COTA via GC)
 - * 5. New program: Undergrad. Cert. in World Language Pedagogy (CLAS via UCC)
 - * 6. Procedures for elimination or suspension of programs (EPC)
 - * 7. Extending charge of Ad-Hoc Committees: Interdisciplinary Teaching & Research; International Collaborations; Undergraduate Research Opportunities (Steering)
 - * 8. Move of Intensive English Language Program to Office of International Affairs (EPC, BC, Steering)
- F. Question Period
- G. Reports from Officers of the Administration and from Committees
 - 1. President’s report
 - 2. Provost’s report
 - * 3. Annual Report of Honors Council – *Consent Agenda*
 - * 4. Annual Report of Scholastic Standards Committee – *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 6 April 2020 – *Consent Agenda*
- A.2. April Senate actions & OAA response– *Consent Agenda*
- D.1. Proposed PSU Open Access Policy (AHC-OAP report postponed from April)
- D.2.a BC letter to TRAC (postponed from April)
- D.2.b. BC interim report (4/27/20)
- E.1.a-b. Curricular proposals (summaries) – *Consent Agenda*
- E.2. Curricular proposals (summaries) – SPH retroactive review
- E.3. MPH in Public Health Practice – SPH retroactive review
- E.4. Grad. Cert. in Music Performance
- E.5. Undergrad. Cert. in World Language Pedagogy
- E.6. EPC recommendations on procedures for elimination/suspension of programs/units
- E.7. Extension of charge for ad-hoc committee
- E.8.a-b. EPC, BC memos on move of IELP to OIA
- G.3. HC Annual Report
- G.4. SSC Annual Report

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2019-20

STEERING COMMITTEE

Isabel Jaén Portillo, Presiding Officer

Michele Gamburd, Presiding Officer Elect • Thomas Luckett, Past Presiding Officer

Elected Members: Rowanna Carpenter (2020) • Jill Emery (2021) • Jon Holt (2021) • Michael Lupro (2020)

Ex-Officio Members: Richard Beyler, Secretary to the Faculty • Rowanna Carpenter, Senior IFS Rep.

Karen Karvanic & Susan Lindsay, Co-chairs, Comm. on Committees • Yves Labissiere, Faculty member of Board of Trustees

FACULTY SENATE ROSTER (61)

College of the Arts (4)

*Dillard, Chuck	MUS	2020
James, Meredith	A+D	2020
†Magaldi, Karin	TA	2021
[vacant]		2022

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

Dolidon, Annabelle	WLL	2020
†Greco, Gina	WLL	2021
Holt, Jon	WLL	2021
<i>Limbu, Bishopal</i>	ENG	2022
†Thorne, Steven	WLL	2022
Watanabe, Suwako	WLL	2020

College of Liberal Arts & Sciences—Sciences (7)

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

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

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

The School of Business (4)

†Dimond, Michael	SB	2020
Hansen, David	SB	2021
<i>Loney, Jennifer</i>	SB	2022
<i>Sanchez, Becky</i>	SB	2022

College of Education (4)

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

Maseeh College of Engineering & Computer Sci. (5)

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

Library (1)

†Emery, Jill	LIB	2020
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School of Public Health (2)

*Izumi, Betty	CH	2021
†Labissiere, Yves	CH	2022

School of Social Work (4)

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

College of Urban and Public Affairs (5)

Chaillé, Peter	PAD	2020
†Eastin, Josh	PS	2021
*Henderson, Kelsey	CCJ	2020
<i>Kinsella, David</i>	PS	2022
*Tinkler, Sarah	ECN	2021

Other Instructional (3)

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

All Others (9)

Baccar, Cindy	REG	2020
Broussard, Scott	ACS	2021
Faaleava, Toeutu	OAA	2020
*Fiorillo, Marie	ACS	2020
<i>Flores, Greg</i>	ACS	2022
<i>Harris, Randi</i>	OAI	2022
Ingersoll, Becki	ACS	2021
<i>Kennedy, Karen</i>	ACS	2022
†Matlick, Nick	REG	2021

Newly elected senators in italics

* Interim appointment

† Member of Committee on Committees

Date: 27 April 2020

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 & 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)
GINLEY, Susan	Chair, Undergraduate Curriculum Committee
Goodman, Julia	Co-Chair, Faculty Development 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 & 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
<i>Leslie-Christy, Kyle</i>	<i>President, ASPSU</i>
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
Parnell, Will	Co-chair, Faculty Development 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 & 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

* Also an elected senator • *Administrative members in italics* • Date:27 April 2020

Minutes of the Portland State University Faculty Senate Meeting, 6 April 2020
(On-Line Conference)

Presiding Officer: Isabel Jaén Portillo

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Baccar, Broussard, Bryson, Chaillé, Chrzanowska-Jeske, Dillard, Duncan, Eastin, Emery, Faaleava, Farahmandpur, Feng, Fiorillo, Flores, Fountain, Fritz, Gamburd, George, Greco, Hansen, Harris, Henderson, Holt, Hsu, Ingersoll, Izumi, James, Jedynek, Karavanic, Kennedy, Kinsella, Labissiere, Lafferriere, Lafrenz, Limbu, Lindsay, Loney, Lupro, Magaldi, Matlick, May, Meyer, Mosier, Newlands, Oswald, Palmiter, Reitenauer, Sanchez, Sugimoto, Thanheiser, Thieman, Thorne, Tinkler, Watanabe

Alternates present: Karen Curtin for Dolidon, Mitchell Cruzan for Eppley

Senators absent: Dimond

Ex-officio members present: Allen, Beyler, Bielavitz, Boyce, Burgess, Bynum, Carpenter, - Chabon, Cruzan (also as alternate), Duh, Epstein, Ginley, Jaén Portillo, Jeffords, Knepfle, Leslie-Christy, Loikith, Luckett, Lynn, Maddox, Percy, Podrabsky, Reynolds, Sager, Spencer, Webb, Zonoozy

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

1. **Minutes from 2 March 2020** were **approved** as part of the *Consent Agenda*.
2. OAA response to Notice of Senate Actions for March [**April Agenda Attachment A.2**] was **received** as part of the *Consent Agenda*.
3. The procedural rule change that agenda items may be moved or postponed at discretion of the Presiding Officer was **approved** as part of the *Consent Agenda*.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

JAÉN PORTILLO reviewed the procedures and some of the technical details for conducting the meeting on-line [see **April Agenda Attachment B.1**]. She thanked Emily CONNELLY and David BURROW for collaboration in setting up the meeting and providing technical support during the meeting.

2. Announcements from Secretary

BEYLER reiterated some procedural points. He also called attention to the Faculty Elections Opt-In Survey, currently in circulation, and urged senators to do likewise.

3. Presentation by Johannes de Gruyter, Executive Director, OAI

JAÉN, introducing DE GRUYTER, thanked the Office of Academic Innovation for their support to faculty, staff, and students during the rapid shift to remote instruction. She reminded everyone, however, that the needs went beyond technical ones.

DE GRUYER emphasized that the material he shared [see **Appendix B.3**] was a dynamic document as some questions were answered and new ones arose. OAI quickly decided to double down on teaching resources and online documentation, technical and non-

technical information and best practices. They also met with instructors for tailor-made materials, and expanded the number of trainings on more general topics. He reviewed a 'playlist' of the platforms available at PSU and a teaching kit written by the OAI team, and frequently updated. He noted that there had been about 10,000 visitors to the website since the crisis hit, from across the globe, as compared to a couple of hundred prior to that. The most visited article was on preventing 'Zoombombing' disruptions. The [OAI] team had been restructured to try to deal with the high volume of support desk requests.

DE GRUYTER, connecting to previous comments, noted that it's important to think about how students engage, and to meet in a place where both they and the instructor are comfortable. OAI wants to engage with faculty's creativity. Working with various other forms of social media is a next step. They are in close contact with Zoom and other providers: there have been growing pains, so it's important to track carefully what is happening so as to provide feedback.

Testing solutions, DE GRUYTER continued, are a high-stakes area. PSU has been using some products that are expensive and not easy to use. Accessibility for students can also be a problem. They are aware of this issue and looking for solutions. Regarding captioning: OAI can work proactively with faculty requests; students who need accommodations should contact the Disability Resource Center.

It's important to differentiate between remote and online instruction, DE GRUYTER concluded, particularly from the students' experience, all the more so if this continues.

C. DISCUSSION – Current health crisis: challenges and support

JAÉN opened the floor to general discussion. GRECO thanked everyone in OAI; faculty in her department [WLL] had been taking advantage of wonderful resources, and she had heard good feedback. CRUZAN also expressed thanks.

AJIBADE thanked colleagues and OAI for what they had been doing. She had found that some of her students had challenges with home internet access. The University was providing many resources, but many students had always relied on internet access on campus (or before college, at their school). Did we have plans to address this problem. If it's a matter of financial resources, how much will it cost? It was especially important for live meetings. She recorded sessions for viewing later by phone. DE GRUYTER agreed this was an important problem. They had been partnering with the Library on equipment supply. The Library was also thinking about WiFi hotspots. Some platforms are mobile-friendly, he said, but acknowledged that they had perhaps not emphasized this enough in course design. Relying solely on Zoom and other synchronous solutions may not be a good strategy.

ZONOOZY related that someone in his class stopped after the first session, apparently because of difficulties connecting by phone. It was a lack of appropriate equipment. We all regret this. What's our thinking about how to assist people who fall back due to lack of access and economic power to purchase the things they need?

HSU: remote and on-line, synchronous and asynchronous—is there a general preference for one over the other, or does it depend on the nature of the class? She would appreciate guidelines on what formats are best for what types of classes. DE GRUYTER: the term 'remote' came up in response to this situation. The distinction is with a fully designed online experience, aimed at students who may never come to campus. There are gray areas; in some

courses, the two concepts are close to each other. They are working with instructors to see what they would like to do with their class and what they are comfortable with; from that, they have an idea about what tools are appropriate. It's primarily the instructor's decision. He hasn't heard that the institution is committed to a particular direction.

TINKLER: what happens if a faculty member becomes sick? DE GRUYTER: he'd defer to the Office of Academic Affairs on this, but in any event OAI resources would be available.

PALMITER said that it's cumbersome for students to type mathematical symbols. She noted that a scanning phone app can be useful in this situation.

WEBB echoed PALMITER about the scanning apps, noting that there are several different free versions available. Other firms are providing free WiFi access points, and several academic publishers are providing some free content. Faculty at home may not realize that there are all of these options. It would be nice have a central list, she said. BEYLER, agreeing with WEBB, asked if there was a central clearinghouse for the many useful suggestions he had heard from colleagues. DE GRUYTER liked this idea and hoped to follow up on it. For enterprise contracts, they follow a process which checks on security, accessibility, etc., but for smaller tools and apps it may be organize something like this.

DE GRUYTER, responding to a question about the decision on a new learning management system, said that they were mid-process. The committee wanted to get a sense of what would be realistic: they want to engage the whole campus with demonstration sessions, etc. They haven't made a final call; it may be that they will postpone or extend the timeline so as to have the chance to consider various suggestions.

EMERY noted that the Library [website] has a list of resources for faculty that they have been tracking. The majority of publishers who are providing free content are doing so only for semester schools, not for schools that use quarters. We need to be careful about how we communicate this to students. The Library is working hard to scan textbooks they have in their collection, but this has become; they have not been able to keep up with demand. She encouraged faculty to seek outside resources that are readily available to students.

FARAHMANDPUR called attention to a Facebook group, Pandemic Pedagogy, where around 30,000 faculty mentors and advisors were exchanging information.

BEYLER reverting to JAÉN's point at the outset, observed that many challenges go beyond the merely technical. His household had relatively comfortable circumstances, but even for them it was hard to find the right physical place and time for the two people who were teaching and two people who were studying remotely. Many faculty, staff, and students might be facing even more difficult circumstances. It was incumbent upon everyone to be aware of the challenges with physical and social space.

IZUMI remarked that, with two children at home, she often felt overwhelmed with messages from their schools and getting them set up on their online education. She knew of colleagues who were ordering groceries for elderly parents and the like. There is a lot to juggle, she said. She hoped the University could recognize and communicate to faculty understanding for these concerns. Colleagues feel an overwhelming pressure to be as productive as always, while at the same time dealing with unprecedented stresses. It was important to be realistic and take mental health into account. JAÉN agreed that it is not business as usual.

D. UNFINISHED BUSINESS

1. Constitutional amendment: re-ordering list of committees (*introduced in March*)

BEYLER introduced the first of three proposed amendments to the Faculty Constitution [**April Agenda Attachment D.1-3**], which had been introduced at the March meeting, had been reviewed by Advisory Council, and were now up for a vote. He then went over the voting procedure, namely, using a Google Forms anonymous on-line survey.

KARAVANIC, co-chair of Committee on Committees, reviewed the amendment, which alphabetized the list of committee in the Constitution, Art. IV, Sec. 4(4), and directed that any future committees be placed in the appropriate place and the list be re-numbered.

The **amendment to the Faculty Constitution** stated in **April Agenda Attachment D.1** was **approved** (unanimously, recorded by on-line survey).

2. Constitutional amendment: creation of the Academic Computing Infrastructure Committee (*introduced in March*)

KARAVANIC read the proposed amendment as contained in **April Agenda Attachment D.2**. TINKLER asked about the large number of members from CLAS (two from each of the three divisions). She thought that the committee might benefit from expertise from the school of engineering. KARAVANIC answered that this is the pattern from other committees to ensure representation from across the University. There is a double number from the CLAS divisions because they are larger. THIEMAN asked if only senators or all members of the division are eligible. KARAVANIC: all faculty members. BACCAR asked if this was replacing ACITAC. KARAVANIC: yes.

The **amendment to the Faculty Constitution** stated in **April Agenda Attachment D.2**, establishing the Academic Computing Infrastructure Committee, was **approved** (55 yes, 0 no, 2 abstain, recorded by on-line survey).

3. Constitutional amendment: creation of the University Research Committee (*introduced in March*)

KARAVANIC said this this proposed committee, unlike the previous one, is a new. She read the proposed composition and charge as given in **April Agenda Attachment D.3**.

The **amendment to the Faculty Constitution** stated in **April Agenda Attachment D.3**, establishing the University Research Committee, was **approved** (unanimously, recorded by on-line survey).

E. NEW BUSINESS

1. Curricular proposals – *Consent Agenda*

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

F. QUESTION PERIOD – *none*

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. President's report

PERCY appreciated the amazing, unprecedented, unmeasurable work that faculty, graduate instructors, and professional staff had been doing: spirit, creativity, energy despite a frustrating and tough situation. He was proud of this achievement. He wanted to thank the provost, academic leadership team, deans, and department chairs. We could have just fallen apart, but everyone pitched in and sustained PSU. He wanted to recognize the OAI and Library for how they were harnessing information technology, and the advisors and multicultural centers for providing support services—often while figuring out how to do so remotely. He had been bragging about these achievements to media, local leaders, state legislators, and the Board of Trustees. The BoT particularly wanted him to express how proud they were of the work of PSU faculty and staff.

PERCY said that there were about 700 students in our dorms, down 55% to 60% of what we normally would have. They are practicing social distancing and being provided with food and other support. These are mostly students who did not have a safe home to go to or who could not travel home safely.

There were good stories of PSU's contribution to the public health effort, PERCY continued. From our labs and offices we had delivered a truckload of personal protective equipment to the Multnomah County Health Authority—they said, the biggest contribution they had received. We were looking into using the university hotel if local health authorities or OHSU needed places for healthcare workers to stay who couldn't or didn't want to go home.

PERCY said that spring enrollment remained about what we expected: lower than last year, but about what we planned for, and in fact a little better than we projected.

Plans for summer were determined, PERCY said.*

PERCY noted that many research operations had also been disrupted: experiments terminated or put on hold, but that animals, equipment, etc. had to be taken care of. He thanked researchers who had responded to the guidelines from Jason PODRABSKY.

University finances were a matter of daily concern for PERCY. The major hit so far had been to auxiliaries: money for dorms, fees for student recreation, parking, etc. This amounted to millions of dollars. Enrollment stayed about what we expected, so that is not presenting a challenge much more than anticipated. We were trying to understand the CARES act (Federal stimulus package), and thought that we would receive over \$10 million. Half is to go to support students; half is to partially reimburse institutional costs incurred by responding to the virus. The regulations still incomplete, so we don't entirely know how that funding can be used. The PSU Foundation has launched a resilience fund and already collected over \$100,000. The BoT and Alumni Board of Directors were raising money amongst themselves and reaching out to donors. The State of Oregon will hold a special legislative session in May; from that we may know more about state finances, revenue predictions, etc.

* Note from Secretary: in the meanwhile, it was decided that remote instruction would continue into summer term.

PERCY said he was working closely with the unions. The Graduate Student Union was understandably worried that assistantships would not be renewed; however, after working together and researching the issue, it was found that there were no non-renewals. Also there were only a limited number of adjuncts who were not able to teach because they couldn't do remote instruction. There were some low-enrollment course cancellations, but no more than usual. There is a hardship fund to support people who face challenges.

PERCY said that he and the Incident Management Team had been thinking about how we would move back to regular operations. We don't yet know what that means. It will probably be in stages, and will itself require hard work. He gave kudos to this team of experts, who had been providing important guidance.

PERCY intended to continue frequent communication, but hoped they were not over-doing it. The crisis and response could be a learning opportunity, though as we are inundated right now it is hard to think of it that way. At the appropriate time, he hoped, we would have a chance to reflect on what we have learned.

FARAHMANDPUR, looking at a preliminary report by the American Council of Education, said their analysis showed that PSU would be receiving up to \$16 million for Pell Grant students and another \$4 million for other students. These were just preliminary reports. PERCY said that he was wary there might be a different interpretation of the rules, but that this was a good effort, thanks to the help of Senator Merkley and others.

2. **Provost's report** – *not delivered due to technical difficulties*
3. **Temporary P/NP policy change for Spring 2020**

JAÉN gave the background: like many schools, upon shifting to remote delivery PSU was considering adjustments to its policy regarding the pass/no-pass grading option. The Registrar and Provost had discussed this with Faculty Senate leadership and other stakeholders, in particular chairs of the Academic Requirements Committee, Graduate Council, and Undergraduate Curriculum Committee. The outcome was this temporary change to the policy, intended to provide faculty and units the flexibility to make necessary decisions while maintaining academic integrity within disciplinary contexts. It was a temporary response to the emergency to help our students. The Faculty Constitution, JAÉN noted, in a situation of this kind calls for consultation with the relevant committees and the Presiding Officer, then then ratification by Faculty Senate.

BACCAR hoped that everyone had seen the relevant messages and understood how it came about. In the Registrar's Office they received many questions from departments or instructors wanting to switch their courses, created originally as letter-grade only, to P/NP optional. Normally the curricular process would take some time. The question was similarly popping up all over the country. After consultation we landed on taking a balanced approach, rather than changing everything to P/NP as some schools had done. Students and academic units would have choice. After expanding the option, we then had to think carefully about corollary academic requirements.

CRUZAN asked if this would apply to courses within the major. BACCAR: yes, any course taken Spring 2020 with a pass grade will apply to the major without restriction, and also to the overall University limits. In effect, students will be held harmless for opting for the pass option this Spring term. However, the academic unit has some control

over how they offer the major courses. Those that are traditionally offered letter-grade only don't necessarily have to be changed. She understood that a couple of colleges had made college-wide decisions to convert everything within the college to the P/NP option, but this was not universal across campus.

GRECO wondered if students were receiving the message that they should keep requirements of their funding sources in mind. She understood that GI benefits, for example, required courses to be graded. BACCAR stated the policy for veterans' benefits was that the courses be applicable to the degree, not that they be graded per se, so changing the rules in this way eliminates this problem. But we do need to be very specific in our messaging, to veterans especially. We are telling students to work closely with their financial aid advisors, and to ask how professional schools might look at a transcript later. We've also cautioned students to be clear that if they are trying to get off academic probation or improve their GPA for some particular reason that the P/NP option may not be advisable.

HOLT thanked BACCAR for her work on this adjustment, which he thought was a good idea. He wondered if this applied to University Studies courses: FRINQ, SINQ, junior cluster, capstone. BACCAR thought that FRINQ, SINQ, and capstone had all been converted to P/NP-option, but for the cluster courses it would be up to the respective academic units. HOLT: what about a situation in which some students are taking the course for the major and others for a cluster? BACCAR: there aren't restrictions for clusters that say you can't use the P/NP option—this is up to the department.

WEBB thought that some faculty had mis-read the message, that they could push out the P/NP option to students. In fact it was up to the students to choose. She wondered if that clarification needed to be sent out. BACCAR: this was the way it always worked with the grading options. But she would make sure that the scheduling office would reiterate this point in the unit context.

PALMITER, because there are many math courses required for other majors, wondered if there were a list of colleges or departments that would not allow P/NP. Here students were asking, and having a hard time getting an answer from advisors, because sometimes the answer was yes and sometimes no. BACCAR said that departments can't decide whether a P/NP course [Spring term] counts for the major, only whether their subject code courses have this option or not. That is how degree audits will be programmed. PALMITER: is a C-minus a Pass? BACCAR, yes, at the undergraduate level.

LONEY, as a member of Scholastic Standards Committee, was concerned about students who didn't decide to change by the Monday of Week 10, and then petitioned SSC after the grade comes in. BACCAR said they had reckoned that this might happen. They place the deadline in Week 10 to give students a chance to get used to the situation and make changes accordingly. SSC would need to look at specific cases and decide what to think about more flexibility or not. LONEY said that SSC would talk about this when they met on Wednesday [the 10th], and see whether they needed to come up with a general policy. Hitherto their standard had been that there has to be a valid reason to approve such petitions, not just that someone needed it to improve their GPA, but that seems to be what's happening with this change. BACCAR said this made sense, and that she did not have a good answer right now. This had been hard on students; that would be the context

of the petitions. SSC might want to talk with the Registrar's Office about where and how to hold the line—how much further flexibility was needed. LONEY: that's what SSC was wondering, because there was already a flexible timeframe.

HANSEN asked whether this policy change meant academic probation and disqualification would be suspended for Spring term. BACCAR: not exactly. The standing process would continue, because many students would choose the letter-grade option. And, as now, some students would take a mixture of graded and P/NP courses. If a student takes everything as P/NP, there wouldn't be a GPA for the quarter and the overall GPA would remain the same. Rather than going down another step on the ladder to dismissal, they would stay at the same place. But the probation would still remain to be corrected.

LIMBU wondered what was the thinking behind making P/NP optional rather than mandatory, which would perhaps make things more equitable. BACCAR didn't think there was universal support among faculty for only P/NP; also, some students will do well in this environment and will want to get letter grades. We wanted to give some flexibility to choose to both faculty and students.

LYNN observed that in the College of Education, particularly for licensure programs, students had to maintain a certain GPA and have at least a certain letter grade in certain classes; that would be a barrier for them [for mandatory P/NP].

GRECO thought the salient issue was not GPA as such, but reducing student stress at a time of crisis. We should consider this when looking at petitions. We are dealing with students' mental and physical health.

JEDYNAK knew of at least one university that put the deadline for choosing after the grading deadline. He wondered why we were not doing that. BACCAR said that they had considered the possibility of setting the deadline thirty days after the term, but pulled this back due to feedback from some stakeholders. Sometimes students don't realize they need a C- or better for a Pass; it seemed to open up a lot of complications. For exceptions with mitigating circumstances there remains the petition process.

GRECO/KARAVANIC **moved** that Faculty Senate **ratify**:

The temporary modification of the University's policy for Pass/No-Pass courses for the Spring 2020 term as determined by the Registrar and Provost in consultation with the Faculty Senate Presiding Officer and relevant Faculty committees, stated in April Agenda Attachment G.3, with any additional modifications to this policy during Spring 2020 that are determined by these officers and committees to be necessary.

The **motion** was **approved** (49 yes, 3 no, 3 abstain, recorded by on-line survey).

JAÉN returned to BACCAR to discuss the regarding the possibility that this emergency measure might continue beyond Spring term.

BACCAR first addressed a couple additional questions that had arisen since the policy change had been developed. Currently the course repeat policy for undergraduates allows students to repeat a specific course to replace the first D or F they receive in that course, but the replacement must be a graded course. The question was whether a student could

now this term undertake such a replacement with a Pass. This was not specifically addressed in the policy modification. The FAQ's say that a repeat used to replace a D or F still has to be for a letter grade. Another question was about Latin honors, for which students have to have 72 credits at PSU, of which 60 must be graded; would Pass courses this Spring term count against that requirement? She thought that perhaps SSC or ARC could consider these and similar corollary questions and offer advice, or provide exceptions through their normal authority. JAÉN observed that such fine-tuning, if handled in this consultative way with the appropriate committees, was covered by the Senate's vote. BACCAR agreed that faculty who have strong feelings on the matter should share that.

BACCAR then turned to the question of trying to anticipate what would happen if we stay with remote instruction during summer term. Do we keep the current change, or need to bring it back for another vote? It appeared that we would need to address this soon. The summer term schedule is already in place, and departments want to know what to expect as they get classes ready. JAÉN pointed out this would be extending the change beyond one term; [constitutionally] it would require a Senate vote.

FARAHMANDPUR said just this was his question; if the ratification was only for Spring term, what would happen for summer since Senate would not be convening? Did we want to extend this to Summer as well? JAÉN said this would be handled as two separate votes. We had considered spring; now came the question of extending the modification of the policy to summer.

KARAVANIC/LUPRO moved:

If the COVID-19 emergency situation persists and instruction continues to be remote, PSU shall extend the temporary P/NP policy changes through summer quarter 2020. [New motion G.3.2.]

BEYLER clarified that this motion preemptively provided for an extension of the policy change already approved for spring, dependent upon a decision to continue all-remote instruction due to the public health emergency.

FARAHMANDPUR wondered if we might extend this also to fall, unless the University has some other contingency plan in place.

FARAHMANDPUR/CRUZAN **moved to amend** the main motion [G.3.2]:

to add "or fall" after "summer".

Consideration of amendment

JEDYNAK wanted to make sure that we didn't go over what we need to do now since we are meeting again in the month. A lot of things are probably going to change, and decisions made. If we need absolutely to vote now we should, but if not, we will have new information and will be able to vote with this new information in a month. JAÉN: we could vote on a summer extension now and a fall extension later.

KARAVANIC noted that registration for summer starts on May 4th, which is the same day as our next Faculty Senate meeting, so she felt it was necessary to do this now; however, fall could be deferred and discussed at the next meeting.

FARAHMADPUR observed that students begin enrolling for fall classes in May. BACCAR: May 11th. The idea here is to make [the extension for fall] contingent, as it is for summer. If remote instruction does not continue, the extension would not apply. JAÉN: it would depend on the situation.

The **amendment** to add “or fall” was **approved** (42 yes, 10 no, 1 abstain, recorded by on-line survey).

Return to consideration of main motion [G.3.2] as amended

Motion [G.3.2], contingent extension of the temporary change of the P/NP policy to summer or fall term, was **approved** (50 yes, 2 no, 2 abstain, recorded by on-line survey).

JAÉN thanked everyone in the committees who had been working on this policy. In view of the time, she wondered if we might consider postponing the next two reports.

BEYLER, clarifying: there is the annual report of the Academic Advising Council [**April Agenda Attachment G.6**] and the routine quarterly report of the Educational Policy Committee [**Attachment G.7**] in the Consent Agenda, but also a report from the Ad-Hoc Committee on Open Access Publications [**Attachment G.5**] and in interim report from the Budget Committee [**Attachment G.4**], which they had hoped to discuss.

CLARK, co-chair of AHC-OAP, said that the report speaks for itself, but that he was sure that there would be some questions. He didn’t feel, however, that it was pressing in the current context and could wait thirty days to be discussed. BEYLER: the homework was to read the reports.

JAMES/WATANABE **moved to postpone** discussion of items **G.4 and G.5** until the next meeting.

JAÉN said that anyone with questions or concerns about the reports could also send these to the committee or to Steering Committee.

The **motion to postpone** was **approved** (51 yes, 1 no, recorded by on-line survey).

4. **Report from Budget Committee** – *discussion postponed as moved above*
5. **Report from Ad-Hoc Committee on Open-Access Publications** – *discussion postponed as moved above*
6. **Annual Report of Academic Advising Council** – *received as part of the Consent Agenda*
7. **Quarterly Report of Educational Policy Committee** – *received as part of the Consent Agenda*

H. ADJOURNMENT

The meeting was **adjourned** at 5:09 p.m.

March Minutes Appendix B.3

OAI Support during Covid-19

March 13, 2020 v1
March 16, 2020 v2
April 6, 2020 v3



Overview

Teaching Resources

Support Desk

Trainings

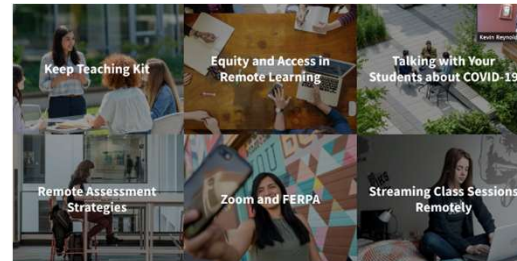
Digital Platforms

Next

Teaching Resources OAI+

Teaching Resources

oaipplus.pdx.edu/covid-19

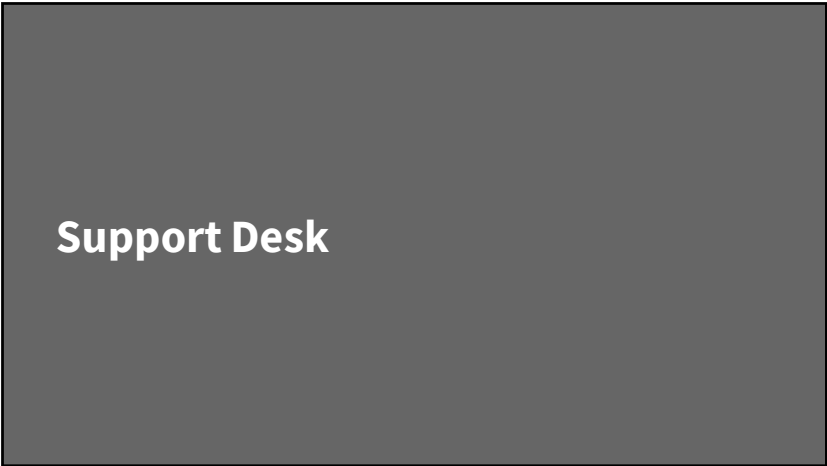


March Minutes Appendix B.3

Teaching Resources

More Design+Build Ideas

- Accessible Course Materials
- Syllabus Template
- Course Building Essentials
- Etc.

Support Desk

www.pdx.edu/oai or 503-725-6624


Personalised, tailored consultations

Priority is to promote simple solutions (see earlier)



Workshops and trainings

www.pdx.edu/oai



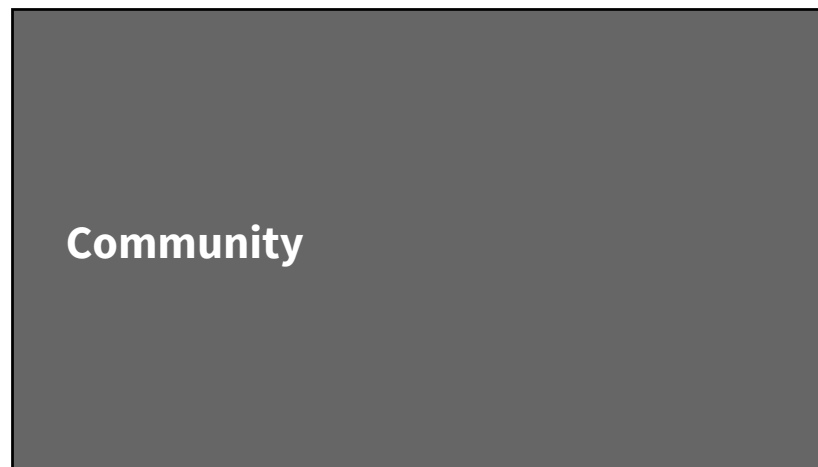
Zoom-Ins - daily

D2L Q&A - daily

Teaching Remotely during COVID-19

Update 03.16
Workshop requests are increasing
Let us know

Get Started on Zoom
Web conferencing for you and your students.



Faculty Learning Communities

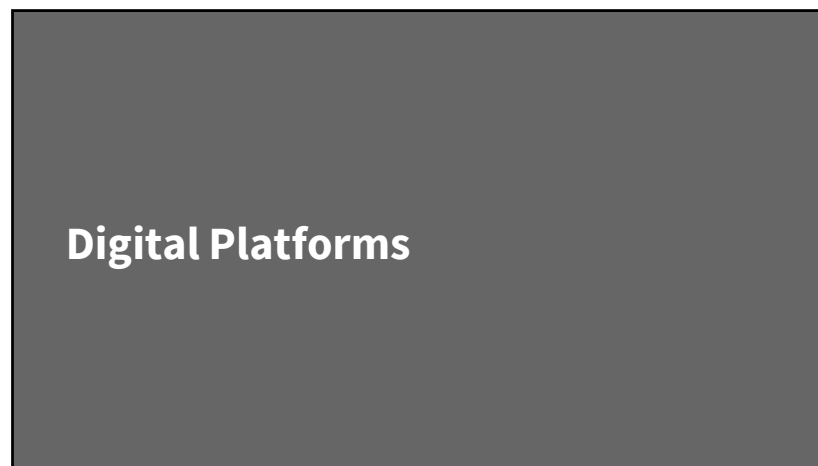
Teaching Remotely during COVID-19: reflective practice

Social media engagement - Instagram stories from faculty

Media platform shares ideas and examples by faculty for faculty

Regular faculty learning communities at OAI continue - focus on Covid-19 implications

- Scholarship of Teaching and Learning, Jumpstart Academic Writing
- Certificate of Innovative College Teaching (GTA, adjunct)
- Program Assessment
- Community-based Learning
- Universal Design for Learning



March Minutes Appendix B.3

Digital Platforms

Status check: <https://status.oit.pdx.edu/>

D2L

- Zoom (synchronous video)**
- Google Apps (collaborative suite)**
- Kaltura (asynchronous video)**
- PebblePad (e-portfolio)**
- Turnitin (plagiarism check)**

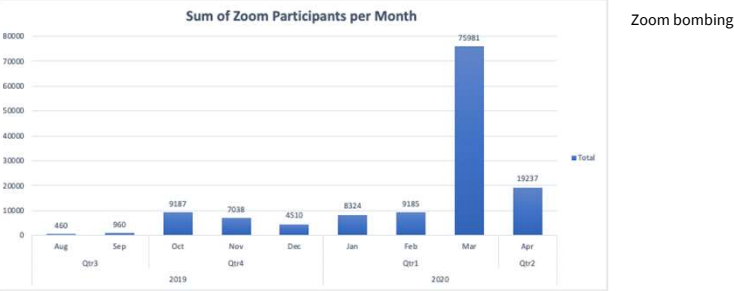
Proctoring - case-by-case

- Alternatives recommended
- Complex installation
- Student equipment essential = challenge
- Filtering requests at the Support Desk via Form
- High stakes, high enrollment priority

Accessibility

- OAI+ resource on equity and access
- OIT / Library partners focus on equipment
- Video captioning:
 - Student accommodation: DRC
 - Faculty proactive requests for video: OAI

Zoom boom



March Minutes Appendix B.3

Final considerations

Remote is different from Online

Remote Instruction is the terminology used to describe the strategy of moving content designed for face-to-face instruction to a digital format for limited or one-time-only course instruction in response to the Covid-19 disruption.

Online courses are intentionally designed for complete digital interaction, at a distance. Courses are designed and facilitated according to evidence-based practices for online teaching and learning.



What's next

Mid-Spring

- OAI+, workshops and trainings focus on best practices in remote/online settings

Summer

Fall

Attachment A.2

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: 7 April 2020
Re: Notice of Senate Actions

At its regular meeting on 6 April 2020 (held as an on-line conference), Faculty Senate **approved** the curricular consent agenda with the new courses, changes to courses, dropped courses, changes to programs, and changes to UNST upper-division clusters listed in Attachment E.1 to the April Agenda.

04-09-2020: OAA concurs with the approved curricular consent agenda with the new courses, dropped courses, changes to programs, and changes to UNST upper-division clusters.

Following the procedure given in the Article VIII, Faculty Senate **approved three amendments to the Faculty Constitution:**

- Alphabetization of the list of committees in Article IV, Section 4(4);
- Formation of the Academic Computing Infrastructure Committee, with charge and membership as given in Attachment D.2;
- Formation of the University Research Committee, with charge and membership as given in Attachment D.3.

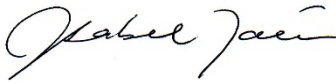
04-09-2020: OAA concurs with the approved three amendments to the Faculty Institution.

Pursuant to the Faculty Constitution, Article III, Section 1, Faculty Senate also **ratified:**

- A temporary modification of the University's policy for Pass/No-Pass courses for the Spring 2020 term as determined by the Registrar and Provost in consultation with the Faculty Senate Presiding Officer and relevant Faculty committees, stated in Attachment G.3, with any additional modifications to this policy during Spring 2020 that are determined by these officers and committees to be necessary;
- An extension of this temporary modification of the Pass/No-Pass policy to Summer 2020 term or Fall 2020 term if all-remote instruction continues into these terms due to the Covid-19 public health emergency.

04-09-2020: OAA concurs with the two ratifications.

Best regards,



Isabel Jaen Portillo
Presiding Officer



Richard H. Beyler
Secretary to the Faculty



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

Note from Secretary: this memorandum from AHC-OAP to Faculty Senate originally appeared on the April 2020 agenda, was postponed due to time constraints, and now appears (with some mechanical changes) for discussion and as the basis for the following **proposed motion**:

Faculty Senate hereby adopts the policy recommended by the Ad-Hoc Committee on Open-Access Publication on page 2 of their memorandum to Faculty Senate dated 15 March 2020.

Memorandum
Open Access Policy Committee

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

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

RE: Committee Policy Recommendations

DATE: March 15, 2020

Committee Members:

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

Portland State University Open Access Policy

March 1, 2020

Purpose and Policy Statement

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

Based on these guiding principles, the committee **recommends that Faculty Senate adopt the following policy:**

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

Scope and Waiver

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

Deposit of Articles

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

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

Explanatory Notes

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

FAQ

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

Rights

Who owns the copyright to my articles?

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

Is Portland State University taking rights to my work?

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

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

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

What does it mean to grant a license to Portland State University?

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

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

How is granting a license compatible with "all rights under copyright"?

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

What if a publisher refuses to publish because of the license?

This would never happen, since you always have the option to waive the license.

Does the Portland State University Policy allow commercial use of articles found in PDXScholar?

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

Scope

To whom does this Open Access Policy apply?

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

Does this policy apply to co-authored or multiply-authored papers?

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

What version of their article should Faculty submit under the terms of the PSU Open Access policy?

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

For individual publisher copyright policies and self-archiving see: [SHERPA/RoMEO](#)

Does this policy restrict my publishing options?

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

What kind of writing does this apply to?

The policy applies to "scholarly articles." Using terms from the [Budapest Open Access Initiative](#), scholarly articles are articles that describe the fruits of research and that authors give to the world for the sake of inquiry and knowledge without expectation of payment. Such articles are typically presented in peer-reviewed and refereed scholarly journals and conference proceedings.

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

Do I have to pay an "open access fee" in order to comply with the policy?

No. Most journal publishers (including Elsevier, SAGE, Springer, Taylor & Francis, and Wiley) permit authors to archive the accepted manuscript (post-print/ author's accepted manuscript) in institutional repositories at no cost to the author.

What if the publisher requires that the deposit of the post-print must be embargoed?

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

Waiver/Embargo

How do waivers work?

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

How do I opt out/request a waiver?

To opt out, Faculty will fill out a simple web form (under development), or send an email or other written notice to pdxscholar@pdx.edu informing Portland State University of the following:

- Name of Portland State University author
- Title of article (expected or working title)
- Journal you expect to publish in
- Reason you are opting out (for information use only; no waivers will be denied)

Can I delay access to my article in PDXScholar?

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

Compliance

What steps will a Faculty member need to follow when publishing an article?

The Faculty member will submit the author's final version to the Library. If the publisher's policy does not already grant the right to make the author's final version accessible, the Faculty will attach a copy of the University policy to the publisher's copyright transfer agreement.

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

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

Attachment D.2.a



Thursday, February 27, 2020

To: Tuition Review Advisory Committee

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

RE: Considerations for tuition increases

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

Attachment D.2.b

Note from Secretary: This interim report from Budget Committee (received 4/28/20) is an addition to Attachment D.2 (BC report postponed from March), and provides background to discussion item C.

To: Faculty Senate

From: Faculty Senate Budget Committee

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

RE: Interim Report Regarding the outcome of the IPEB process for FY21

As part of the Integrated Planning for Enrollment and Budget (IPEB) process, the Faculty Senate Budget Committee meets with deans of colleges and directors of schools and institutes within the Office of Academic Affairs to learn about their enrollment projections and budgeting for the upcoming academic year. Preliminary results of these meetings are as follows:

1. All units are facing what are effectively budget cuts for the upcoming academic year (2020-2021), which corresponds to Fiscal Year 2021 (FY21). That is, their FY21 budgets are less than the projected current service level (CSL) for FY21, which includes inflation and salary increases. The increases (compared to the FY20 budgets) that would be needed to maintain CSLs range across colleges from 3.5% to 6.1%. This includes an expected (up to 3.5%) COLA for faculty and staff, accounting for retroactive pay for the first half of 2020. Instead of increases of 3.5% to 6.1% that would maintain their CSLs, FY21 base budgets ranging from 1.5% reductions to 2.0% increases have been proposed.
2. Options for units include: (a) reducing costs, (b) increasing revenue, and (c) spending reserves.
 - a. Ways that units are planning to reduce costs in the coming year include:
 - i. Holding faculty and administrative lines vacant
 - ii. Structural reorganization within units (merging operations, changing admin/staff mix)
 - iii. Reducing course offerings
 - b. Ways that units are planning to increase revenue in the coming year include developing new programs to attract students and improving retention. These require investment in marketing, recruitment, advising, and faculty.
 - c. With a few exceptions, units are planning some reserve spending to meet their budgets. The total reserve spending within the Office of Academic Affairs is expected to be \$8 million. Continued reserve spending is unsustainable.
3. Options for units to meet budgets through reduced spending are limited, as the severity of previous years' cuts have already had negative effects on units' abilities to deliver quality education experiences to students. For some units, continued cuts may jeopardize accreditation.
4. There is great uncertainty regarding how COVID-19 will impact enrollment within units in FY21, as well as how the CARES Act federal stimulus may impact reserve spending. It is important to keep in mind that stimulus funds are one-time funds, and cannot be used for recurring expenses.

16 April 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: May 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>)

College of the Arts

New Courses

E.1.a.1

- *Art 528 KSMoCA: Museum and Community, 4 credits
Students meet outside of the PSU campus at Dr. MLK Jr School in NE Portland to think critically about museums, education, site-specificity, and social topics. Students contribute to the operation of the King School Museum of Contemporary Art, and they lead reading discussions pertaining to topics associated with the museum, mentor elementary students, and help to install a museum exhibition. Collaboration, research, and participation are crucial elements of the course.

E.1.a.2

- Mus 514 Graduate Aural Skills Review I, 1 credit
Designed for graduate students who need to review basic aural skills. Sight singing, melodic and harmonic dictation, aural identification, and improvisation are integral elements of this study. Note: graduate review class credits cannot be applied towards completion of degree requirements.

E.1.a.3

- Mus 515 Graduate Aural Skills Review II, 1 credit
Designed for graduate students who need to review basic aural skills. Sight singing, melodic and harmonic dictation, aural identification, and improvisation are integral elements of this study. Note: graduate review class credits cannot be applied towards completion of degree requirements. Prerequisite: Mus 514.

E.1.a.4

- Mus 516 Graduate Aural Skills Review III, 1 credit
Designed for graduate students who need to review basic aural skills. Sight singing, melodic and harmonic dictation, aural identification, and improvisation are integral elements of this study. Note: graduate review class credits cannot be applied towards completion of degree requirements. Prerequisite: Mus 515.

* 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.5

- Mus 580 Body Mapping for Musicians: Anatomy, Physiology, Movement and Sensory Awareness, 2 credits
Provides musicians with anatomical information about the body in movement, which will assist the performer sing and sound a musical instrument without pain, tension, or injury. The curriculum will improve facility and expressiveness and once acquired, assist the student to incorporate Body Mapping techniques into their teaching.

College of Liberal Arts and Sciences

Changes to Existing Program

E.1.a.6

- MA/MS in Sociology – create a non-thesis option

Changes to Existing Courses

E.1.a.7

- *Bi 527 Evolutionary Genetics, 4 credits – change title to Evolutionary Genomics and change description

E.1.a.8

- *Jpn 524 Contemporary Japanese Poetry and Pop Culture, 4 credits – change prerequisites

E.1.a.9

- *Wr 535 Grammar for Writers, 4 credits – change description and grading option

E.1.a.10

- *WS 512 Feminist Methodologies, 4 credits – change description

E.1.a.11

- *WS 571 Global Feminisms, 4 credits – change title to Transnational Feminisms and change description

Maseeh College of Engineering and Computer Science

Changes to Existing Program

E.1.a.12

- M.S. in Mechanical Engineering – remove graduate-level math requirement

School of Public Health

Changes to Existing Programs

E.1.a.13

- MPH in Environmental Systems and Human Health – slight change to two requirements

E.1.a.14

- MPH in Epidemiology – slight change to two requirements

E.1.a.15

- MPH in Health Management and Policy – slight change to two requirements

E.1.a.16

- Ph.D. in Health Systems and Policy – replace old course requirement with new course requirement

* 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.

Changes to Existing Courses

E.1.a.17

- Bsta 514 Survival Analysis, 3 credits – change title to Statistical Analysis of Time-to-Event Data and change description

E.1.a.18

- Bsta 516 Design and Analysis of Surveys, 3 credits – change description

E.1.a.19

- Bsta 522 Statistical Learning and Big Data, 3 credits – change title to Statistical Learning and Data Science and change description

E.1.a.20

- HSMP 576 Strategic Management of Health Care Organizations, 3 credits – change description and prerequisites

E.1.a.21

- HSMP 578 Continual Improvement In Health Care, 3 credits – change title to Performance Improvement in Health Services and change description

E.1.a.22

- HSMP 673 Values and Ethics in Health, 3 credits – change prerequisites

School of Social Work

Changes to Existing Course

E.1.a.23

- SW 570 Brief Behavioral Interventions & Treatment, 3 credits – change prerequisites

College of Urban and Public Affairs

Changes to Existing Programs

E.1.a.24

- M.A./M.S. in Political Science – drop the M.A. option and revise course requirements

New Courses

E.1.a.25

- *PS 511 Advanced Overview of Political Science, 4 credits
An advanced overview of the four established fields of research in political science: American, Comparative, International Relations, and Political Theory, and faculty sub-areas of expertise.

E.1.a.26

- PS 588 Political Scientist Professionalization, 2 credits
This is a skill-building course that focuses on developing two sets of practical skills that all future political scientists working in academia will need: first, the skills necessary to create a top-quality application package that will get students into top-ranked Political Science PhD programs, and second, the skills to revise written work into an excellent writing sample or conference paper.

* 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.27

- PS 589 How to Teach and Present Social Science Research, 2 credits
Focuses on the skills necessary for designing and teaching a political science course and delivering effective research presentations at conferences. Students will spend the first half of the course on teaching skills and the second half on building and workshopping presentations, emphasizing skills such as public speaking, building effective slideshows and other visuals, and communicating research to audiences with mixed levels of expertise.

E.1.a.28

- PS 590 Introduction to Graduate School: Skills for Scholarly Success, 1 credit
Welcomes students to the graduate environment and culture of academia. Designed for the first quarter of graduate study, this course focuses on developing essential skills for success in graduate level education, such as: how to read academic literature, note-taking and seminar norms, and understanding the prospectus requirement. Also teaches skills to navigate the often-competing demands on graduate students' time, and develops the students' academic toolkit which will serve them throughout their career.

E.1.a.29

- *PS 591 Testing Theories in Political Science, 4 credits
Survey of the most common methods used to evaluate empirical questions in political science research and assess the adequacy of theories. The course prepares students to interpret, critique, design, and conduct social scientific analysis. It examines both qualitative and quantitative methodologies, including case study, content analysis, interviewing, surveys, participant observation, field experiments, and statistical analysis. PS 591 is required for graduate students in the political science master's program and should be taken after PS 594.

* 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.

16 April 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: May 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

Changes to Existing Programs

E.1.b.1

- Minor in Art History – revision to core curriculum

E.1.b.2

- B.M. in Composition – revision to core curriculum

New Courses

E.1.b.3

- Art 328 KSMoCA: Museum in a Public School, 4 credits
Students meet outside of the PSU campus at Dr. MLK Jr School in NE Portland where they contribute to the operation of the King School Museum of Contemporary Art, a contemporary art museum inside a functioning K-5 public school. The students work collaboratively in teams to research the surrounding neighborhood and prepare presentations/zines about an artist exhibiting at KSMoCA. Students work as mentors with elementary students, and they help to install a museum exhibition.

E.1.b.4

- *Art 428 KSMoCA: Museum and Community, 4 credits
Students meet outside of the PSU campus at Dr. MLK Jr School in NE Portland to think critically about museums, education, site-specificity, and social topics. Students contribute to the operation of the King School Museum of Contemporary Art, and they lead reading discussions pertaining to topics associated with the museum, mentor elementary students, and help to install a museum exhibition. Collaboration, research, and participation are crucial elements of the course. Prerequisites: Art 227, Art 327, Art 328, or permission of the instructor.

Changes to Existing Course

E.1.b.5

- Des 472 Communication Design Portfolio, 6 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.

Program Elimination

E.1.b.6

- Creative Industries Minor – program has been on moratorium (suspension of admission) since fall 2015

School of Business

Changes to Existing Programs

E.1.b.7

- B.A./B.S. in Business Administration – addition of a 28 credit Business Technology & Analytics concentration

E.1.b.8

- Business Minor in Advertising for Graphic Design Majors – revision to core curriculum

College of Liberal Arts and Sciences

Changes to Existing Programs

E.1.b.9

- B.A./B.S. in Anthropology – revision to core curriculum

E.1.b.10

- Classical Studies Minor – removing Ancient Greek from language option and reducing required language credits from 36 to 24, increasing area class requirement from 12 to 16 credits; overall reduction of minimum credits from 48 to 40

E.1.b.11

- B.F.A. in Creative Writing – revision to core curriculum

E.1.b.12

- B.A./B.S. in Women's Studies – adding an option to a core requirement

E.1.b.13

- Women's Studies Minor – adding an option to a core requirement

New Courses

E.1.b.14

- BSt 378 Philosophy of Race, 4 credits
Explores philosophical assumptions involved in the concept of race, as well as the political realities of racial identities. This course is concerned with the metaphysical legitimacy of race, as well as the social, ethical, and political effects of race. Students will explore the relationship of the social categories of race to the persistence of racism.

E.1.b.15

- CR 101 Nonviolent Interaction, 2 credits
Offers students a basic framework for transforming human interactions, especially social discourse and communication, from “calling out” to “calling in.” Covers techniques developed by nonviolent actionists, psychologists, and communication theorists to help humankind evolve past destructive communication toward constructive interactions.

E.1.b.16

- CR 201 Social Movement Messaging, 2 credits
Grassroots politics at every level from community to county to state to national and transnational are successful or not in large part due to the quality of messaging. Using interdisciplinary principles from Conflict Resolution, Communications, Psychology, and Writing (English), students develop frameworks and messaging techniques to advance campaign goals by affecting influencers.

E.1.b.17

- Phl 336 Ancient Political Philosophy, 4 credits
A study of central philosophical themes (justice, power, citizenship, etc.) across major figures in ancient Greek and Roman political thought.

E.1.b.18

- Phl 373 Queer Philosophy, 4 credits
The aim of this course is to illuminate the theoretical underpinnings and the radical epistemological, social, and political possibilities that are afforded by queer philosophy/theory. Queer Philosophy problematizes and challenges rigid identity categories, norms of sexuality and gender and the oppression and violence that such norms justify. This course will interrogate the metaphysical, epistemological, phenomenological, social, and political dimensions of queer philosophy.

E.1.b.19

- Phl 379 Feminist Care Ethics, 4 credits
Provides a comprehensive introduction to care ethics from its origins in feminist theory to its present multidisciplinary and international manifestations. The implications of care ethics for ontology, epistemology, aesthetics, identity, performativity and moral theory are addressed. Care ethics is differentiated from mainstream ethical theories. Care theory is applied to a variety of academic and professional disciplines including but not limited to business, education, healthcare, literature, political science, performance studies, and psychology.

E.1.b.20

- Psy 469 Psychology of Human Sexuality, 4 credits
Explores questions relating to sexuality, with a particular emphasis on the psychological aspects of sex. We will discuss gender roles, gender identity, sexual orientation, relationships, sexual aggression, pornography, contraception, pregnancy, abortion, sexuality across the lifespan, and cultural influences that impact decisions we make about sex. This course is designed to increase awareness and sensitivity to sexuality and issues relating to it. Prerequisite: Upper-division standing.

E.1.b.21

- WLL 380 Introduction to Comparative Literary and Cultural Studies, 4 credits
By learning the theory of comparative literary and cultural studies, students in this introductory course will become informed, critical and responsive participants in global communities. As an introduction to the major questions and debates that have marked the evolution of comparative studies in a curriculum that is increasingly focused on the history, nature, and effects of globalization, this course explores foundational ideas of how texts and intellectual practice shape our material existence in the world. Prerequisite: Upper-division standing.

E.1.b.22

- WLL 381 Topics in Translation Studies, 4 credits
Students will develop analytical frameworks to understand translation and its implications for textual interpretation. Students work with case studies that highlight the role of translation throughout history; they also examine how methods from Translation Studies enrich the study of literary and non-literary texts alike. Those with second-language competency can optionally develop skills to produce translations of their own.

E.1.b.23

- WLL 383U Topics in Comparative Literature, Film and Comics, 4 credits
Students learn how to compare literary, film, or comic-book genres across two or more world cultures; readings (viewings) of texts/films are followed by discussion of cultural differences. Students also learn how to discuss genre differences and how cultural attitudes shape those different artistic responses and appropriations of global artistic ideas. Analysis of critical texts reveal how cultural attitudes create different expectations or requirements for genres. Readings and discussions are in English.

E.1.b.24

- WS 373 Queer Philosophy, 4 credits
The aim of this course is to illuminate the theoretical underpinnings and the radical epistemological, social, and political possibilities that are afforded by queer philosophy/theory. Queer Philosophy problematizes and challenges rigid identity categories, norms of sexuality and gender and the oppression and violence that such norms justify. This course will interrogate the metaphysical, epistemological, phenomenological, social, and political dimensions of queer philosophy.

E.1.b.25

- WS 379 Feminist Care Ethics, 4 credits
Provides a comprehensive introduction to care ethics from its origins in feminist theory to its present multidisciplinary and international manifestations. The implications of care ethics for ontology, epistemology, aesthetics, identity, performativity and moral theory are addressed. Care ethics is differentiated from mainstream ethical theories. Care theory is applied to a variety of academic and professional disciplines including but not limited to business, education, healthcare, literature, political science, performance studies, and psychology.

Changes to Existing Courses

E.1.b.26

- *Bi 427 Evolutionary Genetics, 4 credits – change course title to Evolutionary Genomics, change course description

E.1.b.27

- BSt 351U African American Literature, 4 credits – change course title to African American Literature I, change description, repeatability, and grading option

E.1.b.28

- BSt 352U African American Literature, 4 credits – change course title to African American Literature II, change description, prerequisites, repeatability, and grading option

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

E.1.b.29

- BSt 372U Sociology of Africa: Post-colonial Studies of Africa, 4 credits – change title to Post-colonial Studies of Africa

E.1.b.30

- BSt 411 African American History Seminar, 4 credits – change prerequisites

E.1.b.31

- BSt 412 Oregon African American History, 4 credits – change prerequisites

E.1.b.32

- BSt 484 African American Community Development, 4 credits – change prerequisites

E.1.b.33

- Eng 351U African American Literature, 4 credits — change course title to African American Literature I, change description, repeatability, and grading option

E.1.b.34

- Eng 352U African American Literature, 4 credits – change course title to African American Literature II, change description, repeatability, and grading option

E.1.b.35

- *Jpn 424 Contemporary Japanese Poetry and Pop Culture, 4 credits – change prerequisites

E.1.b.36

- *Wr 435 Grammar for Writers, 4 credits – change course description, repeatability, and grading option

E.1.b.37

- *WS 412 Feminist Methodologies 4 credits – change course description

E.1.b.38

- *WS 471 Global Feminisms, 4 credits – change title to Transnational Feminisms and change course description

School of Public Health

Changes to Existing Program

E.1.b.39

- Undergraduate Certificate in Human Lactation—change certificate type from “undergraduate certificate: earned at completion, admission required” to “undergraduate certificate: earned at completion, admission not required” and add 2 additional practicum credits which increases minimum credits from 23 credits to 25 credits

College of Urban and Public Affairs

New Courses

E.1.b.40

- CCJ 315 Crime Myths, 4 credits
Crime in various forms is a common topic of conversation among individuals at work, at home, at school and in a variety of other settings. Much of what people believe about crime, its perpetrators and its victims often does not fit very well with what we can learn from careful scientific study of crime. Misperceptions about crime and justice are commonly fostered by the media, political leaders, and from overgeneralizations of

* 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.

personal experience. This course will introduce students to the value of rigorous research evidence as the primary way to identify the existence of crime myths.

E.1.b.41

- CCJ 325 Crime in the City, 4 credits

Crime is a relatively rare event. Urban crimes, in particular, tend to happen in specific and predictable locations. In this class, we introduce a set of criminological theories that explore the role that city structure plays in influencing human behavior and shaping where crime events occur. By understanding both where and why crimes concentrate in specific locations, we are able to introduce approaches for addressing and preventing these crime concerns. Throughout this course, we use our own routines and experiences to understand how environmental crime theories apply within our own lives.

E.1.b.42

- CCJ 390 Crimes of the Powerful, 4 credits

Crimes committed by persons of respectability and high social status as opposed to traditional "street crimes" normally highlighted in criminology and criminal justice courses. White collar corporate, governmental, and occupational crime examples include: violations of environmental, safety, health, and labor laws; finance crimes; corporate abuses of power; fraud; crimes of globalization; and violations of the public trust. Final course section covers law, regulating, policing, prosecuting, adjudicating, and responding to challenges of white collar crime.

E.1.b.43

- PS 310 How to Win a U.S. Political Campaign, 4 credits

Close examination of major aspects of a modern political campaign in the United States. The course takes a pragmatic, skills-based approach aimed at preparing students for high-level, meaningful work on a local, state, or national campaign for both candidates and ballot measures. Topics include: campaign organization and management, fundraising and campaign finance, communications and messaging, polls and focus groups, campaign strategy and storytelling.

E.1.b.44

- *PS 411 Advanced Overview of Political Science, 4 credits

An advanced overview of the four established fields of research in political science: American, Comparative, International Relations, and Political Theory, and faculty sub-areas of expertise. Prerequisite: Upper division standing.

E.1.b.45

- *PS 491 Testing Theories in Political Science, 4 credits

Survey of the most common methods used to evaluate empirical questions in political science research and assess the adequacy of theories. The course prepares students to interpret, critique, design, and conduct social scientific analysis. It examines both qualitative and quantitative methodologies, including case study, content analysis, interviewing, surveys, participant observation, field experiments, and statistical analysis. Prerequisite: Upper division standing or permission of instructor.

Changes to Existing Courses

E.1.b.46

- Ec 472 Time Series Analysis and Forecasts, 4 credits – change description and prerequisites

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

8 April 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: May 2020 School of Public Health Retroactive Curricular Review

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

You may read the syllabi of these courses by going to the Online Curriculum Management System (OCMS)

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

New Courses

E.2.a.1

- CPH 510 Geographic Information Systems for Public Health, 3 credits
Public health practitioners need to track data on populations to plot disease trends and associated patterns of social and biological determinants of health disparities. This course will cover concepts of basic mapping using Geographic information System (GIS) software. Types and sources of data will be reviewed, along with their uses. Students will gain familiarity with spatial data and its usefulness in making sense of demographic and socioeconomic trends. In selected case studies students will examine the impact on population health of factors in the local environment such as the location of social and health services, urban density, and known health stressors.

E.2.a.2

- CPH 523 Primary Health Care and Health Disparities: Perspectives and Program Development, 3 credits
This online course will examine the contextual factors of primary health care and global health disparities. Current trends in global health will be described and discussed utilizing research, best practices, international guidelines, and expert opinion. Students will gain a broadened perspective on the impact of primary care interventions in international venues. Students will develop an increased understanding of the complexities associated with global health disparities, interventions and relief efforts, and development.

E.2.a.3

- CPH 531 Social Context of Public Health Policy, 3 credits
Public health ethics is a weighing and balancing of the needs of the community with the rights of the individual. Therefore, this course will involve both intra-reflective and inter-reflective examination of the social and structural inequalities and injustices within our society, locally and globally, and how they affect policy and ethical practice in public health. The relationship of human rights to health and how human rights cut across law, ethics, policies, and advocacy in public health is examined. The role of a human rights perspective will also be addressed as an important part of international health practice.

E.2.a.4

- CPH 535 Professionalism, Ethics & Systems Thinking in Public Health, 3 credits
This course presents several key theoretical principles and practices of public health. Using a case-based format, the course will examine six competencies of public health

practice identified by the Academic Council on Linkages including familiarity with the Core Functions and Essential Services of public health; facility in grant-writing; the relationship of the legal and political systems to public health; interpretation of public health data for public use; pitfalls of policy-making; and the ethics of public health practice and study design. In-depth examination of these issues will prepare the student for leadership roles in community and in public health.

E.2.a.5

- CPH 610 Geographic Information Systems for Public Health, 3 credits
Public health practitioners need to track data on populations to plot disease trends and associated patterns of social and biological determinants of health disparities. This course will cover concepts of basic mapping using Geographic information System (GIS) software. Types and sources of data will be reviewed, along with their uses. Students will gain familiarity with spatial data and its usefulness in making sense of demographic and socioeconomic trends. In selected case studies students will examine the impact on population health of factors in the local environment such as the location of social and health services, urban density, and known health stressors.

E.2.a.6

- CPH 623 Primary Health Care and Health Disparities: Perspectives and Program Development, 3 credits
This online course will examine the contextual factors of primary health care and global health disparities. Current trends in global health will be described and discussed utilizing research, best practices, international guidelines, and expert opinion. Students will gain a broadened perspective on the impact of primary care interventions in international venues. Students will develop an increased understanding of the complexities associated with global health disparities, interventions and relief efforts, and development.

E.2.a.7

- CPH 631 Social Context of Public Health Policy, 3 credits
Public health ethics is a weighing and balancing of the needs of the community with the rights of the individual. Therefore, this course will involve both intra-reflective and inter-reflective examination of the social and structural inequalities and injustices within our society, locally and globally, and how they affect policy and ethical practice in public health. The relationship of human rights to health and how human rights cut across law, ethics, policies, and advocacy in public health is examined. The role of a human rights perspective will also be addressed as an important part of international health practice.

E.2.a.8

- CPH 635 Professionalism, Ethics & Systems Thinking in Public Health, 3 credits
This course presents several key theoretical principles and practices of public health. Using a case-based format, the course will examine six competencies of public health practice identified by the Academic Council on Linkages including familiarity with the Core Functions and Essential Services of public health; facility in grant-writing; the relationship of the legal and political systems to public health; interpretation of public health data for public use; pitfalls of policy-making; and the ethics of public health practice and study design. In-depth examination of these issues will prepare the student for leadership roles in community and in public health.

E.2.a.9

- ESHH 532 Ecological Public Health, 3 credits

The course provides an introduction to biological processes in environmental systems and the influence of human activities on these processes. Topics include ecology and evolution, population growth, natural resources, and environmental sustainability. In addition to fundamental knowledge in biology, students will demonstrate understanding of environmental inter-relationships and contemporary environmental issues.

Master of Public Health – Public Health Practice

Director: Elizabeth Needham Waddell, PhD

<https://ohsu-psu-sph.org/mph-in-public-health-practice/>

Program Description

Students in the OHSU-PSU School of Public Health MPH in Public Health Practice acquire broad knowledge about and perspectives on public health policy and practice, with particular emphasis on improving primary healthcare accessibility and quality for underserved populations based on the concepts and principles of primary health care defined by the World Health Organization (universal coverage, service delivery, public policy, leadership, and stakeholder participation). To support working and distance students, coursework for the MPH in Public Health Practice program may be completed entirely online. Online MPH students are fully matriculated into the School of Public Health and have the option to complete some of their courses in person. Graduates are employed by state and local governmental agencies, non-profits, and community organizations.

Learning Competencies

Graduates will be able to:

- Assess, analyze, and synthesize the health status of vulnerable populations.
- Identify, develop and manage interventions to promote and protect the health of populations at risk.
- Lead and participate in inter-professional efforts to address health inequities with community partners.
- Conduct, participate in or apply research which improves the health of a population.
- Assess and integrate cultural beliefs and practices into public health interventions.
- Develop and plan interventions utilizing principles of health systems organization and health care finance to address health disparities.
- Apply program planning and quality improvement principles in the development, management and/or evaluation of population health services.
- Demonstrate basic skills in development of a grant proposal.
- Employ techniques to manage human, fiscal, and other public health resources.

Program of Study

Course Number	Course Title	Credits
Core Required Coursework (22 Credits)		
BSTA 525	Introduction to Biostatistics	4
EPI 512	Epidemiology I	4
ESHH 511	Concepts of Environmental Health	3
HSMP 574	Health Systems Organization	3
PHE 512	Principles of Health Behavior	3
Exam	Certified in Public Health Examination	0; Pass

CPH 513	Applied Practice Experience	1
CPH 506	Integrative Learning Experience	4
Program Required Coursework (25 Credits)		
Varies	Interprofessional Course (choose only one) UNI 502, Conversations in Global Health (online) UNI 504, Qualitative Methods for Hlth Professionals (campus) IPE 510, Narrative Competence (campus) IPE 512, OHSU Rural Community-based Project (campus) IPE 513, Interprofessional Comm Hlth & Edu Exchange (campus) IPE 514, Older Adult Care Using Stories (campus) IPE 515, Community Organizing for Health Equity (campus)	1
CPH 511 -OR- PHE 520 (campus)	Research Methods and Evidence-Based Practice -OR- Qualitative Research Design (campus)	3
CPH 521	Social Determinants of Health	3
CPH 522	Communicating Public Health Data	3
CPH 528	Mgmt Practice and QI in Health Care & Public Health Organizations	3
CPH 535	Professionalism, Ethics and Systems Thinking in Public Health	3
CPH 536	Community Based Participatory Research	3
CPH 538 -OR- HSMP 588 (campus)	Public Health Program Evaluation -OR- Program Eval & Mgmt in Health Services	3
CPH 550	Public Health Program Planning	3
Elective Courses* (9 Credits)		
Electives Recommended for Online Students		
CPH 507A	Current Issues in Public Health	3
CPH 510	Geographic Information Systems for Public Health	3
CPH 523	Global Perspectives and Program Development	3
CPH 526	Epidemiology of Aging and Chronic Disease	3
CPH 531	The Social Context of Public Health Policy	3
HSMP 579 (online D2L)	Health IT & Systems Mgmt	3
PHE 545 (online D2L)	Men's Health	4
PHE 553 online D2L	Women's Reproductive Health	4
Total Credits		56

*The courses listed above are recommended for online students. PHP students may take other OHSU-PSU SPH courses online or on campus, and are encouraged to discuss elective courses with their faculty advisor. Elective courses may vary annually.

Recommended Course Sequence

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

Full-time

Year 1			
Fall	Winter	Spring	Summer
CPH 521 Social Determinants of Hlth (3)	ESHH 511 Cncpts Environ Hlth (3)	CPH 511 Research Methods (3)	
EPI 512 Epi I (4)	HSMP 574 Hlth Systms Org (3)	CPH 522 Communicating Public Health Data (3)	
BSTA 525 Intro to Biostatistics (4)	CPH 528 Mgmt Practice and QI (3)	PHE 512: Principles of Hlth Behavior (3)	Elective (3)
			CPH Exam*
Year 2			
Fall	Winter	Spring	Summer
CPH 550 Public Health Program Planning (3)	CPH 538 Public Health Program Evaluation (3)	CPH 536 Community Based Particpry Rsrch (3)	CPH 506 Integrative Learning Exper (4)
Elective (3)	Elective (3)	CPH 535 Prof, Ethics & Systems Thinking (3)	
CPH 513 Applied Practice Exper (1)			
Interprofessional Course (1)			

*All core courses must be completed to be eligible for the CPH exam.

Part-time

Year 1			
Fall	Winter	Spring	Summer
EPI 512 Epi I (4)	ESHH 511 Cncpts Environ Hlth (3)	PHE 512: Principles of Hlth Behavior (3)	BSTA 525 Intro to Biostatistics (4)
CPH 521 Social Determinants of Hlth (3)	HSMP 574 Hlth Systms Org (3)	CPH 511 Research Methods (3)	
Year 2			
Fall	Winter	Spring	Summer
CPH 550 Public Health Program Planning (3)	CPH 528 Mgmt Practice and QI (3)	CPH 522 Communic Public Hlth Data	CPH Exam*
Elective (3)	CPH 538 Public Health Program Evaluation (3)	CPH 535 Prof, Ethics & Systems Thinking (3)	
Year 3			
Fall	Winter	Spring	Summer
Elective (3)	Elective (3)	CPH 536 Comm Based Participatory Rsrch (3)	CPH 506 Integrative Learning Exper (4)
CPH 513 Applied Pract Exper (1)			
Interprofessional Course (1)			

*All core courses must be completed to be eligible for the CPH exam.

8 April 2020

TO: Faculty Senate

FROM: Paul Loikith
Chair, Graduate Council

RE: Graduate Certificate in Music Performance

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

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

PROPOSAL SUMMARY FOR College of the Arts Graduate Certificate in Music Performance

Certificate Type: Graduate certificate: Admission to graduate status required

Effective Term: Fall 2020

Overview

The Graduate Certificate in Music Performance is a non-degree program in music performance at the graduate level. It can be completed in one or two years. This certificate program will provide students the framework to immerse themselves in applied performance, focusing on private study and ensemble playing. To complement their performance study, students will take additional coursework which can be elected from music literature, pedagogy, history, theory, wellness, and business.

This certificate is intended to provide an alternative for students who have completed an undergraduate degree in music and seek to strengthen their skills in preparation for competitions, auditions for professional ensembles, and auditions for graduate school. It is open to instrumentalists, vocalists, and students in jazz studies. Credits earned in the Graduate Certificate program can be applied toward completion of other graduate music degrees at PSU, or transferred to other graduate music programs without completing the certificate. Graduate music credits can also be used to complement studies in GTEP which ultimately can lead to licensure for teaching in K-12 public schools.

To be admitted to our Graduate Certificate program, students will need to have completed any Bachelor's Degree (most will have completed a music degree but it is not required) and they need to demonstrate on the basis of an entrance audition that they are performing at the graduate level in their performance area.

Evidence of Need

Certificates are increasingly filling a niche between traditional advanced degree programs and non-degree studies. The University of Oregon's School of Music & Dance began offering a graduate certificate in music performance in Fall 2019. The PSU certificate program allows us to stay abreast of current socio-economic and cultural trends in higher education, as well as serving demand for this type of credential in the Portland area. We find that many students who earn undergraduate degrees in music at PSU opt to stay in Portland preparing to audition into graduate programs, or seeking employment in professional ensembles, opera companies, and as freelance musicians. At the same time, Portland's appeal as a city makes it an attractive destination for out-of-state and international students who would benefit from the opportunity to pursue advanced training while simultaneously building a professional network in our region. Research shows that individuals with a graduate credential earn more and enjoy richer job opportunities than those without a graduate credential.

Program Objectives

The program will offer students the framework and the environment to focus on practice, individual instruction and ensemble playing. Additionally they will be able to expand their interests with a broad selection of elective courses. We expect students completing this certificate to have enhanced opportunities as orchestra musicians, opera singers, freelance musicians, chamber musicians and teachers. The certificate will allow us to recruit more graduate students, appealing to both in and out of state students.

Course of Study

A Total of 26 Credits

REQUIREMENTS:

MUS 506 Graduate Project or Recital (2 credits)

MUP 590 Applied Music (6 credits)

Six credits of the following ensemble credits:

MUS 527 Opera Workshop (1), **MUS 528** Opera Production (2), **MUS 594** Chamber Music (1), **MUS 595** Band (1), **MUS 596** Orchestra (1), **MUS 597** Chorus (1), **MUS 598** Jazz Lab Band (1)

ELECTIVES:

Twelve credits of any 500-level music course

Recommended Courses: **MUS 511** Music Research Methods (3), **MUS 512** Graduate Theory Review (3), **MUS 529** Graduate History Review (3), **MUS 545** Business of Music (3), **MUS 581** Pedagogy (3), **MUS 580** Body Mapping for Musicians (3).

Learning Outcomes

Through private instruction, ensemble performance and coursework will allow students to comprehend, practice, and demonstrate the fundamentals and advanced technical, musical, and artistic development necessary for success as an instrumentalist or as a vocalist. The pedagogical approach will encourage graduates to synthesize prior learning and employ musical, technical, and theoretical information to prepare for auditions into professional organizations and/or competitive graduate programs. Course subject matter will allow students to interpret, distinguish, and demonstrate knowledge of historical performance practices within specific instrumental or vocal repertoire, as well as gaining a comprehensive knowledge of relevant music literature and instrumental pedagogy. Finally, graduates will be provided opportunities through individual and ensemble studies to translate their learning into areas of specific artistic interest.

Cost

Current resources of facilities and personnel will accommodate all needs with no budget impact. We anticipate to enroll 4-5 new certificate program students per year, and confer twenty to twenty-five certificates in the next five years. A significant part of this curriculum will be applied music, which is one- on-one instruction in a music studio. The applied portion of the certificate will be taught by current full- time and adjunct faculty in the School of Music. In the event that additional applied faculty are needed, cost will be covered by the applied music fee. Marketing, promotion, recruiting, admissions, academic advising, and career advising costs will be minimal. Administrative support will be provided by existing staff in the School of Music & Theater and the Graduate Coordinator, who will serve as the primary point of student contact.

Levels of Achievement/Assessment

Levels of achievement expected of graduate students studying performance are clearly delineated by instrumental and vocal area. Students taking applied music are required to perform a jury at the end of each term. To meet the requirements of the 500 level in performance, specific repertoire and technical expectations must be met. Students are required to complete a pre-recital jury a few weeks in advance of their final to evaluate their readiness to complete a final recital. A faculty committee will evaluate both the pre-recital jury and the final recital. This is the same assessment process we use for all students in our performance programs. Students must earn a B or better in all classes to be counted towards the certificate requirements. With the exception of the 500 level Body Mapping Class, all curriculum currently exists as classes in our M.A./M.S. and M.M. programs. These programs undergo program review through our national accreditors, National Association of Schools of Music (NASM). Additionally, effectiveness of the program will be monitored extremely closely in the first few years through student feedback.

8 April 2020

TO: Faculty Senate

FROM: Susan Ginley,
Chair, Undergraduate Curriculum Committee

RE: Undergraduate Certificate in World Language Pedagogy

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 Liberal Arts and Sciences

Undergraduate Certificate in World Language Pedagogy

Certificate Type

Undergraduate certificate: earned at completion; admission to University required

Effective Term

Fall 2020

Overview of the Program

This proposed certificate will enable undergraduate WLL majors with language proficiency to gain basic knowledge, skills, and an initial experience of teaching in a world language of their choice and to explore teaching as a future career choice. The certificate will be available in the following languages: Arabic, Chinese, French, German, Italian, Japanese, Persian, Russian, and Spanish. It also aims at providing students who aspire to teach a world language in private and public K-16 schools, including language immersion programs, with basic knowledge of WL pedagogy and minimum introductory exposure to hands-on experience of WL teaching before applying to GTEP (Graduate Teacher Education Program) or a teacher licensure program in Oregon or other states.

The curriculum will be based on world language pedagogies that are learner-centered and grounded in a communicative approach to language learning. While the theoretical foundation overlaps with courses in Applied Linguistics and TESOL (Teaching English to Speakers of Other Languages), the proposed program focuses on the teaching of a world language other than English in an environment where the language is taught as a foreign language.

Evidence of Need

The American Council on the Teaching of Foreign Languages (ACTFL) is a national professional organization for world language educators, and it has reported teacher shortages for world languages on its website (<https://www.actfl.org/category/teacher-shortage>). It refers to the US Department of Education's report, "Teacher Shortage Areas Nationwide Listing: 1990-21 through 2017-18." The web posting states, "language teaching vacancies are at the top of the list next to other key subject areas like math, science, and special education."

In fact, Prof. Bernd Ferner in the College of Education has stated, "...you mentioned that there will be a WL-teacher shortage soon. We already have one. I am getting desperate inquiries from school principals who are still looking for WL-teachers." Prof. Ferner points out that the proposed certificate program complements the GTEP programs.

Course of Study

Students are required to take a total of 20 credits covering the following four areas: Methods, Linguistics, Content, and Practicum. Students are expected to have a language proficiency at the level required to complete Methods and Practicum courses. The required level of proficiency is determined by each language section. They will have an adviser for the certificate who will guide them through the coursework.

Area 1: Methods (8 credits)

Students will take 2 courses from among the following methods courses in World Languages or Linguistics to earn a total of 8 credits in language teaching methods. With approval of an adviser, methods courses from other accredited institutions can be used. LING438 can only be applied to Area 1 or Area 2.

Area 2: Linguistics (4 credits)

Students will take one linguistics course relevant to the world language of their choice from the following list. If a linguistics course is not available in their chosen language section, the course from Applied Linguistics (Ling 390, Ling438) may be taken to meet this requirement. LING438 can only be applied to Area 1 or Area 2.

Area 3: Content (4 credits)

Students will take one course of literature, language, culture, or content area relevant to the language of their choice. The course may be taught in English or the target language.

Area 4: Practicum (4 credits)

Students will complete 4 credits of Practicum in the world language of their choice. The total of 4 credits can be taken all at once or over multiple terms. At least 1 credit hour of practicum should involve instructional experience supervised by WLL faculty in existing language courses, content courses, or in the community, (which would be pre-arranged by the adviser of the target language). The practicum may include practicum or internship experience abroad. Cooperative Education/Internship (404 with language prefix, e.g., Ar404) and Senior Capstone courses ("Japanese and Chinese Language for Youth," "Bilingual Education," and "Teaching/Tutoring Adult ESL") may substitute for Practicum credits.

Minimum Credits: 20

To: Faculty Senate Steering Committee

From: Education Policy Committee

Date: April 16, 2020

RE: Resolution to Adopt Proposal for the Elimination of Academic Units/Procedures to Impose a Moratorium (Suspension) on Admission to a Program

The Education Policy Committee (EPC) has created procedures to guide decisions to eliminate and to suspend programs. We believe that these decisions must be subjected to the scrutiny of shared governance so that stakeholders have the opportunity to respond to and to contest decisions. The programs at Portland State University define us as an institution; decisions to eliminate or to suspend programs have deep, often irreversible, impacts on our students, faculty, and staff and the quality of education.

In order for that decision to eliminate units and/or suspend programs to receive due consideration, the EPC puts forward the resolution that the Faculty Senate approve the following:

- 1) Removing language on eliminating programs from the “Proposal for the Creation, Elimination, or Alteration of Academic Units” so that the form becomes “Proposal for the Creation or Alteration of Academic Units.”
- 2) Adopting a separate, revised form: “Proposal for the Elimination of Academic Units” (included below).
- 3) Adopting a new form: “Procedure to Impose a Moratorium (Suspension) on Admission to a Program” (included below).

Alex Sager

Arthur Hendricks

Co-Chairs, Education Policy Committee

Elimination of an Academic Unit

Elimination of an Academic Unit must receive the same level of scrutiny as the creation of a new unit. Decisions to substantially modify units (which includes eliminating units) must consider the impact of the modification (or elimination) on Portland State University's missions, values, research, and pedagogy.

This procedure for the Elimination of an Academic Unit is to be followed when staffing and resource allocation decisions lead to the effective elimination of an Academic Unit or if these decisions lead to a unit's inability to carry out its goals. In particular, when administrators take actions (or do not take actions, e.g., not replacing essential faculty) that will predictably result in the elimination or unviability of an Academic Unit, they must submit a Proposal for the Elimination of an Academic Unit.

Requests may be prepared by members of the Unit, Unit Heads, Deans, or the Provost, depending on who is initiating the Elimination (including who is responsible for hiring and for resource allocation decisions that lead to effective elimination).

Procedure:

1. Identify the type of unit (see accompanying approval process flow chart and description for each):
 - a. College
 - b. School
 - c. Academic Department (including licensure and certificate programs housed within departments)
 - d. Academic Program
 - e. Research/Membership Center/Institute
 - f. General Support or Public Service Center/Institute
2. Name of the unit:
3. Provide a justification for the elimination addressing all of the following points:
 - a. Academic Needs
 - b. Impact on faculty and staff.
 - i. Documentation of consultation with unit faculty and staff (dates and attendance)
 - ii. Documentation of opportunity for faculty and staff to provide a written response (provide memo)
 - iii. All written responses from faculty and staff
 - c. Impact on larger community
 - i. Documentation of communication with alumni and community partners
 - ii. All written responses from alumni and community partners
 - d. How this change impacts PSU mission, values and goals.
 - e. Impact on other units
 - i. Include documentation of meetings with the impacted units and their response to the proposed elimination.
 - f. Justifications should be connected to Portland State mission and university goals and objectives, including the commitment to access, inclusion and equity.

- g. If elimination is driven by budgetary decisions, include appropriate documentation supporting the rationale.
- 4. What will happen to significant activities that are currently being performed by the unit?
 - a. Will they disappear?
 - b. Will these activities be performed by another unit? If so, indicate the expected percentage of time and resources that will be allocated to each activity. Please include, if appropriate:
 - i. courses to be offered,
 - ii. course development,
 - iii. student advising
 - iv. research performed,
 - v. community partnerships built,
 - vi. other (specify).
- 5. When would the elimination be enacted?

Checklist

Make sure the proposal includes:

- 1. Documentation of consultation with unit faculty and staff.
- 2. All written responses from faculty and staff.
- 3. Documentation demonstrating impact on larger community, including alumni and community partners.
- 4. Documentation of meetings with the impacted units and their response to the proposed elimination.

List the individuals proposing the change and their affiliations.

Request prepared by**: _____ Date: _____

Approved by immediate supervisor: _____ Date: _____

Approved by *: _____ Date: _____

Approved by *: _____ Date: _____

Reviewed by FBC Chair: _____ Date: _____

Reviewed by EPC Chair: _____ Date: _____

Reviewed by Senate Presiding Officer representing Faculty Senate: _____

Date: _____

Approved _____ by
Provost: _____ Date: _____

* Signatures are required of administrators at each level above that of the immediate supervisor that approve the project prior to submission to EPC.

Procedure to Impose a Moratorium (Suspension) on Admission to a Program

Definitions:

- Moratorium – a period of suspension, during which a program may continue to be offered to previously enrolled students but will not admit new students.
- Program – a sequence of courses activities, and/or experiences constituting a field of study culminating in a credit-based degree, certification, minor, track, specialization, concentration, or focus.
- Teach Out – a teach-out is a written plan that provides for the equitable treatment of students when a moratorium is imposed before all students currently enrolled in that program have completed their program of study.

Division: The terms “department” or “department equivalent” and “department chair” or “department chair equivalent” shall be construed to apply to “divisions” and “division leads” when interpreting this document.

Moratorium Requirements:

- The department/division chair/director/lead, in cooperation with the responsible dean, and in conversation with the affected faculty, can propose that a program be placed in moratorium.
- Under no circumstances shall a moratorium be declared by the department chair or Dean as a form of disciplinary action.
- A moratorium enables faculty to take steps to assess the needs of the program and implement necessary changes, which actions may include redefining its purpose and goals or considering a decision to deactivate the program.
- Departments or the University shall continue accepting applicants until such time that the program is in moratorium.
- During the moratorium, the university shall either remove the program from its publications and admissions materials or otherwise clearly identify its moratorium status.
- During the moratorium, students already enrolled must be given an appropriate opportunity to complete the program (see “Teach-Out” above), or in some cases to transfer to a comparable program. Department/divisions should identify comparable programs students might transfer into.
- The status of each program placed in moratorium shall be reviewed annually, no later than January 1 of each calendar year, by a committee comprised of the responsible dean, department chair/division lead, and representatives from the program faculty to determine if the moratorium should be continued (or discontinued) in the following academic year. Documentation of the annual review shall be submitted to the Curriculum Coordinator at OAA and to the EPC.
- The moratorium period shall not exceed three (3) years. After three (3) years the moratorium will expire unless the program is otherwise approved by the Faculty Senate for elimination.

Moratorium Procedure:

If the Moratorium is initiated at the Department/Unit level, the department/division chair/lead/director submits a Request to Place an Academic Program on Moratorium (see below) to the responsible dean.

- A Request includes:
 - A rationale for the moratorium.
 - The estimated time (in academic years, but no longer than 3 years) the moratorium will be imposed before a decision is made to either return the program to active status or terminate the program.
 - A proposed teach-out plan that ensures all students currently in the program have the ability to finish the program without undue hardship.

The dean submits the request for moratorium to the Office of Academic Affairs. OAA will review and share the proposal with UCC/Grad Council and EPC for input and feedback, retaining final decision authority.

If the request originates at the level of the Dean, the Dean will also:

- Include documentation of consultation with faculty, staff, students and other stakeholders.
- Provide faculty and staff the opportunity to provide a written response to the request and, if received, include this response in the request.

Once approved,

- The department/division will:
 - Notify all students currently enrolled in the program of the moratorium and inform them about the teach-out plan developed by the department/division.
 - Notify affected faculty of the moratorium and teach-out.
 - Remove the program from its internal publications and materials and clearly identify its moratorium status on its website.
 - Notify department/divisional and college/school advising staff of moratorium.
 - Notify the college/school office staff of the moratorium.
- The Office of Academic Affairs will:
 - Notify the Office of the Registrar.
 - Notify the Office of Undergraduate Admissions/Enrollment Management.
 - Notify the Graduate School (re graduate programs).
 - Notify the Office of University Communications.
 - Notify the Office of Institutional Research and Planning.
 - Notify the Office of Financial Aid.
 - Revise the university catalog to reflect the moratorium on admitting students to the affected program.
 - Notify the Faculty Senate Educational Policy Committee.

Portland State University Request to Place an Academic Program on Moratorium

School/College:

Department/division/Division:

Program

Title:

Program Banner Code:

Proposed effective term of moratorium:

Rationale for Moratorium [Justify the move, identify the impacted parties (e.g. students, faculty, other programs that utilize courses from the targeted program, etc.) and provide a timeline and work-plan for both phasing out the current program and identifying what would be expected to re-initiate the program.]:

Teach-out plan: Complete the following required elements for planning the teach-out.

1. Degree level and name of program to be discontinued: _____
2. Minimum credits required for program completion: _____
3. How will the following promises to the students be met?
 - Maintain the necessary experience, resources, and support services:
 - Remain stable, carry out its mission and meet all its obligations to students:
 - Offer the program without additional charge:
4. How will all student majors be notified?
5. Planned date of the last term of the program teach out: _____

Signatures

Department/Division Chair/Director/Lead:

Date:

Attachment E.6

School/College Curriculum Committee:

Date:

Dean of School/College:

Date:

Dean of The Graduate School (if applicable):

Date:

Provost:

Date:

COPIES SUBMITTED TO:

Office of the Registrar:
Office of Undergraduate
Admissions:
The Graduate School:
Office of University Communications:
Office of Institutional Research &
Planning:

The original of this form will be retained in the Office of Academic Affairs. Copies of forms for graduate programs will be retained in the Office of Graduate Studies.

Attachment E.7

Proposed motion from Steering Committee for Faculty Senate, May 2020, on ad-hoc committees:

The respective charges of the Ad-Hoc Committees on Undergraduate Research Opportunities, Interdisciplinary Teaching and Research, and International Collaborations are hereby extended to Fall 2020.

Attachment E.8.a

To: Faculty Senate Steering Committee

From: Education Policy Committee

Date: April 27, 2020

RE: IELP Transfer to OIA

The EPC reviewed the proposal for IELP to move to OIA and met with IELP faculty and leadership to address questions from committee members.

EPC members judged that the move to IELP counts as a minor change as it does not include significant changes to the programs, services, and staff. After discussion, EPC members present at our April 16, 2020 meeting voted unanimously to approve the move.

Note from Secretary: Educational Policy Committee has approved the administrative move of the Intensive English Language Program to the Office of International Affairs, in accordance with the [process for transfer of academic units](#) (see Attachment E.8.b). Budget Committee has submitted the memo below containing their analysis of the move. Steering Committee accordingly offers this resolution for Senate's consideration:

In view of the administrative move of the Intensive English Language Program to the Office of International Affairs approved by the Educational Policy Committee, Faculty Senate calls on IELP/OIA transition team to **provide timely information to both** the Faculty Senate and the Budget Committee about their determination of the details and changes to budgeting for IELP/OIA for FY2021 and beyond.

Memo

To: Faculty Senate Steering Committee

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

RE: Budgetary Impact of Merger of OIA and IELP

As representatives of the Faculty Senate Budget Committee, we are writing to express our perspectives on the budgetary impact of the proposed merger of OIA and IELP.

Due to anticipated budget strain caused by steady declines in enrollment, units within OAA have been tasked with forming budgets that reflect a reduction to the current service level (CSL). The outcomes of the process this year have led to significant proposed cuts to IELP and OIA for FY2021. These proposed cuts to IELP for FY21 are a result of the IPEB process, which is based on enrollment trends and the projected overall budget for OAA. The proposed reductions are not directly tied to the proposed merger of OIA and IELP.

The description from the latest memo to EPC (March 4) regarding the budget expectations of the merger during the transition includes the following:

"IELP will maintain their budget and continue the IPEB process through FY21. The OIA and IELP transition team may explore new approaches to the operational logistics of delivering some non-credit programming and other services that can benefit the work of IELP and OIA. OAA will determine any changes to how the IELP is incorporated into PSU's budget process."

Since the proposed merger has been determined by the EPC to be a minor change, the possible budgetary impacts of the merger were not reviewed by the FSBC. **However, FSBC is concerned that merger decisions with budget implications may still warrant oversight in the faculty governance process.** As IELP is a revenue-generating unit, we expect continued transparency and communication with FSBC regarding budgeting for IELP during and after the transition period. We also recommend that the OIA and IELP transition team **provide timely information to both** Faculty Senate and the Faculty Senate Budget Committee in their determination of details and changes to budgeting for IELP/OIA for FY2021 and beyond.

Attachment G.3

Honors Council

2019-2020 Annual Report to the PSU Faculty Senate

The Honors Council makes policy recommendations and establishes general standards for the University Honors Program and departmental honors tracks; coordinates review of new Honors courses; and reviews campus-wide resources, practices, and services for high-achieving students.

Council chair:

Cornelia Coleman (HON)

Council members:

Jonathan Bird (ECE)

Todd Bodner (PSY)

Joseph Bohling (HST)

Stephanie Bryson (SSW)

Debra Clemens (OIA)

Harrell Fletcher (A&D)

Yasmeen Hanoosh (WLL)

Hollie Hix-Small (SpEd)

Bin Jiang (MTH)

Mauri Matsuda (CCJ)

Eva Nunez (WLL)

Joan Petit (LIB)

Shuvasree Ray (CHE)

Christina Sun (CH)

Lawrence Wheeler (HON)

Student members:

Liliana Brock

Peter Wedlake

Consultants:

Susan Jeffords (Provost)

Shelly Chabon (Dean of Interdisciplinary General Education and Vice Provost for Academic Personnel and Leadership Development)

Brenda Glascott (Director of University Honors College)

Amy Spring (UNST Council Representative)

Council Business:

This year the Honors Council participated in planning for the Honors College Fiftieth Year Celebration, which included an alumni gathering during Fall 2019 and a special event with noted writer Michael Chabon in late January 2020. Due to the university response to COVID-19, spring anniversary events have been delayed until Fall 2020.

In a continuation of business from 2018-19, the Honors Council met in Fall/Winter with Honors College Director to review the text of the revised council charge, per recommendation of the Honors College academic program review (APR). Discussion and additional suggestions for revision were proposed and accepted, and are currently being incorporated into the charge. The revised charge will better reflect the goals of all programs for high-achieving students with an emphasis on student success. We expect to continue this work through the end of Spring term.



Date: April 6, 2020

To: Faculty Senate

From: Michele Miller and Paloma Harrison, Scholastic Standards Committee Co-Chairs

Re: Report of the Scholastic Standards Committee for the 2019-20 Academic Year

I. Membership

The Scholastic Standards Committee is a constitutional committee, and its members are appointed by the Committee on Committees. Membership for the 2019-20 Academic Year:

Michele Miller, IELP
Paloma Harrison, ACS PW5
Jennifer Dahlin, SHAC
Derek Garton, MTH
Jennifer Loney, SBA
Andrea Griggs, EEP
Thomas Schumacher, CEN
Liz Shatzer, ACS PW6
Ryan Wagner, ACS PW2
Donald Duncan, ECE

II. Charge of the Scholastic Standards Committee, per the Constitution

1. Develop and recommend academic standards to maintain the integrity of the undergraduate program and academic transcripts of the University.
2. Develop, maintain, and implement protocols regarding academic changes to undergraduate transcripts.
3. Adjudicate undergraduate student petitions for academic reinstatement to the University.
4. Report to the Senate at least once a year.
5. Act, in all matters pertaining to policy, in liaison with the chairpersons of the Academic Requirements and Curriculum Committees, and the Graduate Council.

III. Function of the Scholastic Standards Committee

The Scholastic Standards Committee maintains the integrity of student academic records at the undergraduate level and adjudicates on student petitions for changes to the record. This takes the form of requests for retroactive adds, drops, tuition refunds, and withdrawals; grade option changes and grade-to-grade changes; incomplete extensions; and reinstatement following academic dismissal.

The Committee also makes recommendations to Faculty Senate regarding any alteration of policy or standards that affect the transcript, registration deadlines, and academic standing. As

part of the Constitutional charge, the Committee is responsible for the undergraduate academic standing policy, and any proposed changes to it must be vetted by the Committee and approved by Faculty Senate.

IV. Activities

The Scholastic Standards Committee meets bi-weekly year-round, including one extra meeting at the start of each term. The main activity of the Committee is to read petitions and support materials, review previous petitions and academic records, and adjudicate on the petitions.

A. The Committee received nearly the exact number of petitions in 2019-20 AY as the previous year.

Petition Type	2019-20	Granted	Denied	Pending
Reinstatement	126	75	43	8
Drop with Refund	181	119	46	16
Add/Drop Overall (including add, add/drop, drop no refund/withdrawals)	296	180	83	33
Grade option changes	31	21	8	2
Incomplete Extension	19	13	2	4
TOTAL	653	408	182	63

B. In consultation with the Registrar, the committee reviewed the academic reinstatement time line and revised the schedule to reflect that reinstatement petitions must be submitted by Friday of week 0 to be considered for reinstatement in the next term, effective fall 2020.

C. The committee concurred with the Registrar that petitions to waive deadlines for the winter 2020 on the basis of COVID-19 circumstances will be considered on the merits of each petitioner's circumstances. The committee also agreed that P/NP grades granted in spring term 2020 shall have no impact on GPA, and shall not be included in the Repeat Policy.

V. Gratitude

The Scholastic Standards Committee would like to acknowledge the invaluable, ongoing assistance and expertise provided by the Registrar's Office, including but not limited to Allison Clark and Luke Norman.