

1-6-2020

## Faculty Senate Monthly Packet January 2020

Portland State University Faculty Senate

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# Faculty Senate, 6 January 2020



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

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

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

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

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

Vote on amendments to Faculty Constitution
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PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**To:** Faculty Senators and Ex-officio Members of the Faculty Senate  
**From:** Richard H. Beyler, Secretary to the Faculty

Faculty Senate will meet on **6 January 2020** at **3:00 p.m.** in **Cramer Hall 53.**

**AGENDA**

- A. Roll Call and *Consent Agenda* [see also E.1]
  - \* 1. Minutes of the 2 December 2019 meeting – *Consent Agenda*
- B. Announcements
  - 1. Announcements from Presiding Officer
  - 2. Announcements from Secretary
  - 3. Announcement from Sean McKay, Chief Information Security Officer
- C. Discussion – *none*
- D. Unfinished Business
  - \* 1. Amendment to Faculty Constitution: updating language for COE
  - \* 2. Amendment to Faculty Constitution: LIB representation on FDC
  - \* 3. Amendment to Faculty Constitution: updating language for VProv. for Student Affairs
  - \* 4. Amendment to Faculty Constitution: updating language for HECC
  - \* 5. Resolution on support of research at PSU (Steering)
- E. New Business
  - \* 1. Curricular proposals (GC, UCC, USC) – *Consent Agenda*
  - \* 2. New program: Certificate in Consumer Products Retail (SB via UCC)
- F. Question Period
- G. Reports from Officers of the Administration and from Committees
  - 1. President's report
  - 2. Provost's report
  - 3. Interim report from Ad-Hoc Committee on Open-Access Publication
  - 4. Report from Interinstitutional Faculty Senate
- H. Adjournment

\* **See the following attachments. Complete curricular proposals are on-line:**

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

- A.1. Minutes, 2 December 2019 – *Consent Agenda*
- D.1-4. Constitutional amendments
- D.5. Resolution on support of research at PSU
- E.1.a-c. Curricular proposals (summaries) – *Consent Agenda*
- E.2. Certificate in Consumer Products Retail (summary)

# PORTLAND STATE UNIVERSITY FACULTY SENATE, 2019-20

## STEERING COMMITTEE

Isabel Jaén Portillo, Presiding Officer

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

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

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

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

## FACULTY SENATE ROSTER (60)

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

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*Newly elected senators in italics*

\* Interim appointment

† Member of Committee on Committees

**Date: 10 October 2019**

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

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

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

\* Also an elected senator • *Administrative members in italics* • Date:23 September 2019

## Minutes of the Portland State University Faculty Senate Meeting, 2 December 2019

**Presiding Officer:** Isabel Jaén Portillo

**Secretary:** Richard Beyler

**Senators present:** Ajibade, Anderson, Baccar, Bryson, Chaillé, Dimond, Dolidon, Duncan, Emery, Eppley, Faaleava, Farahmandpur, Feng, Fiorillo, Fountain, Fritz, Gamburd, George, Greco, Hansen, Holt, Hsu, Ingersoll, Izumi, James, Jedynek, Karavanic, Kinsella, Labissiere, Lafferriere, Lafrenz, Limbu, Lindsay, Loney, Magaldi, Matlick, May, Meyer, Mosier, Newlands, Oswald, Palmiter, Reitenauer, Sugimoto, Thieman, Thorne, Watanabe.

**Alternate present:** Mark Faust for Duncan, Kara Hayes for Harris.

**Senators absent:** Broussard, Chrzanowska-Jeske, Dillard, Eastin, Flores, Henderson, Kennedy, Loney, Sanchez, Tinkler.

**Ex-officio members present:** Beyler, Boyce, Carpenter, Chabon, Corsi, Jaén Portillo, Jeffords, Loikith, Luckett, Lynn, Maddox, Percy, Podrabsky, Reynolds, Sager, Webb, Zonoozy.

**A. ROLL CALL AND CONSENT AGENDA.** The meeting was **called to order** at 3:02 p.m.

1. **Minutes of the 4 November 2019** meeting were **approved** as part of the *Consent Agenda*.

### **B. ANNOUNCEMENTS**

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

JAÉN PORTILLO thanked members of the Faculty who participated in the Special Meeting (Symposium) on November 6<sup>th</sup>. Minutes are available [on-line](#). \* Collected input will form the basis for further conversations. The next meeting will be in winter term, possibly February, to examine some of the information Faculty expressed and interest in obtaining. She believed that we now have an opportunity to help shape the future of shared governance at our institution, understood as consultation from the beginning and throughout decision-making processes.

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

BEYLER noted addition of G.4, annual report of the Committee on Committees. Some items therein would likely become action items in upcoming meetings.

#### **3. Presentation by J. Podrabsky, Interim Vice Pres. for Research & Graduate Studies**

JAÉN observed that many colleagues were concerned about inadequate support for research at PSU, with some characterizing the situation as a crisis. She hoped to work actively with the administration to find both short-term and, even more importantly, long-term solutions. She asked the Interim Vice President for Research and Graduate Studies to give an update on the situation.

PODRABSKY went over the Research and Graduate Studies [RGS] budget and discussed why we are in what some have called a critical situation. First he reviewed administration [F&A] charges more generally. As a faculty member, he had heard F&A described in several different ways; not until he arrived in the Research Office did he get

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\* [www.pdx.edu/faculty-senate/sites/www.pdx.edu/faculty-senate/files/Minutes191106Special\\_Faculty\\_Meeting.pdf](http://www.pdx.edu/faculty-senate/sites/www.pdx.edu/faculty-senate/files/Minutes191106Special_Faculty_Meeting.pdf)

a fuller understanding of F&A. Two-thirds of the RGS budget is based on F&A, as shown on the flyer [**Appendix B.3**]. F&A is reimbursement, he said, for money the University is already spending—staff, utilities, infrastructure, etc. The Federal government specifies categories of what F&A may include, vs. what can be included in grant funding per se. F&A rate is renegotiated with the government every several years, based on a lengthy audit. PSU's next renegotiation will be next year. Currently the rate for research is 48.5%; the instructional rate is 50%.

PODRABSKY said that different institutions have different models for using F&A funds. Here a small fraction goes to the President's Office; about 26% goes to the college; the Research Office keeps the balance. Annually F&A is about \$11 million. The University does not receive F&A [reimbursement] until we've already spent the money. Therefore, changes in spending patterns have an effect on F&A receipts. In this sense it is an unpredictable funding stream.

PODRABSKY then turned to the immediate problems in RGS. The DRA [Departmental Research Administrator] model was initially controversial. Staff previously hired by academic units were now managed centrally; however, the money to fund them did not always follow, so they were paid out of F&A. Thus about 90% of F&A that RGS receives pays for DRA staff. The F&A rate did not grow as fast as the personnel costs. In 2018, Interim Vice President Jennifer DILL recognized a shortage of about \$500,000. The President provided one-time funding out of reserves, but said it was necessary to find a sustainable structure. We were not able to fill positions as people left. Five positions were open, leading to greater workloads for those remaining, and then more people leaving because of that. Present staffing level is at about 65%, and those who are there work tirelessly with dedication, under a great deal of stress.

### **C. DISCUSSION: research and budget**

JAÉN noted that this discussion connects to the one last month about budget models, so Vice Provost for Academic Budget and Planning David MADDOX, Vice President for Finance and Administration [FADM] Kevin REYNOLDS, and Budget Committee co-chair Steven BOYCE were also present to answer questions and provide perspectives.

GEORGE asked about University-wide support [from F&A]. REYNOLDS: it is merged with tuition revenue and state support to create the general fund budget. It does not go directly to FADM. Essentially, about 65% goes to OAA [Office of Academic Affairs]; the rest to other units. GEORGE: so it's general University funding. REYNOLDS: correct; it's not designated for, say, electricity in a particular room. The amount of money to pay for RGS staff is approximately offset by research funding going to the overall budget.

LUCKETT noted that, according to the flyer, last year PSU recovered \$11.5 million from \$65.8 million in grants and contracts, which is only about 17.8%, not the 48.5% mentioned earlier. PODRABSKY answered that the full negotiated F&A rate applies only to certain components of a grant—thus, not tuition or major equipment. At best, the net rate is about 25%. Sometimes we choose to charge local entities less than 48.5%. For [Multnomah] County, City [of Portland ], or State [of Oregon] it is only 26%. Sometimes we give waivers for various reasons. Many institutions think they are doing well with an effective 25% rate.

HOLT, to clarify: President SHOURESHI kicked in about half -million dollars from reserve funds? PODRABSKY: in any event it was one-time money. REYNOLDS: a one-time addition from central reserves. HOLT: so we had that in reserves? PODRABSKY: yes.

HANSEN asked for the total budget for RGS, including the \$5.4 million F&A. PODRABSKY: [F&A] is about two-thirds of their total budget, so around \$8 million. It depends on how one counts the Graduate School. HANSEN: where does the other one-third come from? PODRABSKY: E&G [education and general budget] funds. HANSEN: so, tuition and things of that nature. PODRABSKY: yes.

KARAVANIC found it hard to grasp how arrived here. She had received an e-mail saying, don't try to talk to your research administrators. We don't know where they are located and don't have their phone numbers. That we're in this position, even after a bailout, was hard to put together. PODRABSKY answered what while much happened before he was in the office, he knew some of what had gone on. There was a lot of advocacy to figure out how to get more money into RGS. But putting it there requires taking it from somewhere else. People were trying to be creative. The directive not to contact your DRA, was perhaps overboard. We have changed that. The DRA model was great when we had enough people to interface appropriately. But with fewer people, we had to shift workload We are trying to hire three or four people, but even that will not get us back to where we were. DRAs are now organized into teams, to that there can be coverage if one person is unavailable. It's like flying a plane and changing the engine at the same time. KARAVANIC said that she was left not knowing whether an National Science Foundation deadline had been met or not. PODRABSKY acknowledged that a better communication strategy is necessary.

JEDYNAK asked about general numbers and trends for grant submissions. PODRABSKY said that we are submitting proposals at about the same rate. Where we are struggling most, he said, is processing and contracting once we receive a grant. There around 700 active projects each year. Our \$65 million is OK, but not terribly impressive; however. We have around 300 different funding agencies, so it's a complex portfolio.

HOLT: Aren't we in a crisis? If we have an office whose job it is to take in money, aren't we failing in our mission? How can the administration let this be, when money is there ripe for the picking? PODRABSKY: We are close to a "crisis" but not there yet. We're still functioning. The real crisis would be if all SPA [Sponsored Projects Administration] staff leave because workloads are too high. We have time to correct our course. It's the PSU story: we do our best with limited resources. We're doing our best to prevent a collapse. Before he stepped into the office, RGS had moved forward on several things without checking in with faculty. They had how stepped back, and convened a faculty/staff spotlight committee which had given a report at the end of October. They are now combing through the recommendations, looking for ways to work more efficiently. REYNOLDS added that SPA is similar to many support services at PSU. For example, there's been a similar phenomenon in contract and procurement services. We squeeze functions as much as we can, which can create a spiral of overwork. If we can't push more resources, then how can we find efficiencies, so that people are doing meaningful work? The problem is not unique. HOLT: we are in crisis mode across the University. REYNOLDS said he would be careful about the word "crisis." We are under-resourced, which causes frustration.



HOLT gave an example of a “rainmaker” in his department (WLL) who became sick, fell behind on a deadline, and missed out on a \$10,000 grant. He understood that the window had to close, but this was demoralizing. The money from the foundation was there; no-one else was going to take it; we missed in because we are under-resourced. He added that he appreciated PODRABSKY’s work in a difficult situation. PODRABSKY said that a cultural shift must happen. SPA and DRAs are ready to respond almost immediately—within a few days. Other campuses don’t do that. We ask for a two weeks simply for notification of the deadline. At some universities, if not all materials are in a week before, they will not submit the proposal. Given the staff situation, we have to start thinking proactively. We have zero extra bandwidth. He wants grant proposals to go out, but he also wants his staff to be happy.

JAÉN, referring to last month’s discussion, noted that this all had budget implications. MADDOX observed that RGS funding is a question at the Executive Council level, and not for OAA. The Provost would be part of the conversation, but as part of the Executive Council. He was therefore not in a position to say more than PODRABSKY and REYNOLDS about how to address constraints. MADDOX continued: thinking about the OAA budget model includes thinking about how to distribute resources between the colleges and [service] units, and how to work most effectively. If there is something that OAA can do to help, they will.

GAMBURD: Budgets are shrinking across campus, and we have run lean for a long time. With shrinking budgets and fewer students, how can Faculty Senate best contribute to discussions about research, teaching, and curriculum? Decisions take at the administrative level are affecting faculty work in the classroom, lab, library, archive. Where do Faculty make contributions to decision-making?

BOYCE, co-chair of the Budget Committee [BC], said that till now they focused on OAA budgets. The center proposals last year was the first time that BC had looked at something outside OAA. It’s important to see how decisions affect [faculty’s] varied responsibilities. As HANSEN noted earlier, some money comes to RGS from the general fund—therefore, not resourcing other activities. BC has not really looked at decisions of where to plug, when, and by whom. Perhaps BC should have more responsibility in that aspect of the budget.

MADDOX encouraged faculty to articulate the role of research—for example, the value of research for undergraduate education. How do we reflect this in our allocation decisions? There’s not an obvious mechanism.

JAMES said the complexity poses difficulties for a resolution such as [**December Agenda Attachment E.5**]. Thinking about what’s happening with RGS, we need to look at a holistic picture. Research is important—no one would disagree—but if we have to choose what to keep or what to cut, the decision should not be made in isolation. She was uncomfortable with a one-off proposal when we face a global budget crisis.

GRECO agreed that budgets should be considered holistically. Therefore, it did not make sense to her to limit BC to the OAA budget. The portion of F&A that goes to colleges and schools is still greater than what RGS receives from the general fund. If RGS can’t do their work, all that will disappear—the ability to have a research mission. So far, there is a net plus for the University, but not if we enter into a downward spiral.

PODRABSKY said that immediate helpful steps would be to ask for full F&A [in grant applications], and give staff at least two weeks' notice [of deadlines].

#### D. UNFINISHED BUSINESS

##### 1. New series of teaching professor ranks (AHC-ANTTF)

THIEMAN/ZONOOZY **moved to postpone** until the March 2020 meeting. THIEMAN said that the Ad-Hoc Committee on Advancement for Non-Tenure-Track Faculty had received additional questions and feedback and wanted time to consider these.

HSU supported postponement. She believed that the proposal as it stands presents several important questions. It mentions that some non-tenure-track [NTT] faculty are doing graduate teaching; what are the implications for those who are not doing so? What will be the impact on the overall distribution of faculty responsibilities and work? She wondered about the source of funding for promotions, particularly in a time of budget cuts and frozen or non-replaced tenure lines. What will be the long-term effects in hiring patterns? It seemed that there were two possibilities: it becomes more attractive to hire adjuncts; or more attractive to hire more NTT faculty in place of tenure-track faculty, since they will have similar tasks. We need more time to discuss such questions. PALMITER said it would be helpful to send questions to the committee.

The **motion to postpone** was **approved** (42 yes, 0 no, 1 abstain, recorded by clicker).

#### E. NEW BUSINESS

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

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

##### 2. New courses – **School of Public Health retroactive curricular review** (SPH via GC)

HOLT/KARAVANIC **moved** approval, with effect retroactive to AY 2016-17, of the new courses listed in **December Agenda Attachment E-2**. JAÉN gave context that, as in previous similar items, these are SPH courses that had been functioning in the OHSU curriculum had never been approved in PSU's curricular process.

JEDYNAK: SPH being part of both PSU and OHSU is a good thing; however, the Math and Statistics Department [MTH] is teaching courses that are closely related, but there has not been much exploration of what interactions. One possibility is that SPH does these things without discussion, in a mode of competition for students. Another possibility is to be more cooperative. For example, in the masters proposals [E.3 and E.4] there are elective courses, but no MTH statistics courses that might be relevant. Conversely, we've tried to have our students take some biostatistics courses but so far this has been impossible—they couldn't register. We need to take a student-centered point of view. It's a valuable masters program in Oregon, but we should consider how to better integrate the biostatistics program into our university.

LOIKITH noted that all of these courses and programs have been operating successfully for some time. What's at issue is keeping students currently in these programs. He supported further discussion of the important points [raised by JEDYNAK]; work is

needed there. He reiterated that while they are new courses for our approval process, they've been running successfully. JEDYNAK: for OHSU students, but not PSU students. They are new in this sense.

HANSEN asked if the programs were in existence at the time of the creation of SPH. LOIKITH: yes. HANSEN then asked why we are still looking at these, and whether any had come before BC. Andreen MORRIS, OAA Curriculum Coordinator, was recognized to answer this question. When SPH [as a unit] was approved in 2015, BC looked at that proposal in its entirety. However, these particular courses and programs did not receive review by PSU's curricular committees; that is what is being done retroactively.

HANSEN: so it should have been done at that time, but is being taken care of now.

KARAVANIC asked what would happen if we did not approve these courses. We want to be collegial, but it seems mind-boggling that MTH colleagues weren't involved.

LOIKITH: the courses would still be operate, but not as part of PSU's curriculum. What would then happen would need further discussion. JEDYNAK: now they are not functioning for PSU students, who cannot register for them.

HOLT: did anyone check overlap? We are having a turf war; he understands the colleagues' concerns; but not approving these [courses] doesn't make sense. It's original sin from a previous administration, and not approving them puts the system out of whack. Graduate Council has been trying to legitimize them, and we have been approving them every month. However, today we see a problem. He would be upset if, say, SPH taught Japanese in a way that was somehow grandfathered in. Still, he didn't see how we couldn't approve. Normally there are systems in place—the curricular committees check for overlap. But these are not normal circumstances. LOIKITH: they are trickling through because of waiting for overlap statements from the appropriate departments.

LUCKETT understands the impulse to make a symbolic point, particularly to OHSU, by voting against retroactive approval. But we need to consider what this would mean to students who've been taking these courses and working towards degrees in good faith.

LAFFERRIERE said that the point is not only superposition of course material; it's also that our own PSU students cannot register for these courses. Some students are disadvantaged. We should be asking if the courses benefit our students.

PALMITER noted that some of the course titles were exactly the same as courses in MTH—for example, Mathematical Statistics I—without any indication that the course is different from the current offering. A different title is needed. Also, she noted that we reserve the 510 number for omnibus courses. Looking for overlap is an important part of GC's function. LOIKITH said the courses are on the agenda because GC had received overlap statements from MTH saying that the department was OK with the courses being offered under the stated conditions. FOUNTAIN said that he was one of those who looked at the courses for MTH. Within MTH, there are mathematical statistics courses offered under different numbers (461, 561); there are also similar topics courses. However, the expected preparation is very different for the different courses. SPH statistics courses have very different expectations; their students wouldn't be able to take MTH graduate-level statistics courses, or take the MTH master's exam. For that reason he did not feel that it presented a conflict. Other department members looked at other courses on the list and came to similar conclusions.

HANSEN asked if the courses were all in support of the biostatistics program [item E.3]. LOIKITH: yes. HANSEN: were there new courses in support of the epidemiology program [E.4]? LOIKITH: those courses had already been approved.

JEDYNAK reiterated that no PSU students have been taking any of these courses, so we will not be stopping any PSU students' programs as of today. Regarding overlap, he agreed that there are complementary courses; however, courses having the same name is confusing. We might approve the courses but reserve judgment on the programs.

FOUNTAIN noted that the overlap statement from MTH included a complaint that PSU students do not have access to these courses. Could we have an amendment that this issue needs to be resolved? It's ridiculous to approve the courses if PSU students can't take them. SPH policy allows the courses to fill up to capacity with [OHSU] students, and ours are turned away. Might it be possible to make a motion of this kind?

Courtney HANSON, Director of Graduate Academic Services, was recognized. She stated that the PSU and OHSU registrars were working on the issue of PSU students' registration in SPH courses. The last obstacle is DRC [Disability Resource Center] issues. Many people are working on it.

IZUMI noted that in graduate courses around campus, priority is given to program students. At some point courses reach capacity. Would it make sense to require a program to enroll students beyond its capacity? JAÉN distinguished between two issues: approving the courses so that they can be continued, even if provisionally; and availability of these courses to students. Since we've been approving such courses for a couple of meetings, it seemed to her logical to continue to do that.

HANSEN raised the procedural question whether a motion to amend was on the floor. After some discussion of the parliamentary status, FOUNTAIN **moved to postpone** until the issue of PSU being able to enroll in them had been resolved. LUCKETT: postpone or amend? HANSEN said that it seemed parallel to other recent motions: waiting until certain issues were resolved. FOUNTAIN said this is what he intended. BEYLER clarified that this was not postponement until a particular date, but until receipt of particular information. THIEMAN **seconded the motion to postpone**.

JEFFORDS stated that the motion that the question of enrollment is not unique to these courses. The concern is broader, and requires negotiation of issues such as student conduct and disability resource services: which institution has responsibility? We're trying to preempt potential confusion. She believed it would just be a matter of time until the issues are resolved for these and other courses. LOIKITH noted that there had been over sixty retroactive [SPH] course approvals, going back to last year, and that only about five remained for consideration. Approvals had been routine after having gone through checks by GC. This is the tail end of a long process. FAUST again raised a question about the purport of the amendment; however, JAÉN clarified that what was on the floor was a motion to postpone, and we needed to dispose of that, before returning (if the postponement was voted down) to the main motion or any amendments. ZONOOZY wanted the concern about PSU students' access to be addressed. LUPRO believed we should separate the issues: per GC recommendation, approve the initial motion without postponement; then put forward a more robust motion later on the student access issue. PALMITER raised a point of order: a new motion couldn't be introduced until the

current motion to postpone was voted on. LUCKETT believed that LUPRO's statement was not a motion per se, but a comment on the motion to postpone.

The **motion to postpone** pending further information on PSU students' ability to register for the courses was **not approved** (19 yes, 23 no, recorded by clicker).

Reverting to the main motion [E.2], GRECO asked if there would be any effort to fix the duplicated course names, or to have a regular course use the number 510 [ordinarily an omnibus number]. LOIKITH: 510 is different at OHSU. JEDYNAK: they are not making it a PSU course; that has to change.

GRECO/PALMITER **moved to postpone** until the issue of duplicated course names and conflicting course numbers is resolved.

GRECO said that this issue presented a point of confusion that should be fixed. HOLT asked if OHSU had to change anything. MORRIS noted that the main motion included a retroactive approval; at issue was how to deal with the courses already taught. HOLT suggested that voting no was essentially pushing back against OHSU: no, you can't use this name or number, OHSU would then need to go through their curricular process to make such a change. MORRIS added that review by SPH, GC, and Senate would again be necessary. LOIKITH mentioned that for one of the remaining courses, based on departmental input, GC had asked [OHSU] to change the course title. We hadn't yet heard back. The 510 number is being changed to 515.

HANSEN wondered—without making a formal motion—if we could approve the courses that did not create conflicts, and move the ones with conflicts to the pile of remaining courses. JAÉN reiterated that it was necessary to dispose of the motion to postpone before entertaining any other motion. BACCAR said the circumstance that title and numbering problems were on the way to resolutions was an argument to move forward.

The **motion to postpone** pending receipt of information about the conflicting titles and numbers was **not approved** (16 yes, 25 no, 1 abstain, recorded by clicker).

JAÉN, reverting to the main motion, summarized the discussion so far: we hear concerns, but also that the concerns are on their way to being resolved. GRECO wanted to ensure that students don't face problems such as registering for courses that did not prepare them for exams or meet program requirements. It's false advertising.

THIEMAN: if there are three problematic courses, could we not vote to approve everything else and reserve those three? It was responded: there's not agreement about that. DIMOND believed all the discussion represented an argument to return the matter to the committee for further work. ZONOOZY asked what those who favor postponement would like to see happen. THORNE: we should trust that OHSU can make the requisite changes. It's not a career-ending issue for students. It shows institutional trust on our part. He didn't want to paralyze the process. JEDYNAK thought the opposite; history didn't show that OHSU is able or willing to work towards accommodation. He hoped the problems would be resolved, but didn't have confidence.

LUCKETT/EMERY **moved the previous question**, which motion was **approved** (36 yes, 5 no, thus more than two-thirds, recorded by clicker).

The new courses in listed in **December Agenda Attachment E.2**, with effect retroactive to 2016-17, were **approved** (24 yes, 19 no, recorded by clicker).

**3. New program: MPH in Biostatistics – SPH retroactive curricular review**  
(SPH via GC)

EMERY/HOLT **moved** approval of the new **Master of Public Health in Biostatistics** summarized in **December Agenda Attachment E.3** and proposed in full in [OCMS](#), with effect retroactive to academic year 2016-17.

JEDYNAK observed that, beyond the concerns discussed previously, no PSU courses are among the electives for this program, despite options that would be appropriate. HOLT: if he understood correctly, MTH colleagues said previously that the statistics courses in this program were watered-down compared to MTH courses; therefore, he assumed that MTH courses would be too advanced to be reasonable electives. FOUNTAIN: a prerequisite for entry into the MS Statistics program is MTH 311, Introduction to Real Analysis. This is a course not required for entry into the Biostatistics program. That alone separates the two groups of students. But occasionally there will be Biostat students who have this preparation. Conversely, SPH courses emphasize applications more than MTH courses. It can be useful for the MTH statistics students to take applied courses. We would love to see students crossing over in both directions.

The new **MPH in Biostatistics** as summarized in **Attachment E.3**, with effect retroactive to 2016-17, was **approved** (26 yes, 11 no, 4 abstain, recorded by clicker).

**4. New program: MPH in Epidemiology – SPH retroactive curricular review**  
(SPH via GC)

GAMBURD/INGERSOLL **moved** approval of the new **Master of Public Health in Epidemiology** summarized in **December Agenda Attachment E.4** and proposed in full in [OCMS](#), with effect retroactive to academic year 2016-17. The **motion** was **approved** (33 yes, 5 no, 4 abstain, recorded by clicker).

**5. Resolution on support of research** (Steering) – *In view of time, this item was **deferred** until next month.*

**6. Proposed amendments to the Faculty Constitution**

BEYLER reviewed the **proposed constitutional amendments** brought forward in **December Agenda Attachment E.6**. These were all intended to update antiquated language; no functional change was intended, replacin reference to the Graduate Schol of Education with the College of Education; to the Oregon University System with the Higher Education Coordinating Commission; and the Vice President for Enrollment Management and Student Affairs with the Vice Provost for Student Affairs. Another amendment changed the membership of the Faculty Development Committee from including two members from the Library to one. BEYLER stated that LIB Senator EMERY had informed to him that this change was endorsed by the Library faculty, and that the specification of two LIB representatives for FDC was due to a historical contingency that no longer obtained.

As no modifications (amendments to the amendments) were offered, BEYLER stated that the proposed amendments would be forwarded to the Advisory Council for review and, barring unforeseen events, appear on the January agenda for a vote.

**F. QUESTION PERIOD** – *none*

## F. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

### 1. President's report

Regarding the discussion on research, PERCY acknowledged a thoughtful letter from MCECS faculty. It is an issue that we will work on. He added that he appreciated the comments from BC; getting on the same page with the same knowledge base makes sense. Transparency is important. There are many areas where we can do better, though we are facing a challenging resource base and need to consider tradeoffs.

PERCY encouraged participation in the Day of Giving [on December 3<sup>rd</sup>].

He called attention to the “Embolden” marketing campaign as a vivid, eye-catching communication strategy. Workshops on templates, etc., are being offered.

PERCY thanked senators for their efforts, and wished everyone a happy holiday season.

### 2. Provost's report

JEFFORDS updated the search for the Dean of the College of Liberal Arts and Sciences: the third [of four] finalists was currently on campus. She expected to identify a candidate by the end of the calendar year, so as to make an offer in January. It was important to move quickly, because candidates are being considered in other searches. She invited feedback about the candidates.

Student success efforts continue, JEFFORDS said, with a poster session in the SMSU Ballroom on [December 5<sup>th</sup>], including information from the various committees and a chance to gather feedback. We want to compile an inventory of ongoing work.

JEFFORDS alluded to the letter she'd circulated [by e-mail] about serious budget problems. She wanted to be as transparent as possible, and welcomed engagement from faculty. She said that despite some conflicting information about the budget, economists who had looked at the numbers said they do not look good. They are not insurmountable, but they call for serious conversations about the size of institution, the number of students that we plan and desire to enroll, and distribution of resources. These questions require attention and engagement, including consultation with the BC, which she characterized as a highly thoughtful group. Notwithstanding assertions to the contrary, JEFFORDS said, this is a serious matter requiring institution-wide engagement. We need to think about tightening our belt, but also revenue generation going forward. Where are opportunities to enroll new students, create new programs, work on summer term, etc.?

*The following reports were **received** as part of the Consent Agenda:*

### 3. Quarterly report from the Educational Policy Committee

### 4. Annual report from the Committee on Committees

## H. ADJOURNMENT

The meeting was **adjourned** at 5:06 p.m.



# December Minutes Appendix D.3

## Understanding Facilities & Administrative (F&A) Costs

### What Are F&A Costs?

Most researchers are familiar with the direct costs of doing research, which include the costs of project materials and the research team's payroll expenses, but there are also a host of indirect costs associated with every sponsored project. These indirect costs for infrastructure and operations are known as Facilities and Administrative costs, or "F&A," and they include the costs listed below.

#### Facilities

- Facility construction (depreciation)
- Interest on facility construction
- Custodial and janitorial services
- Maintenance and repairs
- Security and campus protection
- Property insurance
- Environmental health and safety
- Disaster preparedness
- Library resources

#### Administrative

- Financial management
- Budgeting and planning
- Personnel management
- Safety and risk management
- Human subjects protection
- Legal counsel
- Academic department management
- Proposal preparation
- Award billing and financial reporting



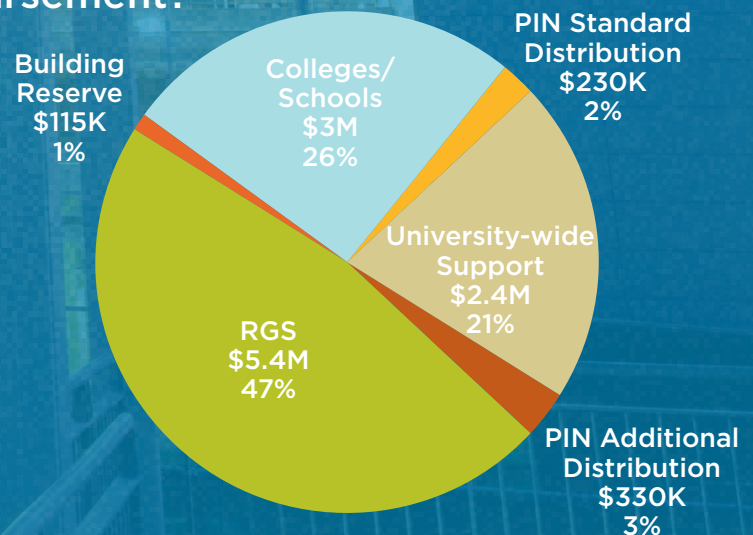
The University pays for all of these operational expenses in the course of doing business and recovers a portion of these costs by charging the sponsors who fund research and other sponsored projects through an F&A cost rate. These costs are real and must be paid. If an award is not charged for the F&A costs associated with the sponsored project, then another budget source at the University pays for them.

### Who Sets F&A Rates?

F&A is charged to sponsors at a rate that is carefully calculated and prescribed by the federal government. The rules for determining F&A cost reimbursement for institutions of higher education are established by the Office of Management and Budget (OMB) and based on actual expenses reported in each university's annual audited financial reports. These figures are further reviewed, audited, and approved by PSU's Federal cognizant agency, the U.S. Department of Health & Human Services.

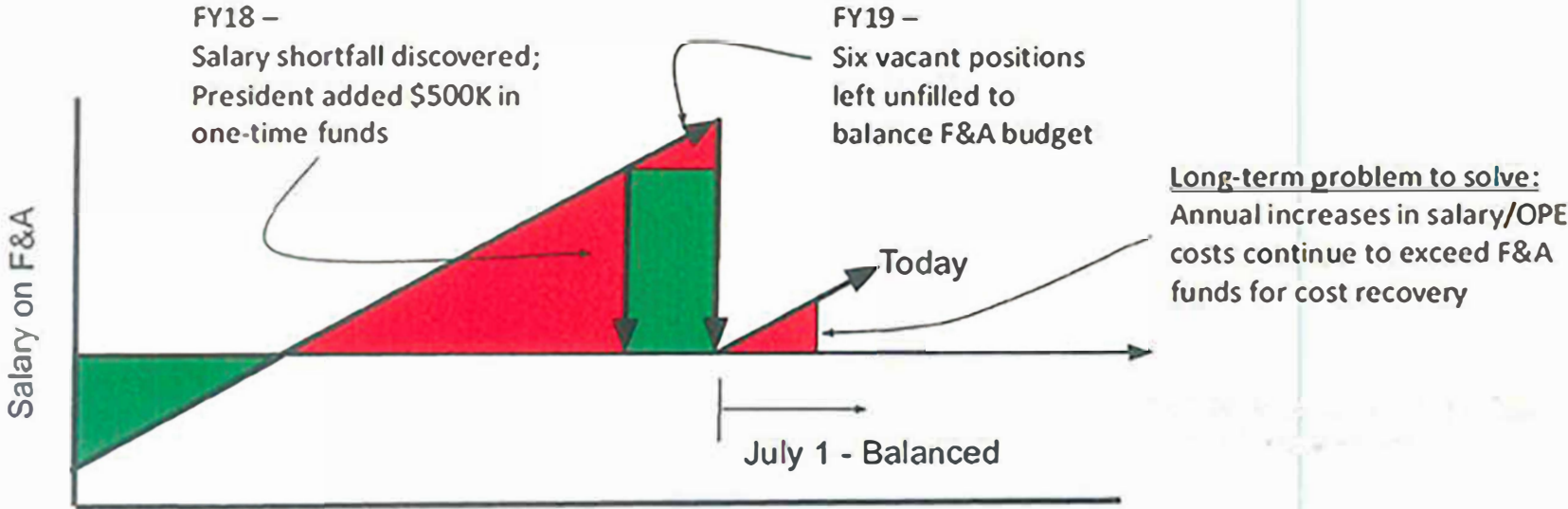
### How Does PSU Invest F&A Reimbursement?

PSU recovered **\$11.5M** in F&A funds in FY19, from **\$65.8M** in grant and contract expenditures. This money from sponsors covers some of the infrastructure, utilities, and administrative efforts that fuel PSU research and help to make Portland State Oregon's most innovative and affordable research university.





# F&A spending and PSU's SPA budget shortfall – FY19



# Attachment D.1-4

## Amendments to the Constitution of the Portland State University Faculty January 2020

*Pursuant to Article VIII of the Faculty Constitution, these amendments were introduced at the December 2019 Faculty Senate meeting, and have been reviewed for proper form and numbering by the Advisory Council. A two-thirds majority is necessary for passage.*

\*\*\*\*\*

**D.1.** The Constitution of the Portland State University Faculty is hereby amended as follows.

In Article IV, Section 4.1, paragraph 3 [definition of Faculty Senate divisions],

replace: Graduate School of Education [GSE]

with: College of Education [COE]

\*\*\*\*\*

**D.2.** The Constitution of the Portland State University Faculty is hereby amended as follows.

In Article IV, Section 4.4.g [membership of Faculty Development Committee],

delete: , two from the Library,

Text as amended:

This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions) and one from each of the other divisions.

**D.3.** The Constitution of the Portland State University Faculty is hereby amended as follows.

In Article IV, Section 4.4.i [membership of General Student Affairs Committee],

replace: Vice President for Enrollment Management and Student Affairs

with: Vice Provost for Student Affairs

\*\*\*\*\*

**D.4.** The Constitution of the Portland State University Faculty is hereby amended as follows.

In Article V, Section 4.1 [disposition of new program proposals],

replace: State Board of Higher Education

with: Higher Education Coordinating Commission

\*\*\*\*\*

***Rationale:*** *These four amendments update antiquated language in the Constitution. No change of function is intended. Regarding amendment (2), the LIB Faculty Senator has communicated that the historical contingency reflected in the current wording no longer exists, and that Library faculty are amenable to the change from two members to one member.*

# Attachment D.5

Steering Committee proposes the following resolution for consideration by Faculty Senate, 6 January 2020 (deferred from December, item E.5).

\*\*\*\*\*

## **FACULTY SENATE RESOLUTION REGARDING THE STATE OF RESEARCH AT THE UNIVERSITY**

WHEREAS Faculty Senate recognizes research endeavors at Portland State University to be based on these tenets:

- The university has a responsibility to both create and disseminate knowledge;
- Research is a fundamental higher education endeavor that faculty carry out with and for both undergraduate and graduate students; it ensures relevant, current, and high-quality teaching;
- Research activities directly and indirectly contribute to the community beyond the university;
- Research at the university must be supported equitably across all disciplines with attention to the needs of each field, which include (but are not restricted to) staff support for grant writing, course buyout for research time, funds for travel and conferencing, and funds for equipment;

and WHEREAS Faculty Senate observes that the following circumstances currently prevail:

- Sponsored Projects Administration (SPA) is now understaffed and operating at 65% capacity, endangering the success of current and future grant applications;
- Graduate research is shrinking due to lack of funding for Graduate Assistant positions;
- Mechanisms to support cross-college university-wide research and interdepartmental collaboration are needed for adequate interdisciplinary student exposure;
- Members of the Faculty have characterized the current lack of sufficient research support as a crisis:

The Faculty Senate, as the representative of the Faculty, **RESOLVES** that the administration examine carefully the kinds and levels of support for research at PSU and, taking into consideration the above mentioned tenets and circumstances, work closely with the Faculty (via the Faculty Senate and relevant constitutional Faculty committees) to:

- 1) Effectively address the immediate crisis in Sponsored Projects Administration;
- 2) Design a stable budget structure that addresses the research needs of the institution;
- 3) Envision a broader durable framework for supporting research at PSU.

5 December 2019

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: January 2020 Consent Agenda

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

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

## **College of Education**

### **New Courses**

#### E.1.a.1

- Coun 584 Crisis Assessment and Intervention, 1 credit

Designed to provide students with knowledge and skills in crisis assessment and intervention in a variety of settings. Course content includes the types of crisis situations many counselors experience, including suicidal clients, clients who are victims of abuse or neglect, and potentially homicidal clients. Students will learn and practice strategies for assessing risk level, minimizing potential liability, and promoting client safety.

#### E.1.a.2

- READ 544 Comprehension, Text Structure, and Vocabulary, 3 credits

Addresses learning, teaching, and assessing reading comprehension and vocabulary. Emphasis on culturally responsive and culturally sustaining instruction, students who are emergent multilinguals, and students experiencing difficulty with comprehension or vocabulary. Topics include developmental trajectories, morphology, historical instructional approaches, strategic reading, cultural variations in text structure, curricular analysis, digital tools, digital citizenship, and visual literacy. Field-based work with K-12 reader experiencing difficulty with comprehension or vocabulary.

### **Changes to Existing Courses**

#### E.1.a.3

- CI 522 Literacy Foundations, 4 credits – change prefix to READ (READ 522) and reduce from 4 credits to 3 credits

#### E.1.a.4

- CI 527 Literature in the Classrooms K-8, 3 credits – change prefix to READ (READ 527), change title to Literature in the Classrooms K-12, change course description

#### E.1.a.5

- READ 519 Language Study for Teachers, K-12, 3 credits – change title to Linguistics, Phonics, and Word-Level Reading Difficulties, change course description

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

## E.1.a.6

- READ 532 Writing across the Curriculum, Grades 4-12, 3 credits – change title to Writing Program Design and Implementation in K-12 Classrooms, change course description

## E.1.a.7

- READ 534 Classroom Reading and Writing Assessment, K-8, 3 credits – change title to Literacy Assessment, change course description

## **School of Public Health**

### **Changes to Existing Programs**

#### E.1.a.8

- PhD in Community Health – revise health and methods core

#### E.1.a.9

- PhD in Health Systems and Policy – revise core requirements, reduce credits from 104 to 103

### **New Courses**

#### E.1.a.10

- HSMP 582 Oregon Health Policy: Lessons for State and National Health Reform, 3 credits

Reviews Oregon's nationally recognized health reforms and examine the lessons learned for the development and implementation of health policy at the national, state and local levels. Fundamental to the course will be exploring the many issues around employing public policy to address problems around access, cost, financing and quality in health care. This will be a seminar style course with an opportunity for students to meet with and learn from experts. Expected preparation: HSMP 571 Health Policy. Also offered as HSMP 682 for doctoral students.

#### E.1.a.11

- HSMP 583 Economics of Health Systems & Policy, 3 credits

Health policy has a fundamental transactional nature. Economics provides a broad theoretical framework that seeks to assess and understand transactional relationships. Thus, economics has particular value as a means to diagnose the transactional problems that underpin health system dynamics and provide frameworks for proposed solutions. This course applies economic theory to assess problems in health systems and propose solutions, as well as critique existing policy and develop sound policy alternatives. Also offered as HSMP 683 for doctoral students.

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

## E.1.a.12

- HSMP 682 Oregon Health Policy: Lessons for State and National Health Reform, 3 credits

Reviews Oregon's nationally recognized health reforms and examine the lessons learned for the development and implementation of health policy at the national, state and local levels. Fundamental to the course will be exploring the many issues around employing public policy to address problems around access, cost, financing and quality in health care. This will be a seminar style course with an opportunity for students to meet with and learn from experts. Expected preparation: HSMP 671 Health Policy. Also offered for graduate-level credit as HSMP 582.

## E.1.a.13

- HSMP 683 Economics of Health Systems & Policy, 3 credits

Health policy has a fundamental transactional nature. Economics provides a broad theoretical framework that seeks to assess and understand transactional relationships. Thus, economics has particular value as a means to diagnose the transactional problems that underpin health system dynamics and provide frameworks for proposed solutions. This course applies economic theory to assess problems in health systems and propose solutions, as well as critique existing policy and develop sound policy alternatives. Also offered for graduate-level credit as 583.

## E.1.a.14

- PHE 532 Developmental Origins of Health and Disease (DOHaD) – Epidemiology, 3 credits

Covers the history of the Developmental Origins of Health and Disease (DOHaD) framework, the trends that drive and result from DOHaD processes. It will explain epigenetics and other mechanisms which through priming influence lifelong health. Also offered as PHE 632 to doctoral students.

## E.1.a.15

- PHE 619 Mentored Teaching Experience, 4 credits

Each student will be paired with a Community Health faculty member to shadow one term of teaching of either an UG or an MPH level Community Health class.

## E.1.a.16

- PHE 632 Developmental Origins of Health and Disease (DOHaD) – Epidemiology, 3 credits

Covers the history of the Developmental Origins of Health and Disease (DOHaD) framework, the trends that drive and result from DOHaD processes. It will explain epigenetics and other mechanisms which through priming influence lifelong health. Also offered for graduate-level credit as PHE 532.

## E.1.a.17

- PHE 634 Social Epidemiology Methods & Theory, 3 credits

Surveys social epidemiology practice including measurement, study design, analysis and translation for researching behavioral, social, economic, and cultural determinants of population distributions of health outcomes. The course emphasizes the application of social epidemiology methods tightly coupled to theory salient to community health practice & policy. Also offered for graduate-level credit as PHE 534.

## **Changes to Existing Courses**

### E.1.a.18

- HMSP 660 Contemporary Research in Health Systems and Policy, 3 credits – change description and repeatability

### E.1.a.19

- PHE 524 Social Epidemiology Methods & Theory, 3 credits – change course number to PHE 534, change repeatability

### E.1.a.20

- PHE 624 Doctoral Research Methods in Community Health I, 3 credits – change title to From Philosophy through Power Calculations: Writing Methods Sections for Research Proposals

### E.1.a.21

- PHE 625 Doctoral Research Methods in Community Health II, 3 credits – change title to Advanced Methods Toolkit: Design, Sampling, Scale Development, & More, change description, change prerequisites

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

### **Change to Existing Program**

#### E.1.a.22

- MA/MS in Economics –increase core requirements and decrease electives

\* 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.

# Attachment E.1.b

5 December 2019

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: January 2020 Consent Agenda

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

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

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

### **New Courses**

#### E.1.b.1

- Psy 470 Diversity in the Workplace, 4 credits  
Explores human diversity in workplace contexts, with an emphasis on the psychological aspects of diversity and management. We will first cover the psychology of diversity and inclusion and proceed to cover the perspectives of several different employee groups. We will also discover relevant theoretical and practical considerations concerning strategies for implementing effect diversity management policies and procedures. Prerequisite: Upper-division standing.

### **Changes to Existing Courses**

#### E.1.b.2

- Sci 365U The Science of Women's Bodies, 4 credits – change description and change title to The Science of Gendered Bodies

#### E.1.b.3

- WS 365U The Science of Women's Bodies, 4 credits – change description and change title to The Science of Gendered Bodies

### **Drop Existing Courses**

#### E.1.b.4

- Mth 301 Elements of Modern Mathematics I, 4 credits

#### E.1.b.5

- Mth 302 Elements of Modern Mathematics II, 4 credits

#### E.1.b.6

- Mth 303 Elements of Modern Mathematics II, 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.



# Attachment E.1.c

## University Studies Program

117 Cramer Hall  
Post Office Box 751  
Portland, Oregon 97207-0751

503-725-5890 tel  
503-725-5977 fax  
Email: askunst@pdx.edu



Dec 16, 2019

TO: Faculty Senate

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

RE: Consent Agenda

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

ARH 333	Latin American Women Artists	Gender and Sexualities
ARH 379	Latin American Baroque Art and Architecture	Interpreting the Past
ENG 310	Children's Literature	Families and Society
ENG 325U	Postcolonial Literature	Gender and Sexualities
ENG/BST 351U	African American Lit	Gender and Sexualities
ENG/BST 352U	African American Lit II	Gender and Sexualities
ENG 360	American Lit and Culture I	Interpreting the Past
ENG 369U	Asian American Literature	Gender and Sexualities
INTL 349	Gender and Development	Gender and Sexualities
LING 332	"Do I Speak Wrong?": Language Myths in the USA	American Identities
LING 334	"You have the right to remain silent.": Language and the Law	Freedom Privacy Technology
*PHL 312U	Feminist Philosophy	Knowledge Values Rationality

\* PHL 312U Feminist Philosophy was approved pending the removal of a prerequisite. The Chair of the Philosophy Department Curriculum Committee, Maurice Hamington, confirms that the request to remove the prerequisite has been submitted.

### *Removals*

Per departmental request, the following courses have been approved for removal from UNST Clusters by the UNST Council and are recommended for approval by the Faculty Senate

BST 420U	Caribbean Literature	Global Perspectives
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The link to the cluster proposals is: <https://unstcouncil.pbworks.com/w/page/45865388/FrontPage>

Reviewed by the UNST Council, Date 12/6/2019

5 December 2019

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: Consumer Products Retail Pre-Bacc Certificate

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

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

## **PROPOSAL SUMMARY FOR**

### **School of Business**

### **Consumer Products Retail Pre-Bacc Certificate**

#### **Certificate Type**

Undergraduate certificate: Earned at completion; admission to University not required

#### **Overview of the Program**

20 credit certificate program offered to industry professionals in the food, beverage, and consumer packaged goods industry. The goal is to provide opportunities for professionals working in this industry to advance their education and career opportunities. The courses are interdisciplinary with an emphasis on leadership development. Courses were developed to complement the courses covered in the Western Association of Food Chain's (WAFC) Retail Management Certificate delivered by approved community colleges. This certificate includes a business essentials course, marketing, supply chain, and HR management/leadership. The Western Association of Food Chains (WAFC) supports this initiative as a pathway from their Retail Management Certificate to a bachelor's degree.

#### **Evidence of Need**

According to WAFC, approximately 70% of the students who receive their Retail Management Certificate (RMC) seek to pursue a bachelor's degree. Umpqua Community College currently has 500 students enrolled in their online RMC and they are excited to market this pre-bacc certificate as a pathway to a bachelor's degree. We do not yet know the exact number of people who will pursue but we are confident there is demand based on the support of WAFC and regionally Safeway Albertsons Portland and Seattle locations. Other data that support this pathway including this new pre-bacc certificate: 54% of the RMC graduates are female and 46% are male. 50% are older than 37 and 67% have more than 10 years of industry experience. Of those that completed the RMC, 60% experienced a career boost (35% promotion and 25% increased responsibility). 77% of those that completed the certificate want to pursue additional education.

**Course of Study**

BA 316U - Essentials of Marketing for Non-Business Majors (4 credits)

MKTG 363 Consumer Behavior and Customer Satisfaction (4 credits) or MKTG 435 - Consumer Packaged Goods (4 credits)

GSCM 310 (new) - Intro to Supply Chain Management of Food and Beverage Systems (4 credits).

*Plus select two courses from the following menu:*

MKTG 338U - Professional Selling (4 credits)

MKTG 467 - Sales Management (4 credits)

MGMT 461 - Reward Systems and Management Performance (4 credits)

MGMT 464 - Contemporary Leadership Issues (4 credits)

COMM 220 - Public Speaking (4 credits)

STAT 241 - Applied Statistics for Business (4 credits)