Faculty Senate, 2 November 2020

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

[pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/ Curriculum-Dashboard](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** (motions or resolutions) 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.

The Constitution specifies that senators may designate an **alternate**. An alternate is a faculty member (but not another senator) from the same Senate division as the 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. The senator must submit the name and contact information of the alternate to the Secretary **prior to** the meeting. A senator who misses more than three meetings consecutively, without providing an alternate, will be dropped from the Senate roster.

www.pdx.edu/faculty-senate

PORTLAND STATE UNIVERSITY FACULTY SENATE

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

Faculty Senate will meet on **7 December 2020** at **3:00 p.m.**

*This meeting will be held as an online conference. A livestream will be linked to the Faculty Senate website. Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, December 7th**. Other members of the PSU community who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, December 7th**. The **Consent Agenda** is **approved** without further discussion unless any Senator, prior to the end of Roll Call, requests separate consideration for any item.*

AGENDA

A. Roll Call and *Consent Agenda (see also E.1, G.5)*
   1. Roll Call
*   2. Minutes of the 2 November meeting – *consent agenda*
   3. Procedural: Presiding Officer may move any agenda item – *consent agenda*

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

C. Discussion Topic – *None*

D. Unfinished Business – *None*

E. New Business (proposed motions)
*   1. Curricular proposals (GC, UCC) – *consent agenda*
*   2. New program: Graduate Certificate in Real Estate Investment and Finance (SB via GC)
*   3. Extending emergency P/NP guidelines to Spring 2021 (Steering)
*   4. Extending charge of Ad-Hoc Committee on Interdisciplinary Teaching and Research (Steering)
*   5. Proposed amendment to Faculty Constitution: Academic Appeals Board – *first reading*

F. Question Period

G. Reports from Officers of the Administration and from Committees
   1. Presentation by members of PSU Board of Trustees
     (Greg Hinckley, Margaret Kirkpatrick, Christine Vernier)
   2. President's Report
   3. Provost's Report
*   4. Administration response to Faculty Senate resolution on diversity, equity, and inclusion at PSU
*   5. Quarterly Report of Educational Policy Committee – *consent agenda*
*   6. Midyear Report of Intercollegiate Athletics Board – *consent agenda*

H. Adjournment

*See the following attachments.

Complete curricular and program proposals are available at the Online Curriculum Management System.

A.2. Minutes for 11/2/20

E.1.a-b. Curricular proposals (GC, UCC) – *summaries – consent agenda*

E.2. Grad. Cert. in Real Estate Investment and Finance (SB via GC) – *summary*

E.3. P/NP policy for spring term (Steering)

E.4. Extend charge of AHC-ITR

E.5. Proposed constitutional amendment: AAB

G.4. Administration response re: DEI

G.5. EPC Quarterly Report – *consent agenda*

G.6. IAB Midyear Report – *consent agenda*

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2020-21

College of the Arts (COTA) [4]

Berrettini, Mark	FILM	2023
Borden, Amy E.	FILM	2022 *+
Heilmair, Barbara	MUS	2023
Magaldi, Karin	TA	2021

College of Liberal Arts & Sciences–Arts & Letters (CLAS-AL) [6]

Clark, Michael	ENG	2023
Cortez, Enrique	WLL	2023
Greco, Gina	WLL	2021 +
Holt, Jon	WLL	2021
Limbu, Bishupal	ENG	2022
Thorne, Steven	WLL	2022 +

College of Liberal Arts & Sciences–Sciences (CLAS-Sci) [7]

Cruzan, Mitch	BIO	2023
Eppley, Sarah	BIO	2022
Fountain, Robert	MTH	2021
Goforth, Andrea	CHE	2023
Jedynak, Bruno	MTH	2022 +
Lafferriere, Beatriz	MTH	2022 +
Thanheiser, Eva	MTH	2021

College of Liberal Arts & Sciences–Social Sciences (CLAS-SS) [6]

Ajibade, Jola	GGR	2023
Fritz, Charlotte	PSY	2021
Gamburd, Michele	ANT	2022 +
Meyer, Claudia	SPHR	2021
Padín, José	SOC	2023
Reitenauer, Vicki	WGSS	2022 +

The School of Business (SB) [4]

Hansen, David	SB	2021
Loney, Jennifer	SB	2022 +
Raffo, David	SB	2023
Sanchez, Becky	SB	2022

College of Education (COE) [4]

Farahmandpur, Ramin	ELP	2022 +
Guzman, Andres	COE	2021 *
Kelley, Sybil	ELP	2023
Sugimoto, Amanda	C&I	2021

Maseeh College of Engineering & Computer Science (MCECS) [5]

Anderson, Tim	ETM	2021
Chrzanowska-Jeske, Malgorzata	ECE	2021 +
Duncan, Donald	ECE	2022
Dusicka, Peter	CEE	2023
Feng, Wu-chang	CMP	2022

Library (LIB} [1]

Mikulski, Richard	LIB	2023 +

School of Public Health (SPH) [2]

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

School of Social Work (SSW) [4]

Chorpenning, Matt	SSW	2023
May, Edward	SSW	2021
Oschwald, Mary	RRI	2022 +
Smith, Gary	SSW	2023

College of Urban and Public Affairs (CUPA) [5]

Clucas, Richard	PS	2023
Erev, Stephanie	PS	2023
Ito, Hiro	ECN	2021 *
Kinsella, David	PS	2022 +
Tinkler, Sarah	ECN	2021 *

Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023
Lupro, Michael	UNST	2021 +
Newlands, Sarah	UNST	2021

All Other Faculty (AO) [9]

Broussard, Scott	ACS	2021
Flores, Greg	ACS	2022
Gómez, Cynthia	DMSS	2023
Harris, Randi	OAI	2022 +
Hunt, Marcy	SHAC	2023
Ingersoll, Becki	ACS	2021
Kennedy, Karen	ACS	2022
Law, Anna	ACS	2023
Matlick, Nick	REG	2021

Notes
Total positions: 60
* Interim appointment
+ Member of Committee on Committees
Status as of 27 July 2020

EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2020-21

Administrators

Adler, Sy	Interim Dean, College of Urban and Public Affairs
Allen, Clifford	Dean, The School of Business
Bangsberg, David	Dean, OHSU-PSU Joint School of Public Health
Bowman, Michael	Acting Dean, Library
Bynum, Leroy, Jr.	Dean, College of the Arts
Chabon, Shelly	Vice Provost for Academic Personnel and Leadership Development
Coll, Jose	Dean, School of Social Work
Corsi, Richard	Dean, Maseeh College of Engineering and Computer Science
Jeffords, Susan	Provost & Vice President for Academic Affairs
Knepfle, Chuck	Vice President for Enrollment Management
Lambert, Ame	Vice President for Global Diversity and Inclusion
Lynn, Marvin	Dean, College of Education
Maddox, David	Interim Vice Provost for Academic Budget and Planning
Percy, Stephen	President
Podrabsky, Jason	Interim Vice President for Research and Graduate Studies
Reynolds, Kevin	Vice President for Finance and Administration
Rosenstiel, Todd	Dean, College of Liberal Arts and Sciences
Toppe, Michele	Vice Provost for Student Affairs & Dean of Student Life
Wooster, Rossitza	Dean, Graduate School

Faculty Committee Chairs

Boyce, Steven	Budget Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Coleman, Cornelia	Honors Council
Comer, Kate	University Writing Council
Cruzan, Mitchell +	Budget Committee (co-chair)
Epstein, Joshua	General Student Affairs Committee
Estes, Jones	Academic Quality Committee
Ginley, Susan	Undergraduate Curriculum Committee
Goodman, Julia	Faculty Development Committee (co-chair)
Hendricks, Arthur	Educational Policy Committee (co-chair)
Loikith, Paul	Graduate Council
Millay, Lea	Library Committee
Parnell, Will	Faculty Development Committee (co-chair)
Sager, Alexander	Educational Policy Committee (co-chair) [also IFS]
Shatzer, Liz	Scholastic Standards Committee
Spencer, Randy	University Studies Council
Watanabe, Suwako	Academic Requirements Committee
TBD (September 2020):	ACIC, URC

Senate and Faculty Officers

Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Advisory Council (2020-22); IFS (Jan. 2020-Dec. 2022)
Emery, Jill	Steering Committee (2019-21)
Gamburd, Michele +	Presiding Officer; Advisory Council (2019-21)
Jaén Portillo, Isabel	Past Presiding Officer
Labissiere, Yves +	Advisory Council (2019-21); IFS (Jun. 2019-Dec. 2021); BoT
Padín, José +	Advisory Council (2020-22); Steering Committee (2020-22)
Reitenauer, Vicki +	Presiding Officer Elect
Sager, Alexander	IFS (Jan. 2021-Dec. 2023) [also EPC co-chair]
Sanchez, Becky +	IFS (Sep. 2019-Dec. 2020)
Sipelii, Motutama	President, ASPSU
Thorne, Steven +	Steering Committee (2020-22)
Voegele, Janelle	Advisory Council (2020-22)
Webb, Rachel	Advisory Council (2019-21)
Zonoozy, Khalil	Adjunct faculty representative

Notes

+ Also an elected senator
Status as of 25 September 2020

Minutes of the Portland State University Faculty Senate Meeting, 2 November 2020
(On-Line Conference)

Presiding Officer: Michele Gamburd

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Berrettini, Borden, Broussard, Carpenter, Chorpenning, Chrzanowska-Jeske, Clark, Clucas, Cortez, Duncan, Dusicka, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Fritz, Gamburd, Goforth, Greco, Guzman, Hansen, Harris, Heilmair, Holt, Hunt, Ingersoll, Ito, Izumi, Jedynak, Kelley, Kennedy, Kinsella, Lafferriere, Law, Limbu, Lupro, Magaldi, Matlick, May, Meyer, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Sugimoto, Thanheiser, Thorne, Tinkler.

Senators absent: Gómez, Labissiere, Loney, Smith.

Ex-officio members present: Beyler, Bowman, Boyce, Burgess, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Loikith, Maddox, Percy, Podrabsky, Rosenstiel, Sager, Sipelii, Spencer, Toppe, Watanabe, Webb, Wooster, Zonoozy.

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

1. Roll call

2. Minutes of the 5 October 2020 meeting was **approved** as part of the *Consent Agenda*.

3. Modification of procedure to allow Presiding Officer to move any agenda items was **approved** as part of the *Consent Agenda*.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

GAMBURD recognized the passing in July of Tom BIELAVITZ, Dean of the Library, after a long illness. He joined PSU in 2006 and served as Assistant University Librarian for administrative services planning and digital initiatives. He became Interim Dean and in July 2019 Dean of the Library. This is a deep loss to the campus community.

GAMBURD also acknowledged the sudden death of Dr. Xander DAVIES on October 22nd. He joined PSU as Assistant Professor in the Department of Curriculum and Instruction in 2018. He was a promising researcher, teacher, and leader, and she joined his other colleagues and students in mourning this unexpected loss.

GAMBURD noted equity summit of the previous Friday, with excellent turnout, inspiring presentations, and engaging activities. Vice President for Global Diversity and Inclusion LAMBERT presented the idea of appreciative inquiry as a positive path to change; there were also helpful suggestions from Dr. Kathy ROYAL and from Lisa JARRETT of the School of Art and Design. Many engaged faculty, administrators, and staff had helped bring about the event. In the closing exercise GAMBURD said that they could count on the support of Faculty Senate. Previous Senate resolution called attention to diversity, equity, and inclusion issues, including a motion last month regarding promotion and tenure guidelines.

GAMBURD said, a survey would be circulated soon soliciting interest in serving on the various ad-hoc committees that had been formed.

GAMBURD called attention to approval of a new copyright policy, the product of about two years' work of the University Policy Committee in consultation with Senate.

2. Announcements from Secretary

Following up on the setting up on the informal districts lists recently, BEYLER asked for any corrections that needed to be made. Thought the districts had no formal or official status, it was useful to receive such information regarding the Faculty roster.

3. Announcement from Vice President for Research and Graduate Studies

PODRABSKY announced that Research and Graduate Studies [RGS] was accepting nominations for the Annual Research Awards. There is a Presidential Career Award for a senior researcher, an Early Career Research Award, a Non-Tenure-Track Faculty Research Award, Research Administrator of the Year, and Graduate Mentoring Excellence Award. There are also college researcher of the year awards. Previous years' winners are highlighted on the RGS website.

C. DISCUSSION – *none*

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS

1. Curricular proposals – *Consent Agenda*

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

2. Ad-Hoc Committee on Academic Program Reductions and Curricular Adjustments (Steering)

EMERY/INGERSOLL **moved** creation of an Ad-Hoc Committee on Constitutional Definitions of Faculty, Program, and Department [AHC-CDFPD], with charge and composition as given in **November Agenda Attachment E.2**.

GAMBURD noted that the proposed committee's task is not making small, technical fixes, but to research serious questions of shared governance. The current Faculty Constitution definitions have some ambiguity which can lead to subjective interpretations and disparity. It is, furthermore, a document written before the current diversity of faculty we now have teaching at Portland State. We can change the constitutional definition of Faculty if we want, or leave it as it is.

Presently, GAMBURD continued, the definition is someone who is 0.5 FTE or above and has a ranked appointment [that includes the term] professor or instructor; or whose scope of work is primarily curriculum, subject matter, methods of instruction, research, or aspects of student life that relate to the educational process. One group missing from this definition is adjunct faculty who are at less than 0.5 FTE, and who do an increasing portion of the teaching at Portland State. Including adjuncts is something to think about, but is a non-trivial question. Shared governance includes serving on Senate and constitutional committees; these are obligations that go with the right to be a member of the Faculty and to vote in constitutionally convened bodies. If we change definitions of Faculty we need to think about these rights and obligations. Universities handle the question of adjunct participation [in governance] in various ways; it would be desirable to

study the options systematically. What is the rationale for including or excluding various groups from various aspects of faculty governance? How is representation determined? What are the additional contractual or participatory expectations?

GAMBURD added that another thing that needs examination is the definition of "department." Only about half of our Faculty are actually in departments. Faculty in departments have the right to elect chairs, but the Constitution is silent on other aspects of shared governance and other aspects of what is voted on.

These and other issues had come to GAMBURD's attention, as also to previous Presiding Officers and the Secretary. As we interpret the Constitution, we would appreciate having additional clarity in our governing documents. The motion is to create an ad-hoc committee to research these issues–clarify principles and priorities for inclusion, look at how other universities define and use these key terms, survey faculty and administrators of various ranks, and considering implications of various definitions for participation in Senate, committees, and departmental governance. The committee would present Senate with options to consider, and advantages and disadvantages of each.

BEYLER reminded Senators that the relevant governance documents are posted to the Faculty Senate website.

INGERSOLL said she is included under the governance definition of Faculty, but always struggles whether to check the "faculty" or "staff" box when that is asked for. She wished to ensure that the academic professionals and researchers group are represented and those voices heard. GAMBURD stated that this could be something that members of the Committee on Committees could provide assurance about, or the motion could be amended to specifically call for that.

WEBB: if an adjunct who is considered faculty were, say, hired in the fall and then participates in a committee, but not hired back for future quarters, are they till part of the committee? They are no longer being compensated, nor have contractual duties. How would that be addressed? GAMBURD: that is a great question. If we want to include people, we need to know how the practical logistics would work

BORDEN: how many positions are on the committee, and have any of them been designated for, say, an adjunct representative or some other representative? GAMBURD indicated where that information is contained in the motion.

KENNEDY said that she sometimes heard from advising colleagues who wonder why they never get asked to be on committees or Senate. They don't understand why they're not part of the process. In some cases, it turns out that they started at PSU in a different category and then (say) got a graduate degree and moved within the academic professional categories, but this is not noted [in the records] by their supervisor or by Human Relations. It seems to be a difficult, obscure process. We seem to be missing the voices of people who have moved up in the ranks. She wished the process to be clearer and easier: that would give us more participation. There are a number of advisors who are eager to participate. She believed that examination of this issue is overdue.

BEYLER, responding, noted that for ranked appointments it is quite clear: either someone has a title such as Assistant Professor or Senior Instructor, etc., or not. With academic professionals it depends on the job title and function, and as indicated by

GAMBURD this can be ambiguous, or as indicated by KENNEDY information can be out-of-date or hard to obtain. We might think that in this day and age we can have accurate information all the time, right away, but sometimes that doesn't happen for various reasons. The committee could think of ways to address these problems.

HANSEN noted, in addition to the question of annual vs. term-by-term contracts for adjunct faculty, it also needs to be considered that they are required to be paid for any additional time beyond teaching commitments. There would be budgetary consequences of adjuncts serving in Senate or on committees. GAMBURD agreed that financial follow-ons need to be considered; she believed, however, that we should not let budgetary matters determine who can participate and who can't. We are less inclusive and less nimble if there is a significant portion of our faculty who are not included; however, we can't ask adjuncts to volunteer their time, and the collective bargaining agreement says we need to compensate them for time spent on committees.

ZONOOZY noted that some adjunct faculty do have annual contracts, which could address the previous concern. The issue of inclusion and equity is one of our models, he said, and we should consider how to put that into action.

HOLT wondered if, in view of HANSEN's comments, we should possibly table the issue, to see how it would work–perhaps speak with someone on the administration side. GAMBURD noted that administrators are included in the proposed motion, and the task of the committee is to do research–these are all issues that the committee can look at.

BERRETTINI saw the proposal as coming out of a sense of realism about the state of academia over the last twenty years or so. But he also felt that it was a kind of capitulation–maybe too strong a term to use. We are talking about redefining Faculty based on a propensity towards adjunct teaching, rather than challenging the University not to rely on adjunct teaching as a major form of staffing. The priorities are in different directions. He would be more committed to changing the status of some of the people who are teaching, rather than adding a Faculty Senate component which would entail more work for the very people who are in a precarious position. GAMBURD agreed that this is an important question. She also noted that, alongside the questions regarding adjuncts, there are still ambiguities for those above 0.5 FTE. Researching such philosophical questions can be part of their report.

JEDYNAK: this causes us to think about how the Senate is involved in governance, and how it can be more involved. He hoped that there is the long-term possibility of getting faculty more in charge of the university's governance. We should consider how best to move governance, over the long term, to be more driven by the faculty.

BORDEN concurred with BERRETTINI's comments. Adding more work to contingent, precarious labor is problematic. Part of the task for this committee is to look at other aspects of how Faculty is defined.

CHORPENNIG was worried about creating a binary choice around adding more work to contingent and precarious labor. How do we account for the voice of that labor, because we are still using it unless we change the system? He agreed that the system needs change. But if we are still using that labor and not allowing them a voice, that is also problematic. It doesn't sound as though we are compelling people to serve on Senate,

etc., but offering it as an option. Within the system we've created it would be creating options for people to be heard.

BEYLER noted that while the discussion had been primarily about definition of Faculty–an important aspect of the proposal–the motion also proposed looking into definitions of department and program. These might seem like technical details, but in his view they were significant in terms of a philosophy of shared governance. It was interesting that the Constitution does not contain a definition of these terms; it assumes that everyone knows what they mean, but he was not sure that is the case.

GRECO said it seemed that in different places, Faculty is defined differently. Advisory Council had received questions in which they were asked whether someone could vote on a particular thing or not. It was sometimes unclear. It would be very positive for Senate to decide this, rather than having Advisory Council make ad-hoc decisions.

The creation of AHC-CDFPD with charge as given in **November Agenda Attachment E.2** was **approved** (39 yes, 3 no, 1 abstain, recorded by on-line survey).

F. QUESTION PERIOD – *none*

G. REPORTS

1. President's report

PERCY recognized the Equity Summit held last Friday [October 30th], which several hundred people attended online. As he announced there, promoting equity and justice will be an important commitment of his presidency. He heard loud and clear the need of healing of many types on campus. He thought we created some energy to take action. We've had symposiums before, but lacked follow through: we have to commit to that. He thanked Ame LAMBERT and her team for organizing the summit, and several fantastic speakers who came from outside [PSU]. We also learned much about performers here at PSU. We must create strategies and initiatives to root out institutional bias and racism–be use he equity lens thoughtfully in making decisions and reviewing policies. This includes building greater opportunities to advance learning success for the diversity of our students. He will be working closely with LAMBERT, but this is work for everyone on campus: learning opportunities, professional development, policies and decisions from the departmental level upward. He also thanked Faculty Senate for bringing this issue to promotion and tenure guidelines, showing how important it is to faculty.

He wished to find ways to support this faculty work. The PSU Foundation created a racial equity fund last week. They are looking to add philanthropic dollars to the $1.5 million committed from campus over the next year. Much of this money will support the work that comes out of the task forces that are being created, coming out of the summit.

PERCY noted the Senate resolution calling for a report from the administration on this topic, and thanked [the PO] for granting an extension until November. Included in this report will be strategies for moving forward, as a starting point for discussion.

PERCY thanked the Emergency Management Team, whose director Emma STOCKER would be speaking later. Previously he barely knew about this group. They are most knowledgeable about the specific areas of campus that might be affected in any particular disaster: student learning, building safety, housing, health fields. Previously their work

had been advance planning, and two or three days of activity for limited incidents. Now they have been working full tilt since last February. They have been studying health authority regulations, state and national guidelines, and the implications for how we proceed. They are unsung heroes.

PERCY acknowledged and concerns many people had about the outcome of the upcoming election and reactions. He called attention to the message that the Provost had sent out with suggestions on how faculty could be helpful in these circumstances.

The Homelessness Research and Action Collaborative, PERCY said, had done a study of housing and food insecurity among PSU students and employees. It includes some stark findings. He urged everyone to look at this study. He was creating a team to work on strategies to improve housing and food security for employees and students.

Regarding enrollment, PERCY reported that we are down 2% or 3% at the start of classes, which was good compared to projections; meanwhile, however, there has been considerable melt with students dropping classes in the middle of the term. So now headcount is down 8% and student credit hours are down 7.7%. State residents are down 4.3%, but out-of-state residents down 18.2%, which hurts us. Probably students want or need to stay close to home. International enrollments are also down. Grad enrollments have held close to steady, and in the current situation this counts as a significant success.

PERCY continued: we had budgeted enrollment to be down 3.5%, even prior to COVID. The Board of Trustees is exploring the broad question of financial sustainability–an item from the Strategic Plan. Every public university board needs to be consider the longer term trends. We have much work to do in regard to setting tuition, recruitment, using remissions to support enrollment, and other ways to be effective in financial sustainability. Academic innovation can be a pillar of financial sustainability: supporting student learning, improving instructional methods, increasing interest in teaching and research that goes along with teaching. We are thinking about a variety of options; faculty will be the ones to decide what makes sense for your unit, department, school, or college. Remote learning has been asked of us, and we might want to think about more fully online programs; new programs to meet career needs or demands in the workforce; collaboration among faculty to create good multi-disciplinary programs.

PERCY recalled the Emergency Management Community Resilience program that he had worked on with several other faculty–a new degree program with no new money, where eight or nine academic units participated. We were using existing resources and, importantly, the interest of people in this work. This program is multi-disciplinary, but faculty continue working in the disciplinary programs that they care about.

He and the Provost were also looking at non-credit learning options, and welcomed hearing thoughts about this in terms of the budget.

PERCY continued to look at developments in the biennial [state] budget. The universities and the HECC [Higher Education Coordinating Commission] are crafting a proposal to go to the governor, who will put some figure for higher education into her budget, and then of course it will go to the legislature. One point we are trying to make to the legislators is that the universities are critical elements of the economic development, vitality, and future of the state. Not only are universities important economically; we are

also leaders in the civic life of our community, region, and nation: improving governance and fighting for social change, doing work in equity and justice. We supply people who will do that work in our area. He was trying to make the case for PSU's unique role.

PERCY continued: to expand educational opportunities to create social mobility, especially for students of color and students from traditionally marginalized backgrounds. Our Students First work is a big part of the effort to expand those opportunities. We will make to the state the argument that to support this work to provide services, support, and quality education to these students, we need more resources.

PERCY thanked GAMBURD, similarly to her predecessors, for being an effective leader of Senate and for eloquent statements to the Board of Trustees.

PERCY echoed earlier comments about the equity summit, and wonderful examples of things faculty are doing in our community. He wished to call out some further examples. Ethan JOHNSON had appeared on OPB and in a *Skanner* article, talking about how professors in the Black Studies Department had been offering aid to Black students who are struggling, and the effective fundraising and ingenuity finding local foundation support for their students. John OTT (HST) has been in the news for his students' exploration of a 16th-century witch-hunting manual. Chris SHORTELL and colleagues in Political Science have been speaking about the election. We can use our engagement capacity and expertise to help our community in difficult times, economic decline, social injustice. Portland's national visibility has been challenging. We can play a role in bringing our community back to health.

HANSEN, asked how much of the enrollment decline was due to decline in high school programs and non-admitted credit hours that don't generate much revenue. PERCY answered that they are trying to figure out the fiscal impact, which is complicated because some of the student credit hours are not tied to regular tuition.

2. **Provost's report**

JEFFORDS recognized again the passing of Tom BIELAVITZ, the much beloved Dean of the Library, over the summer. Working collaboratively with his family and the library staff and leadership, it has been decided to move forward on a project that he had been working on with Dean Rossitza WOOSTER and the Graduate School: a collaborative work space for graduate students in the library. So in January construction will begin on the Tom Bielavitz Graduate Student Collaboration Hub. There will be a virtual groundbreaking. The PSU Foundation has set up a gift fund for this project.

As PERCY mentioned earlier, JEFFORDS said we are moving on outcomes of the equity summit. She hoped that we would become a model for the rest on the nation on constructive, productive anti-racist and decolonizing conversations and practices. JEFFORDS had decided to dedicate the Winter Symposium to this topic, which will feature some outside speakers and projects going on across campus.

Along these lines, JEFFORDS shared that a project proposed by Judy BLUEHORSE SKELTON and Suzanne ESTES to help build a pipeline for Native American youth to pursue college education, with PSU as a partner, had received funding to move forward.

JEFFORDS said that the Academic Continuity Committee was talking over decisions about spring term. Of course there is much that we don't know, so it is impossible to give a determination yet.

Regarding administrative searches, JEFFORDS announced: posting of a search for Vice Provost for Academic Budget and Planning, with Cliff ALLEN (Dean, SB) as search committee chair; nearing completion of the search for Associate Vice Provost for the Office of Academic Innovation; and beginning of the search process for Dean of the College of Urban Planning and Administration, with Jose COLL (Dean, SSW) as committee chair.

RAFFO asked for a timeframe for the decision about spring term. JEFFORDS said that the committee is discussing it actively, because we need to post a class schedule. She hoped they would have more information by the end of the [calendar] year, particularly prospects for a vaccine, and whether this will affect prospects for in-person instruction. FARAHMANDPUR commented that the Cal State system was planning to continue online in spring 2021. JEFFORDS said she had spoken to provosts at several of their campuses and talked about considerations behind that decision. They wanted clarity for their students. Many of those campuses have similarities to PSU, so we are taking their thought process into account. We are also want to work with the Oregon Health Authority [OHA] and the Governor's office to ensure adherence to state policies.

3. **Report from Emma Stocker, Director of Emergency Management**

GAMBURD introduced Emma STOCKER, Director of Emergency Management. [For presentation slides see **Appendix G.3**.] As PERCY mentioned earlier, emergency management at PSU had previously activated for winter weather, for example, or small incidents. They had never faced anything like [the pandemic] and the scale-up required for higher education across the country. After the immediate response, stay-at-home orders, and the quickly changing initial situation, they began to plan for fall term.

STOCKER summarized the preparations. Changes to the physical environment was an important part. They took into account updated suggestions from industry and CDC about HVAC building ventilation and filtration. Wherever possible, over the summer they updated building filtration and increased external airflow. They made plans for cleaning all spaces that will be occupied, working with custodial contractors on new protocols and cleaning materials. They also determined what changes were necessary for any face-to-face classes. They are all scheduled as the only thing that occurs in that room on that day, with cleaning between occupancies. They also looked to see that such classes were in buildings with access to larger restrooms and better filtration. There are about thirty classes with some face-to-face component. Most campus services are continuing remote operations. With fewer people on campus, there is less possibility of transmission.

STOCKER continued: PSU ID card access is required for all buildings. This allows us to monitor occupancy. OHA guidelines state that campuses are not open to the public. Many of these changes are also made to comply with CDC guidelines. A personal health checklist is encouraged for everyone who comes to campus. We ask people to take this seriously: if they have a temperature or other symptoms, and what interactions they have had recently. Masks are required indoors at all times, particularly in shared spaces. You will also notice signage about distancing.

STOCKER indicated that they had spent considerable effort building the testing capability at the Center for Student Health and Counseling (SHAC). This is available as a resource to anybody in the PSU community. They have the ability to do rapid testing on site; there is also laboratory-based testing which takes a little longer. We ask everyone who's been on campus and who's had a positive test, develops symptoms, or has an exposure, to connect with SHAC. They have worked with Multnomah County to understand SHAC's role in contact tracing and medical assessment.

In terms of mitigating and managing COVID on campus, STOCKER asked anyone who has been on campus within the last fourteen days and who develops symptoms or has an exposure to report this to SHAC. We can only take action on what we know. SHAC can be thoughtful about the sensitivity of particular programmatic areas: housing, labs, etc. We have a threshold for contact tracing that is more conservative than for public health colleagues at the county level, but we can only take action on information that SHAC hears about. The important take-away message is to take seriously sharing information about yourself or others you know.

STOCKER pointed out the COVID dashboard that displays how testing is going on campus (both rapid and laboratory tests) and on-campus cases. There are 838 students currently living on campus–less than half of normal occupancy. The majority of on-campus housing is more like apartments than traditional dormitories. Most of these now have single occupancy, and in fact housing applications did not exceed that. For the duration of spring and summer, there are students for whom this is their home, so it was an essential service to continue housing operations.

Guidelines for teaching on campus, STOCKER continued, are also given on the website: masks required in classrooms, where to get masks, how to establish distancing in classrooms, etc. County public health offices require taking attendance, for possible contact tracing if needed. At this time no external gatherings are allowed on campus. If faculty are part of a group that wants to hold a face-to-face meeting, it is allowed but we ask that it be reviewed by the campus events group for size, cleaning scheduling, etc.

GRECO said that when she had occasionally gone to her office in FHM, there were students in the atrium not wearing masks. She would tell them to please mask up–if not, no one would be able to access the building. She understood that students needed access, but she didn't want them unmasked in a place she had to go. STOCKER, answering, said that there have been staff walkthroughs, initially three a day and now down to one a day. However, this is observation rather than enforcement. They are planning increased signage and communications.

4. **Report from Laura Nissen (SSW), Presidential Futures Fellow**

GAMBURD introduced Laura NISSEN to talk about some of her work as the Presidential Futures Fellow, which might help us this year with planning for a (hopefully) post-COVID world. [For slides, see **Appendix G.4**.] NISSEN said that a term new to her, syndemic, includes the intersection of harmful health conditions and the kind of structural inequity and racism that we see. The term seems to her more accurate. In any event it's a post-normal world.

The Futures Collaborative, NISSEN said, was launched in 2019-20 with about thirty members (faculty, staff, students), with the goal of applying futures thinking to higher education in general and PSU specifically. This year there are about thirty-five new members. Their focus is to cultivate future readiness at PSU, asking if we are future-facing enough in our mission. This includes being ready for new complexities, opportunities, risks, and expectations. Are we meaningfully and effectively undoing racism in our structures and practices? Is our pedagogy using best, emergent practices? Are we revising our relevance and commitments to a city and region with changing needs? PSU has been a leader in many of these fields, but our interest is looking at future readiness rather than just what we do well now.

Post-normal, NISSEN said, refers to the space between where we are and where we are going. This year's work for the collaborative will be a reckoning with racism and other isms in our culture, structure, and practices.

Another area, NISSEN said, is the future of work: 85% of the top jobs of 2030 haven't been invented yet. A large category will be what is called knowledge workers. There are changing expectations from and pressures on what education can provide in personalized, accessible, affordable, and flexible life-long learning. The relationship with the regional community, which increasingly competing nationally and globally, requires clarifying an evolving identity and value proposition, not just relying on what it has been historically.

Through winter 2021, NISSEN said, the collaborative will gather inputs on commitments and needs, and then share results in spring 2021 to lay groundwork for planning. Faculty dialogues about future readiness will ask what a future-ready professor really means. In the next twenty to thirty years there will be powerful transitions and transformations. We can learn how other professions are shifting their educational tracks. They will sponsor several dialogue opportunities. She is also sharing an open channel of resources–resources about the future of higher education.

H. ADJOURNMENT. The meeting was **adjourned** at 5:01 p.m.

COVID Update

11/2/2020

Emma Stocker
Director of Emergency Management
coronavirusresponse@pdx.edu

Preparing the Campus and Our Community

Changes to the Physical Environment

- HVAC filtration, increased ventilation
- Planned for additional cleaning

Changes to How We Use Space

- Schedule for F2F classes
- De-densify campus with many services remaining remote / mostly remote
- Reduced occupancy limits
- Card access

Public Health Measures

- Personal Health Checklist
- Masks
- Distancing
- Building SHAC testing capability
    - Rapid testing on site
    - Lab based testing
- Contact Tracing

Mitigating / Managing COVID on Campus

COVID Reporting Form

COVID Dashboard

- Testing for COVID
- "On-campus" cases

University Housing and Residence Life

- 838 students live on campus fall term
  - Less than ½ occupancy
  - All single occupancy rooms - not your typical "dorm"
- Even in spring term, UHRL never closed

Guidelines for Teaching on Campus

- Masks
- Distancing
- Attendance
- Building occupancy

Gatherings on campus

- State and PSU guidelines
- Any gathering (event, meeting, optional student gathering, etc) must be reviewed by Campus Events group

Portland state University in a post-Normal World

Update on the Futures Collaboratory Project – November 2020

Laura Nissen, Ph.D., LMSW, CADC III

Professor, Presidential Futures Fellow, Portland State University

Portland State University Futures Collaboratory Website:
https://sites.google.com/pdx.edu/futurescollaboratory/welcome

PSU Futures Collaboratory

- Launched in 2019-2020 – 30 members comprised of students, faculty and staff.

- Explored, experimented with and applied futures thinking/foresight methods to contemporary issues of higher ed in general and PSU specifically. Learn across topics and issues that intersect with contemporary and emerging challenges. Build foresight "muscle" institutionally.

- Year 2 JUST launched.   35 additional members – names posted soon on our website.

THE FUTURE IS

PLURAL

PSU FUTURES COLLABORATORY
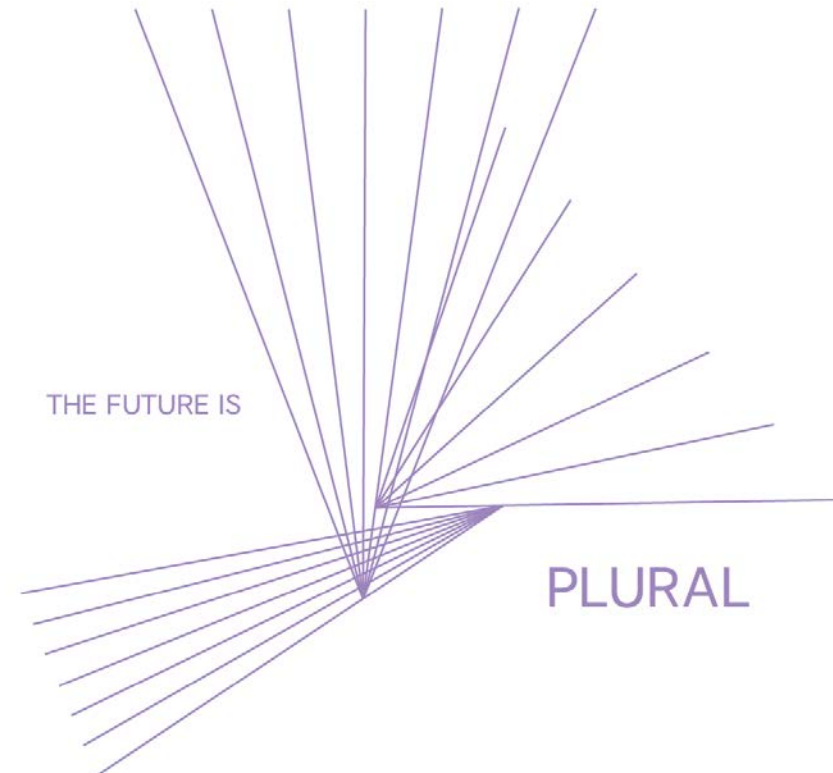
Recommendations from work Last year

Places we recommend greater PSU focus on cultivating "future readiness"

- Mission (are we future facing enough in our overall mission?)

- Structures (are we ready for new complexities, opportunities, risks and expectations?)

- Equity (are we meaningfully and effectively undoing racism in our structures and practices?)

- Pedagogy – teaching, learning and advising (are we utilizing best and emergent practices?)

- Community (are we revising our relevance and commitments to a city/region with evolving needs?)

Looking at this year

- Covid-19 is an accelerator of "post-normal times" - term used in the futures world. Refers to the in-between space between where we were and where we're going.
- Working focus for this year's work:
  - Deep reckoning, revisioning and recreation around racism and other isms in our university culture, structure and practices.
  - The future of work (experts suggest 85% of the top jobs of 2030 haven't been invented yet). This is true for our students as well as us as "knowledge workers."
  - Changing expectations and pressures of what education can and should be (personalized, accessible, affordable, flexible, lifelong).
  - Relationship with our regional community while increasingly competing on a national (and even global) stage.
  - Continue to clarify our evolving identity and value proposition for the times we live in – not relying on historical norms

Collaboratory Project 2020-2021

- Gather and analyze PSU artifacts from the last couple of years to "prepare" for things across a variety of parts of the university mission

- Compare, map and identify strengths and gaps

- Present to the university community in winter 2021

- Gather input on key commitments and needs for our future from faculty, staff and students

- Share results in spring of 2021 – and lay groundwork for additional university-wide planning

Invitation to faculty dialogues about what "future readiness" means for the professoriate

- Given the covid-19-related complexities of our time, what the does it mean to be a "future ready" faculty member? This is related to but different than institutional readiness.   Depending on your own situation – you may have 20-30 years of academic career ahead…how do you best prepare for what happens "next?"   Are you ready to co-create the university system of the future you most want to be part of ?

- Increasing literature about the "professoriate of the future" – what are emerging challenges, opportunities, demands? What can we learn about the way other professions (medicine, law, journalism and others) are starting to shift their educational tracks?

- This winter, we will sponsor a series of gatherings exclusively for faculty to explore, discuss, and consider how a foresight lens can create more agency and readiness for continuing complexity, accelerating change, and ongoing disruption in our higher education ecosystem. Look for an invitation early winter term.

- Practically, what are the best ways to plug into networks for support and evolution in "post-normal times" as a faculty member. Let's continue to build community focused on this line of thinking – and in the process- hopefully increase our institutional vitality, readiness and agency.

Reminder – Resources

Link to ongoing "OPEN CHANNEL" of resources related to the future of higher education, future of work, future of related equity issues and other topics available here.

3 November 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: December 2020 Consent Agenda

The following proposals have been approved by the Graduate Council and are recommended for approval by the Faculty Senate. You may read the full text for any course or program proposal, as well as Budget Committee comments on program proposals, at the [Online Curriculum Management System (OCMS) Curriculum Dashboard](#).

School of Business

New Prefix

E.1.b.1
- **Creation of BTA (Business Technology & Analytics) prefix

New Course

E.1.a.2
- RE 523 Real Estate Investment Analytics, 4 credits
  Students will learn financial approach to analyzing real estate investments, analyzing case studies of investment decisions, learning spreadsheet-based software for analyzing leases and income flows, and understanding the tax implications of real estate investment. Prerequisite: RE 521 and RE 522 or permission of the instructor. RE 522 may be taken concurrently.

Changes to Existing Courses

E.1.a.3
- ISQA 513 Business Decision Tools for Managers, 2 credits – change course number to BTA 513

E.1.a.4
- ISQA 514 Survey Research Techniques, 1 credit – change course number to BTA 514

E.1.a.5
- ISQA 515 Series and Forecasting Techniques, 1 credit – change course number to BTA 515

E.1.a.6
- ISQA 516 Multiple Regression with Business Applications, 3 credits – change course number to BTA 516

E.1.a.7
- ISQA 518 Electronic Commerce, 3 credits – change course number to BTA 518

E.1.a.8
- ISQA 519 Managerial Analytics, 4 credits – change course number to BTA 519

* 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.
**Documentation for prefix requests and associated course change can be found in the additional documents tab of the OCMS.

E.1.a.9
- ISQA 520 Introduction to Business Intelligence and Analytics, 4 credits – change course number to BTA 520

E.1.a.10
- ISQA 521 Data Visualization, 2 credits – change course number to BTA 521

E.1.a.11
- ISQA 522 Special Topics in Data Science, Technology for Business, 2 credits – change course number to BTA 522

E.1.a.12
- ISQA 523 Special Topics in Data Science, Machine Learning Applications for Managers, 2 credits – change course number to BTA 523

E.1.a.13
- *ISQA 581 Blockchain Fundamentals, 4 credits – change course number to BTA 581

E.1.a.14
- *ISQA 581S Blockchain Fundamentals, 4 credits – change course number to BTA 581S

E.1.a.15
- *ISQA 582 Blockchain Fundamentals Lab, 2 credits – change course number to BTA 582

E.1.a.16
- *ISQA 582S Blockchain Fundamentals Lab, 2 credits – change course number to BTA 582S

E.1.a.17
- *ISQA 583 Blockchain in Business, 4 credits – change course number to BTA 583

E.1.a.18
- *ISQA 583S Blockchain in Business, 4 credits – change course number to BTA 583S

E.1.a.19
- *ISQA 584 Blockchain in Business Lab, 2 credits – change course number to BTA 584

E.1.a.20
- *ISQA 584S Blockchain in Business Lab, 2 credits – change course number to BTA 584S

E.1.a.21
- *ISQA 585 Blockchain Uses and Applications, 4 credits – change course number to BTA 585

E.1.a.22
- *ISQA 585S Blockchain Uses and Applications, 4 credits – change course number to BTA 585S

* 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.
**Documentation for prefix requests and associated course change can be found in the additional documents tab of the OCMS.

E.1.a.23
- *ISQA 586 Emerging Topics in Blockchain, 2 credits – change course number to BTA 586

E.1.a.24
- *ISQA 586S Emerging Topics in Blockchain, 2 credits – change course number to BTA 586S

Maseeh College of Engineering and Computer Science

New Course

E.1.a.25
- ECE 560 Assertion Based Verification, 4 credits
  Exploration of practical approaches to functional verification of industrial scale RTL designs using assertions and formal verification tools. Topics include pre-silicon simulation and formal verification, System Verilog Assertions, and system verification problem solving approaches. Course will emphasize hands on experience writing assertions and using formal verification techniques. Familiarity with computer architecture and hardware description languages is recommended. Prerequisite: Graduate standing in ECE or permission of instructor.

Changes to Existing Courses

E.1.a.26
- ***CE 543** Introduction To Seismology And Site Evaluation, 4 credits – change description and prerequisites and change title to Introduction To Geotechnical Earthquake Engineering

E.1.a.27
- *CE 553 Freight Transportation and Logistics, 4 credits – change description and remove from dual-level cross-listing

E.1.a.28
- *CE 563 Transportation and Logistics Optimization and Modeling, 4 credits – change description and remove from dual-level cross-listing

E.1.a.29
- *ME 565 Advanced Finite Element Applications, 4 credits – change prerequisites

College of Liberal Arts and Sciences

Changes to Existing Courses

E.1.a.30
- *Ling 511 Syntax, 4 credits – change prerequisites

E.1.a.31
- *Ling 512 Phonology, 4 credits – change prerequisites

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.
**Documentation for prefix requests and associated course change can be found in the additional documents tab of the OCMS.

E.1.a.32
- *Ling 514 Linguistic Pragmatics, 4 credits – change prerequisites

E.1.a.33
- *Ling 515 Linguistic Phonetics, 4 credits – change prerequisites

E.1.a.34
- *Ling 516 Discourse Analysis, 4 credits – change prerequisites

E.1.a.35
- *Ling 517 Maintenance and Revitalization of Endangered Languages, 4 credits – change description and change title to Endangered Languages

E.1.a.36
- *Ling 518 Linguistic Morphology, 4 credits – change prerequisites

E.1.a.37
- *Ling 519 Language Typology, 4 credits – change prerequisites

E.1.a.38
- *Ling 520 Historical and Comparative Linguistics, 4 credits – change prerequisites

E.1.a.39
- *Ling 532 Sociolinguistics, 4 credits – change prerequisites and change description (adding expected preparation)

E.1.a.40
- *Ling 535 Theories and Practice in Applied Linguistics, 4 credits – change prerequisites and change description (adding expected preparation)

E.1.a.41
- *Ling 537 First Language Acquisition, 4 credits – change prerequisites

E.1.a.42
- *Ling 538 Second Language Acquisition, 4 credits – change description (adding expected preparation)

E.1.a.43
- *Ling 539 Language Assessment, 4 credits – change prerequisites

E.1.a.44
- *Ling 545 Linguistics and Cognitive Science, 4 credits – change prerequisites

E.1.a.45
- *Ling 565 Research in Language Teaching and Applied Linguistics, 4 credits – change prerequisites

E.1.a.46
- *Ling 570 Grammar for TESOL, 4 credits – change prerequisites

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.
**Documentation for prefix requests and associated course change can be found in the additional documents tab of the OCMS.

E.1.a.47
- *Ling 572 Teaching Pronunciation, 4 credits – change prerequisites

E.1.a.48
- *Ling 580 Bilingualism, 4 credits – change prerequisites and change description (adding expected preparation)

E.1.a.49
- *Ling 581 World Englishes, 4 credits – change prerequisites

E.1.a.50
- *Ling 582 Pidgins and Creoles, 4 credits – change prerequisites

E.1.a.51
- *Ling 590 History of the English Language, 4 credits -- change prerequisites and change description (updating expected preparation)

E.1.a.52
- *Wr 525 Advanced Technical Writing, 4 credits – change description and remove repeatability

Drop Existing Course

E.1.a.53
- *Geog 553 Japan, 4 credits

College of Urban and Public Affairs

New Course

E.1.a.54
- PA 535 Strategies for Organizing Recovery, Mitigation and Resilience, 3 credits Application of resilience concepts in the policy and planning context. The course provides tools for using resilience concepts in policy making, policy analysis, and hazards and disaster planning. Introduces practical tools for analyzing community vulnerabilities and actions to take to improve resilience. This is the same course as EMCR 535 and may be taken only once for credit.

Drop Existing Course

E.1.a.55
- PA 535 Regulation: Policy and Practice, 3 credits

* 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.
**Documentation for prefix requests and associated course change can be found in the additional documents tab of the OCMS.

3 November 2020

TO: Faculty Senate

FROM: Susan Ginley,Chair, Undergraduate Curriculum Committee

RE: December 2020 Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate. You may read the full text for any course or program proposal, as well as Budget Committee comments on program proposals, at the [Online Curriculum Management System (OCMS) Curriculum Dashboard](#).

School of Business

New Prefix

E.1.b.1
- **Creation of BTA (Business Technology & Analytics) prefix

Change to Existing Program

E.1.b.2
- BA/BS in Business Administration – adding a 4-credit elective to the Human Resource Management Option, which increases the minimum credits for that option from 20 to 24 credits. The minimum credits for the major remains at 82 credits.

Changes to Existing Courses

E.1.b.3
- ISQA 350 Solving Business Problems using Quantitative Analysis, 4 credits – change course number to BTA 350

E.1.b.4
- ISQA 380 Data Communications, 4 credits – change course number to BTA 380

E.1.b.5
- ISQA 415 Database Management, 4 credits – change course number to BTA 415

E.1.b.6
- ISQA 418 Client-Server Application Development, 4 credits – change course number to BTA 418

E.1.b.7
- ISQA 419 Application Development, 4 credits – change course number to BTA 419

E.1.b.8
- ISQA 420 Systems Analysis and Design, 4 credits – change course number to BTA 420

E.1.b.9
- ISQA 424 LAN Management, 4 credits – change course number to BTA 424

* 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.
**Documentation for prefix requests and associated course change can be found in the additional documents tab of the OCMS.

E.1.b.10
- ISQA 426 Introduction to Decision Technologies, 4 credits – change course number to BTA 426

E.1.b.11
- ISQA 428 Privacy, Security and Ethics, 4 credits – change course number to BTA 428

E.1.b.12
- ISQA 436 Advanced Database Administration, 4 credits – change course number to BTA 436

E.1.b.13
- *ISQA 481 Blockchain Fundamentals, 4 credits – change course number to BTA 481

E.1.b.14
- *ISQA 482 Blockchain Fundamentals Lab, 2 credits – change course number to BTA 482

E.1.b.15
- *ISQA 483 Blockchain in Business, 4 credits – change course number to BTA 483

E.1.b.16
- *ISQA 484 Blockchain in Business Lab, 2 credits – change course number to BTA 484

E.1.b.17
- *ISQA 485 Blockchain Uses and Applications, 4 credits – change course number to BTA 485

E.1.b.18
- *ISQA 486 Emerging Topics in Blockchain, 2 credits – change course number to BTA 486

Maseeh College of Engineering and Computer Science

Change to Existing Program

E.1.b.19
- B.S. in Civil Engineering – replacing a required course with a choice from a list of electives.

Changes to Existing Courses

E.1.b.20
- ECE 103 Engineering Programming, 4 credits—change description, add zero-credit lab requirement, and add ECE 103L as a corequisite.

E.1.b.21
- ECE 317 Signals and Systems III, 4 credits – change prerequisites and change title to Feedback and Control Systems

Drop Existing Courses

E.1.b.22
- *CE 453 Freight Transportation and Logistics, 4 credits

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.
**Documentation for prefix requests and associated course change can be found in the additional documents tab of the OCMS.

E.1.b.23
- *CE 463 Transportation and Logistics Optimization and Modeling, 4 credits

E.1.b.24
- ECE 465 Digital Signal Processing, 4 credits

College of Liberal Arts and Sciences

Change to Existing Program

E.1.b.25
- BA/BS in Geography – remove the regional geography program requirement, increase required elective credits from 12 to 16 credits, and reduce the minimum required credits from 60 to 52 credits.

Changes to Existing Courses

E.1.b.26
- *Ling 417 Maintenance and Revitalization of Endangered Languages. 4 credits – change description and change title to Endangered Languages

E.1.b.27
- *Ling 433 Psycholinguistics, 4 credits – change description and prerequisites

E.1.b.28
- *Wr 425 Advanced Technical Writing, 4 credits – change description, remove repeatability, and change prerequisites

Drop Existing Courses

E.1.b.29
- *Geog 453 Japan, 4 credits

E.1.b.30
- Wr 324 Advanced Writing About Literature, 4 credits

College of Urban and Public Affairs

Change to Existing Program

E.1.b.31
- BA/BS in Political Science – removes requirement that students must take either PS 295 or PS 495 to earn the B.S. in Political Science.

New Courses

E.1.b. 32
- PS 320 Explore the Law, 2 credits
  Interact with practicing lawyers and learn more about the legal profession through a series of workshops. Includes assistance with the law school application process such as personal statement preparation and LSAT studying.

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* 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.
**Documentation for prefix requests and associated course change can be found in the additional documents tab of the OCMS.

E.1.b.33
- PS 363 Politics of Iran, 4 credits
  Deepens knowledge of Iran's modern political history and to enriches understanding of Iran's foreign policy. Topic will include: nuclear politics, proxy conflict, political Islam, terrorism, the politics of oil, and regional security and stability in general. The course will focus on Iran's relations with Iraq, Syria, Israel/Palestine, and the Gulf Cooperation Council (GCC) and U.S.-Iran relations.

Changes to Existing Courses

E.1.b.34
- Ec 311 Microeconomic Theory, 4 credits – change description and prohibit use of the course for credit after successful completion of Ec 415 Microeconomic Theory with Calculus

E.1.b.35
- Intl 321U Globalization and Identity: Humanities, 4 credits – change description and change title to Asia: Globalization and Identity

E.1.b.36
- Intl 323U Tradition and Innovation: Humanities, 4 credits – change description and change title to Asia: Tradition and Innovation

E.1.b.37
- Intl 332U Islamic Movements in the Contemporary Muslim World, 4 credits – change description and change title to Islamic Social Movements

E.1.b.38
- Intl 397 Theory and Policy in International Development, 4 credits – change prerequisites

E.1.b.39
- Intl 415 Global Studies Theories, 4 credits – change prerequisites

Drop Existing Courses

E.1.b.40
- Intl 205 Introduction to Regional Studies, 4 credits

E.1.b.41
- Intl 322U Globalization and Identity: Social Science, 4 credits

E.1.b.42
- Intl 324U Tradition and Innovation: Social Science, 4 credits

E.1.b.43
- Intl 397W Preparation for the International Experience, 4 credits

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.
**Documentation for prefix requests and associated course change can be found in the additional documents tab of the OCMS.

3 November 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Graduate Certificate in Real Estate Investment and Finance

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 Budget Committee comments, at the [Online Curriculum Management System (OCMS) Curriculum Dashboard.](#)

PROPOSAL SUMMARY FOR
School of Business

Graduate Certificate in Real Estate Investment and Finance

Certificate Type
Graduate certificate: Admission to graduate status required

Effective Term
Fall 2021

Overview of the Program

The Graduate Certificate in Real Estate Investment and Finance will provide students specialized knowledge concerning analyzing real estate investments, including core finance concepts, pro-forma modeling, valuation of real estate assets, and assessment of market demand. The Certificate will prepare students for careers in corporate real estate, underwriting, investment analysis, and appraisal or valuation.

The Certificate is designed to serve both as a stand-alone degree as well as a complement to other Master degrees, including Master of Real Estate Development, Master of Science in Finance, and the Master of Business Administration. Students will acquire skillsets in terms of Critical Thinking, Communication, and Data Analysis.

Evidence of Need

PSU Center for Real Estate's Advisory Board was asked to gather data from their employees as to the skillsets desired in the marketplace. Through informal conversations as well as a survey of 54 respondents from these firms, it was clear that real estate finance is the most desired body of knowledge, with 27 respondents indicating they wanted additional education in real estate finance.

Many professionals in commercial real estate have contacted the Center looking for this kind of training. The focus of the majority of real estate graduate level programs nation-wide is in the area of real estate finance, so this proposal would allow our graduate real estate program to have more comparability to other programs.

While the classes in the certificate can be obtained through PSU's MRED degree, we have been told by many prospective students that they would be interested in a shorter degree focused just on real estate finance fundamentals. This degree is geared toward working professionals who may not have the time or funds to pursue the 55 credit MRED degree, but who need real estate finance fundamentals for their daily jobs in fields such as commercial brokerage, finance,

lending, investment, property management, asset management, corporate real estate, or jobs in affordable housing

Course of Study

Students will complete the Graduate Certificate by taking the following courses for a minimum of 18 credits:

Requirements (15 credits):

- RE 521 Real Estate Finance I (4 credits)
- RE 522 Real Estate Finance II (4 credits)
  - MRED students must find a 4-credit substitute for RE 522.
- RE 539 Real Estate Valuation I (4 credits)
- RE 548 Real Estate Market Analysis (3 credits)

3-4 elective credits from the following:

- RE 523 Real Estate Investment Analytics (4)
- USP 596 Affordable Housing Finance (3)
- RE 533 Commercial Property and Asset Management (4)
- ACTG 511 Financial Reporting (4)
- ACTG 550 Advanced Financial Reporting (4)

Portland State University Faculty Senate Motion
Extend Emergency P/NP Guidelines for Spring 2021

Background, rationale, and preliminary discussions

Senate approved emergency Pass/ No-Pass guidelines in April 2020 in response to disruption caused by the COVID pandemic. The emergency guidelines have been in place for Spring 2020, Summer 2020, and Fall 2020. Senate voted in October to extend the guidelines through Winter 2021 as well.

Considerable debate about the guidelines has occurred in Senate as well as among administration and students. Arguments in favor of maintaining the emergency guidelines: students have suffered multiple disruptions to their education in the recent past, including social and economic issues related to the ongoing COVID-19 pandemic, wildfires and toxic smoke in Oregon, unrest related to ongoing protests against racism and discrimination, and a bitterly contested presidential election. Many students have lost jobs and are home-schooling their children. Relaxed P/NP standards allow students flexibility to continue their education despite the adversity they face.

Arguments against maintaining the emergency guidelines: Some programs (e.g., Architecture, Engineering) require a higher level of competence than a mere 'pass' for courses. Some professional schools face accreditation issues due to the current P/NP options. The College of Education has licensure issues to consider; P/NP won't help a student toward a teaching license. Students who need to repeat courses find (sometimes to their surprise) that the P/NP course will not erase the earlier D/F grade. Advisors encounter a great burden, especially when students need coursework from a wide range of areas for their degrees, and one of the courses may be offered P/NP but won't count in the other spot if taken P/NP. More generally, if, within the COVID guidelines, students take pre-requisite courses with minimum effort, they may in the future find that they are not prepared for subsequent higher-level courses. Students can now graduate with Latin Honors having taken very few courses for a letter grade. Although graduate and professional schools will understand the uniqueness of 2020 when evaluating transcripts, the continued long-term extension of the emergency P/NP guidelines erodes the quality of a PSU degree.

Most other institutions have returned to their pre-COVID guidelines and handle requests for leniency through their usual appeals processes.

The pre-COVID guidelines are the product of extensive thought and planning and went through the curricular process. The emergency guidelines arose quickly during a time of adversity. If the Senate wishes to reconsider the P/NP requirements permanently, it should do so in a holistic fashion to address the detriments noted above, and a separate motion can be brought forward to initiate that process.

Motion presented by the Faculty Senate Steering Committee

The Senate moves to extend the emergency Pass/ No-Pass Guidelines instituted in Spring 2020 through the end of Spring term 2021.

Presented to the Senate on December 7, 2020

Approved/ Denied by the Senate on _____

Portland State University Faculty Senate Motion
Extending the charge of the Ad-Hoc Committee on Interdisciplinary Teaching and Research

Background, rationale, and preliminary discussions

The charge of the Ad Hoc Committee on Interdisciplinary Teaching and Research was approved by the Senate in April 2018 and extended in May 2020 through December 2020.

The Faculty Senate Ad Hoc Summer Research Committee on Academic Program Examination / Reorganization suggested in its report to Senate in October 2020 that Senate pursue several initiatives related to interdisciplinary teaching and research, particularly that Senate investigate how to create more opportunities for interdisciplinary degrees at the graduate and undergraduate levels (see pp. 15-17). These initiatives fall within the charge of the Ad-Hoc Committee on Interdisciplinary Teaching and Research.

The Ad-Hoc Committee on Interdisciplinary Teaching and Research has agreed to take on the initiatives and requests until the end of the academic year (June 2021) to complete the work.

Motion presented by the Faculty Senate Steering Committee

The charge of the Ad-Hoc Committee on Interdisciplinary Teaching and Research is extended through June 2021.

Presented to the Senate on December 7, 2020.

Approved/ Denied by the Senate on _____.

Proposed Amendment to the Constitution of the Portland State University Faculty
(submitted by Committee on Committees, December 2020

Creating the Academic Appeals Board (AAB)

The following shall be inserted into Article IV Section 4 as item 4.a; other committee listings shall be renumbered accordingly:

Academic Appeals Board. This committee shall consist of up to six faculty who have the capacity to represent undergraduate and graduate student concerns, up to three students, and one consultant appointed by the Dean of Student Life. The committee shall:

1. Hear appeals from students who claim to have received a prejudiced or capricious academic evaluation.
2. Advise and make recommendations to the Provost regarding the outcome of students' appeals.
3. Act in liaison with other committees as needed.
4. Report to the Faculty Senate at least once each year.

*Above this line text for the Constitution*_____

These ten senators endorse this document and approve the AAB becoming a constitutional committee:

Amy Borden, Ramin Farahmandpur, Michele Gamburd, Gina Greco, Bruno Jedynak, Michael Lupro, Rick Mikulski, Mary Oschwald, Vicki Reitenauer, Steve Thorne.

Rationale

In its current status as an Administrative Committee, the AAB hears appeals from students who claim to have received prejudiced or capricious academic evaluation and makes recommendations on cases to the Provost. However, to allow for a broader range of faculty representation and participation, and ensure that representation on the committee is achieved, it is requested that the AAB become a Constitutional Faculty Senate Committee.

CAMPUS LEADERSHIP RESPONSE TO THE MARCH 2020 RESOLUTION ON DIVERSITY, EQUITY AND INCLUSION AT PSU

Submitted to the Faculty Senate on November 15, 2020

In a March 2020 resolution, the Faculty Senate expressed concern about several diversity, equity, and inclusion (DEI) issues that have surfaced during their discussions with campus stakeholders. The resolution points out that PSU is "facing a number of challenges and problems regarding the diversity, equity, and inclusion of underrepresented groups and individuals," even as we face a time of budgetary constraint. This is the truth.

In the March resolution, the Faculty Senate asked the administration to "***develop and present to the Faculty as soon as possible an updated plan with short and long-term strategies to support underrepresented faculty and staff, and remedy PSU's diversity, equity, and inclusion problem to adequately serve our students, faculty, staff, and communities, including a protocol for its implementation.***"

The resolution also urged the administration to ***take urgent action regarding the unsustainable situation and needs of the departments and programs of the School of Gender, Race and Nations.***

This report represents a formal response from President Stephen Percy, Provost and Vice President for Student Affairs Susan Jeffords, and Vice President for Global Diversity and Inclusion, Ame Lambert, to the March 2020 Faculty Senate Resolution.

<u>Short and Long-term Strategies to Advance Racial Justice and Diversity, Equity and Inclusion at Portland State</u>

Campus leadership understands that the PSU community is committed to combating racism and advancing justice on our campus, and we appreciate that the Faculty Senate is providing leadership to create a more just university. Expanding diversity on our campus—including that among our administrators, faculty, staff, and students—is a vital component of our commitment to racial justice. Our efforts to implement our enrollment growth plans for both undergraduates and graduate students is key to advancing social mobility in Portland and the diversity of both the regional workforce and community leadership.

One very positive and significant development since this resolution was enacted by the Faculty Senate is the **appointment of a permanent Vice President for Global Diversity and Inclusion**. This summer, **Dr. Ame Lambert** commenced her appointment and has already become an active and effective member of the President's Executive Council. Dr. Lambert brings deep knowledge, unshakable commitment, and non-stop energy to her work. She is an amazing asset as all of us across campus as we lean in to combating racism and advancing justice and equity.

The campus has designed and is implementing a variety of strategies, some shorter-term and others with longer-term focus, to advance equity, justice and inclusion at Portland State. The campus is making a strong commitment to this work.

Investment in Racial Equity and Justice at PSU

Recognizing that strategic action often requires investment, President Percy announced in the summer of 2020 a campus commitment of $1.5 million over three years to support the creation and implementation of strategies to advance racial equity and justice. Funds will be awarded for initiatives outlined below under the leadership of Vice President Lambert.

In addition, the **Portland State University Foundation** will join with PSU to create investment funds to support this work through philanthropic giving. In Fall 2020, the PSUF created a Racial Justice and Equity Fund and announced that the Foundation itself would be the first donor to the fund through a gift of $50,000. The President will work with the Foundation to expand philanthropic support for our racial justice and equity work.

Presidential Commitment to Racial Justice and Equity

Following upon his appointment as President, Dr. Percy has been developing the primary strategic directions to guide his term as university leader. At the October Equity Summit, he identified Racial Justice and Equity as his *top* priority and commitment throughout the period of his presidential appointment.

Leadership Education on Diversity, Equity and Inclusion

The President and the Executive Council have committed to expanding their own knowledge and capacity to promote diversity, equity and inclusion on campus. In Fall term 2020, the Council participated in a learning session focused on utilization of an equity lens in planning and decision-making. This training was conducted by Dr. Lisa Hawash, Associate Professor of Practice in the School of Social Work. The training was based upon an equity framework created by Dr. Marisa Zapata, Associate Professor of Urban Studies and Planning at PSU. Dr. Hawash also served during 2019-20 as a Presidential Fellow, doing work centered on expanding the application of the equity lens at PSU (consistent with the 2016-2020 PSU Strategic Plan).

In addition, in the fall and winter the President and the Executive Council are engaging in the Intercultural U Program, a 25-hour program focused on the personal, cultural and societal dimensions of justice and equity facilitated by the Vice President of GDI. A concurrent campus-wide cohort will also be offered.

A Time to Act: Bold Commitment to Advancing Racial Justice and Equity

A fundamental and critical component of our work to promote DEI is the **Time to Act Initiative.** This work, with both short-term and long-term implications, includes the below elements:

1. Efforts to galvanize campus energy and idea-generation to combat racism and promote justice.

2. A commitment to update and respond to important task force reports that were initially crafted a few years ago but were not implemented. These reports were from: The Portland State University Task Force on Asian-American, Asian & Pacific Islander Student Success, 2017; and the PSU President's African American, African, and Black Student Success Task Force Report, 2017.

3. Creation of a Racial Equity and Justice Nexus, a center point of campus dialogue, learning, idea-generation and problem solving all aimed at advancing justice and countering racism.

4. A commitment to centering and elevating BIPOC voices and communities.

Element 1: Galvanizing Energy and Ideas to Promote DEI and Racial Justice

This element is focused on generating dialogue and engagement to create new strategies to advance equity and justice. The work began with a bang through an ***Equity Summit*** convened on October 31, 2020. More than 500 people gathered virtually to discuss DEI and racial justice at Portland State University. Dr. Lambert introduced this new event by sharing the theme for the day's events*: "We are the ones we've been waiting for."* Participants spent the day learning, discussing, and developing concrete visions for PSU's future. The summit focused on four parts: Discovery, Dream, Design, and Destiny. Participants broke into virtual sub-groups at each juncture to share and collaborate with each other. Dreams for PSU included shifting from an access institution to an inclusive institution, more authentically celebrating cultures and embracing a truly diverse campus and investing in inclusivity.

To support planning for the Equity Summit, and to take the reins of idea generation, Dr. Lambert created five cross-campus Task Forces organized around the following themes: (1) Student Access, Success and Equity, (2) Leadership and Infrastructure, (3) Employee Access, Success and Equity, (4) Education, Scholarship and Service, and (5) Campus Climate and Intergroup Relations. Now that learnings from the Equity Summit have been gathered, each of the Task Forces is preparing three strategic projects to advance racial justice and equity over the next 2-3 years. These collective 15 projects will be vetted by the campus, and the initiatives with the greatest potential for impact will qualify for funding through the Racial Equity and Justice Fund. Implementation of the resulting projects will be shepherded by the five Task Forces. Each initiated project will be assessed to determine impact.

Element 2: Appreciating and Responding to Task Force Reports on Student Success

During 2017 and 2018, reports were submitted to President Shoureshi by the **African American, African and Black Student Success** and **Pacific Islander, Asian and American Student**

Success Task Forces. Unfortunately, the recommendations of these Task Force reports remained unexplored as the result of campus leadership transition. Upon assuming the role of Interim President, Dr. Percy began action to put serious campus attention on these important Task Force reports. During the 2019-2020 academic year, the President appointed Marshawna Williams as a Presidential Fellow charged with reconnecting with the African American, African and Black Student Success Task Force to explore updating the report. The update is nearly completed and will be received by the President by the end of the Fall term 2020.

In 2020-21, the President appointed Dr. Betty Izumi and Ms. Bree Kalima as Presidential Fellows with an expectation that they would update the Pacific Islander, Asian and Asian American Student Success Task Force Report. The updated report is expected to be completed and submitted to the President by the end of the Fall term 2020.

The President and campus leadership team are committed to immediate review of the findings and recommendations of the updated Task Force reports and to respond to them in a timely manner. That review should be in concert with the recommendations coming forward from the Task Forces.

Element 3: The Racial Justice and Equity Nexus: Center Point for Idea Generation, Exploration, and Assessment

The heart of any university is its intellectual core: the commitment to the pursuit and dissemination of knowledge to inform theory and praxis. Within this core, new ideas are proposed and critically evaluated, data and evidence are used to test theoretical assumptions and assess the real impact of innovation so that lasting models of change can be formulated. For this reason, it is logical and important to link the campus commitment to racial equity and justice to our intellectual core. We will do this through the ***Racial Justice and Equity Nexus.***

We are in the formative stage of envisioning this campus focal point for intellectual attention to pushing PSU forward in its pursuit of greater justice and equity. The Nexus will include research, praxis, dialogue, and idea generation. Our commitment to this work is long-term. As we pursue this work, we need to give sustained attention to generating ideas and creating new pathways to justice. Our work should be informed not only by the voices of people who have experienced injustice but also through knowledge represented in such areas as critical race theory, multi-cultural research and learning, and decolonization studies. The work should also be informed by an appreciation of the values, traditions, and knowledge of BIPOC communities. We will also need to focus intellectual attention on the intersectionality of identities and the life experiences of persons who have experienced racism, diminished opportunities and injustice. The Nexus can serve as the home of this work.

The Racial Equity and Justice Nexus may include affiliated faculty and/or fellows who are formally connected, some of whom may conduct research, explore practice, or convene dialogues around DEI and racial justice initiatives. The Nexus can also be a home base for assessing the impact of campus initiatives focused on eliminating injustice. It is important that we monitor and understand our projects to determine the type and magnitude of impact so as to

inform better practice. The President and the Vice President for Global Diversity and Inclusion are interested in perspectives of the Faculty Senate and other stakeholders on the creation of the Racial Justice and Equity Nexus.

Funds will be made available through the Racial Equity & Justice Fund to support start-up funding for the Nexus.

Element 4: Other Initiatives for BIPOC Communities.

Multiple programs in Global Diversity and Inclusion are underway to advance racial justice and equity at PSU. These include the following:

- In response to a carefully crafted student proposal delivered to the Board of Trustees in the Winter term of 2020, the President commissioned Global Diversity and Inclusion to work on a phased implementation plan to create a **Dreamer Center at PSU**. GDI will partner with the Associated Students of Portland State University (ASPSU) on this critical initiative.

- Working with the BIPOC community, GDI will host an annual celebration and showcase of work by, and for, the BIPOC community.

The institution is also exploring leadership development initiatives to advance students and employees from underrepresented backgrounds.

Presidential Initiatives

The PSU President has launched several other initiatives intended to provide energy and momentum to campus efforts to fight racism and expand justice. These include the following:

1. *Exploring Greater Connections to Native American Tribes and Indigenous Peoples:* The President appointed Dr. Theodore Van Alst, Professor and Chair of Indigenous Nations Studies and Interim Director of the School of Gender, Race, and Nations as a Presidential Fellow in 2019-2020 with a charge of exploring the feasibility and potential impact of creating deeper ties to Indigenous Nations and Native American Studies. Also included was a request to explore a Tribal Liaison position at PSU. That report was submitted in the Summer of 2020 and is being reviewed by the President and the Vice President for Global Diversity & Inclusion.

2. *Expanding Utilization of an Equity Lens at PSU:* The President appointed Dr. Lisa Hawash, Associate Professor of Practice in the School of Social Work, in the 2019-20 academic year as a Presidential Fellow with a charge of exploring strategies to advance the use of an **equity lens** in policy creation, decision-making and assessment across the campus. The report will be submitted soon and will be shared with the Vice President for Global Diversity and Inclusion as the campus considers expansion of an equity lens application at PSU.

3. ***Creating Executive Expectations for DEI and Racial Justice Work:*** Campus leadership is committed to deeper work on combating racism and promoting justice as a primary component of their ongoing leadership responsibilities.
In appointing Dr. Percy as President, the PSU Board of Trustees established six goals for his presidential leadership. One of the six goals focused directly on DEI: *The President together with the Vice President of Global Diversity and Inclusion and the campus leadership team will plan and implement initiatives to advance equity at PSU, including the publication of a new Diversity, Equity and Inclusion plan and to initiate action to implement it.* The Board of Trustees will evaluate the President on the basis of achievements related to this and other goals.

The President and the members of the President's Executive Council have agreed that diversity, equity and inclusion is so imperative that it deserves to be a key responsibility for each of the roles that reports to the President. The President has asked members of the Executive Council to include within their annual goals and objectives strategies and action to advance DEI within their respective area of responsibility. The President will consider accomplishments related to DEI goals as a key part of annual performance reviews.

4. ***DEI Goals and Expectations for Unclassified, Unrepresented Employees:*** As the Faculty Senate embarks on an exploration of expectations of PSU with regard to tenure and promotion, the President's Executive Council taking action to determine how diversity, equity and inclusion relates to the job expectations for all employees who fall into the Unclassified, Unrepresented job classification. Human Resources is exploring current practices and policies, as well as innovations at other universities. This office will devise draft policies for the President's Executive Council to consider for creating job expectations related to advancing equity and justice for "UnUn" employees. Once established, these expectations will be referenced as part of performance reviews.

University Challenge to Support Food and Housing Needs of PSU Students and Employees

In Fall term 2020, the PSU Homelessness Research and Action Collaborative (HRAC), a university center for excellence, released a study that describes housing and food insecurity experienced by university students and employees, including an update on these experiences during the Covid-19 pandemic.[1] The study demonstrated that both our students and our employees experience housing and food challenges. PSU has in place several strategies to support the needs of those who experience these challenges, yet more is needed. The President will appoint in Fall 2020 term a committee to collaborate with HRAC in identifying new or expanded initiatives that can contribute to amelioration of the housing and food security needs of our students and employees including, but certainly not limited to, partnerships with nonprofit and social service agencies whose mission focuses on these important issues.

Key Initiatives in the Office of Academic Affairs

Under the leadership of the Provost and Vice President for Academic Affairs and the Academic Leadership Team, the Office of Academic Affairs is engaged in substantial work to promote racial justice, equity and inclusion.

1. The Provost has committed to adding DEI responsibilities to all positions that report directly to the Provost and will assess work in this arena as part of annual performance reviews.

2. A proposal for an ethnic studies degree requirement is under consideration. The proposal suggests two course expectations that would be required of all PSU undergraduate students. One course would focus on the experiences and histories of ethnic groups and systemic racism within the United States and the other would explore international perspectives. These courses could be taken to fulfill major, minor, junior cluster, and/or elective requirements. It is anticipated that this proposal will be reviewed by the appropriate committee(s) of the Faculty Senate and by the full Senate body during the 2020-21 academic year.

3. The deans of the schools and colleges are considering appointment of leadership positions to further DEI work. Some schools, such as the College of Education, had previously appointed a position of Coordinator of Diversity, Equity and Inclusion. Others, such as the School of Public Health, have created new positions such as the new Associate Dean for Diversity and Inclusion.

4. The annual Winter Symposium sponsored by Academic Affairs will be conducted this year in partnership with the VP for Global Diversity & Inclusion to move forward topics from the Summit.

5. Integrate DEI work into the planning and design of the Vernier Science Center: Critical Race Theory practice will be integrated into the design and planning of the VSC.

Advancing the School of Gender, Race and Nations

In the March 2020 Faculty Senate Resolution, the Senate urged campus administration to *take urgent action regarding the unsustainable situation and needs of the departments and programs of the School of Gender, Race and Nations*. Since this resolution was enacted by the Senate, the following actions have been taken.

1. The Dean of the College of Liberal Arts and Sciences and the Director of the School of Gender, Race and Nations (SGRN) have agreed to a cluster hire of multiple new faculty

members in the School. The Dean and Director are working out details regarding design of the cluster to support the mission of SGRN and its departments.

2. The President has committed $65K in supplemental funding for special initiatives in Black Studies. He has also provided targeted funding for the Equity Summit and other initiatives, such as the Black Bag Series in Black Studies.

3. The Annual MLK celebration will be jointly planned by GDI and Black Studies, with the leadership from the Chair and the Director of the Black Studies center. The 2021 celebration will include a panel of PSU scholars exploring Blackness in Oregon and a holistic look at the life of the Rev. Martin Luther King, Jr.

Moving Forward

This report represents current work and future plans. It represents a renewed and deeper commitment to the hard work we need to undertake to advance equity and racial justice at PSU. The activities, initiatives and projects identified in the report are the start of this renewal. This is formative work and, without question, our efforts will be modified as we learn from its outcomes. We appreciate that work in addition to that outlined in this report is being done across the campus and will contribute to our efforts to advance equity and justice.

Our work to advance justice, equity and inclusion will not always be easy. We will undoubtedly need difficult dialogues. We need to recognize past harm and must pay attention to healing. We must be willing to be bold and take risks. As we move forward together, there will be setbacks along the way, and we will not always get it right. However, every concrete action we take towards achieving real diversity, equity, and inclusion is another step towards dismantling systems, policies, and practices that hinder our efforts to promote justice and fight racism. It is a commitment from campus leadership to stay the course and to make this a dedicated, long term, and collaborative effort. We are fully committed to this effort, and we cannot – we will not - lose momentum. We are also very committed to working in collaboration with the Faculty Senate in the initiatives outlined in this report and others that will emerge.

This summer we lost a great leader in John Lewis, a Civil Rights giant. In his words: *"Democracy is not a state. It is an act, and each generation must do its part to help build - what he called - the Beloved Community, a nation and world society at peace with itself."* We need to make PSU the best it can be in creating and supporting our community to develop equity and justice. I look forward to working with you all to continue building our own Beloved Community at PSU.

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[1] See *Housing and Food Insecurity at Portland State University,* Homelessness Research and Action Collaborative, Portland State University, September 2020, found at https://www.pdx.edu/homelessness/sites/g/files/znldhr1791/files/2020-09/PSU%20Housing%20%26%20Food%20Insecurity_Final%20Report.pdf

To: Faculty Senate

From: Educational Policy Committee

Date: November 20, 2020

Subject: EPC Quarterly Report

Per the Constitution of the Portland State University Faculty, the charge of the Educational Policy Committee is as follows:

The Committee shall:
1) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.
2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate.
3) Make recommendations to the Senate concerning the approval of proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, institutes, or other significant academic entities. All proposals must use the Process for Creation, Elimination and Alteration of Academic Units.
4) In consultation with the appropriate Faculty commit-tees, recommend long-range plans and priorities for the achievement of the mission of the University.
5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.
6) Form subcommittees as needed to carry out its work.
7) Report to the Faculty Senate at least once each term.

The EPC is a university-wide committee appointed, as follows, by the Committee on Committees:

Co-chairs: Alex Sager (Phil) & Arthur Hendricks (Lib)
AO: Cynthia Baccar, REG (2016-)
COTA: Jennifer Ruth (2019-)
CLAS-AL: Alex Sager (2017-)
CLAS-AL: Tucker Childs (2019-)
CLAS-Sci: Linda George (2019-)
CLAS-Sci:
CLAS-SS:
CLAS-SS: Friedrich Schuler (2019-)
CUPA, Leopoldo Rodriguez (2017-)
COE: Deborah Peterson (2019-)
MCECS: Tim Anderson (2019-)

LIB: Arthur Hendricks (2013-)
OI:
SBA:
SPH: Lynne Messer (2018-)
SSW: Mollie Janssen (2018-)
Ex officio: Stephen Boyce (Math), Budget Committee, and two (2) students who have not yet been appointed by ASPSU.

Consultants:
Susan Jeffords, Provost
Andreen Morris, OAA
Kathi Ketcheson, Director, OIRP
Kevin Reynolds, Vice Pres. for Finance & Administration

Report:

During the Winter term, the EPC continued unfinished work carried over from Spring term, namely the Online Education Policy.

Subcommittees completed all but one of the reports generated by the EPC in 2016 regarding the state of online education at PSU. Two years ago the EPC carried out surveys, focus groups, and interviews of students, faculty, and administrators, as well as investigated questions around the cost of online education. An executive summary was drafted to summarize the findings from the subcommittee reports; however, the report on the cost of online education at PSU is still in progress.

With the advent of remote learning due to the pandemic, the EPC has needed to take a step back and consider how the shift to almost all faculty teaching remotely affects our research. At the very least, this requires us to revisit and rethink our original report. The original PI David Raffo, who initiated this report when he co-chaired the EPC, has applied to host a second survey on student attitudes toward online learning. We anticipate releasing a report in Winter term.

A subcommittee was formed to address the codes used for the Schedule of Classes. Currently there are 5 Instructional Method codes used in the Schedule of Classes to signal to students the two most critical things they need to know when planning class schedules: where do I need to be?, and when do I need to be there? These codes were set up quickly in response to the COVID-Remote learning situation. When we transition out of Covid, we will need to assess the utility of these codes.   This committee hopes to address two issues: a narrow task of what course labels we should use to communicate with students about where and when they need to be; a broader set of questions about course modality at PSU, which includes questions such as the added fee for online class, questions about standardization in online education, and questions about how PSU will represent its online efforts to the larger community. For these broader questions, the goal is to begin to articulate them so we can determine whether they

should be addressed in the EPC or if they may be proper to other Faculty Senate committees or PSU bodies.

Another, related task, was to discuss fees for online courses in concert with the Budget Committee. Some students are confused by why some classes have a $35 per credit fee while others don't. Steve Boyce reported he has been in discussions with others regarding costs, fees, and the funding model for remote, online, hybrid courses. A subcommittee was formed and work is on-going.

The EPC also formed a subcommittee to address the issue of the definition of terms in PSU policy documents, namely Departments versus Programs. The impetus for this was when the Indigenous Nations proposal to become a department was approved in 1919-20 by EPC. This caused us to realize that there is quite a variety of terms and many documents refer to "programs" that act like departments, and others use "department." What is the distinction? Academic units are also used. Some programs have degrees with BA and MA programs. Is "program" a synonym for "academic unit?" University studies is an example, with 25 NTTF faculty; who decides their curriculum? In a department, the faculty department proposes and makes changes to syllabi. Shared line faculty adds complexity to the discussion.

This goal of this subcommittee was to identify all the units, programs, and departments and develop a plan. After forming the subcommittee, we learned from Faculty Senate Steering that it was creating an Ad-Hoc Committee to Consider Definitions of Faculty, Program, and Department in the Faculty Constitution. While this subcommittee's charge differs in significant ways from the EPC subcommittee, we agree that it would be best to participate in Steering's Ad-Hoc Committee. Tim Anderson will be the EPC representative.

The EPC selected a representative for the Academic Freedom Task Force, and it is Jennifer Ruth. We want the EPC representative to represent academic freedom from a faculty perspective and AAUP from a bargaining perspective.

Lastly, The EPC reviewed a request from International and Global Studies seeking moratoria. International and Global Studies was a program and became a department. External review indicated the department should be thematic. The department has seven regional focuses and now in social sciences global issues are becoming more common, but the department doesn't have the authority to require other departments to offer courses on particular content areas. This department has only a 1.0 full-time tenure line.

To: Portland State University Faculty Senate

Subject: Fall Report

From: Intercollegiate Athletics Board

Date: November 20, 2020

Members 2020-21 Academic Year:

David Burgess, Chair, (OIRP); David Brown (Student); Nolan Bylenga (Student); Toeutu Faaleava (MCNAIR); Bruce Irvin (CS); Karen Karavanic (CMPS); and Derek Tretheway (MME).

Ex-officio Members:

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

Faculty Senate charges the board to:

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

2. Report to the Faculty Senate at least once each year.

I.   Budget:

FY20 Expenses, not including tuition remissions of $3,530,744

(Budget $11,616,138) -- **Actual $11,790,713** -- Variance $174,575

Actual expenses by major category:

- Employee cost (labor)   45%   ($5,338,649)
- Room & Board   15%   ($1,772,720)
- Supplies (general expense)   14%   ($1,482,928)
- Travel   12%   ($1,547,228)
- All other   11%   ($1,649,187)

FY20 Revenue, not including tuition remissions of $3,530,744

(Budget $10,899,943) -- **Actual $10,836,287** -- **Variance -$63,656**

Actual revenue by major category:

Student fee (student fee committee)	33%	$3,592,981
E&G funds (institutional support)	23%	$2,460,643 *(increase of 88k from FY19)*
Game guarantees	12%	$1,313,500
Lottery	8%	$876,863
Foundation	7%	$803,474
NCAA distributions	7%	$579,357
Stott/Viking Pavilion (auxiliary funds)	5%	$586,500
Ticket sales	3%	$268,105
Sponsorship	2%	$249,842
All other	1%	$105,022

FY 21 Budget - Revenue, not including tuition remissions

Revenue by major category:

Student fee (student fee committee)	$3,353,818
E&G funds (institutional support)	$2,413,351 *(decrease of 47k from FY20)*
Game guarantees	$0
Lottery	$950,000
Foundation	TBD
NCAA distributions	$460,000
Stott/Viking Pavilion (aux. funds)	$586,500
Ticket sales	$0
Sponsorship	$120,000
All other	TBD

Total Expense – Initial budget about the same as FY20 actual ($11.7 mil). Impacts of staff reductions, reduced travel cost and additional expenses related to Covid testing and mitigation undetermined at the time of this report.

II. Athletic Policy:

a. NCAA issued requirement that athletic scholarships cannot be cut even if Student Athletes are not competing this year due to Covid 19 restrictions and closures.

b. Athletics COVID Task Force was formed. The Task Force includes OHSU doctors, PSU Sports Medicine staff, PSU Athletics staff and representatives from the Incident Management Team; they have set protocol around testing, quarantining, contact tracing testing, and steps to take after a positive test result, in order for Student Athletes to safely return to play.

III. Student-Athlete Update:

a. Student Athletes were given the option to "opt-out" this year, no Student Athlete accepted this option

b. 293 student athletes this Fall 2020.

c. 20 Student Athletes are living on campus currently and about 50 are expected to be on campus for winter term.

d. Men's and Women's Basketball are scheduled to compete in late November. Volleyball and Football anticipate returning to campus in December to prepare for January/February competition. All other sports will return in January.

III. Response to IAB inquiry about Athletics Contribution to Student Success Efforts:

Given Portland State's focus on student success, a member of the IAB posed the question, how do our student athletes do academically? Our Faculty Athletic Representative Brian Janssen presented student performance data in the November 2020 meeting. The presentation used data from Portland State and from the NCAA Institutional Performance Program [1] and the NCAA Gallup Alumni Survey [2]. Here we briefly summarize a few items we believe will be of interest to the faculty.

Portland State participates in the NCAA Division 1 Big Sky Conference.

NCAA Division 1. The data for NCAA Division 1 overall shows that student athletes perform quite well academically, in many cases better than their non-athlete peers:

- The graduation rate ("Single Year Federal Graduation Rate") for student athletes in NCAA Division 1 has been higher than the rate for non-athletes by approximately 3-7% over the period 2014-2019.

- NCAA student-athletes (39%) are more likely to earn an advanced degree than non-athlete students (32%). This difference is most pronounced among black graduates, with 49% of black student-athletes versus 39% of black non-athletes attaining an advanced degree.

- NCAA student-athletes (70%) are more likely than their non-athlete peers (65%) to have graduated college in four years or less, and they are half as likely to have taken more than five years to graduate (6% vs. 12%).

- NCAA student-athletes are slightly more likely (33%) than their nonathlete peers (30%) to have had a good job waiting for them upon their college graduation. Student-athletes who were first-generation college students (FGCS) (36%) are even more likely than their non-athlete FGCS peers (30%) to have had a good job waiting for them upon graduation.

Portland State. Data for Portland State athletes shows a marked improvement in single year graduation rate, and results better than the Big Sky Conference overall in spite of lower stats for our entering student athletes:

- Portland State's single year graduation rate was much lower than either Division 1 or Big Sky in 2014 and 2015, but specific efforts to improve have resulted in a single year Graduation Success rate for Portland State in 2019 of 82.8, compared to 80.0 for the Big Sky Conference and 79.2 nationwide for non-athlete students. The IAB is pleased to recognize this improvement.

- The average GPA for PSU student athletes was 3.19 for 2019. This is the same as the Big Sky Conference overall, and the non-student athletes were at 3.21.

- NCAA uses a metric called "Academic Progress Rate (APR)" to check for possible impacts on academic achievement among athletes. This metric awards points for staying in school and for remaining academically eligible to compete. For 2019, APR for Portland State was 985 compared to 978 for the Big Sky Conference.

- Student athletes enter PSU with average to lower than average test scores and GPAs (SA=3.34, GP=3.48) than the general PSU student population (2019-20 Common Set Data). But, over the past years Student Athletes graduate at an almost 13% higher rate.

- Compared to our Big Sky counterparts, on average, over the past 3 years our incoming SA have had lower college entrance exam scores and high school GPAs, but our Graduation Success Rates and Federal Graduation Rates have been higher than the Big Sky average.

[1] Division 1 Institutional Performance Program. Available 11/09/20 at http://www.ncaa.org/governance/division-i-institutional-performance-program

[2] Gallup Study: Undergraduate Experiences and Post-College Outcomes of NCAA Student-Athletes. Available 11/09/20 at http://www.ncaa.org/about/resources/research/gallup-study-undergraduate-experiences-and-post-college-outcomes-ncaa-student-athletes