

Faculty Senate, 1 June 2020



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

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

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

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

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

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

Nominations for and election of Presiding Officer Elect

Nominations for and election of members of Steering Committee (2)

Divisional caucuses to choose members of Committee on Committees

Senators for 2020-21 vote for officers

*PLEASE NOTE: this is the last regularly scheduled Faculty Senate meeting of the academic year. If Senate does not complete its business at this meeting, it is the prerogative of the Presiding Officer to call an additional meeting for **June 8th**.*

www.pdx.edu/faculty-senate

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

Faculty Senate will meet on 1 June 2020 at **3:00 p.m.**

*This meeting will be held as an on-line conference using the Zoom platform. Senators (both current and newly elected), Ex-Officio Members, and presenters will receive a meeting invitation by email. A link to a livestream of the meeting will be posted to the Faculty Senate website. Senators represented by **Alternates** must notify the Secretary by **noon on Monday, June 1st** so they can receive a meeting invitation. Other members of the PSU community who wish to speak during the meeting should ask a Senator to send notification, including an e-mail address, to the Presiding Officer and Secretary by **noon on Monday, June 1st**.*

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

*In accordance with the Bylaws, if we do not complete business at this meeting, the Presiding Officer has the prerogative to call for an additional meeting on **June 8th**.*

AGENDA (updated 5/27/20)

- A. Roll Call and *Consent Agenda* [see also G.6-12]
 - 1. Roll Call
 - * 2. Minutes of the 4 May 2020 meeting – *Consent Agenda*
 - * 3. Notice of Senate Actions for May 2020 and OAA response – *Consent Agenda*
 - 4. Procedural: Presiding Officer may move or postpone any agenda item – *Consent Agenda*

NOMINATIONS FOR PRESIDING OFFICER ELECT FOR 2020-21

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

ELECTION OF PRESIDING OFFICER ELECT FOR 2020-21
NOMINATIONS FOR STEERING COMMITTEE MEMBERS (2)

- C. Discussion– *none*
- D. Unfinished Business – *none*

E. New Business

- * 1. Curricular proposals (GC, UCC) – *Consent Agenda*
- * 2. New program: Business Minor in Real Estate Property Management (SB via UCC)
- * 3. New program: Undergrad. Cert. in Real Estate Property Management (SB via UCC)
- * 4. New program: Undergrad. Cert. in Transformative Messaging (CLAS via UCC)
- * 5. New program: Undergrad. Cert. in Women’s Leadership (CUPA via UCC)
- * 6. New program: Undergrad. Cert. in Campaigning to Win a U.S. Political Campaign (CUPA via UCC)

ELECTION OF STEERING COMMITTEE MEMBERS (2)

- * 7. Sharing credits between graduate certificates (GC)
- * 8. General education requirement for students transferring with over 135 credits (USC)
- * 9. Non-COTA courses used for Fine & Performing Arts credits (ARC)
- * 10. EPC memo on budget cuts and education policy
- * 11. EPC memo, OAA/OIA response on Confucius Institute contract
- * 12. Ad-Hoc Summer Research Committee on Academic Program Examination / Reorganization (Steering)
- * 13. Ad-Hoc Committee on Administrative Reviews (Steering)
- § 14. Recommendations from Diversity Action Council Committee on Recruitment & Retention of Diverse Faculty

F. Question Period

G. Reports from Officers of the Administration and from Committees

- 1. President’s report
- 2. Provost’s report – including Q&A about re-opening scenarios
- 3. ASPSU report
- * 4. BC questions to FADM and Annual Report
- § 5. Report to Board of Trustees on Administrative Leadership
- 6. Annual Report of Academic Quality Committee (with appendices) – *Consent Agenda*
- 7. Annual Report of Academic Requirements Committee – *Consent Agenda*
- 8. Annual Report of Graduate Council – *Consent Agenda*
- 9. Annual Report of Institutional Assessment Council – *Consent Agenda*
- 10. Annual Report of Intercollegiate Athletics Board – *Consent Agenda*
- 11. Annual Report of Undergraduate Curriculum Committee – *Consent Agenda*
- 12. Annual Report of University Writing Council – *Consent Agenda*

H. Adjournment

DIVISIONAL CAUCUSES
 TO CHOOSE MEMBERS OF COMMITTEE ON COMMITTEES:
 COTA, SB, MCECS, CLAS-SS, CUPA, OI, AO
 Possibly others TBA

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

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

- A.2. Minutes for 4 May 2020 – *Consent Agenda*
- A.3. May Senate actions & OAA response – *Consent Agenda*
- E.1.a-b. Curricular proposals (summaries) – *Consent Agenda*
- E.2. Business Minor in Real Estate Property Management
- E.3. Undergrad. Cert. in Real Estate Property Management
- E.4. Undergrad. Cert. in Transformative Messaging
- E.5. Undergrad. Cert. in Women’s Leadership
- E.6. Undergrad. Cert. in Campaigning to Win a U.S. Political Campaign
- E.7. GC proposal on sharing credits between graduate certificates
- E.8. USC proposal on gen. ed. policy for transfers with > 135 credits
- E.9. ASC proposal on non-COTA courses used for FPA credits
- E.10. EPC memo on budget cuts and education policy
- E.11.a-c. Documents on CI contract
- E.12.a-c. APRG proposal and appendices
- E.13. AHC-AR proposal
- G.4.a. BC questions to FADM
- G.4.b. BC Annual Report
- G.7.a-d. AQC Annual Report & appendices – *Consent Agenda*
- G.7. ARC Annual Report – *Consent Agenda*
- G.8. GC Annual Report – *Consent Agenda*
- G.9. IAC Annual Report – *Consent Agenda*
- G.10. IAB Annual Report – *Consent Agenda*
- G.11. UCC Annual Report – *Consent Agenda*
- G.12. UWC Annual Report – *Consent Agenda*

§Background documents forthcoming:

- E.14. DAC-CRRDF recommendations
- G.5. Report to BoT

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2019-20

STEERING COMMITTEE

Isabel Jaén Portillo, Presiding Officer

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

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

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

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

FACULTY SENATE ROSTER (61)

College of the Arts (4)

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

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

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

College of Liberal Arts & Sciences—Sciences (7)

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

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

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

The School of Business (4)

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

College of Education (4)

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

Maseeh College of Engineering & Computer Sci. (5)

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

Library (1)

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

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

School of Social Work (4)

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

College of Urban and Public Affairs (5)

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

Other Instructional (3)

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

All Others (9)

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

Newly elected senators in italics

* Interim appointment

† Member of Committee on Committees

Date: 27 April 2020

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2020-21

STEERING COMMITTEE

Michele Gamburd, Presiding Officer

_____, Presiding Officer Elect • Isabel Jaén Portillo, Past Presiding Officer

Elected Members: Jill Emery (2021) • Jon Holt (2021) • _____ (2022) • _____ (2022)

Ex-Officio Members: Rowanna Carpenter, Senior IFS Rep. • Yves Labissiere, Faculty Member of Board of Trustees
_____, Chair, Committee on Committees • _____, Secretary to the Faculty

FACULTY SENATE ROSTER (60)

College of the Arts (4)			Maseeh College of Engineering & Computer Sci. (5)		
<i>Berrettini, Mark</i>	FILM	2023	Anderson, Tim	ETM	2021
* <i>Borden, Amy E.</i>	FILM	2022	Chrzanowska-Jeske, Malgorzata	ECE	2021
<i>Heilmair, Barbara</i>	MUS	2023	Duncan, Donald	ECE	2022
Magaldi, Karin	TA	2021	<i>Dusicka, Peter</i>	CEE	2023
College of Liberal Arts & Sciences—Arts & Letters (6)			Feng, Wu-chang	CMP	2022
<i>Clark, Michael</i>	ENG	2023	Library (1)		
<i>Cortez, Enrique</i>	WLL	2023	† <i>Mikulski, Richard</i>	LIB	2023
† <i>Greco, Gina</i>	WLL	2021	School of Public Health (2)		
Holt, Jon	WLL	2021	* <i>Izumi, Betty</i>	CH	2021
Limbu, Bishopal	ENG	2022	† <i>Labissiere, Yves</i>	CH	2022
† <i>Thorne, Steven</i>	WLL	2022	School of Social Work (4)		
College of Liberal Arts & Sciences—Sciences (7)			<i>Chorpenning, Matt</i>	SSW	2023
<i>Cruzan, Mitch</i>	BIO	2023	May, Edward	SSW	2021
Eppley, Sarah	BIO	2022	† <i>Oschwald, Mary</i>	RRI	2022
Fountain, Robert	MTH	2021	<i>Smith, Gary</i>	SSW	2023
<i>Goforth, Andrea</i>	CHE	2023	College of Urban and Public Affairs (5)		
† <i>Jedynak, Bruno</i>	MTH	2022	<i>Clucas, Richard</i>	PS	2023
† <i>Lafferriere, Beatriz</i>	MTH	2022	<i>Erev, Stephanie</i>	PS	2023
Thanheiser, Eva	MTH	2021	* <i>Ito, Hiro</i>	ECN	2021
College of Liberal Arts & Sciences—Social Sciences (6)			Kinsella, David	PS	2022
<i>Ajibade, Jola</i>	GGR	2023	* <i>Tinkler, Sarah</i>	ECN	2021
Fritz, Charlotte	PSY	2021	Other Instructional (3)		
Gamburd, Michele	ANT	2022	<i>Carpenter, Rowanna</i>	UNST	2023
Meyer, Claudia	SPHR	2021	Lupro, Michael	UNST	2021
<i>Padin, José</i>	SOC	2023	Newlands, Sarah	UNST	2021
† <i>Reitenauer, Vicki</i>	WGSS	2022	All Others (9)		
The School of Business (4)			Broussard, Scott	ACS	2021
Hansen, David	SB	2021	Flores, Greg	ACS	2022
Loney, Jennifer	SB	2022	<i>Gómez, Cynthia</i>	DMSS	2023
<i>Raffo, David</i>	SB	2023	Harris, Randi	OAI	2022
Sanchez, Becky	SB	2022	<i>Hunt, Marcy</i>	SHAC	2023
College of Education (4)			Ingersoll, Becki	ACS	2021
† <i>Farahmandpur, Ramin</i>	ELP	2022	Kennedy, Karen	ACS	2022
* <i>Guzman, Andres</i>	COE	2021	<i>Law, Anna</i>	ACS	2023
<i>Kelley, Sybil</i>	ELP	2023	Matlick, Nick	REG	2021
Sugimoto, Amanda	C&I	2021			

Newly elected senators in italics

* Interim appointment

† Member of Committee on Committees

Date: 24 May 2020

EX-OFFICIO MEMBERS OF FACULTY SENATE, 2019-20

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

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

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

**Minutes of the Portland State University Faculty Senate Meeting, 4 May 2020
(On-Line Conference)**

Presiding Officer: Isabel Jaén Portillo

Secretary: Richard Beyler

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

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

Senators absent: Dimond

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

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

1. **Minutes** from **6 April 2020** were **approved** as part of the *Consent Agenda*.
2. OAA response to Notice of Senate Actions for April [**May Agenda Attachment A.2**] was **received** as part of the *Consent Agenda*.
3. The move of C. Discussion to follow D.2, and the rule that items may be postponed at the Presiding Officer's discretion were **approved** as part of the *Consent Agenda*.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

JAÉN PORTILLO announced the Faculty Forum on May 18th, to discuss the Senate report to the Board of Trustees on administrative leadership, review of administrators, program reorganization and long-term strategy, and our current financial situation.

JAÉN called on PODRABSKY, who said he was working on a set of guiding principles for re-opening research operations on campus, which he hoped circulate soon for faculty input; he also intended to hold a town hall meeting on the subject. The return to on-campus research will be gradual, and we will have to make decisions on who comes back first. The university's values and safety for everyone should of course drive the decision.

2. Announcements from Secretary

BEYLER reminded colleagues of the Faculty elections ballot, due on Friday the 8th.

NOMINATIONS FOR PRESIDING OFFICER ELECT. JAÉN reviewed the position: after a year as POE, with one course release, the POE becomes Presiding Officer, with three course releases, and thereafter Past Presiding Office. All of these are also members of Steering Committee. The POE often joins the PO in meetings with the President and Provost. Vicki REITENAUER was nominated from the floor.

D. UNFINISHED BUSINESS [*Change in agenda order: C. Discussion, moved to follow D.2.*]**1. Proposed Open Access Policy (AHC-OAP) – postponed from April**

Michael CLARK, co-chair of the Ad-Hoc Committee on Open Access Publication, reviewed their report [**May Agenda Attachment D.1**]. He thanked co-chair Karen BJORK for her extensive work, as well as EMERY for her contributions. It was valuable to have librarians, on the front line of this issue, as members of the committee.

CLARK emphasized the principles behind the recommendation. It has become the standard for universities to have such policies. The committee saw access to intellectual energies and creations to be a social justice issue. It creates a larger intellectual community, and makes PSU's resources available to everyone. We are a public institution, he stated, so we should regard a large part of our products as public goods.

CLARK also noted that the report responds to needs articulated by many faculty. Another practical consideration is that an open access policy helps the Library negotiate better rates when acquiring databases and other materials. A final point that came to the attention of the committee, he continued, is that many students will, once they graduate, no longer have access to our intellectual property or databases. There were reports of former students who were working at a non-profit or company where this would be helpful to them, or who had moved elsewhere but wanted to participate in a research project they started at the University. This recommendation seeks a practical solution.

CLARK recognized the concerns, chief among them copyright. As a copyright lawyer he did intellectual property work. He emphasized that faculty will always retain copyright unless they give it to someone else. Currently when you, say, publish in a journal, the journal takes the copyright or has an agreement about licensing. That is a different issue than open access. Faculty can choose to participate or not; they can opt-out at any time.

Such a policy is standard and many institutions, CLARK said, such as OSU, University of Washington, and IUPUI. They read these policies carefully and overlaid them on PSU's circumstances, taking and modifying what was useful. The proposal is not a radical gesture; in fact we are a little behind on this issue.

MAY/JEDYNAK **moved** that Faculty Senate adopt the policy recommended by the Ad-Hoc Committee on Open Access Publication on page 2 of their memorandum to Faculty Senate dated 15 March 2020 [**May Agenda Attachment D.1**].

HANSEN asked about the term "irrevocable license": what did this mean in view of CLARK's statement that faculty could opt-out [at any time]? There did not seem to be language to allow that; "irrevocable" seems contradictory to the ability to opt-out. CLARK replied that there was a provision in the document allowing opt-out. HANSEN had seen this answer in the FAQs [pp. 3ff. of **Attachment D-1**], which are not binding, but not in the policy itself. It becomes a moving target. It can't both be irrevocable and provide faculty with an opt-out possibility. JAÉN asked if this was a proposal for an amendment. HANSEN said he was not sure how to craft the language.

CLARK, upon reflection: the principle was that once the license is granted, it is general and can't be revoked willy-nilly in particular circumstances. It can't be: "I give the license to you, but not to the guy across the street." There needs to be uniformity. Does

this mean the opt-out has be up front? That’s a legitimate question. HANSEN said that this implied that once you were in [use of the policy] you could not get out.

EMERY said that an important consideration is that once something is placed in the Library’s repository, it becomes difficult if someone then wants to take it out—say, if they move to a different institution. It creates problems with the scholarly record. Maybe we could address the problem with different language.

GAMBURD recognized BJORK, who said that the intent of the waiver came into play at the deposit of the article. She agreed with EMERY that irrevocability was important because of the archiving system and the need for long-term preservation of the scholarly record. It remains the faculty member’s decision to participate. HANSEN wondered if consequently faculty would end up opting-in by default rather than by choice.

GAMBURD understood that there was some feeling of urgency in the Library about this policy. EMERY: yes. They were currently negotiating six-figure licensing agreements with publishers. This language would be useful to show that faculty are backing what they want to achieve in these negotiations.

JAÉN saw [in the chat] a motion to postpone, but that she understood that HANSEN had earlier intended an amendment to clarify language about opting-in or opting-out.

CLARK, reverting to the earlier discussion, said that ‘irrevocable’ is a term of art which has a specific, narrow meaning in this context. It is mean to ensure that a non-exclusive license has validity and force, and is not just a whimsical gesture. He agreed that there is some urgency—that we are a little late on this issue. UofO is working on a policy right now; OSU already has a policy, and their language is similar.

THORNE said it is important to consider individual rights, but also believed that, philosophically and morally, as knowledge producers in a public institution we had an obligation to contribute to the greater good. He wanted to think about global and societal benefit, and for this reason thought the language was appropriate.

HANSEN/CRUZAN **moved to amend** that Senate endorse the policy [on p. 2] with the insertion of the word “may” before the word “grant” in the first line, thus:

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

The **amendment** was **approved** (47 yes, 4 no, 5 abstain, recorded by on-line survey; due to technical difficulties, one vote was recorded by email).

The main **motion as amended** to endorse the policy stated in **Attachment D-1** was **approved** (56 yes, 0 no, 1 abstain, recorded by on-line survey).

2. **Interim Report from Budget Committee – *postponed from April***

JAÉN introduced the topic, noting that after the Budget Committee [BC] co-chairs summarized their report, there would be discussion [**agenda item C**, moved to follow **D.2**] and additional opportunity at the Faculty Forum on the 18th.

CRUZAN pointed out two documents. The first [**May Agenda Attachment D.2.a**] was written before the pandemic crisis and related specifically to the tuition increase. The memo to the Tuition Review Advisory Committee was motivated by our budget principles and focused on maintaining a quality educational experience in a challenging financial environment. It was originally framed around the idea that the increase might exceed the 5% state threshold; in the meanwhile the TRAC recommendation to the Board of Trustees was in the range of 4.9%.

BOYCE reported on BC's in the integrated planning for enrollment and budget [IPEB] process. Committee members meet with deans and directors to learn about enrollment projections and budgeting for next year. This process was not yet finished, but the high-level findings so far were summarized in the second memo [**May Agenda Attachment D.2.b**]. They were looking at budget cuts across units and the different ways units are planning to meet their budgets. There is uncertainty about timing due to the COVID-19 situation. The committee is continuing to meet with the University's budget leadership.

C. **DISCUSSION – PSU's financial situation and future**

JAÉN asked the VP for FADM to give a further update. REYNOLDS said he had met with BC and was considering a set of questions they had asked. In the meanwhile, he could talk about the current situation and the impact of COVID-19. There is approximately a \$15 million loss in revenue across the University. The largest portion of this loss is about \$4.6 million from student housing. Parking charges have lost about \$2.8. Closing the Campus Recreation Center and no longer charging the recreation fee is about \$1 million; University Place hotel operations, \$1.3 million. Those are the biggest numbers. There are also some savings in utilities, etc., amounting to about \$4.8 million. This gives a net loss of about \$10.5 million through the end of the fiscal year, though things are changing on a regular basis.

REYNOLDS looked at next year's budget. It is not set in stone. They have received budget-plus-zero responses from each division; these numbers were from before [the pandemic]. They were built with \$11 to \$13 million of reserves, split about 50-50 between central and divisional reserves. That is a short-term solution. Unless we have very rapid [enrollment] growth or increase in state allocation, we have to identify \$11 to \$13 million of reduction beyond this one-time solution. They have been collecting management spending plans and reserve spending plans, in addition to building the budget. Final numbers coming in over the weekend were around \$9 million. That, in addition to the planned \$11 to \$13 million, gives about \$20 million in reserve spending. This is a high number, more than what the Board had approved. So additional analysis needed of a spending plan on top of use of reserves.

REYNOLDS noted that these plans haven't yet taken into account changes due COVID-19 which are really unknown. The two largest unknowns are state funds and enrollment, and we

likely won't have clarity about these for several months. Possible variance in both is extremely large, alongside what might happen with salaries, student housing, Rec Center, etc.

REYNOLDS said that today HECC [Higher Education Coordinating Commission] asked them for data on what a 17% reduction would look like—that is, an \$18 million cut to allocation next year. This was not built into the budget-plus-zero plans. The back-of-the-envelope calculation they sent back was this would represent about 180 positions or a 20% tuition increase on top of the previous 5%, not accounting for enrollment declines. Or there could also be some kind of compensation decrease for all employees, or some combination of all of the above. Each university is providing a general scenario of this kind. We don't yet know if the number will actually be \$18 million, or more, or less.

It appears that the state revenue forecast, REYNOLDS said, might be around a \$3 billion shortfall from \$20 million, so more than a 10% decrease, versus a \$600 million fund balance at the end of last year. The state's rainy day fund is about \$3 billion, so the majority of the reserve fund would be quickly gone. The state does have CARES act funding, but according to federal guidelines it can only be used for increased costs, not backfill. There will be revenue forecasts in September and December, and it's really the latter that the governor uses to build the recommended budget. So it may be late until we get any clarity about the next biennium. There may be a special [legislative] session in late July.

In terms of enrollment, REYNOLDS added, there had been new questions; right now we don't have any clarity about any possible changes.

FARAHMANDPUR shared a breakdown of Oregon's rainy-day fund. The expectation is a gap of about a \$600. He didn't think the government would use reserves to offset the budget.

GAMBURD asked about [emergency] funding from the federal government, half for students and half for the institution. REYNOLDS said that the process for the half going to students was underway, with about 2000 applications. For the remaining funds, they were looking for clarity from the federal government about any restrictions on their use. The intention is to look at places where we have lost revenue and incurred costs because of the pandemic—for example, purchasing of computers. The Incident Management Team was looking into purchasing thousands of masks. The Registrar and Provost were looking into radically changing our classrooms. In areas where we've lost revenue, we need to maintain liquidity. He was working with BC for input on what to do with around \$8 million in institutional funds.

E. NEW BUSINESS *[Return to regular agenda order]*

1. Curricular proposals – *Consent Agenda*

The new courses, changes to courses and programs, and elimination of program (Creative Industries Minor in COTA) listed in **May 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 – **SPH retroactive curricular review** (SPH via GC)

EMERY / KARAVANIC **moved** approval of the new courses in SPH, as summarized in **May Agenda Attachment E.2** and given in full in the [Online Curriculum Management System \[OCMS\]](https://www.pdx.edu/academic-affairs/online-curriculum-management-system-ocms),* with effect retroactive to the 2016-17 academic year.

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

JAÉN: this is another in a series of retroactive approvals in SPH. GAMBURD: is the last installment? LOIKITH: yes, with the program proposal, next on the agenda.

The **course proposals** summarized in **Attachment E.2** were **approved** (54 yes, 1 no, 1 abstain, recorded by on-line survey).

3. New Program: Master of Public Health in Public Health Practice – SPH retroactive curricular review (SPH via GC)

KARAVANIC / WATANABE **moved** approval of the proposal for the new program in SPH, Master of Public Health in Public Health Practice, as summarized in **May Agenda Attachment E.3** and given in full in [OCMS](#),* with effect retroactive to the 2016-17 academic year. The **MPH in Public Health Practice** summarized in **Attachment E.3** was **approved** (54 yes, 1 no, 1 abstain, recorded by on-line survey).

4. New Program: Graduate Certificate in Music Performance (COTA via GC)

AJIBADE / MAY **moved** approval of the proposal for the new program in COTA, Graduate Certificate in Music Performance, summarized in **May Agenda Attachment E.4** and given in full in [OCMS](#).* The **Graduate Certificate in Music Performance** summarized in **E.4** was **approved** (unanimously, recorded by on-line survey).

5. New Program: Undergraduate Certificate in World Language Pedagogy (CLAS via UCC)

EMERY / THORNE **moved** approval of the proposal for the new program in CLAS, Undergraduate Certificate in World Language Pedagogy, as summarized in **May Agenda Attachment E.5** and given in full in [OCMS](#).* The **Undergraduate Certificate in World Language Pedagogy** summarized in **Attachment E.5** was **approved** (56 yes, 1 no, 0 abstain, recorded by on-line survey).

6. Procedures for elimination or suspension of programs (EPC)

JAÉN observed that this item was very important in the context of conversations she had been in regarding the future of our programs and organizations. She called on the co-chair of the Educational Policy Committee [EPC].

SAGER said that EPC had been working on this issue quite a bit this year. The concern was about programs which were put on a moratorium, or in which admissions were suspended, along with concern about future elimination of units. The committee tried to do a couple of things in these documents [**May Agenda Attachment E.6**]: make sure that any suspensions or eliminations are governed by principles of shared governance, and that Faculty Senate and any relevant committees are aware of any plans to eliminate or suspend programs so that stakeholders have a chance to weigh in.

Among the concerns, SAGER specified, was that suspensions might turn into de facto eliminations. They wanted to ensure oversight to make sure this did not happen.

EPC had concluded that there are good procedures in place for creating and altering programs, but maybe not rigorous procedures for elimination or suspension. They were

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

therefore suggesting a more rigorous process when there is a proposal to eliminate a unit, so that all stakeholders have a stake in the process and so that it is documented.

WATANABE / THORNE **moved** the **resolution** stated in **May Agenda Attachment E.6**, approving the changed and new forms and procedures specified in that document.

BEYLER clarified that in this context ‘program’ is a term relating to curriculum: an academic program with a designated set of courses and a designated outcome such as a degree. This could be confusing because there are also units named programs; however, here ‘program’ is not an organizational unit but a curricular term.

JAÉN remarked that EPC had been working on this throughout the year, and it had undergone several different stages.

AJIBADE was confused about the ‘program’ terminology which seemed to have multiple interpretations, and worried that it could be misunderstood. Could it be made more precise? SAGER acknowledge that this was something they had struggled with. The problem is inconsistency across PSU about how we describe the different programs, units, and things we do. They were unable to find precise terminology that covered all the cases they were looking at [but only those cases]. If there is a specific modification that will clarify matters, he would be happy to consider it.

JAÉN pointed out that there is a definition of ‘program,’ similar to the Secretary’s statement, in **Attachment E.6**, p. 4: “a sequence of courses, activities, and/or experiences constituting a field of study culminating in a credit-based degree, certification, minor, track, specialization, concentration, or focus.” AJIBADE said this clarified the issue.

BEYLER: to clarify further, a given department or unit might have multiple programs, either graduate or undergraduate, or different tracks within a degree. Also, a interdisciplinary program might be supported by multiple departments. The definition for purposes of this document is the one given on p. 4.

AJIBADE: so the caveat is that this procedure [for a ‘program’] does not apply to a unit that has that name. JAÉN: only a program as defined in the document. SAGER: yes.

WATANABE asked to whom is a proposal submitted, after it is prepared by members of a unit and the unit head? SAGER: it goes to the department or division chair or other lead, the school or college curriculum committee, the dean of the graduate school [if apropos], and the provost. Plus EPC is notified.

PALMITER had understood that the process would be similar to that for creation of programs or courses, which goes through UCC or Grad Council, but looking at the form she did not see that it would go through UCC or Grad Council. SAGER: are we talking about elimination or suspension? PALMITER was referring to the first form [elimination]. There is an asterisk—is that where it is considered? Her concern is for other programs, or units, who might have [the included courses as] electives, to have some input. CARPENTER pointed out that on p. 5 there is a statement; this is on the moratorium. There are two different things: would eliminate a structural unit, and one halts admissions to programs, pp. 5-7. There it does say the proposal will be reviewed by UCC and Grad Council. PALMITER: what is the current policy in terms of suspension or moratorium? SAGER: there is none. The document on elimination is basically the document we had [before] with a similar set of approvals, expanded so there would be

more information and more people informed. The moratorium [process] is new. PALMITER agreed we needed a policy, but recommended that it be made obvious that the process goes through UCC or Grad Council for more input from other units.

[Without objection, there was a typographical correction at one point in the document: on p. 4, inserting a comma after “courses” in the definition of programs.]

The **resolution** to approve the policy in **Attachment E.6** was **approved** (51 yes, 0 no, 2 abstain, recorded by on-line survey).

7. Extending charge of Ad-Hoc Committees: Interdisciplinary Teaching & Research; International Collaborations; Undergraduate Research Opportunities (Steering)

JAÉN indicated that the next item was a vote to extend the charge of the current ad-hoc committees because of their difficulties completing the work this spring. BEYLER said one committee made such a request, and we thought to make it systematic.

WATANABE / KARAVANIC **moved** the extension of the charge of the Ad-Hoc Committees on Interdisciplinary Teaching and Research, International Collaborations, and Undergraduate Research Opportunities, as stated in **May Agenda Attachment E.7**. The **motion** was **approved** (54 yes, 1 no, 0 abstain, recorded by on-line survey).

8. Move of Intensive English Language Program to Office of International Affairs (EPC, BC, Steering)

JAÉN provided background to the next item: EPC, following procedures for the transfer of academic units, had approved the administrative move of the Intensive English Language Program to the Office of International Affairs [**May Agenda Attachment E.8.a**]. Steering Committee was now asking Faculty Senate to consider a memo submitted by BC [**Attachment E.8.b**], which requests that timely information be provided to BC and Senate about any changes to budgeting for IELP for fiscal year 2021.

[Without objection, Attachment E.8.b was edited to place a comma before “IELP/OIA” in paragraph 3, line 2.]

AJIBADE / WATANABE **moved** the **resolution** given in **May Agenda Attachment E.8.b**. The **resolution** was **approved** (unanimously, recorded by on-line survey).

F. QUESTION PERIOD – none

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. President’s report

PERCY thanked REYNOLDS for his work on budget issues. He promised to be as transparent as possible, but there are many moving parts and unanswered questions. We are modelling different scenarios. He and REYNOLDS would work with BC and the other Faculty committees as they go through the process, including over the summer.

PERCY reiterated that there had been about 2000 applicants for student CARES funding. Our students have needs for food, housing, technology, health care, child care, and many other issues, and so we are glad to have these funds. It won’t meet all the needs, but hopefully well do something to help.

A sad and difficult day, PERCY continued, was when he announced temporary reductions for some colleagues who were unable to work remotely. They worked with SEIU to protect as many benefits as possible in an extended benefits program, for those who leave without pay. They are then able to take advantage of state and federal unemployment [insurance]. Keeping health care benefits was important; they also maintain seniority and keep the tuition benefit, and can use any accrued sick leave or other leave provisions. We hope to get them back when we begin non-remote operations.

Top executives—deans, vice presidents, provost, and himself—had taken six-month pay reductions effective last Friday, PERCY said. They are working with the PSU Foundation to expand the resilience fund, and would be sending a message to faculty about that. The Foundation reported that they have so far raised about \$200,000 for emergency funding, more than any other university in the state.

Foundation President Bill BOLDT announced that he will be retiring effective June 30th, PERCY said, and the Foundation's Board of Trustees had named Sarah SCHWARZ as the incoming president.

PERCY also announced that Ame LAMBERT had accepted the appointment as Vice President for Global Diversity and Inclusion, starting at the end of August. She had been a very strong candidate, and he was excited by this opportunity. Julie CARON had been providing fantastic leadership during the interim. He was very cognizant of the Senate resolution [on diversity, equity, and inclusion, **March Agenda Attachment E.9**].

As everyone knows, PERCY said, summer will be all remote. Work is ongoing to figure out fall. He thanked faculty for their great work in remote instruction. There are two or three efforts to try to understand the experience; these are not to evaluate anybody or any program, but to see what we're learning and how it might affect instruction.

2. Provost's report – not delivered due to technical difficulties

JEFFORDS announced that PSU is ranked in the top five in the country for undergraduates receiving Boren Scholarships—six, which puts us in the company of the University of Florida and the University of Maryland-Baltimore County, and just behind the University of Chicago. She congratulated the students, but also the mentors and advisors. It's a wonderful opportunity to wave the PSU flag.

On the continued search for the Dean of CLAS, JEFFORDS reminded senators that the search committee recommended proceeding with an internal search to find some completion around leadership. The equivalent of “airport interviews” were held last weekend. There will now be three candidates formally presented to the campus for consideration. They are trying to follow the same process they would for in-person interviews and meetings with constituent groups.

As part of the process when deans complete their first term and are up for consideration of reappointment, the review of Cliff ALLEN (SB) had recently been completed. JEFFORDS characterized it as extraordinarily successful, with many positive things said. He has been formally reappointed for another term. Another dean whose reappointment is due for consideration is Leroy BYNUM; she had announced this to the COTA faculty, and the review process is underway.

JEFFORDS was grateful to JAÉN, GAMBURD, and Senate leadership for joining in opening a conversation about program reorganization. She looked forward to hearing what the Senate has to say about that. It is an important and timely conversation.

Regarding the University's response to COVID-19, JEFFORDS noted that the Incident Management Team is navigating the response of the entire University. As part of that, a committee is focused on academic continuity. That group includes the deans and other academic leaders, as well as the Presiding Officer and Presiding Officer Elect.

Summer term will be conducted remotely, JEFFORDS said. The schedule for fall has just gone out, and enrollment has started, and we are considering how we will be teaching in the fall. The virus teaches us all from one day to the next, so we don't know. Even if we can be surprised, we should prepare to the best of our ability. She has set up a subcommittee, chaired by Cindy BACCAR, to develop scenarios for the resumption of face-to-face instruction—probably not business as usual. Or we might be entirely remote, or somewhere in between. This working group will report back, she believed, by the 23rd, and she would the scenarios with appropriate Faculty committees and this body.

There have been multiple surveys, JEFFORDS continued, to try to understand how students are experiencing the remote learning environment. About 34% of students experienced challenges with technological access, mostly reliable internet access. 82% reported challenges in making the transition to remote learning, such as the format and distractions in the location from which they participate. The majority say they still prefer face-to-face instruction. Some indicated difficulties with instructors who are unfamiliar with the technology. She knew that everyone was doing the best they can; the survey went out the first week of spring term, and we are all getting better at it by now. About 13% of students wanted to speak to somebody directly; we have subsequently connected each of those students to somebody who can answer their questions. Another interesting aspect is that increasingly students are interested to have continuing options available. She therefore wanted to find opportunities over the summer to support faculty in enhancing the online accessibility of degree programs.

GRECO said that as department chair she heard from faculty who were struggling—single parents, people who are homeschooling. There were parents who were filming classes after the kids go to bed so there is no disruption, and sleeping four to six hours a night. People are rising to the occasion, but it is unsustainable. We have to keep moving in this direction as long as the virus requires it, but she was worried about messaging to students that it will be better in the summer. Her faculty were saying: I'm just trying to get to midnight when the kids will maybe go to sleep, so that I can film my class for tomorrow; I can't think about summer. She hoped that we could tamp down expectations and let students know that we're human, too.

JEFFORDS appreciated the comments, and was in awe of what the faculty had done to make the transition so quickly, in ways that are by-and-large effective. 75% of students in the survey said that class was going OK; they were very positive and appreciative of the work faculty are doing. They [also] did not want it sustained for a long time; they joined the faculty in saying, this is not the condition in which they would like to have an extended component of their education. Some might say: I'll come back when you resume face-to-face instruction. It's not everyone's ideal learning environment. She gave

extraordinary credit to the faculty for their work, and thought that students are appreciative as well. She admired those who were doing this work while taking care of families and supporting learners in their own household. It's an extraordinary comment on the community and commitment of faculty.

FARAHMANDPUR had a question for PERCY: were university presidents involved with HECC [Higher Education Coordinating Commission] about re-opening plans? He understood that there was a draft plan anticipating opening in September. PERCY said that he had been very involved with other presidents, and that HECC had been coordinating some work on behalf of the state.

He asked JEFFORDS to say something about the Provosts Council. She said that the Council was coordinating a statewide plan for re-opening that they could share with HECC, to enable them to understand how we would like to re-open rather than have HECC tell us what they perceive. It is a comprehensive plan, well done by the heads of the incident management teams of all the public institutions, looking at residence halls, facilities, classrooms. The document is clear that for steps towards re-opening to take place, certain criteria have to be met, such as reduction of incidence of the virus and of hospitalizations, and increased access to masks and other ways to prevent transmission. Not all universities will move forward at the same pace. The provosts have insisted that we simply cannot all be held to the same timeline. Some counties may have capacity for testing and reductions in transmission that would enable them to open, but others not, and this will affect the universities in those counties. Implementation would be at the county level, depending on the conditions in each region.

FARAHMANDPUR: do we have a contingency plan for September if some faculty and students might be fearful of coming back on campus? JEFFORDS: this is a question the working group is considering. Do we have flexibility if students are uncomfortable or have health conditions that put them at higher risk? Is there a mechanism for participation remotely through lecture capture and so on? The same might hold true for faculty.

IZUMI echoed and supported GRECO's comments. THIEMAN wanted to acknowledge the huge burden that everyone is carrying, and hoped that there was the grace not expect us to be miracle workers. The same went for staff and students. JEFFORDS agreed.

HANSEN observed that either faculty or students may be reluctant to come back to in-person classes because of secondary health issues, etc. Furthermore, some students are not allowed to take remote classes—for example, a veteran, with whom he made arrangements to work separately, or some scholarship students from the Middle East and elsewhere. [It seems that] if there is a potential reasonable health threat, or until there is a vaccine or things are really under control, remote delivery will be part of the new normal, for reasons that are unrelated to what is the best delivery mode.

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

3. Annual Report of Honors Council [May Agenda Attachment G.3]

4. Annual Report of Scholastic Standards Committee [May Agenda Attachment G.4]

H. ADJOURNMENT

The meeting was **adjourned** at 5:21 p.m.

Attachment A.3

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



To: Susan Jeffords, Provost
From: Portland State University Faculty Senate
(Isabel Jaén Portillo, Presiding Officer; Richard Beyler, Secretary)
Date: 5 May 2020
Re: Notice of Senate Actions

At its regular meeting on 4 May 2020 (held as an on-line conference), Faculty Senate **approved** the curricular consent agenda with the new courses, changes to courses, and changes to programs listed in Attachment E.1 to the May Agenda.

05-11-2020: OAA concurs with the approved curricular consent agenda with the new courses, changes to new courses, and changes to programs.

Faculty Senate also **voted to approve**:

- A Faculty Policy on Open Access Publication as proposed in the memorandum of the Ad-Hoc Committee on Open Access Publication to Faculty Senate, dated 15 March 2020 (Attachment D.1), as amended to insert the word “may” before “grant” in the first line of the policy statement on page 2;

05-11-2020: OAA concurs with the proposed amendment to first line of policy statement.

- New courses in the School of Public Health as listed in Attachment E.2, with effect retroactive to the 2016-17 academic year;

05-11-2020: OAA concurs with the new courses in the School of Public Health.

- A new program in the School of Public Health, the Master of Public Health in Public Health Management in the School of Public Health, as summarized in Attachment E.3, with effect retroactive to the 2016-17 academic year;

05-11-2020: OAA concurs with the new program in the School of Public Health.

- A new program in the College of the Arts, the Graduate Certificate in Music Performance, as summarized in Attachment E.4;

05-11-2020: OAA concurs with the new program in College of the Arts.

- A new program in the College of Liberal Arts and Sciences, the Undergraduate Certificate in World Language Pedagogy, as summarized in Attachment E.5;

05-11-2020: OAA concurs with the new program in the College of Liberal Arts and Sciences.

- Procedures for the elimination of academic units or a moratorium (suspension) on admission to a program stated in a memorandum from Educational Policy Committee to Faculty Senate, dated 16 April 2020 (Attachment E.6);

05-11-2020: OAA concurs with the new procedures.

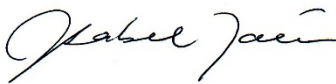
- An extension until fall 2020 of the charges of the Ad-Hoc Committees on Interdisciplinary Teaching and Research, International Collaborations, and Undergraduate Research Opportunities;

05-11-2020: OAA concurs with the extension.

- A resolution, as given in Attachment E.8, calling on the Intensive English Language Program / Office of International Affairs transition team to provide timely information to the Budget Committee and to Faculty Senate on the changes to budgeting for IELP in consequence of its administrative move to OIA.

05-11-2020: OAA concurs with the resolution.

Best regards,



Isabel Jaen Portillo
Presiding Officer



Richard H. Beyler
Secretary to the Faculty



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

13 May 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: June 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) to access and review proposals: <https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>

School of Business

New Courses

E.1.a.1

- *RE 532 Multifamily Property Management, 4 credits
Gives students an overview of multifamily property management, including operations, maintenance, management and leasing of various types of apartment communities. The course will cover fundamental components of the human resources function for apartment communities, an overview of accounting and budgeting skills needed to meet a property owners' goals, fair housing laws, key components of a maintenance plan, and fundamental marketing tools and analysis for multifamily properties.

E.1.a.2

- *RE 533 Commercial Property and Asset Management, 4 credits
Explores management of different classes of commercial real estate including office, retail, and industrial as well as management of a portfolio of real estate assets. Students will gain an understanding of the following areas of commercial property and asset management: financial/budgeting, facility, management, and legal. Discussions will cover leasing strategies and ways to enhance building value. Students will learn how to reposition an asset to increase its value and how to best use technology to manage assets.

College of Education

Elimination of Existing Program

E.1.a.3

- Graduate Certificate in Addictions Counseling

Maseeh College of Engineering and Computer Science

Changes to Existing Courses

E.1.a.4

- *CS 535 Accelerated Computing, 3 credits – change prerequisites

E.1.a.5

- CS 576 Computer Security, 3 credits – change title to Computer Security Research Seminar, change description, change instructional method

* 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

- CS 676 Computer Security, 3 credits – change title to Computer Security Research Seminar, change description, change instructional method

Drop Existing Courses

E.1.a.7

- CS 589 Principles of Database Systems, 3 credits

E.1.a.8

- CS 689 Principles of Database Systems, 3 credits

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.9

- M.A./M.S. in Anthropology – add new track and reduce credit totals of existing tracks

E.1.a.10

- Graduate Certificate in Engineering Geology – revise course requirements

E.1.a.11

- Graduate Certificate in Environmental Geology – revise course requirements

E.1.a.12

- Graduate Certificate in Hydrogeology – revise course requirements

New Courses

E.1.a.13

- G 650 Research Methods I – Reading, 4 credits
The goal of this course is to build your research skills around obtaining, using, and communicating scientific information. This course will help you to use scientific literature, understand the development of scientific argument, and communicate research ideas through writing and presentation. Prerequisite: Graduate standing.

E.1.a.14

- G 651 Research Methods II – Writing, 4 credits
Scientific writing involves understanding the components of a well-written product as well as the strategies for planning and maintaining good writing practice. The explicit goal of this course is to make significant progress on your writing. To meet explicit writing goal relevant to your course of study, students will work to develop and reflect on personal writing strategies, review the components of effective scientific writing, and create and evaluate scientific writing relative to best practices. Prerequisite: Graduate standing.

E.1.a.15

- *Mth 564 Numerical Optimization I, 3 credits
Fundamentals of unconstrained optimization, necessary and sufficient conditions, overview of numerical algorithms, rate of convergence, line search and trust-region methods. Gradient descent, conjugate gradient, Newton and quasi-Newton methods, nonlinear least-squares problems, Gauss-Newton and Levenberg-Marquardt methods, practical applications. This is the first course in a sequence of two: Mth 564 and Mth 565.

* 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.

Expected preparation: knowledge of a high-level programming language such as MATLAB, Python, R, or C/C++. Prerequisites: Mth 254 and Mth 261.

E.1.a.16

- *Mth 565 Numerical Optimization II, 3 credits
Theory of constrained optimization, equality and inequality constraints, Lagrange multipliers, Karush-Kuhn-Tucker (KKT) optimality conditions, penalty methods, quadratic and sequential quadratic programming, applications. This is the second course in a sequence of two: Mth 464/564 and Mth 465/565 which must be taken in sequence. Prerequisite: Mth 564.

School of Public Health

Change to Existing Program

E.1.a.17

- MPH Public Health Practice – slight change to two requirements

New Course

E.1.a.18

- *PHE 554 Maternal & Child Health, 4 credits
This course uses a discussion-based format to address maternal and child health as a public health issue. The course will emphasize the importance of the social, political, and economic contexts for maternal and child health. Ultimately, students in this course will be exposed to the major health issues facing mothers and children today and understand how politics and social norms affect maternal and child health.

Changes to Existing Courses

E.1.a.19

- Bsta 525 Introduction to Biostatistics, 4 credits – change description

E.1.a.20

- HSMP 575 Advanced Health Policy, 3 credits – change description

E.1.a.21

- HSMP 675 Advanced Health Policy, 3 credits – change description

E.1.a.22

- HSMP 580 Health Services Human Resources Management, 3 credits – change prerequisites

College of Urban and Public Affairs

Change to Existing Program

E.1.a.23

- Graduate Certificate in Collaborative Governance – reduce core by 1 course, increase elective courses to 2, reduce total credits from 16 to 15

Changes to Existing Course

E.1.a.24

- PA 564 Current Issues in Environmental Policy and Administration, 3 credits – change title to Environmental Policy and Administration, change 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.

13 May 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: June 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) to access and review proposals:

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

School of Business

New Courses

E.1.b.1

- Mgmt 310 Entrepreneurship for Sustainable Development, 4 credits
Examines the key concepts of environmental and social entrepreneurship with sustainable development goals (SDGs) as their guiding mission. We will use the SDGs as the foundational elements to consider how non-profits, social enterprises, and other companies attempt to address the goals through their various activities. Through these cases, we examine the assumptions behind economic growth, production and consumption, as well as the resulting economic models, power dynamics, opportunities and challenges. This course may be repeated once for credit.

E.1.b.2

- *Mgmt 432 Multifamily Property Management, 4 credits
Gives students an overview of multifamily property management, including operations, maintenance, management and leasing of various types of apartment communities. The course will cover fundamental components of the human resources function for apartment communities, an overview of accounting and budgeting skills needed to meet a property owners' goals, fair housing laws, key components of a maintenance plan, and fundamental marketing tools and analysis for multifamily properties. Prerequisite: BA 332U.

E.1.b.3

- *Mgmt 433 Commercial Property and Asset Management, 4 credits
Explores management of different classes of commercial real estate including office, retail, and industrial as well as management of a portfolio of real estate assets. Students will gain an understanding of the following areas of commercial property and asset management: financial/budgeting, facility, management, and legal. Discussions will cover leasing strategies and ways to enhance building value. Students will learn how to reposition an asset to increase its value and how to best use technology to manage assets. Prerequisite: BA 332U.

* 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.

Changes to Existing Courses

E.1.b.4

- ISQA 415 Database Management, 4 credits – change description and prerequisites

E.1.b.5

- ISQA 419 Web Application Development, 4 credits – change title to Application Development, change description and prerequisites

E.1.b.6

- ISQA 420 Systems Analysis and Design, 4 credits – change prerequisites

E.1.b.7

- ISQA 428 Principles and Practices of Information Security, 4 credits – change title to Privacy, Security and Ethics, change description and prerequisites

E.1.b.8

- *ISQA 481 Blockchain Fundamentals, 4 credits – update minimum passing grade from D- to C-

E.1.b.9

- *ISQA 482 Blockchain Fundamentals Lab, 2 credits – update minimum passing grade from D- to C-

E.1.b.10

- *ISQA 483 Blockchain in Business, 4 credits – update minimum passing grade from D- to C-

E.1.b.11

- *ISQA 484 Blockchain in Business Lab, 2 credits – update minimum passing grade from D- to C-

E.1.b.12

- *ISQA 485 Blockchain Uses and Applications, 4 credits – update minimum passing grade from D- to C-

E.1.b.13

- *ISQA 486 Emerging Topics in Blockchain, 2 credits – update minimum passing grade from D- to C-

Maseeh College of Engineering and Computer Science

Changes to Existing Courses

E.1.b.14

- *CS 435 Accelerated Computing, 4 credits – change prerequisites

E.1.b.15

- *CS 488 Cloud and Cluster Data Management, 4 credits – designate the course as programming intensive change and change course number to CS 488P

E.1.b.16

- ECE 413 Senior Project Development II, 2 credits – change prerequisites

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

College of Liberal Arts and Sciences**Change to Existing Programs**

E.1.b.17

- B.A./B.S. in Psychology – revision to statistics requirement to allow additional courses to fulfill the requirement

New Courses

E.1.b.18

- *Mth 464 Numerical Optimization I, 3 credits
Fundamentals of unconstrained optimization, necessary and sufficient conditions, overview of numerical algorithms, rate of convergence, line search and trust-region methods. Gradient descent, conjugate gradient, Newton and quasi-Newton methods, nonlinear least-squares problems, Gauss-Newton and Levenberg-Marquardt methods, practical applications. This is the first course in a sequence of two: Mth 464 and Mth 465. Expected preparation: knowledge of a high-level programming language such as MATLAB, Python, R, or C/C++. Prerequisites: Mth 254 and Mth 261.

E.1.b.19

- *Mth 465 Numerical Optimization II, 3 credits
Theory of constrained optimization, equality and inequality constraints, Lagrange multipliers, Karush-Kuhn-Tucker (KKT) optimality conditions, penalty methods, quadratic and sequential quadratic programming, applications. This is the second course in a sequence of two: Mth 464/564 and Mth 465/565 which must be taken in sequence. Prerequisite: Mth 464.

E.1.b.20

- Psy 320 Social Science Research Methods II, 4 credits
Introduction and application of statistical modeling to psychological data. Guidance and practice in the interpretation and reporting of common statistical tests and software use. Topics include descriptive statistics, comparisons of means among groups, relations among variables, statistical model specification with multiple predictors, and the analysis of categorical data. Prerequisite: Stat 243 or Soc 396.

E.1.b.21

- Psy 450 Psychopharmacology, 4 credits
How do drugs affect us? Discover the structure and function of the nervous system, techniques used to study drug actions and effects, and the specific molecular and behavioral influence of alcohol and other drugs, including opioids, psychostimulants, cannabinoids and psychedelics. Prerequisite: Upper division standing.

E.1.b.22

- Psy 452 Advanced Neurophysiological Psychology, 4 credits
Explore current federally funded topics in neurophysiology, acquire skill in reading and presenting original research, visit the Oregon National Primate Research Center and learn alongside area graduate students and postdocs in neuroscience. Prerequisite: Psy 347 or Psy 450 or Psy 451.

* 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.

School of Public Health

New Course

E.1.b.23

- *PHE 454 Maternal & Child Health. 4 credits
This course uses a discussion-based format to address maternal and child health as a public health issue. The course will emphasize the importance of the social, political, and economic contexts for maternal and child health. Ultimately, students in this course will be exposed to the major health issues facing mothers and children today and understand how politics and social norms affect maternal and child health. Prerequisite: Junior standing.

College of Urban and Public Affairs

New Courses

E.1.b.24

- CCJ 345 Human Behavior and the Law, 4 credits
As the study of human behavior, psychology must include the study of law, which is a primary instrument used by society to control human behavior. The law makes many assumptions about human behavior – are they accurate? This course concerns the application of behavioral science research and practice to the legal system.

E.1.b.25

- PS 381 Women's Leadership, 4 credits
Provides an overview of scholarly theories on why/when/how women lead in politics, business, and law, utilizing a comparative perspective as well as an intersectional lens. In addition, this course includes a significant skill-building element in which students develop their leadership skills and meet with current women leaders in various fields.

13 May 2020

TO: Faculty Senate

FROM: Susan Ginley,
Chair, Undergraduate Curriculum Committee

RE: Business Minor in Real Estate Property Management

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

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

PROPOSAL SUMMARY FOR School of Business

Business Minor in Real Estate Property Management

Effective Term

Fall 2020

Overview of the Program

The *Business Minor in Real Estate Property Management* is designed for non-business majors interested in real estate property management as a field of study and career option. The proposed minor brings together core business courses from PSU's existing Business Minor plus a new set of courses specific to real estate property management, to teach a mix of technical skills (marketing/leasing, finance, building maintenance) and people management skills (critical thinking and problem solving, human resource management, and customer service).

The 100 and 300 level courses in the proposed minor provide foundational business planning, organizational leadership, marketing, financial analysis, and management skills required to understand the language of business as well as an introductory knowledge of real estate and economics, socioeconomic factors such as gentrification, property management, and the built environment's ability to create community and impact communities. The 400-level courses enable students to gain foundational knowledge in multifamily and commercial property management operations and leasing. This combination will equip participants with the skills required to effectively lease and manage various forms of real estate, including apartments, retail malls, office buildings, and industrial sites, to name just a few.

Evidence of Need

The Institute of Real Estate Management (IREM), the Building Operators and Managers Association (BOMA), and the National Apartment Association (NAA) have identified a

shortage of talent in the property management field. According to a 2015 survey completed by CEL & Associates in conjunction with IREM, 55% of property management field respondents expect to retire by 2025.

There are two categories of property managers: multifamily property management (i.e. apartment management) and commercial property management (i.e. all other income-producing property management, such as retail, industrial, office, etc.). PSU's Center for Real Estate was approached in fall, 2018, by the above three property management industry organizations, sharing the strong demand by employers for college-educated, entry level talent to fill a growing number of jobs in the market and requesting that PSU consider offering this industry-specific curriculum. Detailed information about both categories of demand are provided in the full program proposal.

Course of Study

Course Number	Course Title	Credits
BA 101	Introduction to Business and World Affairs	4
BA 306U	Essentials of Finance for Non-Business Majors	4
BA 316U	Essentials of Marketing for Non-Business Majors	4
BA 326U	Essentials of Management for Non-Business Majors	4
BA 332	Property, Management and Society	4
MGMT 432	Multifamily Property Management	4
MGMT 433	Commercial Property & Asset Management	4
Total Credits		28

13 May 2020

TO: Faculty Senate

FROM: Susan Ginley,
Chair, Undergraduate Curriculum Committee

RE: Undergraduate Certificate in Real Estate Property Management

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

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

**PROPOSAL SUMMARY FOR
School of Business
Undergraduate Certificate in Real Estate Property Management**

Certificate Type

Undergraduate certificate: Earned with baccalaureate; admission to University required

Effective Term

Fall 2020

Overview of the Program

The *Certificate in Real Estate Property Management* is designed for business majors to specialize their studies in real estate property management with the goal being to find employment in property management or other commercial real estate careers. The proposed certificate, which is part of PSU's undergraduate business curriculum, brings together a new set of courses specific to real estate property management, to teach a mix of technical skills (marketing/leasing, finance, building maintenance) and people management skills (critical thinking and problem solving, human resource management, and customer service) combined with core real estate, management, and planning courses from PSU's existing course offerings in the business and planning schools.

The objective of the Certificate is to offer business students a unique, industry-specific set of knowledge that will expose them to and create pathways into the field of real estate property management. Business fundamentals such as marketing, finance, accounting and management are key skillsets used in real estate property management, and when combined with property management specific knowledge and training students will have a high probability of finding employment in the growing field of property management or in other real estate related jobs. Students will gain foundational knowledge in multifamily and commercial property management operations and leasing. This combination, combined with electives in planning and business

classes, will equip participants with the skills required to effectively lease and manage various forms of real estate, including apartments, retail malls, office buildings, and industrial sites, to name just a few. This new Certificate is being offered as a result of increased industry demand and an industry-identified skills gap in the market. Multiple representatives from the property management industry approached PSU's Center for Real Estate in fall, 2018, sharing the significant lack of college-educated, entry level talent in the growing field of real estate property management.

Evidence of Need

The Institute of Real Estate Management (IREM) and the National Apartment Association (NAA) have identified a shortage of talent in the property management field. According to a 2015 survey completed by CEL & Associates in conjunction with IREM, 55% of property management field respondents expect to retire by 2025, and there currently is not a university on the west coast who offers a degree program in the field of property management.

There are two main real estate sectors that property managers can work within: multifamily property management (i.e. apartment management) and commercial property management (i.e. all other income-producing property management, such as retail, industrial, office, etc.). PSU's Center for Real Estate was approached in fall, 2018, by the leading property management industry professional organizations and firms, sharing the strong demand by employers for college-educated, entry level talent to fill a growing number of jobs in the market and requesting that PSU consider offering this industry-specific curriculum. Detailed information about both categories of demand are provided in the full program proposal.

Course of Study

Students are required to complete degree requirements specified for a business administration major in order to be awarded the Real Estate Property Management Certificate.

Core real estate management Courses (12 credits):

BA 332	Property, Management, and Society	4
MGMT 432	Multifamily Property Management	4
MGMT 433	Commercial Property & Asset Management	4

Plus 7-8 elective credits:

Choose a minimum of 4 elective credits from these courses:

USP 312U	Urban Housing and Development	4
USP 323U	Real Estate Development and Finance	4
MGMT/MKTG/ACTG/GSCM/FIN 404	Internship	1-4

Choose 4 elective credits (if needed):

MGMT 351	Human Resource Management	4
MGMT 461	Reward Systems and Performance Management	4
MGMT 464	Contemporary Leadership Issues	4
MKTG 464	Marketing Strategy and Management	4
MKTG 338U	Professional Selling	4
FIN 439	Real Estate Valuation	4

Minimum credits: 19

13 May 2020

TO: Faculty Senate

FROM: Susan Ginley,
Chair, Undergraduate Curriculum Committee

RE: Undergraduate Certificate in Transformative Messaging

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

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

PROPOSAL SUMMARY FOR College of Liberal Arts and Sciences

Undergraduate Certificate in Transformative Messaging

Certificate Type

Undergraduate Certificate: Earned with baccalaureate; admission to University required

Effective Term

Fall 2020

Overview of the Program

This certificate foregrounds communication skills in multiple social change contexts. The gateway courses CR 101 and CR 201 are new, but draw on tested and seasoned faculty competencies in Conflict Resolution. This certificate can be embedded within the CR major or minor, or it can stand alone alongside another major. The learning in this certificate can augment the work of conflict managers, activists, communication specialists, or students pursuing academic fields that feature the many intersectional and transdisciplinary domains of human communication.

This new certificate joins the fewer than twenty available in CLAS with completion of the baccalaureate degree. As such, it adds a focused competency AND a form of legibility in the context of a major PSU. That is, by highlighting a set of courses on a theme, a broad major like Conflict Resolution or Psychology gains a pointedly applied dimension and a readable or conversation-starting “handle” for the employment world. Our society is communication-dense, even overloaded. The new certificate in Transformative Messaging provides theoretical grounding and practical training to navigate this critical area of social and political life.

Evidence of Need

The need for this new certificate is two-fold. First is to serve undergraduate students who need to make their skill competencies legible to themselves and to outsiders. The Certificate adds texture and a degree of customization to this general student interest in skill acquisition. The second need for this certificate is as a marketing tool for the major and minor. The phrase "Conflict Resolution" is not as obvious as some others departmental titles. It doesn't sound traditionally academic nor does it clearly identify a skill set. Our cognate fields, "Peace Studies" and "Dispute Resolution," are more easily pegged as academic (the former) and legalistic/law school-based (the latter). The Certificate in Transformative Messaging sounds skill based, and also flags the multidisciplinary nature of the credential in the word "messaging." "Messaging" is also very current and topical in terms of today's students and their immersion in digital technologies. The phrase has power and currency.

Ultimately, the Certificate supports student success, specifically: coherence and legibility of skills, embellishment of a student's competency portfolio and, hopefully, enhanced employability.

Course of Study

4 credits required			
CR 101	Nonviolent Interaction	2 CR	Required
CR 201	Social Movement Messaging	2 CR	Required
12 credits elective			
COMM 220	Public Speaking	4 CR	Elective
COMM 319	Social Media	4 CR	Elective
COMM 314U	Persuasion	4 CR	Elective
CR 306U	Nonviolence in History & Campaigns	4 CR	Elective
CR 303U	Consensus Building	4CR	Elective
WR 228	Media Writing	4 CR	Elective
ENG 490	Advanced Topics in Rhetoric	4 CR	Elective
PSY 343	Social Psychology	4 CR	Elective
PSY 426	Stigma and Social Inequality	4 CR	Elective

Minimum credits: 16

13 May 2020

TO: Faculty Senate

FROM: Susan Ginley,
Chair, Undergraduate Curriculum Committee

RE: Undergraduate Certificate in Women's Leadership

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

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

PROPOSAL SUMMARY FOR College of Urban and Public Affairs

Undergraduate Certificate in Women's Leadership

Certificate Type

Undergraduate Certificate: Earned with baccalaureate; admission to University required

Effective Term

Fall 2020

Overview of the Program

The Undergraduate Certificate in Women's Leadership is being developed in response to both campus and community-wide interest in increasing the presence of women in leadership positions. The courses offered will be primarily from the social sciences, and will provide an interdisciplinary understanding of the current issues facing women leaders today. In addition to generating content expertise, the certificate will also require participation in a skill-building seminar (PS 381) designed to foster students' confidence and leadership ability. This certificate is open to any undergraduate with interest in women's leadership.

The certificate draws on a range of disciplinary foundations and seeks to:

- Provide increased opportunity for students and faculty to develop their knowledge of the complexities of women's leadership in modern society.
- Offer new opportunities for faculty to convene around common research interests by strengthening the connections between schools, departments, and faculty.
- Position PSU as a leader and core participant in the diversification of leadership in Oregon and the US.

- Cultivate networks with women leaders in Portland through experiential learning opportunities for students.
- Increase the number of PSU graduates in leadership positions.

Evidence of Need

The primary evidence of market demand is from a similar program run by PSU's Center for Women's Leadership. This similar program – NEW Leadership Oregon – is a 6 day, residential, summer leadership training program for college women from all over the state. It is not offered for credit, and is a summer program only. There is so much demand for the summer program that they cannot accommodate all interested students, and many (including PSU students) get turned away. For example, here are the NEW Leadership Oregon application/enrollment data for the past three years:

Year	2017	2018	2019
Applicants	113	113	68
PSU Applicants	31	28	24
Accepted	56	50	46
PSU Students Accepted	15	15	15

Course of Study

Required Core Courses (12 Credits)

PS 381	Women's Leadership
PS 380U	Women & Politics
WS 101	Introduction to Women's Studies

Electives (8 Credits)

Choose 8 credits from approved electives below.

CCJ 350U	Ethical Leadership in Criminal Justice
PS 471	Comparative Women & Politics
PA 312U	Foundations of Community Leadership
PS 425	Women and the Law
NAS 344	Indigenous Women Leaders
WS 307	Women, Activism, and Social Change
WS 451	Interrupting Oppression

Minimum credits: 20

13 May 2020

TO: Faculty Senate

FROM: Susan Ginley
Chair, Undergraduate Curriculum Committee

RE: Undergraduate Certificate in Campaigning to Win a U.S. Political Campaign

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

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

PROPOSAL SUMMARY FOR College of Urban and Public Affairs

Undergraduate Certificate in Campaigning to Win a U.S. Political Campaign

Certificate Type

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

Effective Term

Fall 2020

Overview of the Program

This certificate program is intended to prepare students for high-level, meaningful work on a campaign for a candidate or ballot measure, such as field organizer, strategist, pollster/analyst, communications director, or manager (or in a role directly assisting one of those positions). Students completing the certificate will acquire marketable skills at the same time that they develop a well-grounded academic understanding of the mechanics and dynamics of the campaign process and its linkages with the party system and the broader political system.

The program is housed primarily in the Political Science Department with additional coursework in the Communications Department. Students completing the certificate will acquire marketable skills at the same time that they are developing a well-grounded understanding of the mechanics and dynamics of the campaign process and its linkages with the party system and the broader political system.

Evidence of Need

PSU has a vibrant group of Political Science majors, many of them studying American politics. While many of these students are interested in non-campaign endeavors (legislative staff work, elected office, academic pursuits), many are directly interested in the campaign side of politics.

Even those students not certain they want to work on campaigns have a decent level of interest in the mechanics of campaign organizations. The creation of this certificate program is, in fact, a direct response to student interest and not something that is being created from above and dropped down onto them – that is, students with an inclination to work on a campaign at some point in their career, and there are many at PSU already and more on their way as Portland grows and PSU itself becomes ever more attractive to prospective students, will be drawn to the program without having to be sold on its value to them.

Course of Study

6 Required Certificate Courses and Campaign Internship

1. **3 Required Classes** (students must take all 3 courses in any order) – 12 credits
 - PS 399 (proposed as PS 310): How to Win a U.S. Political Campaign
 - PS 416 Parties and Elections
 - **EITHER** PS 318U Media, Opinion, and Voting or PS 427 The Politics of Public Opinion (the course not taken as a requirement may count as an elective)

2. **3 Electives** (students must take a minimum of 3 of the following, as specified) – 12 credits
 - PS 318U: Media, Opinion, and Voting **OR** PS 427: The Politics of Public Opinion (the course not taken as a requirement may count as an elective)
 - Comm 314U: Persuasion
 - PS 331 Oregon Politics
 - PS 413 Congress
 - PS 417 Interest Groups
 - PS 475 Comparative Political Parties and Elections
 - Comm 410 Political Campaigns
 - Comm 420 Political Communication

3. **Internship** (4 to 12 credits) – Students will be placed with a candidate or ballot-measure campaign. Students who have previously worked on a campaign can apply for a waiver of this requirement by obtaining a letter of performance from the campaign manager and writing a report for the instructor of PS 399/310 outlining duties and examining lessons learned and skills acquired. Internship will be supervised by the program director or assigned to another full-time PS faculty member.

Minimum credits: 28 credits

13 May 2020

TO: Faculty Senate

FROM: Paul Loikith
Chair, Graduate Council

RE: Sharing Credits Between Graduate Certificates

The Graduate Council has unanimously approved a policy change and recommends approval by Faculty Senate: allow coursework to be shared between graduate certificates.

[PSU policy](#) currently states “graduate courses cannot be applied to two graduate certificates.” This was an OUS policy implemented when numerous graduate certificates were approved system-wide in 1998. Since OUS no longer exists, individual schools are able to revise this policy. UO and OSU have already made this change; they do not prohibit the sharing of courses between graduate certificates.

Graduate certificates are [defined](#) as a series of linked courses with a “specific defined focus within a discipline.” With each graduate certificate having such a narrow focus, by design there should be little opportunity for the same course to be applied to more than one graduate certificate. A review of currently approved graduate certificates demonstrates this is the case. Two prominent examples:

- There are eight active graduate certificates in the Maseeh College of Engineering and Computer Science. If a student graduated with all eight certificates, totaling 138 credits, they would share no credits between any of the certificates (unless programs approved course substitutions).
- There are five active graduate certificates in the College of Education. If a student graduated with all five certificates, totaling 92 credits, there is the possibility that one course (ELP 522) could be used as a core course in two certificates and an elective in a third. It is also possible that one 4-credit elective could be shared between up to four of the five certificates.

If this proposed policy is approved, moving forward the Graduate School would screen all new graduate certificate proposals for potential course overlap with existing certificates (this can be easily done in DARS) and notify the Graduate Council so that they can review the situation in detail.

The prohibition on culminating activities not being shared between graduate certificates will not change. For example, four of the five College of Education graduate certificates require a 2-credit culminating activity which cannot be shared between programs.

Reason for the Recommended Policy Change

The Graduate School has developed a process in DARS that can identify students who need six credits or fewer to complete a graduate certificate. This process is intended as a benefit to students who might not realize they are close to earning an additional credential. An initial run of this DARS process, screening students from fall 2018 to fall 2019, found almost 1,000 students who were 6 credits or fewer from completing a graduate certificate but were not admitted to said certificate. Notification to these students could result in hundreds of additional graduate certificates being awarded annually. However, the volume of students is so high that the Graduate School cannot screen for potential

sharing of credits before notifying students they are in this situation. If a student receives an email that states they are within 6 credits of completing a graduate certificate, pursues the matter, then learns they are in fact more than 6 credits away due to a prohibition on sharing credits – this would be the very opposite of Students First and removing barriers that PSU is trying to foster.

It is for these reasons that the Graduate Council recommends to the Faculty Senate that the prohibition on sharing courses between graduate certificates be ended effective June 2, 2020.

May 7th, 2020

Steering Committee Members:

By unanimous vote, the UNST Council has moved to revise the general education requirements for transfer students by adding a category which states that students transferring to PSU with over 135 credits will only need to take a Senior Capstone to complete their UNST requirements for graduation (see Appendix) effective Fall 2020. This solution was proposed to the Council by Executive Director Linda George after consultation with Dean Shelly Chabon in response to concerns voiced by the Academic Requirements Committee.

Its immediate purpose is to remedy several ongoing challenges faced by our current transfer students from financially-related school closures and to prepare for the likely influx of transfers resulting from the COVID-19 pandemic. Within the last two years, the Portland area has seen the closure of multiple institutions: Marylhurst University (Summer 2018), Art Institute of Portland (Summer 2018), Oregon College of Art & Craft (Summer 2019) and Concordia College (Summer 2020), which have generated spikes in transfer students hoping to complete their degree at PSU. While challenging and jarring under any circumstances, these closure have been particularly frustrating for Senior Transfers (incoming students with 135+ Credit Hours).

Likewise, this influx of transfers will continue to tax PSU support services, specifically Admissions, Advising, and the Registrar's Office, who now must cope with the challenge of helping students while observing social distancing guidelines. The only recourse available to Senior Transfers is to petition the Academic Requirements Committee resulting in more delays, uncertainty, and an increase workload for PSU staff and faculty. Indeed, Advising and Career Services confirms that the Junior Cluster requirements and the petitions process has deterred students they have counseled from transferring to PSU.

The likelihood of school closures has increased and it is likely that students elsewhere in the Oregon University System, particularly at schools with high residential populations like University of Oregon and Oregon State, will transfer to PSU for AY 2020-2021 and beyond. Right now, thousands of students across the state are reassessing their educational priorities and wrestling with tough choices. They are looking for a safe place to land and the support they need to finish their education in the face of an uncertain future. PSU has served students during past crises and will help them to weather the current ones.

While the proposed revision was initiated in response to high-credit students transferring from closing institutions, the PSU general education transfer policy has not been reviewed in some time. In reviewing this change, UNST Council considered the time and cost burden placed on transferring Seniors against the possible benefit gained by taking a Junior Cluster. Transferring Seniors have very likely taken many courses outside their major in order to have accumulated over 135 credits, thereby accruing breadth to their education -- one goal of the Junior Cluster. Individual analysis of transcripts to verify this would be burdensome since there are approximately 300 students/year who transfer with Senior status.

In conclusion, the increased frequency of financially-related school closures alone warrants a reconsideration of general education requirements for transfers, but the high cost of education and the changing demographics of our students make this a timely change. In the interest of placing the needs of students first and simplifying its policy to ease this transition for the students and staff involved, the UNST Council is proud to have taken this action and looks forward to working with the Faculty Senate and other stakeholders to ensure it is implemented quickly.

Sincerely,

Albert R. Spencer

UNST Council, Chair

APPENDIX**Current Policy**

Credits Transferred	University Studies Requirements*
0 - 29	Freshman Inquiry - UNST 1X1, 1X2, 1X3
30 - 59	Three Sophomore Inquiry courses - UNST 211-299
60 - 74	Two Sophomore Inquiry courses - UNST 211-299
75 - 89	One Sophomore Inquiry course - UNST 211-299
90+	Three Upper-Division Cluster courses (12 credits) and Senior Capstone (6 credits)

UNST Council Approved Policy

Credits Transferred	University Studies Requirements*
0 - 29	Freshman Inquiry - UNST 1X1, 1X2, 1X3
30 - 59	Three Sophomore Inquiry courses - UNST 211-299
60 - 74	Two Sophomore Inquiry courses - UNST 211-299
75 - 89	One Sophomore Inquiry course - UNST 211-299
90 -134	Three Upper-Division Cluster courses (12 credits) and Senior Capstone (6 credits)
135+	Senior Capstone (6 credits)

11 May 2020

To: Faculty Senate

From: Geoffrey Duh, Chair of Academic Requirements Committee

Re: Non-COTA courses used for Fine and Performing Arts (FPA) credits

This memo proposes the inclusion of several PSU film courses offered outside the College of the Arts (COTA) to be used as Fine & Performing Arts (FPA) credits for degree requirements. The list of courses is attached at the end of the memo.

FPA credits are required for students to complete a BA degree and some programs at PSU. FPA courses are currently defined as any course with a subject code/pre-fix that comes from COTA, which include the FILM courses. There are some 'film' courses coming from other colleges. COTA routinely allows their FILM majors to substitute and count these courses in the major. COTA reviewed these courses and verified that these 'film' courses meet the Fine & Performing Arts objectives and learning outcomes. They request to have these courses counted as the Fine & Performing Arts credits.

ARC supports the idea of allowing non-COTA courses that are approved by COTA to be used as FPA credits. All courses in the approved list that are currently in the Social Science Distribution would remain there, but can be counted as FPA credits for degree requirement.

ARC received a dozen student petitions per year, requesting that these courses meet their FPA requirements. COTA Pathway advisors always support these requests and ARC approves them. Most often, these students are double majors (not COTA majors) who have greatly exceeded PSU's credit requirements and who are out of financial aid. Students correctly assert that the classes are identified in a Film major and feature "film" in their titles, logically indicating that these are FPA courses. Further, many COTA courses are restricted to COTA majors, which creates access/scheduling challenges for students with non-COTA majors. By allowing these courses to be used as FPA credits, we can remove some of the barriers for students to complete their BA degrees and reduce the advising and administrative load.

This proposal is collaboratively developed by:

- Mark Berrettini, Director, School of Film
- Cindy Bacchar, Registrar
- Pam Wagner, DARS
- Nick Matlick, Degree Requirements
- Becki Ingersoll, ACS
- All Pathway Advising Directors

- LCM Pathway Advisors Shayna Snyder and Roxanne James
- WLL and English department chairs

COTA approved courses that can be used as FPA credits for degree requirements:

- AR 399 Special Studies - ARABIC CINEMA
- BST 353U African Women in Film
- BST 356U Cuban Film: Politics and Culture
- BST 363U African Cinema and African Cultures
- BST 425 Black Cinema: the 1970s
- BST 426 Contemporary African American Cinema
- COMM 362 Bollywood: Communicating Contemporary South Asia through Cinema
- DANE 361U Danish Films from Dreyer to Dogmer
- ENG 305U Topics in Film
- ENG 335U Topics in Literature and Film
- ENG 435 Advanced Topics in Film and Media
- FR 105 French Film
- FR 305 Topics in French Film
- GER 399 Special Studies - HISTORY OF GERMAN FILM
- GER 399 Special Studies - NEW GERMAN CINEMA
- GER 410 Selected Topics - MODERN GERMAN FILM
- HEB 399 Special Studies - ISRAELI CINEMA
- HST 497 Film and History
- JPN 361U Japanese Literature Through Film
- KOR 399 Special Studies - INTRO KOREAN CLTR/SOC FILM
- MGRK 361 Modern Greece Through Film
- PS 317U Film and Politics
- RUS 331U Russian Film Topics
- SOC 454 Sociology through Film
- SPAN 430 Major Topics: Ibero-American Film
- SPAN 436 Major Topics: Latin American Multiple Genres
- USP 314U The City in Film
- WR 416 Screenwriting
- WS 309 Disney: Gender, Race, and Empire

Draft Faculty Senate resolution

WHEREAS Educational Policy Committee, in its memorandum to Steering Committee dated April 16th, 2020, outlines Faculty concerns about the impact of potential budget cuts on academic programs and on the quality of education that we offer our students,

be it RESOLVED that Faculty Senate, as stated in this memorandum:

- 1) Calls on OAA to proactively communicate to all Portland State faculty, before spring term ends and nine-month faculty go off contract, how it intends to make programmatic restructuring decisions;
- 2) Expects that the principles proposed there will govern decision making around educational policy at PSU;
- 3) Maintains that making decisions affecting programs over the summer would violate PSU's shared governance values and is not reflective of PSU's stated mission.

To: Faculty Senate Steering Committee

From: Education Policy Committee

Date: April 16, 2020 [submitted May 14, 2020]

RE: Budget Cuts and Education Policy

Faculty are deeply concerned not only about the impact of budget cuts on programs and on the quality of education that we offer our students and on how these decisions are being made. Budget decisions are education policy decisions – they cannot be made independently of considerations about our ability to deliver high quality programs. Faculty need to be actively involved in all stages of the decision-making process.

While much of the current fiscal uncertainty results from factors beyond anyone's control, we have a choice as an institution as to how we will respond to it. The lack of transparency and dialogue regarding the steps and procedures that the administration is using for decision-making is an additional, avoidable source of anxiety. For this reason, we ask OAA to proactively communicate to all Portland State faculty, before spring term ends and nine-month faculty go off contract, how it intends to make programmatic restructuring decisions.

This includes scenarios for both reorganization and for possible cuts.

Art. 22 Section 3(e) of the contract states:

In reaching a decision whether to declare a condition of financial exigency or a condition requiring departmental reduction or elimination, the President will consider, among other matters, institutional guidelines concerning the mission and educational development of the institution; departmental effectiveness and productivity; enrollment historical, current and projected; the state of development of departments; the balance between academic

personnel and other elements of the budget; the dependence of other departments in the University on the department proposed for reduction or elimination; and the availability of similar programs and services elsewhere in the community.

The EPC also proposes the following principles to guide decision making surrounding Education Policy at Portland State:

- 1) Faculty want to be actively involved in shaping the future of PSU. Decisions to eliminate or to alter units or programs must be made according to principles of shared governance, with the understanding that faculty are often best positioned to understand our programs and the needs of our students.
- 2) Decisions responding to short-term needs should not be allowed to undermine the long-term viability of our institution. In particular, not hiring faculty to vacated positions is not a strategy for balancing budgets, but rather a choice to not make decisions strategically.
- 3) Diversity and inclusion are at the core of Portland State University's Mission and Values. We cannot allow decisions – or the failure to make decisions – to undermine our ability to exemplify these values through our programs, teaching, and research.
- 4) We need to recognize how not providing resources to retain people, fund graduate student, maintain library materials and databases, support labs, etc., often results in not being able to effectively achieve our academic mission as a University.
- 5) Decisions should be made in accordance with Faculty Senate Budget Committee [FY 18 Budget Principles](#).

Finally, we ask that the administration engage faculty proactively and in a timely manner during spring term in decisions affecting programs so that shared governance principles are honored. Making decisions affecting programs over the summer would violate PSU's shared governance values and is not reflective of PSU's stated mission.

Attachment E.11.a

Draft Faculty Senate Resolution:

WHEREAS Educational Policy Committee has reported to Faculty Senate Steering Committee in a memorandum dated April 16th, 2020, on the renewal of the contract of the Confucius Institute at PSU,

be it RESOLVED:

- 1) That at the next contract renewal, the Office of International Affairs (OIA) will notify Hanban before the deadline that it intends to renegotiate the contract so it will not renew automatically;
- 2) OIA will notify the Faculty Senate of when it begins negotiations and will actively involve the Faculty Senate and/or appropriate Faculty committees such as EPC;
- 3) PSU will monitor CI in the meanwhile and will provide opportunities for faculty to submit concerns before the next renewal.

To: Faculty Senate Steering Committee

From: Education Policy Committee

Date: April 16, 2020

RE: OAA/OIA response to Confucius Institute Memo

The Education Policy Committee would like to thank Executive Director of OIA Ron Witczak and Provost Jeffords for addressing the concerns raised by our February 6, 2020 memo on the Agreement between the Confucius Institute Headquarters of the People's Republic of China and Portland State University (PSU #694208).

The EPC appreciates the opportunity to review and to discuss the Statement for the Confucius Institute Headquarters, affirming that the English version of the Agreement is the official version, and the responses to our memo from General Counsel Cindy Starke.

After reviewing these responses, the EPC asks that they, along with our memo and the signed Agreement, be brought to the floor of the Faculty Senate for discussion.

Sincerely,

Arthur Hendrix

Alex Sager

Co-Chairs, Faculty Senate Education Policy Committee

TO: Faculty Senate Steering Committee
FROM: EPC
DATE: February 6, 2020
RE: Confucius Institute Contract and Faculty Governance

The Faculty Senate Education Policy Committee (EPC) is dismayed that the Administration has moved forward and signed the **Agreement between Confucius Institute Headquarters of the People's Republic of China and Portland State University PSU #694208** (henceforth **the Agreement**) without EPC or Faculty Senate review. The continued partnership between Portland State University and the Confucius Institute raises significant issues of shared governance, of educational policy, and of academic freedom.

The EPC has reviewed the signed version of the Confucius Institute contract and wishes to raise a number of issues concerning shared governance, the content of the contract, and academic freedom.

1. The **June 4, 2018 PSU Faculty Senate Resolution on the Renewal of PSU Confucius Institute** noted that the Confucius Institute never went through EPC review and stated in clause 4 that: "That there will be appropriate review by EPC and the Senate prior to signing and execution of the renewal agreement."

The contract was signed on December 2, 2019, but the EPC did not see the revised contract until December 3. The signature of the CI contract prior to review by EPC is a violation of shared governance.

2. Article 5 - Organization of **the Agreement** states:

"7. The Institute at PSU's activities must be in accordance with the Constitution and By-laws, respect cultural custom, and shall not be contrary to applicable laws and regulations, both in the United States and China. In the event of conflict between the laws of the United States and the laws of China, the laws of the United States shall apply."

First, the EPC has serious concerns about the identification of two jurisdictions for the contract -- the United States and China. Institute activities carried out at Portland State University should not be bound by applicable laws and regulations of China.

From a legal perspective, we are comfortable that US law takes precedence. US law includes state and federal statutes and regulations, as well as the United States Constitution, as interpreted by US Courts. I believe this final sentence was added at PSU's request.

Second, the article does not state the applicable laws and regulations, so it is unclear what is meant.

The phrase “applicable laws and regulations” is common, even routine, in legal agreements, as it’s generally impossible to predict all of the relevant laws that might come into play in running an organization or institution, and it would be next to impossible to list them all. This would include employment laws, privacy laws, intellectual property, and many others. Critically, in all cases, US law takes precedence.

We also note that we assume that “Constitution” refers to the “Constitution of the Portland State University Faculty” and “By-laws” refer to Portland State University Faculty Senate By-laws. If so, this should be stated explicitly in the contract.

I agree with this – the language is ambiguous. I understand this provision was carried over from the prior contract. I’m not sure this merits an amendment, but it should be cleaned up if this agreement is ever renewed.

The reference to “cultural custom” is also troublingly vague and capacious.

I agree it is vague, but for that reason I don’t find it troubling because that vagueness makes it virtually unenforceable.

3. Article 8 - Revision of **the Agreement** states:

“With the consent of both parties, this Agreement may be revised during its implementation and any revisions will be made in a written amendment to this Agreement, both in English and Chinese. Such amendment will take effect when signed by authorized representatives of both parties. Each party shall have a version in each language. Each version shall be of equal legal weight and authority as the other.”

Article 13 of **the Agreement** states:

“This Agreement is written in Chinese and in English. Each party shall keep one copy in Chinese and one copy in English of the signed Agreement. The Agreement, in both languages, shall have the same effectiveness.”

The EPC is troubled that there are two versions of the contract, one in English and one in Chinese, which are each intended to have equal legal weight and authority. Standard practice is to designate the language for the contract and to provide a certified translation to ensure that both parties share a common understanding of its content.

Furthermore, the EPC has not been able to review the Chinese version of the contract, so we have not ascertained whether its content is similar to the English language version.

I believe this concern has been addressed by the letter Ron obtained from the CI

Headquarters Chief Executive acknowledging that the English language version of the agreement is the official version.

4. The **June 4, 2018 PSU Faculty Senate resolution** stipulates that

“Portland State University has unilateral control, consistent with the principles of AAUP’s Statement on Government of Colleges and Universities, over all academic matters, including the recruitment of teachers, determination and oversight of curriculum and choice of texts...”

The EPC finds that the signed version of the contract does not meet this stipulation in the following sections.

9. Article 5 - Organization of **the Agreement** states:

“8. The Headquarters acknowledges that PSU and its faculty have the right to determine the content of the curriculum, the manner of instruction, and the choice of texts for all accredited and approved academic programs administered by PSU. PSU acknowledges that the Confucius Institute at PSU is not an accredited and approved academic program of PSU. PSU will afford all Confucius Institute

teachers with the same First Amendment rights and academic freedom rights as it affords to its own faculty.”

First, the EPC considers the statement that the Confucius Institute “is not an accredited and approved academic program of PSU” irrelevant to the core issues at stake, namely, the hiring of instructors and the offering of courses. The stipulation that PSU and its faculty have authority over “all accredited and approved academic programs” avoids the key issue: the Faculty Senate’s insistence that curriculum and instruction offered at Portland State University -- accredited and approved or not -- undergo scrutiny through appropriate procedures of shared governance.

Second, the June 4, 2018 PSU Faculty Senate resolution stipulates that “Portland State University affords Confucius Institute teachers First Amendment rights; the same academic freedom rights and the same collectively bargained protections afforded regular faculty members at Portland State University.”

The EPC is concerned that the Agreement does not provide any provisions for the meaningful enforcement of academic freedom rights and collectively bargained protections for Confucius Institute teachers.

This language represents a compromise between the requests made by Faculty Senate, what was within our legal authority, and what was acceptable by CI Headquarters. Ron worked hard to negotiate this concession with CI Headquarters. PSU does not have any legal authority to interfere with the employment relationship between CI and its employees.

5. **Article 6. 4. Responsibility of Parties, Responsibilities of Headquarters** states:

“5. To send Chinese instructors based on the requirements of teaching and pay for their international airfares, salaries, and other expenses. Individuals recommended by Headquarters shall have academic credentials acceptable to PSU.”

Article 6. 4. Responsibility of Parties, Responsibilities of the Institute at PSU
states:

“7. Invite one Chinese Program Manager from China and one or more visiting faculty from the People’s Republic of China to perform educational services necessary to its mission and to the educational mission of PSU. Individuals recommended by Headquarters shall have academic credentials acceptable to PSU. PSU shall use its own personnel for programmatic and administrative support.”

The EPC notes that these articles allow Headquarters to unilaterally appoint faculty to

the Confucius Institute, subject only to meeting academic credentials acceptable to PSU. The EPC holds in contrast that faculty should instead be hired by the PSU Confucius Institute Director in accordance with PSU university regulations and procedures.

Given these concerns about **the Agreement**, the EPC makes the following recommendations:

- 1) We ask for Interim President Stephen Percy's signature be rescinded and that the Agreement not be enforced until items 2 through 4 are satisfactorily resolved.
- 2) That this memo and **the Agreement** are brought to the floor of the Faculty Senate for presentation and discussion.
- 3) That the administration establish transparent protocols to ensure that shared governance requirements are met, including signatures from relevant Faculty Senate committee chairs.
- 4) That the Chinese version of the contract be translated into English by a certified translator so that the EPC and the Faculty Senate can review it.



AGREEMENT BETWEEN CONFUCIUS INSTITUTE HEADQUARTERS OF THE PEOPLE'S REPUBLIC OF CHINA AND PORTLAND STATE UNIVERSITY

PSU #694208

In accordance with a desire to continue to promote cooperation in areas of mutual interest for the benefit of both institutions, Portland State University ("PSU") and the Confucius Institute Headquarters ("Headquarters") of the People's Republic of China (individually the "Party" and collectively the "Parties") hereby enter into this Agreement (the "Agreement") for continuing the operations of the Confucius Institute at PSU.

WHEREAS, the Headquarters, an initiative of the People's Republic of China, that seeks to support and foster teaching of Chinese language and culture internationally through affiliated Confucius Institutes, has undertaken to establish Confucius Institute in various locations through the U.S.; and,

WHEREAS, the Office of International Affairs ("OIA") at PSU shares with Headquarters a desire to promote educational exchange and cooperation between the United States of America and the People's Republic of China; and

WHEREAS, PSU strives to advance the global literacy of its students and of the community at large; and,

WHEREAS, in keeping with these purposes and with support from Headquarters pursuant to an agreement between the Parties, PSU established a Confucius Institute ("Confucius Institute at PSU" or "The Institute at PSU") in 2007, which participates in China's Confucius Institute initiative; and,

WHEREAS, the original agreement for the establishment and operation of The Institute at PSU was established January 19, 2007 with subsequent renewal negotiations starting in February 2014 and February 2019; and,

WHEREAS, PSU and Headquarters desire to enter into a new agreement for continuing the operation of The Institute at PSU.

Attachment E.11.c

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Headquarters and PSU agree as follows:

Article 1 - Purpose

The purpose of this Agreement is to identify the rights and responsibilities of Headquarters and PSU in the development and management of The Institute at PSU.

Article 2 -Character

The Institute at PSU shall be a non-profit educational institution.

Article 3 - Executive Institution

PSU will cooperate with Soochow University (Soochow) in China, as the Chinese executive institution. Soochow will collaborate with the Confucius Institute at PSU.

Article 4 - Scope of Activities

The Institute at PSU shall provide the following activities:

1. Teaching Chinese language and providing Chinese language teaching resources;
2. Training Chinese language instructors;
3. Holding the HSK examination (Chinese Proficiency Test) and tests for the Certification of the Chinese Language Teachers;
4. Providing information and consultative services concerning China's education and culture;
5. Conducting language and cultural exchange activities;
6. Other activities as approved and funded by the Parties and set out in an amendment to this Agreement that is signed by both parties.
7. PSU, in conjunction with The Institute at PSU, will coordinate the payments to the affiliated Confucius Classrooms (CC) and shall submit budget proposals for each CC to Headquarters. After receiving budget proposals from PSU for each CC, Headquarters shall approve funding of up to \$10,000.00 per year per CC for each CC to use for their Chinese language programs and related activities and events. Headquarters will transfer approved funding to PSU. PSU agrees to set up an agency account to fund the CC's. All rules and regulations of PSU will be adhered to with respect to handling of such funds.
8. The Parties understand that the funds received from the Headquarters for Confucius Institute are subject to the mandatory PSU overhead charge. PSU shall notify Headquarters of the overhead charge rate on an annual basis.

Attachment E.11.c

9. Article 5 - Organization

1. The Institute at PSU shall have a Board of Directors (“The CIPSU Board of Directors”), which shall serve as the decision-making body regarding programming of events that seek Headquarters funding. The CIPSU Board of Directors will serve as an advisory board to the Executive Director of OIA regarding the directorship of The Institute at PSU. The Board shall consist of 6-10 members who will be representatives of PSU, local educational, community, and business groups with strong interests in China and shall be appointed for terms of two (2) years. The CIPSU Board of Directors shall provide input on the following:

- formulating development plans for The Institute at PSU;
- significant issues including teaching, research and management;
- fund raising;
- appointing and dismissing the director of The Institute at PSU;
- examining and approving the budget proposal and final financial accounts of The Institute at PSU; and,
- reporting to the Parties on the management status and other significant issues.

2. Upon receiving recommendations from The CIPSU Board of Directors, PSU shall adopt a Director Responsibility System, which will set forth guidelines relevant to the directorship of The Institute at PSU. Subject to applicable PSU policies, PSU will hire a director of The Institute at PSU (the “Director”) who shall be based at PSU and shall undertake the day-by-day academic, financial, personnel, facilities and support administration of The Institute at PSU. The Director shall be a PSU employee and be appointed by PSU for a term of 3 years (renewable). The performance of The Institute at PSU Director shall be reviewed annually by the Executive Director of the OIA.

3. The Confucius Institute at PSU shall be located within OIA. It shall have the status of a non-credit entity and be operated in accordance with policies and procedures applicable to institutes and centers at PSU generally. Overall authority for management and operation of The Institute at PSU shall be the responsibility of the Executive Director of OIA.

4. PSU shall maintain the funds and expenditure records for The Institute in a university account that is separate from all of its other accounts. The Institute at PSU will independently establish annual budget proposals and prepare final financial accounts. The Institute at PSU will be in charge of its daily operations and management. It shall assume the sole responsibility for its profits or losses and shall balance its accounts by charging fees for language courses and other programs.

5. The Chinese partner university (Soochow University) shall appoint multiple members to the Board of Directors. In addition, a Joint Management Committee (JMC) exists and consist of two members from PSU (typically these are the two Directors at the PSU Confucius Institute, or higher level administrators, such as the Provost and Executive Director of the Office of

Attachment E.11.c

International Affairs) and two members from Soochow University. The JMC will endeavor to meet at least once a year to work on strategy, programming ideas, budget and other high leveler administrative issues.

6. The Institute at PSU shall allow Headquarters to evaluate/assess the quality of teaching at The Institute at PSU.

7. The Institute at PSU's activities must be in accordance with the Constitution and By-laws, respect cultural custom, and shall not be contrary to applicable laws and regulations, both in the United States and China. In the event of conflict between the laws of the United States and the laws of China, the laws of the United States shall apply.

8. The Headquarters acknowledges that PSU and its faculty have the right to determine the content of the curriculum, the manner of instruction, and the choice of texts for all accredited and approved academic programs administered by PSU. PSU acknowledges that the Confucius Institute at PSU is not an accredited and approved academic program of PSU. PSU will afford all Confucius Institute teachers with the same First Amendment rights and academic freedom rights as it affords to its own faculty.

Article 6 -Responsibilities of the Parties

Responsibilities of Headquarters:

1.To authorize The Institute at PSU to continue the use of the title "The Institute", as well as its logos and institute emblems.

2.Recommend teaching materials, courseware, and other books according to the needs of the CI and authorize the use of online courses.

3.To provide a set amount of annual funds determined by the Headquarters Division in charge of US Confucius Institute affairs, the Headquarters' Finance Division and also determined by Headquarters' assessment of each event and activity The Institute at PSU holds.

4.To send Chinese instructors based on the requirements of teaching and pay for their international airfares, salaries, and other expenses. Individuals recommended by Headquarters shall have academic credentials acceptable to PSU.

Responsibilities of PSU:

1. To provide a fixed office place and appropriate sites for teaching and other activities of The Institute at PSU; equipped with office and teaching facilities, and with responsibility for the setting, management and maintenance.

2.To provide administrative personnel (full time or part-time).

Attachment E.11.c

3.To assist Headquarters with the necessary visa documentation needed to bring in visiting Chinese instructors to assist the work of The Institute at PSU. All expenses for the visiting Chinese instructor shall be the responsibility of Headquarters and/or the incoming instructor.

4.To provide in-kind support, which should have a value not less than the amount provided by Headquarters.

Responsibilities of the Institute of PSU

During the term of this Agreement, The Institute at PSU will provide the following educational resources and services:

1. Events and outreach (in cooperation with other civic organizations as appropriate) on Chinese language, culture, history, politics, economics, sociology, philosophy and allied areas of scholarship and interest.

2. Outreach to Portland Public Schools, to include:

- a. short-term training programs for primary and secondary teachers;
- b. advice and support for local Chinese language teachers;
- c. making available Chinese language teaching materials for teachers and students of Chinese in the Portland region;

3. Development of Chinese language and culture studies at PSU;

4. Chinese language and culture courses;

5. Hosting the Chinese Language Level Test (HSK, YCT, BCT).

6. In conjunction with OIA, developing and promoting curricula for study abroad programs in China.

7. Invite one Chinese Program Manager from China and one or more visiting faculty from the People's Republic of China to perform educational services necessary to its mission and to the educational mission of PSU. Individuals recommended by Headquarters shall have academic credentials acceptable to PSU. PSU shall use its own personnel for programmatic and administrative support.

Responsibilities of the Office of International Affairs

1. During the term of this Agreement, OIA shall contribute to the operation and support of The Institute at PSU by providing the following:

- Necessary office and classroom facilities;
- Necessary teaching equipment;

Attachment E.11.c

- Customary operating supplies;
- Customary administrative services, including clerical support;
- Appointment and payment for local part time instructors at such time as the success of The Institute at PSU's teaching and training programs warrant additional faculty, and subject to further written agreement between the Parties;
- Assist the visiting scholar described in Headquarters' responsibilities described above, to obtain necessary non-immigrant visa for entry into the United States.

2. The Institute at PSU, through OIA, shall be authorized by PSU to charge fees at a PSU-approved self-support rate for non-credit courses. Any funds generated will be earmarked for programs that advance knowledge in the region of Chinese cultures and that meet the overall education mission of PSU.

3. The evaluation of The Institute at PSU shall be conducted by OIA on an annual basis and the results shall be shared with Headquarters.

Article 7 - Intellectual Property

Headquarters exclusively owns the title of "The Confucius Institute", its related logo, and emblem as its exclusive intellectual property. PSU cannot use, apply or transfer the title, logo, and emblem in any form, either directly or indirectly, after this Agreement has been terminated.

Each Party shall retain all right, title and interest in any and all of its Intellectual Property used in Confucius Institute activities. If Intellectual Property is jointly developed by the Parties, such Intellectual Property shall be jointly owned by the Parties unless otherwise agreed in writing. The respective interests of the Parties and the Parties' employees in intellectual property resulting from the activities of The Institute at PSU shall be determined by PSU Intellectual Property Policies and Guidelines.

Article 8 - Revision

With the consent of both parties, this Agreement may be revised during its implementation and any revisions will be made in a written amendment to this Agreement, both in English and Chinese. Such amendment will take effect when signed by authorized representatives of both Parties. Each party shall have a version in each language. Each version shall be of equal legal weight and authority as the other.

Article 9 - Term

The Agreement shall be in effect on the date when both Parties have signed below. The Agreement shall have a period of 5-year validity. Either party, if it wishes to terminate the

Attachment E.11.c

Agreement must notify the other in writing 90 (ninety) days prior to the end of the Agreement, otherwise it will automatically be extended for another 5 years.

Article 10 - Force Majeure

Parties hereto will be released from their obligations under this Agreement in the event of a national emergency, war, prohibitive government regulations or any other cause beyond the control of the parties hereto that renders the performance of this Agreement impossible. In the event of such circumstance, the party under the situation shall inform the other party in writing that the program may be delayed or terminate, and duly take the effective measures to mitigate the loss of the other party.

Neither Party shall be responsible for any failure or delay in the performance of any obligation imposed upon it hereunder nor shall such failure or delay be deemed to be a breach of this Agreement if such failure or delay is due to circumstances of any nature whatsoever which are not within its immediate control and are not preventable by reasonable diligence on its part.

Article 11 - Termination

This Agreement may be terminated in one or more of the following cases:

1. Either party intends to terminate this Agreement upon giving a written notice at least six months in advance of their intention to terminate.
2. The two parties have no intent to continue the collaboration upon expiration of the initial term or ensuing terms.
3. The two parties agree that the intent of the Agreement cannot be fulfilled. If the actions or negligence of one party of the Agreement is determined by one or both parties to have severely harmed the image and reputation of The Institute at PSU.
4. The Agreement must be terminated due to force majeure with an unforeseeable conclusion.

The termination of the Agreement shall not affect any other agreements, contracts and/or programs between the Parties.

Before the Agreement is terminated, the Parties shall endeavor to make appropriate arrangements for the enrolled program students and other works so as not to interrupt or delay any students' program completion and/or delay or dismantle other works of The Institute at PSU.

Article 12 - Dispute Settlement

Should any disputed arise, the two parties shall work together to resolve the issue(s) through friendly and cooperative negotiations.

Article 13 - Agreement Language

Attachment E.11.c

This Agreement is written in Chinese and in English. Each party shall keep one copy in Chinese and one copy in English of the signed Agreement. The Agreement, in both languages, shall have the same effectiveness.

Article 14 -Confidentiality of Agreement

The parties to this Agreement will treat this Agreement as confidential and will not, without prior written consent, publish, release or disclose or permit publication, release or disclosure without the written permission of both parties as a result of this Agreement. Except insofar as such publication, release or disclosure is necessary to enable each party to fulfill their obligations under this Agreement. The above notwithstanding, PSU's obligations under this Agreement are at all times subject to the limitations and conditions of the Oregon Public Records Law ORS 192.410 – 192.505.

Article 15 - PSU Standard Terms and Conditions

1. Confidentiality of Student Records

Subject to Oregon Public Records Law and any other Oregon or United States federal laws, PSU agrees that it will make reasonable efforts to maintain the confidentiality of any Confidential Information received from the Headquarters and shall not use such Confidential Information except in performing its obligations pursuant to the Agreement.

Subject to the laws of the Peoples Republic of China, Headquarters agrees that it will make reasonable efforts to maintain the confidentiality of any Confidential Information received from PSU and shall not use such Confidential Information except in performing its obligations pursuant to the Agreement.

Under State and U.S. federal laws protecting the privacy of student education records, PSU may not, in most instances, disclose education records of students enrolled at PSU to Headquarters without the student's written permission. Any request for education records of students enrolled at PSU from Headquarters shall be directed to PSU officials in OIA who can determine if records can be disclosed.

Headquarters acknowledges that student records are protected by the Family Education Rights and Privacy Act of 1974, 20 USC 1232g ("FERPA"). Headquarters is a "school official" as defined in PSU's Student Records Policy and Headquarters's handling of student information will comply with FERPA and with the PSU's Student Records Policy.

Headquarters is aware of and will comply with the limitations on the use and re-disclosure of personally identifiable information from education records as set forth in FERPA (34 CFR 99.33(a)(2)). Contractor agrees to hold education records in strict confidence. Headquarters will not use or disclose information from student records received from or on behalf of PSU except as permitted or required by this Agreement, as required by law, or as otherwise authorized in

Attachment E.11.c

writing by PSU. Headquarters agrees not to use information from education records for any purpose other than the purpose for which disclosure was made.

Headquarters shall comply with the Information Safeguards Rule (the "Safeguards Rule") as set forth in 16 CFR Part 314 – Standards for Safeguarding Customer Information of the federal regulations implementing the Gramm Leach Bliley Act ("GLBA"). Headquarters shall develop, implement, maintain and use appropriate administrative, technical and physical safeguards to preserve the confidentiality, integrity and availability of all customer information (as defined in the Safeguards Rule) regarding PSU's students, which is disclosed to or accessed, maintained, or transmitted by Headquarters.

Headquarters will, within one day of discovery, report to PSU any use or disclosure of education records or customer information relating to PSU students not authorized by this Agreement or in writing by PSU. Such notice shall identify: (1) the nature of the unauthorized use or disclosure, (2) the information that was used or disclosed, (3) who made the unauthorized use or received the unauthorized disclosure, (4) what Headquarters has done or will do to mitigate any deleterious effect of the unauthorized use or disclosure, and (5) what corrective action Headquarters has taken will undertake to prevent future similar unauthorized use or disclosure. Headquarters shall provide such other information, including a written report, as reasonably required by PSU.

2. Merger Clause

This Agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Agreement. Headquarters and PSU, by the signature of their authorized representatives hereby acknowledge that they have read this Agreement, understand it, and agree to be bound by its terms and conditions.

3. Waiver

No waiver, consent, modification, or change of terms of this Agreement shall bind either party unless in writing and signed by both Parties. Such waiver, consent, modification, or change if made shall be effective only in the specific instance and for the specific purpose given. The failure of PSU or Headquarters to enforce any provision of this Agreement shall not constitute a waiver by PSU or Headquarters of that or any other provision.

4. Severability

The parties agree that if any term or provision of this Agreement is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be

Attachment E.11.c

construed and enforced as if this Agreement did not contain the particular term or provision held to be invalid.

5. Compliance with Law

The Parties shall comply with all federal, state and local laws, codes, regulations, and ordinances applicable to this Agreement.

6. No Third Party Beneficiaries

Headquarters and PSU are the only Parties to this Agreement and are the only Parties entitled to enforce its terms. Nothing in this Agreement gives, is intended to give, or shall be construed to give or provide any benefit or right, whether directly, indirectly or otherwise, to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of the terms of this Agreement.

Article 16 - Effective Date


This Agreement shall be effective on February 13, 2019.

PORTLAND STATE UNIVERSITY

CONFUCIUS INSTITUTE
HEADQUARTERS

INTERIM PRESIDENT

DEPUTY CHIEF EXECUTIVE



STEPHEN PERCY

Date: 12-2-19



MA JIANFEI

Date: 2019.11.18

DIRECTOR, CONTRACTING AND
PROCUREMENT SERVICES



KAREN THOMSON

Date: 11.18.19

Proposal
Faculty Senate Ad Hoc Summer Research Committee
on Academic Program Examination/Reorganization

Background, Rationale, and Preliminary Discussions:

On the May 18th 2020 Faculty Forum, Provost Susan Jeffords introduced a conversation on the need for a process to examine our academic programs in order to address current challenges and strategically prepare ourselves for future scenarios. Recognizing that such a process must be undertaken through shared governance and full faculty participation, she encouraged the faculty to begin initial exploratory steps this summer 2020, to help us prepare for a full discussion during the academic year 2020-21. She stressed the importance of placing our mission and core values at the core of any program reorganization discussion, as well as of promoting transparency and inclusion.

This discussion followed preparatory conversations with Provost Jeffords at the steering committee, with participation of UCC, GC, EPC, BC, and AAUP leadership, where a set of framing themes (included in appendix A in this proposal) were discussed. These themes were echoed and expanded by comments expressed by the faculty (see appendix B) via a google form distributed in connection to the May 18th Faculty Forum.

Motion recommended by the Faculty Senate Steering Committee:

In light of the current context and informed by these conversations, the Faculty Senate Steering Committee recommends the creation of an Ad Hoc Summer Research Committee on Academic Program Examination/Reorganization to envision a process for program reorganization at PSU. This Committee will work in Summer 2020 to:

- *Envision* and recommend a framing set of guidelines based on PSU's values and mission, with an emphasis on applying a Diversity, Equity, and Inclusion lens
- *Envision* and recommend models of communication and collaboration among relevant constituents and groups (faculty, administration, staff, students, union, board) to ensure transparency, representation, and participation at all the different institutional levels (from faculty senate to units)
- *Explore* theoretical and practical models for reorganization of academic programs, including models put in place by comparator institutions.
- *Gather* evidence and data (quantitative and qualitative) about PSU's Academic Programs with the help of OIR and other relevant PSU administrative offices.

The Faculty Senate Ad Hoc Summer Research Committee on Academic Program Reorganization will consist of eight to ten members. In addition to chairs/members of UCC, GC, EPC, BC, and SC, it will include a Diversity, Equity and Inclusion advocate, as well as faculty members chosen by the Committee on Committees from among nominations and self-nominations by faculty. The committee will work closely with the administration members proposed by the Provost. Finally, the committee will present a report to be discussed at the October 2020 Faculty Senate, with the purpose of informing the next step in the process (creation of an ad-hoc committee to work during the academic year 2020-21). It is important to stress that the work conducted by the group will be exploratory and that no decisions on PSU's academic programs will be made during the summer.

Appendix 1**ACADEMIC PROGRAM EXAMINATION/REORGANIZATION****Notes from Preliminary Discussions at the Faculty Senate Steering Committee****2014 History: What went wrong in previous program prioritization efforts**

- Budget vs. academic: The relationship between the budgetary aspects and the academic quality ones became conflicted.
- Transparency and trust: There wasn't a clear message about why we were undertaking program prioritization. That eroded trust.
- "Circular-firing squad" fear.
- Strategy: It seemed that we were being asked to implement a firing corporation-like strategy.
- It happened parallelly to program review required by our accreditors. It wasn't clear how both efforts intersected.

2020 Our current context: Beginning conversations on rationale and procedure

- **TRANSPARENCY:** We need to be very clear about what we are doing and why. We must communicate effectively with the faculty and make sure their voices are heard and their input truly and meaningfully incorporated in the process. Units and schools must be aware of what their counterparts are doing. Faculty are not aware of other perspectives, they want to help institutional efforts but do not know how they can do so, what are the strategic recommendations.
- **FACULTY ROLE:** The role of the faculty should be thinking about the future, long-term educational mission of PSU. We need to come up with a set of PSU principles/values before engaging in this work. There tends to be a disconnect between administration and faculty-students (the macro and micro levels). We must make sure that the efforts are focused on students, we must combine/merge them with the Student First academic efforts and they must be framed around the question: how can we do things better for our students. We tend to default to thinking about SCH.
- **GOALS:** We need a shared understanding of what are the goals in relation to the crisis and urgency: looking for opportunities for merging and restructuring in order to avoid eliminations. There are opportunities for synergies between departments that seem blocked by our current internal organization. We must think outside the box.
- **CONTEXT:** We need to look at the institutional context. What is being done in other areas (not just the academic, programs). Look at the changes that have been made in response to COVID-19 and see if they can be permanent. How do we create an environment in which the work of the faculty is recognized and valued and also aligned with what the institution needs faculty to do?
- **DYNAMICS BETWEEN FINANCE AND ACADEMICS** areas of the institution: Cutting academics in trying to attenuate the impact of budget on (mainly) no-academics, seems a loss of perspective. Often the finance area seems to be hegemonic. At a

university, academics should be at the core. Budget should inform our academic priorities but not determine them.

- **PROTECTING FACULTY AND PROTECTING THE MISSION:** If cuts end up being necessary, we need the University to declare exigency, so contract protections can be applied. We also must be clear about the role of the faculty and of the senate in any reorganization efforts and stay away from consumer-focused narratives and not be caught in corporate ideologies and an "offer and demand" view of higher education.
- **A ROBUST UNIVERSITY** is one that has a diversity of offerings. We must rely on the faculty's view of education and the competencies and skills that will prepare our students for their goals (not only professional skills but the fundamental skills obtained across a diversity of disciplines in the humanities, sciences, social sciences, etc.).
- **QUALITY vs. REVENUE:** In a functional university not every unit is going to generate revenue. To maintain a healthy diversity of offerings some units must support others.
- **PROCESS AND CONTINUITY:** Which is our point of departure? What is the connection between previous Academic Program Prioritization (APP) efforts and current Academic Program Reorganization (APRG) ones? Clear and multidirectional paths need to be created among the different faculty and administrative groups engaged in APRG.
- **CAUTION:** We must be careful not to undermine ourselves: The cutting body parts metaphor (cutting an arm and leg vs. cutting an organ that is not functioning well and that you can live without and be in better health). It's important to consider our mission and commitment to the community and not cut programs that no other institution is providing in the state. We must be careful to apply a diversity, equity, and inclusion lens consistently. We must be thoughtful in reorganizing and careful not to find "easy" merging solutions. It's important to be strategic and future-thinking. Academic cuts are cuts on investments.
- **AVOIDING CONSTRAINTS AND "TRAPS":** Our imagination is conditioned by efficiency arguments. We rely too much on traditional ways of evaluating the work we do. We need to rethink student success in a way that does not restrict us to SCH and quantitative factors.
- **TIMELINE AND FACULTY PARTICIPATION:** No decisions should be made during the summer, just exploratory work. For the sake of transparency and faculty participation, there must be an opportunity for the faculty to follow the process and provide input during the summer.

**Appendix B
Faculty Comments on Program Examination/Reorganization
(Unfiltered)**

PSU is currently in the initial stages of a conversation about how to reorganize our programs to address our current challenges and to strengthen PSU’s institutional position. ‘Reorganization’ might include eliminating, merging, or adding programs, as well as changing internal administrative structures.

1. How should Faculty be involved in program reorganization at PSU?

Have expert faculty on budget and financial planning.

I think that faculty need to be in primary positions of power. You cannot do this well without buy in from all/many academic units. I would like to see working groups around shared methods and graduate training, a steering committee or other faculty body that is part of this discussion.

We should be involved every step of the way, as it has implications for our departments, curriculum, and pedagogical approaches.

Actively, shared governance does not provide for removing courses or programs from the curriculum. Faculty governance (GC and UCC) should have an active process for these types of proposal. If for no other reason to keep the curriculum clean and healthy.

Faculty should be encouraged to work through innovation and design thinking exercises/training in order to constructively reimagine university life in a new and evolving era.

Allow departments to make their own recommendations on cuts/consolidations - local input from programs.

They should drive the process through Senate if they are willing to engage in good faith evaluation of programs, academic and non-academic.

Thoughtfully

I would keep programs but consolidate some support systems. I feel there are too many "schools" and "colleges" that seem to exist as entities which duplicate admin structures for internal control of budgets rather than providing any particular advantage to students.

We should be equal partners with admin in setting the problem, and then we should be in charge of efforts to address it by transformation or resolution.

Faculty should be involved through multiple opportunities to provide feedback and share experiences.

First we should receive a clear and unambiguous definition of what you mean by "reorganization." Both on the big and little scopes. If you're talking cutting programs and dropping certifications, then faculty should be the deciding voice on what programs can be cut. The trustees an administration should, of course, have a voice in the historical and institutional implications of those decisions, but in dialogue and debate, not a "yes/no, pick another" capacity.

Provide opportunities to broad range of faculty to share info and input.

In actual decision-making,not just consulting.

At the outset, faculty could provide feedback on what initiatives and programs currently at the university are duplicating efforts or are insufficient.

Representation from faculty is important, but not on individual faculty basis as that just paralyzes any process. Clearly not everyone will be happy regardless of the outcome. Representatives from the various colleges representing faculty across campus, even those not traditionally heavily involved in faculty senate for example should be formed to gather input from their units and communicate those up.

Faculty input should be collected at every stage. Beyond the chair meetings, individual faculty from each current department should serve on a committee that can provide input about how these programs should be changed. At the very least, no programs should be merged or eliminated without an opportunity for faculty in those programs to respond to questions, address concerns, or describe their function and place in the university.

There should not be cuts of academic programs; there should be cuts of other units and faculty should have a decisive voice in cutting all the units we don't need. I was very disappointed that FS voted for "program prioritization," which in the end will be done from a SCH's perspective.

Faculty should be involved in both synchronous and asynchronous manners. I am concerned that the folks who can attend and feel comfortable speaking-up publicly in these forums are the ones who will benefit from restructuring. Unfortunately, I have been unable to attend faculty forums in "real time" because of my teaching and student supervision schedules. I hope that our University leadership will weigh the fact that not all voices/perspectives are being included during the synchronous meetings and will allow other asynchronous opportunities to contribute to the discussion and be recognized for our perspectives. I also think it would be helpful to have an iterative feedback process - with multiple check-ins over time with FULL faculty (not just the working groups or faculty senate leaders). I appreciate the opportunity to provide my feedback via this google form and I hope that this will continue to be a means through which faculty feedback is garnered.

You are talking about cutting jobs. Often reorganization is done in a way that makes little sense long term. Other times it makes a lot of sense. But what does this often mean? It often means merging say a department like Philosophy and History or taking SGRN and making it into an Ethnic Studies department with one chair rather than directors. In some ways these moves can make a lot of sense as in Ethnic Studies and long term might be best. However, in other ways a move like say merging Philosophy and History make little sense. On the other hand, merging History and International Relations may make a lot more sense. Merging Philosophy with Political Science may also make a lot of sense. So, input from faculty and the AAUP is a requirement.

Also sometimes a unit or center may not "make money" for PSU, but sometimes the university needs to be more than a neoliberal institution. We can't really call ourselves a university if we do not have courses in Philosophy, Rhetoric, History, and foreign languages. This is one big worry that reorganization can mean the stripping away of those areas of instruction that matter most in times of crisis. Ethics, history, mythology, and foreign languages and culture matter during periods of reactionary politics and populism.

They should be the lead voices. Also, I don't want COB, for example, making decisions about Black Studies.

Faculty should provide leadership around this, though administration needs to be clear on what the fiscal savings need to be. Reorganization has to include the loss of positions (administrative and/or faculty) as just moving things around won't solve our problem. Faculty have to be able to have hard conversations about this and not cling to favorite program. We have tried doing this in the past and it has failed bc we are in denial about the realities of higher education.

Is the point of the university to educate young minds or not? If it is, then any reorganization needs to be primarily handled and approved by the faculty.

They should work with their Deans to determine ways to increase efficiency, reduce spending, and continue to offer high quality programs.

Fundamentally and transparently.

Faculty governance should be fully respected, and all decisions about programs fully transparent. Existing faculty structures (e.g., EPC) should be used, rather than assembling new ad hoc committees.

Rearranging the deck chairs?

Faculty should help provide information about the trends (up and down) and value of their departments/disciplines vs. numbers of students vs. future employment options based on the degrees they will earn. Learning for learning's sake is great but preparing people for careers and real jobs is also critical. How can faculty fit those concepts together?

Most importantly via working groups within the Colleges made up of a diverse cross section of faculty that heavily relies on faculty who have not spent their entire careers at PSU. We need new thinking influenced by wider experiences in the academy. These groups should be constituted by both widely disseminated public calls in each unit, appointments by directors/chairs and deans, and calls focused to women and POC who represent a cross section of TT, NTTF, and adjunct faculty. Also via senate, but keep in mind that senate is not comprised solely of faculty as it is usually understood outside of PSU—research and teaching faculty—but is filled with APs who, while super vital, are just not faculty, so they do not have the training we do, nor the wider view on the state of the US academy. They are not part of the research and teaching that drives a university, so have a different set of concerns,

which can be useful, but not for a program reprioritization. They also do not have the protections that a tenured faculty member has, security that may allow us to hold positions and make arguments that may be unpopular.
Faculty should participate in suggesting how to reorganize and realize that programs will be cut.
Changes should be approved by faculty.
Intimately. Dare I say lead?
Faculty understand our programming and research better than just about anyone. We should therefore be active participants in how to make changes and reorganization. With that said, I also know that faculty can be very territorial and/or set in their ways. I think there needs to be a shared understanding that input from faculty will be given more than lip-service, and in exchange, we need to be willing to think outside our boxes.
directly involved!
At every step
2. What PSU principles and values should be followed in APRG?
Equity. Integrity in allocation of resources. Consideration of wider issues in higher education, including the long-term feasibility of boosting STEM over humanities, arts, and social sciences education.
I think this acronym is horrific and it makes me NOT want to engage in this process. It already feels like administrative overreach once you start using this acronym. Give faculty authority to make decisions, ensure that junior faculty and faculty of color are not left out.
we have to center the needs of our students and community. we have to be aware of any changes that will impact accreditation for specific schools and programs (for instance, CSWE accreditation for the School of Social Work)
DEI
Academic rigor, maintaining a breadth of disciplines but the production of scholarship must be an essential component of any program at any university.
Supporting the complete ecology of university life with an emphasis on the keystone species, namely students and faculty involved in teaching-learning, research, and applied research that ameliorates the Portland metro area and its many communities. I feel it is important to be forward thinking, such as organizing curricula around questions rather than disciplines. This said, and in addition to STEM (obviously relevant to employment as well as important academic areas), core humanities themes -- logic, critical thinking, rhetorical and writing skills, world languages and intercultural communicative ability, really need to be a part of the future of PSU, for these are precisely the sorts of disposition development that are required at elite private universities. Reduced offering in these areas would increase class division in society.
Hold to the PSU mission, let knowledge serve the city.
What is the academic mission of the university? That should guide it, along with all of the work that was done to plan for Academic Program Prioritization several years ago.
Reducing administrative expenses and overlapping or unnecessary expenditures
people! Keep people working, providing instruction and guidance to students.
I don't know what APRG means? It would be helpful to have a list of what you consider PSU principles to be. Perhaps that list also needs overhaul.
In a general sense, equity and opportunity for students are important values to uphold.
Service, Learning, and Demand -- what programs are of service to the students and community, how are we still upholding the pursuit of knowledge next to or over consumerism, what is the demand in the community (both in the arts, STEM, and business communities).
Broad and deep faculty/staff/student engagement.
commitments to the equity lens we adopted in our strategic plan

Democratic participation, transparency, and effective leadership.
Long term financial stability and prosperity of PSU, balanced with academics that are both undergraduate and graduate, the latter supported by impactful research. There is so much potential for this urban campus, but without financial stability we continue to be mediocre to the outside and bumbling on the inside.
Access, inclusion and equity are core values at PSU. These values exist to correct inequities. Tough times are hardest on those that are most vulnerable and who these values are meant to protect.
Keep all academic programs and use (like in the pre-neoliberal times) a financial balance, which means some courses attract more students and they subsidize others that enhance students' intellectual curiosity and civic responsibility.
Upholding a commitment to serving our city and state; Maintaining a students-first lens in reorganization; Transparently communicating information to stakeholders (including faculty, staff, students, and our broader community)
That a university is not a corporation that needs to deliver dividends to shareholders in profit. The dividends of a university are varied and complex. This is not to say that faculty who teach empty classes should not be helped to alter their courses to actually attract students, but that sometimes there is more to learning than getting a job. Otherwise why not shut down all departments and make PSU a "Coding Academy?"
A university is a shared community where some departments, units, and classes turn a profit and others do not, and where balance should be central to how we view the various parts of the university.
PSU is not a technical school.
This is a liberal arts college. That means we don't cut physics to bolster engineering, or enhance psychology at the expense of anthropology. We are committed to a broad liberal education and we don't pit departments against one another.
Following values should drive the process - equity, student centered, student success
Quality education
Quality of education offered in a sustainable manner.
1) We have to maintain an identity of a research-active liberal arts institution that serves the metro area with research and teaching. We need to differentiate ourselves from community colleges and technical colleges. 2) Faculty are an investment and second only to students as the lifeblood of the university. Any reorganization should consider the needs of students and faculty first and foremost.
Creating students with knowledge that can serve the city by creating thoughtful, reasonable, proactive, community members
Units that have received very positive external reviews, are distinctive to PSU, are financially not in the red, teach/research subjects of significant current relevance, and that have strong internal and external support should be given priority. Decisions on funding should be made at the margins: if two units are comparable on these criteria, units that will derive greater marginal benefit from funding should be favored.
Ways of addressing climate-change needs to be part of every discipline and every program/department.
We need to balance the mission of PSU as a teaching institution that serves underrepresented students, those who are economically challenged as well as under represented student groups in US higher education, with its desire to function as an R1, albeit one without R1 policies and resources.
Facts and fairness.
We must evaluate academic programs in terms contribution/impact/relevance as well as effectiveness/efficient utilization of resources, and innovation. These criteria would include both tangible/quantitative/measurable items and more intangible items with some form of objective evidence. Maybe develop a multi-factorial "scorecard" that aggregates the criteria into a manageable set of indicators, not to rank-order units, but to objectively assess their strengths, challenges, and opportunities.

Let knowledge serve the city! I employ that motto in all my work, as do nearly all units across campus. Although we have amazing research and researchers, we shouldn't strive to be an R-1 institution (or like an R-1 institution). We are known for our meaningful, highly-relevant community-engaged research and programming. We should embrace and elevate that.

Similarly, we should emphasize our role in advancing equity in higher education. We not only provide access to many students that would not have access to higher education at other institutions, we do so well. We need to strengthen our efforts, build on past successes, and continually weave in new opportunities to provide an excellent education for all students, particularly those who have been historically marginalized in higher education (and K-12).

Tying this altogether, climate change has shifted from "an" issue to "the" issue. All other ecological and social injustices can be nested within a climate change framework. Our service to the city and broader world should focus on adapting to climate change and building climate resilience. This lens builds on our institutional focus on sustainability, and brings together research and practice across our schools--environmental science and management, urban studies and public affairs, community development, education, public health, and so much more.

As we think about reorganization, I sincerely hope that we do so with a visionary lens! There is a quote in Margaret Wheatley's Leadership and the New Science: "When a system is in trouble, connect it to more of itself." As we move to reorganize, collapse, change, add, eliminate, etc., I hope we can think of ways to connect our system to more of itself.

serving students; equity, diversity and inclusion

Equity and diversity need to be front and center

3. What do Faculty members want to achieve (what would constitute success) and what do they want to avoid in APRG?

At all costs, avoid clustering units (for funding, or under schools) by administrative rather than critical definitions of research. E.g., history under humanities when historians might be doing work in public policy or urban planning.

I want to avoid this acronym. It's the worst. I would like to see more shared graduate training and reduce redundancies in certain kinds of undergraduate and graduate training so that I can be freed to teach some more specialized courses on occasion.

Saving as many jobs as possible while serving our students. Making sure that big sacrifices are made by people who can afford to make them.

A complete discussion over curriculum delivery. In particular University Studies must be part of the conversation. Often treated as a sacred cow at PSU, university studies seems to be an inefficient method of delivering curriculum that employs a high level of adjunct instructors. A successful process will evaluate the entire delivery of the curriculum and consider a radical, far reaching solution. If university studies does not work for ALL units on campus it should be redesigned or eliminated.

An obvious and self-serving issue is continued employment. Creatively adapting to, and even creating, new work-research-teaching-learning institutions would help to insure our viability as knowledge professionals.

Maintain enough staff to continue successful academic and research programs. Do not redistribute workload from staff cuts to existing workers - people are over-burdened already. Too many years of "do more with less" - we can't keep doing that.

A reasonable budget allocation that supports quality academic programs and scrutinizes the size of our administration and non-academic units; we should avoid more of the same--trimming budgets at the margins or across the board--and avoid letting the administration drive the process.

Program stability and quality

Ditto.

I do not know the possible types of actions that could occur. I am not in favor of eliminating entire departments or cutting faculty.
Becoming a business school, even outside the school of business, should be avoided. Only programs with a long history of revenue loss or unproductively low enrollment should be cut. We should uphold our rigor and status as an R2-to-R1 leaning institution, many of us faculty came because of that.
Avoid "competition" across programs/departments. Avoid creating "winners" and "looser."
Actual application of equity lens. If we need to renegotiate the worst of PERS, let's do it.
Reorganization over mere elimination.
I want to avoid doing nothing. Success is making a change.
There is no success in eliminating people's livelihood! To put it mildly, this is a wrong question.
To enable our institution to emerge from a period of fiscal challenge academically stronger, not weaker; and, if possible, to realize a financial savings that could be applied to the state's substantial and continuing budget cuts for higher education.
A university that serves its students better in 10 years or 20 years is what the faculty want. What faculty do not want is a spreadsheet approach that sees the functioning of the university in neoliberal zero sum ways that seen some units and departments as failing because of the profit motive and others as "good" because they are profitable. The labeling of some units as "Zero Rev Units" is common and downright wrong.
We shouldn't even be undertaking this step without a sober and PUBLIC analysis of the university budget. Instruction and research are the core mission here and should be last on the chopping block, not first. Even as a former DI athlete, perhaps athletics should be something we should look at, as well as myriad other ways that the administration has prioritized various moneypots, decisions we have had no hand in, or even knowledge about. I am again reminded of the decision to arm campus police, a move that I can find no fixed dollar amount for, and which doesn't seem to be in the conversation as a cost saving measure. I find all this premature.
Achieve a university that will survive and is able to identify what we do well and what we might not need to continue to do. Avoid seeing the administration as the enemy and see this as collaborative.
I think success would look like restructuring so that more faculty are sharing administrator roles and reducing class sizes, so that we come out of this actually raising the quality of education instead of cutting programs.
Avoid holding on to programs that are bloated. Success constitutes a re-sizing of programs commensurate with the actual needs of the program based on a trend of steady or increasing success.
For me, success in an APRG plan would be the creation of synergy among the faculty, students, and administration. Another positive outcome would be for the administration to better understand colleges and departments. Both outcomes would ensure that the mission of the university is strengthened. We have an opportunity to rethink the role of upper administration and to be a leader in higher education in making changes that would likely benefit many universities.
To be avoided: further fragmentation and increasing hierarchical organization through the professionalization of administration.
Achieve: Create a strong sense of support and community, a sense of shared pride in our University and the University experience for our students. Avoid: loss of valuable departments and faculty.
Success would be rational decision-making, arrived at by faculty in a transparent process. What should be avoided is administrators being allowed to make decisions without consultation or justification, for their own convenience, taking advantage of mere "targets of opportunity".
We need to get to a point where we're not constantly being told that we have to cut our budgets.
Success would be to trim those structures that don't directly serve the educational mission of the university and a rebalancing of resources between units that are currently able to grow from units that are shrinking. We shouldn't just cut programs that are underperforming, but reimagine how they can be served by remaking how they are run and function. It's also about a rebalancing of staff and capital resources between units and a reimagining of general education that supports academic programs as opposed to our current UNST structure that feeds itself and does not

support, for instance, CLAS programs. It's also about identifying those units that are working very well -- the Honors College is the only unit up for fall 2020 as far as I know, and reproducing not only their management actions, but their management styles. Success would also be in persuading units that have decided to shrink to stay within their means, because they have not been given the resources they need to grow or even meet current demand, that they will be supported in the future. So much of success would be in identifying talented, successful faculty managers and reproducing their approaches across campus. Success would also be marked by a wildly better up and down structure of communication throughout the university and addressing the persistent problem of marginalizing poc and women by elevating them to leadership positions within colleges. What to avoid? Don't let senate kill any changes, which it may try to do because it often functions as a conjoined twin to PSU—AAUP, which advocates more so for job security for its members than in making difficult choices to benefit the educational institution.

Meeting goals with as little pain as possible

An intelligent strategy for making reductions at PSU based on a thoughtful, detailed assessment similar to methods used for program self-assessment and external reviews, with data on educational success factors, revenue vs. cost, scholarly productivity, curriculum development, innovation, community connections, broader impact, etc.

I think I have answered this question, but to summarize and state it a bit differently, to me, success will mean that we are creative, visionary, and inclusive as we make changes to the university. Let's make stronger connections and collaborations within our institution. What I want to avoid is fear-based, short-sided decisions that undermine the mission and vision of our institution--a mission and vision that I think are largely shared across the university.

avoid cutting programs that serve students and that are our core values; avoid making cuts that do not use an equity lens in decision making

I want to avoid ripping apart the fabric of our community.

Proposal
Faculty Senate Ad-Hoc Committee on Administrative Reviews

Context and Rationale:

Portland State has recently seen a movement towards a more communicative and collaborative relationship between the faculty and the other key constituents of the campus community, including the Board of Trustees. We are walking an increasingly constructive and effective path in shared governance and shared leadership, where transparency and trust are being valued and emphasized and which provides us with optimal conditions to continue to envision and strategically design processes to further strengthen our institution. Such strategic thinking to project us into the kind of university that we want, need, and can be in the future in accordance with our mission and values is particularly important in the present moment, as we face multiple challenges caused or aggravated by the COVID-19.

An essential component of a healthy and highly functional university is the ability to establish and implement methods of self-assessment and adjustment not only in its instructional dimension but also in its administrative one. As such, it is important to design and maintain regular review processes, in order to provide our administrators with the opportunity to receive constructive feedback from the campus community on their progress and effectiveness as leaders, for their personal development as well as the development and enhancement of the institution. The faculty play an essential role and hold a great responsibility in this assessment process, both as reviewers and reviewees. As the report by the American Association of University Professors on Faculty Evaluation of Administrators states, "their [faculty] expertise is both an indelible part of a full and fair evaluation and a positive service to relevant administrators and to the institution's governing board". The report further explains that "the most desirable, as well as the most effective, system is one that rests on sound institutional policy, healthy relationships among the parties, and scrupulously fair practice. Indeed, such a system at its best will involve not only evaluation, but also constructive mentoring, as is the case with the best systems of faculty evaluation."¹

While some elements of administrative review are currently in place at PSU, we still lack a Faculty Senate-centered, comprehensive and consistent mechanism for effectively utilizing faculty expertise in assessing and enhancing PSU's leadership on aspects such as progress in advancing diversity, equity, and inclusion; promoting shared governance, communication, and collaboration among university constituents and involving them in decision-making; ability to embrace innovation and ensure that PSU

¹ See <https://www.aaup.org/report/faculty-evaluation-administrators#2>

effectively serves students, the city, and the global community; alignment with our mission and strategic goals; impact on institutional priorities, and other important leadership components. The need for the PSU faculty to examine our current procedures and practices, identify gaps and establish a solid administrative review process became evident during the conversations on PSU's leadership and administration that took place in Fall 2019 as part of the Special Meeting of the Faculty on November 6th and continued in connection to the Faculty Forum on May 18th, 2020, where faculty members provided extensive feedback on this subject, prompting the steering committee to present this proposal.

Motion Recommended by the Faculty Senate Steering Committee:

The Faculty Senate Steering Committee recommends the creation of an exploratory Ad-Hoc Committee on Administrative Reviews to

- Examine the mechanisms already in place at PSU for the review of Chairs, Directors, Deans, Associate Deans, Provost, Vice-Provosts, and other members of our administration, identifying areas of need and improvement.
- Explore models of administrative review being successfully implemented at other public universities comparable to PSU, reflecting on best practices that could be adapted to the specific needs of our institution.
- Make recommendations to the Faculty Senate for the creation/implementation of an administrative review process consistent with the context and rationale stated in this proposal, including a timeline and specific steps to collaborate with the administration and relevant constituents in setting this process (e.g., creation of a permanent administrative review committee)

This committee shall consist of 6 to 8 members chosen by the Committee on Committees from among nominations and self-nominations by faculty. It will present a report with its recommendations to Faculty Senate by the end of the academic year 2020-2021.

Questions to consider for future budgeting and enrollment.

1. Governor Brown ordered (on Monday, April 27) that state agencies prepare budget reductions of 8.5% for the biennium (this would correspond to 17% in the upcoming academic year because funds have already been spent for the first half of the fiscal year). Because the state allocation to PSU in FY20 was approximately \$105 million, this would correspond to an unanticipated cut in FY21 of approximately \$17 million dollars. This 8.5% revenue reduction represents 5.2% of the total E&G revenue for FY20. Additionally, it represents 3.1% of the All Funds revenue, including Auxiliary Services. How is the university responding?

As you can imagine, the target set for HECC by the state to plan for a 17% reduction in state funding across the biennium is daunting. The Governor's Office has asked the Higher Education Coordinating Committee to coordinate responses for higher education. The university has examined possible scenarios for responding to budget reductions and provided to the HECC an estimation of what this level of reduction would mean in terms of tuition increases, or in reductions. As the majority of our E&G costs are personnel, we have provided estimations of what these reductions would mean in terms of layoffs or compensation decreases.

The HECC summary can be found here

<https://www.oregon.gov/highered/about/Documents/News-Updates/HECC-DAS-CFO-Agency-Reduction-OptionsGF-Final-5-11-20.pdf>

While we are required to undertake planning and provide estimates for a possible 8.5% reduction in each year of this biennium (17% across the two-year biennium), it has not yet been determined that this is the actual budget we will receive. We will not know this until the state legislature makes budget decisions

2. Last Sunday, April 26th, KATU News reported:

Despite so many uncertainties, like when campus will reopen, Kneple believes that PSU will have a full class this fall and for years to come. 'From looking at enrollment trends during times of recession nationwide, schools like Portland State tend to attract more students during periods of uncertainty,' he explained. "Students want to stay closer to home and students want to go somewhere where there is less financial burden on them."

(<https://katu.com/news/coronavirus/changes-made-to-recruit-students-during-pandemic-may-continue-after-coronavirus>) Given this development and contradicting data about enrollments correlating with previous economic factors, what are the new

enrollment projections for FY21? What are the corresponding revenue projections for FY21?

*The question that the reporter asked, and that the story was focused on, was new student enrollments. Knepfle explained in all budget forums, and when he met with the FSBC, that a significant event, like an economic downturn, could have positive impacts on PSU's **new student** enrollment.*

We are doing all we can to assess several factors that may impinge about student enrollment, both for incoming freshman and transfer students and returning PSU students. Multiple factors likely will influence enrollment decisions including the economic recession, (will we experience the traditional counter cyclical pattern of enrollment growth during economic downturn), safety concerns about in-person classes and campus life, experiences with and preferences for remote and on-line learning, concerns of parents, and the situation of students whose lives have changed due to employment, home and family care, transportation and other factors. We are working diligently to clarify our fall plans for instruction and campus life. We are also engaged in outreach and recruitment that may attract students in the greater Portland area who are enrolled at other universities to consider enrollment at PSU in the fall.

*All of this said, we must be cognizant of the multi-year, persistent decline in student enrollment at PSU. Like most other universities, we face the pressure of demographics (fewer students graduating from high school), student financial pressures, variable interests in courses of study, and other factors. **Overall** enrollment decline at PSU is as much (and potentially more so) a function of the many years of new student declines, than in any projection of new student enrollments into the future. The overall enrollment at PSU is likely to continue to decline for 3-5 more years even if we have an uptick in new student enrollments—unless the pandemic creates major changes in student preferences for higher education.*

Between the volatility of the current economic climate, and the uncertainty regarding whether PSU will be online, in-person, or some kind of hybrid in the fall, any attempt to project how those factors will impact our fall overall enrollments would be premature and extremely preliminary. We likely won't have a solid enrollment projection until well into September.

3. Please provide an update on plans for reserve spending during the 2020-2021 academic year. How are budget cuts (based on expected CSLs) affecting units across the university? How are non-revenue generating units reducing spending? Are reductions targeted? Other than Auxiliary Services, and excluding vacant positions, will FY20 positions be eliminated from the FY21 budget? If so, how many positions? How many of these positions revenue producing positions?

The current FY21 general fund budget is flat from FY20 and uses \$11 million of E&G reserves. 50% of that will be from Central reserves and the other from unit management reserves. \$8.1 million of the proposed OAA FY21 \$211 million General Fund budget will be provided by \$4.05 million central and \$4.05 million OAA reserves. This material has been provided to the FSBC and can be found in the FSBC google shared drive [here](#). Any significant additional spending of E&G reserves would exceed the direction of \$11-13 million use of reserves provided by the F&A committee of the Board of Trustees in January and would not be financially prudent. Preliminary FY21 management reserve plans have been submitted and are currently being reviewed. On March 5, 2020 the Interim President announced a Strategic Hiring Freeze for positions funded by E&G funds first, as the result of larger than expected enrollment decline and then, augmented given anticipated revenue losses associated with the pandemic. The freeze currently includes an exemption process. Budget cuts for FY21 thus far have mostly impacted the ability to hire for new or vacant positions in both revenue generating and non-revenue generating units. In many cases individuals have been taking on additional work and some non essential work is being delayed.

4. Please provide an update on how operations costs have declined (in dollars, and as a percentage) due to the closure of the University.

Our current forecasts for FY20 are for a \$15 million loss in revenue (all funds basis) through the end of the fiscal year and for \$4.5 million in savings. A more detailed summary has been provided to the FSBC and can be found in the FSBC shared drive [here](#). The impacts to FY21 depend on multiple factors and is it too early to make a forecast given the uncertainties about when and the extent to which campus operations return to more normal conditions.

Please discuss the impact of the current COVID-19 crisis on the budgets of Auxiliary Services including Student Housing, Parking Services, University Place, and dining services on campus including businesses that would normally pay rent, but are currently shuttered (e.g., stores on the first floor of the Broadway Building).

1. How are these units absorbing expected funding shortages?

Housing (including dining services) is estimating a net loss of \$3.9 million, Parking \$2.3 million and University Place \$700 thousand. The financial impact on each of these and other areas of the university is provided in the [COVID-19 Loss Tracking for Spring](#) which was provided to the FSBC. Most of these units are absorbing funding shortages in the short term by accessing their available Working Capital reserves in addition to placing a number of PSU employees on Leave Without Pay with Extended Benefits. Chartwells has also reduced the number of employees.

2. Does Auxiliary Services maintain management reserves? If so, what was the reserve level at the beginning of FY20? What was this reserve level as a percentage of the Auxiliary Services FY20 budget?

Auxiliary and self-support units do not maintain management reserves but are required to have Working Capital, Capital Reserves and Treasury Reserves per the Board of Trustees Reserves Management Policy (found at the following link):

<https://www.pdx.edu/board/sites/www.pdx.edu.board/files/Reserves%20Management%20Policy.pdf>.)

Auxiliaries should maintain Working Capital equal to 3 months of annual operating expenses as required by Reserves Management Policy, the definition of these funds and the amounts in each are reported annually to the university through the Financial Dashboard (see pages 22-24 for reserves detail).

<https://drive.google.com/file/d/165zLxztYldkC-OZRanxGx582CyNWHz60/view>

3. To what extent is the General Fund revenue (in dollars, and as a percentage) used to support Auxiliary Services?

With the exception of Athletics, general fund revenue is not used to support the operations of Auxiliary Services. The general fund does provide for \$5.58 million in debt support to Auxiliary Services annually. However this debt support is for Auxiliary buildings or spaces that have been transitioned to, or built in part for, education and general purposes. For example, when the Housing Department constructed the Broadway Building, the design incorporated general purpose classrooms, study space and a computer lab. The general fund provides support for the debt housing incurred to construct this space. So the \$5.58M is for general fund space

6. Under what circumstances would the university declare exigency? What are the plans for including faculty in the decision-making process to implement cost-saving measures in the case of exigency? What would be the criteria for removing programs from the university?

Exigency is likely a last resort response to a financial crisis. At the current time, we are doing extensive planning around possible contingencies and are taking multiple efforts to reduce costs. It is premature to consider exigency, though we cannot rule this out pending further information about the state's budget circumstances. Faculty involvement is clearly articulated in Article 22 of the current PSU AAUP Collective Bargaining

Agreement and campus leadership will fully comply with all elements outlined in Article 22 to include faculty engagement should exigency be considered.

7. What will be the impact of CARES Act funding on the 2020-2021 budget? How will decisions be made on how these funds are spent? What provisions are being made to ensure faculty input on the decision-making process?

These funds have not yet been received and we are continuing to clarify restrictions on their use. The \$8.4 million in institutional CARES Act funding is less than the \$15 million of lost revenue estimated for FY20, which will certainly grow in FY21. Many institutions plan to use these funds to help cover the loss in housing revenue associated with permitting students to cancel their contracts. PSU will solicit input on the use of these funds from the FSBC.

8. PSU has been subjected to budget cuts (not meeting CSL) for a number of consecutive years, and this has reduced our ability to make structural changes that avoid negative impacts on our ability to adequately serve students. While some projections predict some enrollment increase in the fall of 2020, the state is already planning for funding cuts, so we can expect our state appropriation will be smaller in the 2021-2022 cycle. In addition, our expenses will increase substantially in the next biennium due to the increased cost of the retirement system.

1. When, or under what conditions, will the hiring freezes in OAA and across the university be lifted? -

The necessity to review hiring decisions will continue until the university budget has stabilized and significant budget reductions are no longer required to balance the budget.

2. Given these conditions and other possible stresses on finances, what are the long-term plans for ensuring that PSU will continue to offer diverse and high-quality curricula to our students?

Given the changes that PSU faces - demographic shifts, economic changes, changing patterns of student enrollment and degree-seeking, and now COVID-19 - it behooves us to engage in longer-term discussions about how the university can adapt to these varying disruptions. We expect that the Faculty Senate will be an important partner in these discussions.

Any of these discussions will take as their foundation the core values and mission of the university and the commitment to offering students a diverse and high-quality curriculum. As we have been developing our budgets under tight constraints, the Office of the Provost has worked very closely with the schools and colleges to make sure that we are able to offer the full array of courses and sections necessary for students to meet their educational goals. This has

involved a variety of staffing and funding solutions. We are committed to sustaining our long-term commitment to the Students First initiative and to advance our achievement of student success metrics.

9. Please discuss the reasoning for the merger between the Intensive English Language Program (IELP) and the Office of International Affairs (OIA). What staff and faculty reductions are expected? How will the potential faculty reductions affect the ability of IELP to offer a curriculum that will adequately serve PSU students?

The merger between IELP and OIA, which was voted on by the IELP faculty, brings together two units whose core mission is serving international students. This shared commitment means that there are opportunities for sharing support and operational services that can benefit both units. Because of the significant decline in enrollment of international students, IELP will need to respond to how it can continue to serve students while reviewing its offerings so as to decrease the significant budget shortfall in that unit. At this time, it is premature to specify faculty and staff reductions.

Faculty Senate Budget Committee Annual Report May 22, 2020

Members: Tina Anctil (COE), Candace Avalos (AO-SALP), Michael Bowman (LIB), Steven Boyce (CLAS-Sci, MTH, Co-Chair), Mitchell Cruzan (CLAS-Sci, BIO, Co-Chair), David Hansen (SBA), Erik Geschke (COTA, ART&D), Sam Gioia (SSW), Brenda Glascott (OI, HON), Arthur Hendricks (EPC co-chair, ex-officio), Chia Yin Hsu (CLAS-SS, HST), Martin Lafrenze (CLAS-Sci, GGR), Janice Lee (CLAS-AL, ENG), Derek Tretheway (MCECS, ME), Melody Valdini (CUPA, PS), Stephen Walton (CLAS-AL, WLL), Mitchell West (student), Bradley Wipfli (SPH, HSMP).

Consultants: David Burgess (OIRP), Susan Jeffords (OAA), Andria Johnson (BO), Kathi Ketcheson (OIRP), David Maddox (OAA), Kevin Reynolds (FADM).

Committee Charge and Roles

The Budget Committee has a multipart charge:

- 1) Consult with the President and his or her designee(s) and make recommendations for the preparation of the annual and biennial budgets.
- 2) Consult with academic leaders of colleges/schools, Intensive English Language Program, and University Studies, and make recommendations for the preparations of their annual budgets and enrollment plans. Each Budget Committee member from one of the above listed units shall serve as liaison to his/her unit for this purpose, with other members assigned as liaisons as needed.
- 3) Recommend budgetary priorities.
- 4) Analyze budgetary implications of new academic programs or program changes through the review of a business plan that anticipates and provides for the long-term financial viability of the program, and report this to the Senate.
- 5) Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through the review of a business plan that anticipates and provides for the long-term financial viability of the unit, and report this to the Senate.
- 6) Consult regarding changes from budgets as prepared.
- 7) Review expenditures of public and grant funding as requested by the Faculty Senate.
- 8) Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.
- 9) Report to the Senate at least once each year.

Budget Principles

Several years ago, the Committee developed guiding principles that were shared with OAA and the University Budget Team to be considered in prioritization of budgetary decisions. The document has evolved and has been updated over the years. In Fall 2017, the Committee developed statements that address equity issues in budgetary decisions. This budget principles document has continued to be shared among deans and fiscal officers, in addition to the OAA budget team. This document is available at

https://docs.google.com/document/d/1Dfdi2ziCcL7G4883yYDTQ_9gEAO-6rrinJVILezKqW4/edit

FY21 OAA Budget Process

The Office of Academic Affairs (OAA) follows a budget process called Integrated Planning of Enrollment and Budget (IPEB). This budget process has the revenue generating units develop two plans, the enrollment plan and the strategic investment plan. Enrollment plans detail the student enrollment outlook. These are accompanied by enrollment narratives that explain the impact on students via persistence, recruitment, degree completion, and program management strategies. Strategic investment plans detail proposed budget changes and are based on new initiatives plans while meeting OAA directives. This year, due to lower overall enrollment in Summer and Fall 2020 than had been projected for FY2020, units in OAA were directed to prepare strategic plans for FY2021 that were flat from the FY2020 budget, with restricted spending of reserves, with limited opportunities for investments beyond meeting the service level in FY2020. Members of the Budget Committee participated in the November Faculty Budget Forums led by Susan Jeffords and Dave Maddox.

The Budget Committee liaisons met with the Deans in December and January to have a preliminary conversation about their plans before units completed enrollment plans for FY21. The Committee was able to review the submitted enrollment plans and strategic planning narratives during the Winter term. Due to the COVID-19 crisis, follow-up meetings with units were delayed but were completed by the end of the Spring term. At least a pair of FSCB members reviewed each unit's enrollment plan, budget reduction scenarios, strategic investment plan, and strategic planning narratives, and provided feedback to OAA about our observations, including common and unique strategies suggested by units (see Appendix).

University Budget

The committee received periodic updates on the university budget by Andria Johnson and Kevin Reynolds. The first presentation in October by Andria Johnson included a recap from FY19 and an update on FY20. This presentation also focused on the university budget process for new and returning committee members. The second presentation led by Kevin Reynolds in February focused on FY21, including budget context, enrollment projections, cost drivers, forecasts, and tuition.

As part of the tuition setting process, FADM established the [Tuition Review Advisory Committee \(TRAC\)](#). The main charge of this committee is to provide recommendations to the President about tuition policy. The committee aims to involve students in the tuition setting process and a number of ASPSU representatives are involved in the committee. Budget Committee co-chairs have been invited to serve on this committee and provide the committee's perspective on the topic. The co-chairs have gathered members' input on what the university should consider when setting tuition policy and shared the faculty feedback with TRAC. In response to TRAC meetings outcomes, the Budget Committee prepared a statement regarding the proposed tuition increase for the April Faculty Senate meeting.

The third university budget update, led by Kevin Reynolds, was on May 4. This update focused on the impact of the COVID-19 crisis on PSU's budget and discussions about how the Budget Committee could be involved with budgeting decisions for FY21 taking place over the summer, as there is currently great uncertainty regarding state funding and enrollment projections.

Budget Model Working Group

Beginning in the 2018-2019 AY, Associate Provost Dave Maddox convened an ad-hoc committee and Working Group to explore models and recommend a new model for budgeting at PSU. The Budget Committee had a member on this committee and provided feedback on preliminary recommendations in November. We expect the Budget Model Working Group recommendations to be included in discussions of a process for academic program reorganization initiated by Provost Jeffords and Faculty Senate Steering in Spring 2020.

PSU Board of Trustees

The co-chairs have been invited to participate in the Board's Finance & Administration Committee meetings and one of the co-chairs has attended each meeting thus far. The committee meeting minutes including Kevin Reynold's presentations and budget updates can be found at: [Board F&A Committee](#).

Curricular Proposal Reviews

The committee has reviewed 65 proposals for new programs, program changes, or program elimination. The proposals are reviewed by two-person or three-person review panels which report their recommendations (no significant impact/modest impact/significant impact) to the committee via an online google document. This system enables other committee members to review and comment on proposals not assigned to them. Major proposals such as those for completely new programs are discussed in committee meetings. The final recommendation is posted in the curriculum proposal system. This year we switched to corresponding with Andreen Morris directly through google docs (curricular proposal reviews were previously sent via separate email once complete) which made this process more efficient.

Appendix: Summary of IPEB Document Review

The following table and statements are based on FY 2021 IPEB documents submitted by each unit at PSU. At least a pair of FSCB members reviewed each unit’s enrollment plan, strategic planning narratives, budget reduction scenarios, and strategic investment plans. The findings and recommendations were discussed at FSBC meetings.

	Common strategies	Unique strategies
Enrollment Plan	<ul style="list-style-type: none"> - Mostly agree with the OIRP projections - Adjustments upward for anticipated growth in new programs - Adjustments downward due to anticipated need to reduce expenditures next year. - Great deal of uncertainty due to COVID-19 	<ul style="list-style-type: none"> - Enrollment forecast limited by current capacity/resources (COTA, Honors) - Increase over OIRP’s forecast in some programs (MCECS/COE) - Investment in Recruiting Staff (HON, SPH)
Reduction Scenarios	<ul style="list-style-type: none"> - Holding faculty and administrative lines vacant - Reducing course offerings - Reserve spending - Investment of faculty resources in FY21 to prepare to offer new programs in FY22 	<ul style="list-style-type: none"> - Structural reorganization within units, such as merging operations, changing admin/staff mix (UNST, COE, IELP). - Requiring more research supports to be funded externally (MCECS) - Potential enrollment cap changes due to COVID (MCECS) - Differential tuition increases to counter budget restrictions (SSW)
Strategic Investment Plan	Strategic investment plans were not funded due to OAA budget reductions	
Strategic Planning Narratives	<ul style="list-style-type: none"> - Targeted marketing/recruitment/retention efforts are valued/needed - Increase faculty involvement in advising - Create new degree programs (both between units and within units) - Writing/tutoring centers in individual units to support student success 	<ul style="list-style-type: none"> - New/growing programs in Data/Computer Science/Analytics (SB, MCECS, CLAS) but require investment in marketing, recruitment and retention to be successful

Observations/Suggestions

1. Previous practices of not filling TT faculty lines and cutting GA positions are at a point where further cuts' negative impact on revenue outweigh cost savings. Continuing to hold faculty positions vacant is likely to continue to affect retention and recruitment of junior faculty. It has the potential to jeopardize accreditation and the ability to deliver quality educational experiences to students.
2. There are promising collaborations in areas of data science, data analytics, and computer science that have been projected to increase enrollment, but these will require marketing, recruitment, and retention investments to be successful.
3. Strategic narratives' descriptions of recruitment, marketing, and fundraising efforts suggest wide variation in units' activities in these areas; we suggest analysis of the return on investment (and loss from lack of investment) in comparison with centralized efforts.
4. Some units have been internally funding academic student support centers, such as writing or tutoring centers, which may be better to house centrally.
5. Some units expressed concerns about the impact of the new centralized advising system on student success and SCH; evaluation of the levels of support students and faculty are receiving in comparison with the previous advising models is recommended.
6. COVID-19 has led to increased uncertainty regarding enrollment projections. It is important that reserves are maintained so that units can be afforded the flexibility and resources to respond swiftly to fluctuations in demand and modality.
7. The steep level of cuts proposed to IELP's 2021 budget are correlated with declines in international student enrollment. There is concern that enacting the proposed cuts could accelerate these declines by requiring substantial staffing reductions that further reduce PSU's ability to attract and retain international students. Opportunities for growth in programs for international non-degree students and unclear status of international partnerships also point to a need for analyses of costs and benefits of international partnerships.

Annual report to the Faculty Senate on the activities of the Academic Quality Committee for the academic year 2019/2020:

Members:

Kathleen Merrow, Chair
William Comer
Cassio de Oliveira
Sahan Dissanayake
J.R. "Jones" Estes
Karla Fant
Nathanial Garrod
Jesse Locker
Andreen Morris

Ex officio: Kathi Ketcheson OIRP

We have also had a guest from the Provost's office, G.L.A. (Gigi) Harris as OAA Faculty Fellow for Assessment and Accreditation attending our meetings regularly.

Action items:

1. We ended last year by sending out on May 9, 2019 the HIP Survey we developed to Chairs, Directors, and Program coordinators with the goal of mapping where HIPs (high impact practices) are delivered across the university curriculum. We know that HIPs are considered best practices as markers of quality in education. What we do not know is how these practices are delivered across campus and how this relates to things like student retention or student success. Kathi Ketcheson reported to the committee the responses to her Powerpoint on HIPs presented at the European Association for Institutional Research Forum on high impact practices (see attached). She pointed out that other scholars presenting confirmed what we already know, that we don't know what people are doing in actual courses or how this relates to success. Some people do not want to use the language of HIP and find that it gets in the way when surveying students (this was our experience as well). The most significant finding is that common intellectual experiences, internships, and being a transfer student have the highest correlation to graduation in six years or less. We need more information as existing data at PSU is not sufficient for detailed analysis. It is even more important to stimulate conversation around these practices: how do people frame this when talking to students and how do we test their actual impact on student success?
2. Generally, the HIP Survey is one set of data that must be combined with other data to be useful. We had the results available to us fall term 2019 and began to assess them (see attached document). We don't feel we have enough information to make recommendations, but can give indications on the basis of what we learned from the survey.

Summary of results: Currently, there are three approaches to practicing HIPs: majors with a few specific courses that address one or two HIPs, programs where one or two HIPs are practiced in all or most of the courses for the major (some of these list UNST Cluster Courses), and programs that integrate HIPs throughout the four-year curriculum. It is significant to note that this last group (BSW, COTA, HON, and UNST) follow a cohort structure. Of those responding, 82.1% said the department or program did not use "high

impact practices” as a term, although 97.1% of respondents said their units did engage in what are considered to be high impact practices.

Other findings:

- The vast majority of HIPs are at the 300 (including Cluster Courses) and 400 levels (with more 400 level courses listed). One exception is Physics, which lists six HIP courses at the 200-level. This fits with the answer that 82% of responses don't offer first-year experiences. Four respondents (BSW, COTA, HON, UNST) incorporate HIPs throughout the four-year undergraduate curriculum, usually with First Year Course or Common Intellectual Experiences at the start, progressing to coursework with extensive collaborative/group projects and/or writing intensive experiences. These programs often allow/encourage/require Internships, and then culminate with a capstone course with a research/project that is produced and exhibited. Answers for specific majors within schools tend to have HIP associated with coursework at the 300 and 400 levels, although Group and Collaborative work seems broadly spread over the levels of curriculum. There is some use of ePortfolios to collect a student's experience/growth over a number of courses.
 - In the answers from majors within Schools, there is some overlapping of HIP in a single course: Research Experiences also double count as Writing Intensive courses; Project Work often overlaps with Community Engagement; Internships often overlap with Community Engagement; Diversity work also connects with Community Engagement. This is to be expected, although it does suggest that, if a student somehow misses a course, they may miss several HIP at once.
 - The fact that some respondents wrote about graduate programs and HIP (particularly, Internships and Research) tends to underscore the fact that they think of these activities as more typical for advanced students, more associated with the end of the major than with the beginning student's experience. This may be something to address within the majors.
 - Some responses that HIPs require more "dedicated faculty time" illustrates what may be a common assumption among faculty in large or lecture-based programs.
3. As a result of work done during the academic year 2018/2019, AQC representatives began attending IAC meetings over the course of year 2019/2020, giving regular reports and providing feedback into the processes. We have also had valuable input from Gigi Harris on concerns about assessment.
 4. As part of our ongoing work to gather data to answer the basic question of how HIPs relate to student success and academic quality, we decided that the best way to survey students was to include an HIP set of questions on the Exit Survey that OIRP sends out biannually to graduating Seniors. To that end we collaborated with OIRP to review and edit the survey (see attached OIRP document). We spent considerable time working through the best language to use to get students to provide useful information, given that we know they are not familiar with the vocabulary developed at the academic level around high-impact practices (see Exit Survey Q7a and 7b). This work was completed and the survey sent out 4/13. Kathi Ketcheson reports that students are responding, with a 26% response rate already as of 4/27. The survey will stay open through June with reminders sent out every 10 days via OIRP.

5. We have determined an agenda for the committee next year:
 - a) We should return to the retention data to see how this can be combined with the results of the HIP survey and those of the Exit Survey questions for students on HIP practices.
 - b) We should return to earlier surveys to consider when or if they should be repeated and/or redesigned and what a survey calendar would look like. When the AQC began these surveys, OAA funded a graduate student to conduct the substantial amount of data management. There was no funding this year for that support. We need to arrive at a research plan on how to collect data and how often to do so, and whether surveys are the best means for doing this, or whether there are other means we can use to generate a conversation at the department level about academic quality.
 - c) We will be able to put the results of the student Exit Survey together with HIP faculty departments survey and with the retention data.
 - d) We can possibly look at our remote teaching terms and concerns about quality or lessons learned.

Survey Name: High Impact Practices Survey (Annual Assessment Update-Part 2)

Number of Respondents: 37

1. Does your department or its majors or programs offer courses or other experiences that could be considered High Impact Practices, according to the descriptions of HIPs provided by AAC&U?

Denominator Used: 34

	N	Percent	
	33	97.1%	Yes
	1	2.9%	No

If yes, please list specific majors or programs of study, within your department, that offer High Impact Practices.

See Appendix A.

2. Please check all that apply and indicate in the appropriate adjacent column how HIPs are offered in your department, majors or programs of study:

	N	In designated courses	Across courses offered in the major	Through opportunities outside the classroom (i.e. research with faculty, internships, etc.)	Not offered
First-year experiences	28	14.3%	7.1%	7.1%	82.1%
Common Intellectual Experiences	28	21.4%	32.1%	17.9%	53.6%
Learning Communities	28	3.6%	17.9%	25.0%	71.4%
Writing-Intensive Courses	28	57.1%	35.7%	17.9%	28.6%
Collaborative Assignments and Projects	28	50.0%	53.6%	42.9%	3.6%
Undergraduate Research	28	35.7%	25.0%	53.6%	21.4%
Diversity/Global Learning	28	39.3%	60.7%	28.6%	14.3%
ePortfolios	28	25.0%	10.7%	10.7%	67.9%
Service Learning; Community-Based Learning	28	53.6%	25.0%	32.1%	25.0%
Internships	28	32.1%	7.1%	67.9%	17.9%
Capstone Courses and Projects	28	42.9%	17.9%	14.3%	42.9%

4. Does your department or program use the term "high impact practices" when you describe these courses or experiences (please select all that apply)?

Denominator Used: 28

N	Percent	
23	82.1%	No
5	17.9%	Yes, among faculty
2	7.1%	Yes, with students
2	7.1%	Yes, with both students and faculty
1	3.6%	Yes, on course syllabi
1	3.6%	Yes, in promotional materials in print or online

5. Could you please provide a list of courses or provide examples of experiences in your program that include or represent HIPs?

See Appendix B.

Appendix A

If yes, please list specific majors or programs of study, within your department, that offer High Impact Practices.

Responses: (29)

All majors offered by the Department of International and Global Studies have courses that engage in one or more of the HIPs listed.

BA/BS in Child Youth and Family Studies
internships, capstones

Our primary curriculum is graduate, and those courses include group projects, and in some cases, working with a community partner to address their particular needs. Our UG contributions are reflected in the Systems Minor, which is largely based on UNST cluster courses. These courses often include group projects. We also offer a learning abroad course at the graduate and UG levels.

Film Major

The MSW Program in the School of Social Work offers courses using HIPs

MPA, MPA:HA, MNL, Minor in Civic Leadership

Undergraduate BA/BS MA/MS

ePortfolios are required four times during a three-year period of multiple courses; writing intensive courses - all of our courses require students to write weekly writing with heavy feedback provided by course instructor; 9-month capstone course and project per student.

B.A. Judaic Studies

All 24 departments in CLAS have 1 or more HIPs. I can't name them all here but I hope that you get a good response. Let me know if you need any assistance gathering this important information.

Criminology & Criminal Justice Undergraduate and Masters program

Chicano/Latino Studies offers a course on public art, which focuses on murals. Students taking this class participate in the design of a mural, which is then painted in a public building in the community. It is assumed that students have no background in art/design. The instructor walks them through the process, which culminates in the production of a mural.

BSME

Capstone courses, Learning assistants - upper division undergrads who assist with intro level courses, Workshop leaders - upper division undergrads who lead problem-solving workshops

B.A. in Applied Linguistics Certificate in Teaching English as a Second Language (TESL) M.A. in Teaching English to Speakers of Other Languages (TESOL)

All of the School of Business: Accounting, Finance, Management, Marketing and Supply Chain Management

French, German, Japanese, Russian, Spanish, Arabic

Our Bachelors degree in Social Work program offers the following HIPs: First-Year Experiences, Common Intellectual Experiences, Learning Communities, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning/Internships. Each BSW student is also required to complete a capstone.

All 5 of our programs in Art + Design offer High Impact Practices: Graphic Design, Art Practice, Art History & MFA Studio and Social Practice

Eight of the ten High Impact Practices identified by LEAP are integral to the Honors College curriculum. Students who enter UHC as first years take a cohorted year-long course, The Global City, which functions as a first-year seminar. This course teaches foundational skills that LEAP identifies as linked to the "highest-quality first-year experiences" such as "critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies" (LEAP). The Honors College is organized around common intellectual experiences, another High Impact Practice. The

Honors College provides a vertically integrated curricular experience throughout the four years students spend in the program, and this vertical integration is expressed both in a shared thematic inquiry across the first two years of the curriculum and in the explicit writing, reading, and research capabilities taught and rehearsed across the four years. The lower-division core courses in the first two years of the curriculum explore themes related to urbanization; in these courses, students develop a number of analysis, writing, and research skills necessary for writing the baccalaureate thesis. In the upper-division, students take courses that continue to refine and build upon the skills developed during the lower-division core courses. All of the courses offered in Honors are writing-intensive and integrate collaborative assignments and projects, two more High-Impact Practices. All students in Honors complete original undergraduate research or creative projects and produce a thesis. These two fundamental activities integrate the High-Impact Practices of undergraduate research and capstone courses and projects. The Honors curriculum also integrates the High-Impact Practice of diversity/global learning in both the first-year course, which is themed around the Global City and necessarily has students encounter cultural diversity and issues of globalization, and through the encouragement of study abroad. Finally, Honors encourages students to earn credit for internships and offers a course attached to the internships which prompts students to think critically about the experiences they are having. Students also encounter a ninth High-Impact Practice, service or community-based learning, in several courses. The faculty who teach HON 201: Urban Social Sciences use Portland as a laboratory for methodological training in social sciences. Likewise, Dr. Starry's HON 202: Urban Ecology courses integrate field work components.

Health Studies: Community Health, Health Science, Aging Services, Health Administration Services, School Health Applied Health and Fitness

The Department of Philosophy runs a service-based/community-based learning Philosophy for Children capstone in which undergraduates design philosophy-based lesson plans and implemented them in the classroom. Philosophy majors also assist high school teachers in Portland-area schools in preparing students for the Oregon High School Ethics Bowl. We also offer a 400-level writing intensive honors seminar in which students produce a research paper. These papers are frequently presented at undergraduate conferences and published in undergraduate journals. We piloted a 300-level Philosophical Writing (writing in the discipline course). We have plans to submit a proposal next year to make this a permanent course.

Collaborative Assignments and Projects: Speech & Lang Dev in Children (SPHR 372U) includes 6-8 (depending on the instructor) in-class group assignments in which students apply concepts from the text and lecture. We presented on these at ASHA: Costanza-Smith, A., Larsen, J., Roberts, T., & Quam, C. (2017, November). Supporting critical thinking in an undergraduate language development course. ASHA Annual Convention, Los Angeles, CA (poster). We address Undergraduate Research through all of our research labs in Speech and Hearing Sciences, which sponsor BUILD EXITO scholars, Honor's students, as well as many other UG / PB students. In addition, our UG Research Methods course directly supports students in their approach to the research literature and EBP. We address Diversity throughout our coursework, specifically in the Perspectives on Disability course, which provides our students an opportunity to examine Disability as Diversity at the UG level. Many courses utilize collaborative assignments and projects (e.g., experiential learning activities, team-based learning, etc.).

Group activities and active learning is intentionally structured into some gateway courses: 1) MTH 111, 112 2) STAT 241, STAT 243, STAT 244 Some sections of other course may include these at the discretion of the instructor.

Psychology offers (1) 2 required broad introductory classes, (2) a Capstone focuses on Community Psychology, and (3) a required course in diversity. We also have a large number of undergraduates in our research labs (maybe 30 or so at any one time), all of which conducted community-engaged research. Individual courses include CBL and collaborative assignments and projects. Our neuroscience concentration has an extensive network of educational outreach activities. I must say that it is almost painful to see this list of high impact practices, all of which involve dedicated faculty time. We have 22 full-time faculty and 1250 majors, or a ratio of 1 FT faculty for every 57 students. This makes it impossible for us to enact these HIP for our majors.

Anthropology Department. Anth 401 - Research. Students work with a faculty partner on research projects in the faculty lab. Student signs up for 1-4 credits of "by-arrangement" type credits. Anth 404-- Cooperative

Education/internships. Students take 1-4 credits of Anth 404, work with a community partner (company, agency, museum) on a project. <https://www.pdx.edu/anthropology/internships> Anth 415-Applied Anthropology. 4-credit course. As part of class requirement, students work with a community partner on a project where anthropological knowledge can support the mission/goals of that partner. Anth 460. Public Archaeology. 4-credit course. As part of class requirement, students create and host an exhibit/activity related to archaeology and heritage at the Archaeology Roadshow-- a 5-hour public outreach event hosted by the department on PSU campus and in satellite communities in Oregon. Key part of the assignment involves student reflection on the importance of collaborating with communities, finding common ground among diverse groups of people, reflecting on the best ways to convey complex ideas to varying demographics and people from different backgrounds.

Majors? sociology major

Major in Geography Minor in GIS

Appendix B

5. Could you please provide a list of courses or provide examples of experiences in your program that include or represent HIPs?

Responses: (28)

Our Seminar courses are writing intensive and require undergraduate research. Our course on Understanding the International Experience deals with intercultural and global communication. We often have students engaged in internships, both locally and well as internationally. Our faculty often supervises theses for the Honors College, even for students outside of our majors, which requires undergraduate research.

CFS 497 & 498 Practicum I and Practicum II CFS 493/4/5/6 Professional Self in CYFS

PS 199 Internship, PS 399 Internship, Engaging Democracy Capstone

Courses available to undergraduates include several 3xxU cluster courses and 4xx sections of first year graduate courses. Some of the cluster courses include team project experiences, which involve developing a shared understanding of a complex problem and using a diagram to communicate that understanding. Many of the 4xx courses feature team projects that involve building a computer model of a complex system and using the model to explore potential interventions. Our study abroad class takes students to Peru where they learn about sustainability via a hands-on service learning project in a rural community.

See answer 2, if needed we can provide courses linked to distinct practices.

SW 511 and SW 512 all graduate students must take these internship courses All graduate courses in the MSW program have collaborative learning assignments or projects, integrate diversity and global perspective. All courses, except internship courses, are writing intensive

PA509: Organizational Experience --- Service Learning, Community-Based Learning/ Capstone Courses and Projects PA549: Cross Cultural Communication for Public Administration --- Diversity/Global Learning PA594: Diversity in the Workplace --- Diversity/Global Learning PA544: International Field Experience --- Diversity/Global Learning

CR 411 is a career preparation course for undergraduates CR 509 is practicum which places students in a variety of learning, research, and engagement opportunities in the community CR 312 and CR 526 are focused on diversity ('intercultural') CR 445/545 focuses on diversity (gender) CR 307 focuses on skills

We have offered ePortfolio courses every year for the past 20 years. Instructors talk with the students each quarter about preparing, reflecting, and sharing content in their ePortfolios. Four ePortfolio courses are required for the degree. All of our courses require writing each week, with a formal report required for each quarter. These student writings receive weekly written feedback and follow-up back and forth

submissions between student and instructor to answer questions, pose new ideas, and to explore that which is written in total. To graduate, each student must complete a 9-month project on a research topic that uses their learned work in the courses in addition to their life's experience or professional endeavors.

Cogan Internship -- competitive, scholarship-based experience offered to 1-2 students each year for hands-on work at local Jewish community organization. Writing Intensive Course: e.g., HST492/592 Research Seminar on the Shtetl of Eastern Europe Undergraduate Research: e.g., JST430U Messiahs & Messianism

1) Internships = CCJ 404 (required internship class for undergraduate CCJ majors), CCJ 504 - graduate internship, not required, but allowed if student is able to set up a meaningful experience. 2) Collaborate Assignments/Projects = numerous at undergraduate level, but a common one is CCJ 340 Crime Analysis, requires a group project and presentation. Graduate level = numerous classes 3) Undergraduate Research = CCJ 340

ChLa 399 Public Art: Muralism ChLa 450 Latinos and Education ChLa 390 Latinos in the Pacific Northwest

First-Year Experiences: The three-course sequence ME 120 - Introduction to Engineering, ME 121 - Introduction to System Controls, and ME 122 - Introduction to Design uses an activity learning format with students fabricating prototypes and building servo-electric devices and presentations to develop first-year students' intellectual and practical competencies. Collaborative Assignments and Projects: ME491, ME492, ME493 Undergraduate Research: Undergraduate students work on their research with the faculty.

Internships: Students have various internship opportunities including MECOP and Engineering Work Experience (EWX) working at the local industry. Capstone Courses and Projects: ME491, ME492, ME493 PH059; PH284, 285,286; PH294, 295, 296; PH408

Courses with one or more HIPs: Ling 391, 392, 407, 4/509 Teaching Practicum, 4/509 Community Activism, 4/516, 4/532, 4/537, 4/538, 4/539, 4/570, 4/571, 4/572, 4/573, 4/575, 4/576, 4/577, 4/578, 4/580, 4/581, 507.

Internships: Actg 404, Fin 404, Mgmt 404, SLM 404, Mktg 404, MTax 540 Capstones: BA 495 with 95 consulting projects in 2018-19, Actg 495, MSF Impact Investing Capstone, MBA Capstone, MTax Capstone, MS GSCM Capstone, MRED Capstone, HCMBBA Capstone Community Based Learning: FIR NW Advertising Agency, BA 495 Capstone, MRED Capstone, Writing intensive courses: BA 385, BA 205 Common intellectual experiences: Core for each major; core for School of Business Collaborative Assignments/Projects: Many SB classes have group projects Diversity/Global Learning: Graduate International trips

Service-learning and internships include at French-American International School and Spanish Immersion School; group projects include making YouTube videos in a second language, creating a children's book (text and image) in a second-language; study abroad; some courses have students create eportfolios

Our Bachelors degree in Social Work program offers the following HIPs: First-Year Experiences--In fall term of the BSW program students are required to take SW 339 Intro to Oppression and Privilege and SW 301 Intro to Social Work. Both courses emphasize critical inquiry and center social, economic, and racial equity through innovative assignments (e.g., a Dramaturgical Book Review of the Spirit Catches You and You Fall Down). Learning Communities--Both our programs--the Portland campus program and our BSW Hybrid program--use a cohort model. We admit 32 students into each program every year, and they take all required classes (roughly 2 per term) together. Common Intellectual Experiences--The curriculum includes common required courses. Writing-Intensive Courses--Several courses, including our two-term research course (SW 450/451 Program Evaluation) are writing intensive. Collaborative Assignments and Projects--Almost all courses use group projects, especially summative projects. Some Online/Hybrid program assignments require synchronous group work on dyad/triad counseling exercises. Undergraduate Research begins with epistemology, moves through qual and quant approaches commonly used in social work research, and invites students to engage in real world program evaluations with community partners. The course requires data collection, analysis, and dissemination. Diversity/Global Learning--Our entire curriculum proceeds from a commitment to center the voices of the most marginalized across courses. We include this statement in every syllabus: "In recognition of the many voices which are and have been excluded in curriculum, members of Bachelors of Social Work program have committed to an ongoing critical review of our texts and materials with a focus on decolonizing, decentering, and challenging dominant perspectives. We are committed to centering in our curriculum the voices of people who experience racism, classism, sexism, hetero-centrism, ableism, nativism, islamophobia, xenophobia, and all

other forms of oppression. With a particular focus on addressing racial inequities, we commit to include in all our offered courses a preponderance of materials and texts from nondominant perspectives." All of our courses emphasize a critical reception to the social work canon. In this way, we do not confine "diversity" to one course. Rather, justice is woven through the entire curriculum--including micro, meso, and macro classes. ePortfolios--We have a course SW 460 Senior Portfolio in which students compile a portfolio of their work, reflect on the high impact parts of the program for them, and articulate their unique Social Work Manifesto to serve as a guidepost in their future career. Community-Based Learning --Our research course allows students to work with community partners to produce a program evaluation. Internships--All students are required to complete a 450 hour unpaid internship. This is the signature pedagogy of social work. Capstone Courses and Projects--All students are required to complete a capstone.

School of Art + Design (A+D), COTA The School of Art + Design which is comprised of the following undergraduate majors: Art History, Art Practice, and Graphic Design; in addition, all first-year students new to art and design participate in A+D's CORE curriculum. The following information/notes provide an overview of high impact educational activities in each of the four program areas as follows: CORE Art History Art Practice Graphic Design CORE: First-Year Program in Art + Design The CORE program incorporates First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Collaborative Assignments and Projects, Undergraduate Research, e-Portfolios, Diversity/Global Learning, and Capstone Courses and Projects. First-Year Seminars and Experiences/Common Intellectual Experiences/Learning Communities/Capstone Courses and Projects All students majoring in Art Practice and Graphic Design start their education together in this common foundational year, which offers a wide spectrum of opportunities for connecting with resources, faculty, and fellow students. The program consists of three "toolbox courses" Digital Tools, Ideation, and Intro to Visual Literacy and three 5-credit studio courses Surface, Space and Time. The studio courses are taken one per term and are linked by a weekly lab called coLAB. CoLAB brings all beginning students together to develop community through collaborative projects, provide advising, and introduce students to artists, designers, the campus, and the city. At the end of each term, all CORE students present their work as part of exhibitions and creative events. CORE has its own summer abroad program that promotes experiential global and diversity learning. Students are encouraged to join the CORE Student Collective "the student-run group that curates exhibitions organizes informal crits, and all sorts of community-forming events from popsicle-eating drawing meetups to silk-screen flag-making day. ART 105: Ideation In 2019, CORE Ideation (ART 105) students used the Willamette River as a focal point for research, art making, inspiration, and investigation students walked its shores, researched its impact on our region and explored its geography. The course was jump-started by a boat ride on the Willamette River to understand the ways the complicated and historic river has shaped our city. Together the 60 students in the course produced a museum titled: Willamette Exploratorium from these first explorations. Students uncovered hidden histories and personal stories of the river through interviews with scholars, librarians, mapmakers, and locals and then worked collaboratively to create a podcast to share these stories. For the final project, students looked to the future of the river and created proposals for public projects that drew attention to the environment, the use of the river by people, plants and fish as well innovative ideas for the health of the river and its city. Collaborative Assignments and Projects All studio and toolbox courses in the CORE program (ART 101-105) actively provide collaborative learning experiences. This includes smaller group problem-solving exercises as well as large scale projects that require students to produce and present work together. Students in the coLAB are frequently asked to individually produce content for larger group projects, such as the book project "I took a Selfie with a Bird". We invited a birding expert and illustrator to lecture about noticing and then students were sent out to take a selfie with a bird. We produced a collective book from the experience. Collaboration also takes the form of term end finals where students organize an exhibition or creative events. e-Portfolios All students in the CORE courses learn how to document their work and produce digital documentation of all course projects. Faculty use D2L or Google to collect the work. This documentation is then shared with program leaders and serves to evaluate the courses. It also serves as a milestone for students and sets them on a path to collecting their own work as a way to better understand their learning process. Diversity/Global Learning The CORE Study Abroad program, CITYLAB began during the summer of 2019 (CORE Abroad ART 299/399). This 8-credit 3-week program promotes experiential global and diversity learning. Students focus on issues of tourism, place, and home while studying historical and contemporary art, design and craft in Italy. Based in Florence, students will also

travel to Venice to visit the Venice Biennale, the oldest survey of contemporary art and take a side trip to Siena. At the host school, SRISA, students will meet local artists and designer and have the opportunity to engage with students from other countries. ART HISTORY Writing Intensive Courses Students majoring in Art History experience writing intensive courses at all levels, undergraduate research, and the opportunity for a capstone thesis project. 100- and 200-level Art History instruction: Over the quarter, students are expected to write assignments totaling at least 2500 words (not including responses in timed tests such as the final). Some instructors prefer to have several longer assignments, whereas others use a weekly essay to anchor students learning. Regardless, at least one of the written assignments needs to include a draft, feedback, and revision. 300- and 400-level Art History instruction “ In upper-level classes, faculty structure assignments so that students write at least 3000 words over the quarter, and still include at least one written assignment with a draft, feedback, and revision. In addition, at least one assignment in these classes needs to be founded on research using peer-reviewed sources (note that faculty don’t have to assign a traditional research paper, this research-based assignment could take many forms, including an online exhibition, podcast, etc.) Diversity / Global Learning A student enrolled in art history courses directly learn about the cultural production and artistic practices of a wide range of geographic areas across different time periods. Through the in-depth study of the visual arts in a wide variety of contexts, students explore cultures, life experiences, and worldviews different from their own. Courses focused on non-western art, such as “Issues in Asian Art” or “Latin American Women Artists” further allow students to explore cultural differences across racial, ethnic, and gender lines. Undergraduate Research Art History Thesis Project: Highly motivated students can elect to do a senior year thesis project in lieu of one upper-level art history course (registering for ARH 403, Undergraduate Thesis instead). The student would contact the potential advisor, and if the advisor agrees to the project, over one to three terms (totaling four credits of ARH 403 credit), the student will produce a substantial research project. If the project takes the form of a traditional research paper, the final version should be at least 5000 words in length and offer a well-researched, cogently argued analysis. Internships Art History majors have interned at the Oregon Jewish Museum and Center for Holocaust Education, Oregon Society of Artists, Portland Art Museum, and the Portland Institute for Contemporary Art as well as applying their curatorial skills in the student-run Littman + White Galleries among other local galleries. ART PRACTICE ART 339/439 BFA Vertical Lab I & II These courses encapsulate all 3rd and 4th year BFA students in Art Practice. Students at both levels work together to learn research methods, strategies and project management skills for publicly presenting artwork. Students collaborate on theme-based projects that culminate in public display. Coursework includes lectures, demonstrations, studio production, and field trips. The course establishes common intellectual experience as continuing students and transfers as they enter upper-division course work in the BFA program. It is also a an important course for generating learning communities between 3rd and 4th year students through collaborative assignments and projects that engage creative practitioners from the community. Art 496 BFA Project I / Art 498 BFA Project II This is fourth year sequence function as our capstone courses for the BFA in Art Practice. BFA Project I and BFA Project II focus on studio production and exhibition preparation in which students produce a body of work for a culminating presentation. Student are continually engaging in research, studio production, editing, documentation. These courses culminate in the collaborative publication of the BFA catalog which combine images of their studio projects with formal written statements. Art 499 BFA Oral Review For our Oral Review course, students develop artist talks presented in a public forum where they reflect on the body of work they have created over the course of the academic study and discuss the development and exhibition of their thesis project. The course includes the presentation of individual websites, which serves as our version of ePortfolio. Service Learning, Community-Based Learning At KSMoCA (King School Museum of Contemporary Art), our students built a contemporary art museum inside of an elementary school in Northeast Portland. Students in the BFA in Art Practice Art and in the Art and Social Practice MFA program work with the school community to collaboratively run the project, which brings in internationally renowned artists, curators, and arts organizations. KSMoCA reimagines the ways that museums, public schools, and universities can impact people, culture, and perspectives by creating radical intersections. Out of KSMoCA grew the Harriet Tubman Center for Expanded Curatorial Practice, located at a public middle school in North Portland. A+D students work weekly with middle school students, exposing them to curatorial approaches and meeting with curators at contemporary art institutions throughout the Pacific Northwest. The Harriet Tubman Center for Expanded Curatorial Practice is actively working to address disparities in the art world, and increase diversity in access and representation. The Art and Social Practice program began an Artist in

Residence program at the Columbia River Correctional Institute. Our MFA students act as facilitators and offer support to the inmates, who themselves become artists in residence within their facility. The Artist-Prisoners are trained as conceptual artists and supported while they are imprisoned, but also upon their reentry into society. A popular component of the program is the comedy class, where prisoners develop and practice routines with the help of visiting, professional comedians, like Portlandia's Fred Armiston. This year the Art and Social Practice MFA will be expanding this project to include outreach and projects at the Coffee Creek Correctional Institute to work with a group of female prisoners. Diversity and Global Learning The Art Practice program incorporates diversity and global learning perspective in virtually all the courses we teach. In all of the required courses, we investigate the way contemporary art practice engages with cultures and worldviews different from our own. In both required and elective coursework, we expect faculty to introduce students to creative practitioners from diverse backgrounds and life experiences. Internships In the last few years, we've seen our Art and Art History students thrive at places like the Portland Art Museum, the Portland Institute for Contemporary Art, Oregon Shakespeare Festival, Portland Opera, and Portland Apparel Lab. Our Art Practice students exhibit their visual work and flex their curatorial skills in the student-run Littman + White Galleries. Located in our campus student union, these galleries let students share their work with a campus-wide audience. GRAPHIC DESIGN Research The Graphic Design program introduces students to research practices in both formative and summative courses that are required for all majors: DES 111: Design Thinking ART 111 requires research and writing practices for designers, and acts as a first-year experience, as it embeds information literacy and collaborative learning in the curriculum. DES 470 & 471: Design Thesis sequence The Design Thesis sequence is also a writing-intensive course and is a capstone course. ART 470 is dedicated to research and requires a written and oral thesis defense to industry professionals, and ART 471 is the implementation of that research into a capstone design project. Internships We also offer internships for our students, throughout the year. We connect students with potential employers through our own faculty networks, and with job postings on our website and social media, and support our students while interning. We highly encourage students to take internships, or begin freelance, to learn professional skills in the field. Diversity/Global Learning Our students frequently study abroad. We offer two models for this to happen. During summer terms, select faculty will bring a group of students to another country to learn about the design and culture there. We've taken students to Japan and the UK, and have plans to take another group to Brazil in 2020. The second way we do this is through formalized study abroad programs with other universities. We have a partner program exchange with the London College of Communication, students from this university have studied here for a term, while our students have also studied there for a semester. We also have students who take international internships. ePortfolios "Sophomore Portfolio Review" DES 472: Portfolio Portfolios are a crucial component to our program, and we require the creation of a printed portfolio at the end of the second year of study, and we require both digital and print portfolios of all graduating seniors through our final, annual student exhibition, Fresh. Service Learning, Community-Based Learning DES 321 All Graphic Design majors take ART 321 Studio 5, a class where they work directly with small businesses to create and implement brand identities in real-world applications. Graphic design students in our ART 321 Communication Studio 5 course develop branding solutions for local not-for-profits and micro business. The objective of this course is to refine the students' understanding of brand strategy and design. They will be exposed to a variety of brand approaches, ways of working with clients, best practices in presenting ideas, and methods for brand implementation through the brand standards manual. Students will apply what they have learned through the development of a brand for a local not-for-profit or micro business. DES 333 Friendtorship (Art and Social Change) is an art and mentorship course built on a foundation of creative collaboration and strong personal friendships. The program aims to increase access to design and arts learning for underserved high school students, empowering them to engage in experiential creative processes that better their communities. The personal relationships that develop between the university and high school students are fundamental to the active engagement that drives the program. Creative collaboration and positive relationships are the pillars of our program. Capstone Courses and Projects DES 425 Our Graphic Design program has an in-house design studio A+D Projects is staffed by students who create real design work for real clients. A+D Projects is the student-run in-house design studio for the School of Art + Design. Each term, junior and senior design students work with all of the areas within the school to help produce design materials such as the BFA catalog, MFA lecture series promos, and Scholarship announcements They also design, organize and execute events such as Show & Tell Lecture series, Good Market and Be Honest. Internships Our Graphic Design students nab

internships at institutions and agencies in Portland and beyond. In the last few years, we've seen students thrive at places like Wieden+Kennedy, Nike, Spotify, Keen, Adidas, Columbia, Wieden+Kennedy, Snapchat, RGA, and Intel as well as smaller to medium-sized local firms like OMFGco, Murmur, Instrument, Camp Grizzly, and Ziba.

Eight of the ten High Impact Practices identified by LEAP are integral to the Honors College curriculum. Students who enter UHC as first years take a cohorted year-long course, The Global City, which functions as a first-year seminar. This course teaches foundational skills that LEAP identifies as linked to the "highest-quality first-year experiences" such as "critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies" (LEAP). The Honors College is organized around common intellectual experiences, another High Impact Practice. The Honors College provides a vertically integrated curricular experience throughout the four years students spend in the program, and this vertical integration is expressed both in a shared thematic inquiry across the first two years of the curriculum and in the explicit writing, reading, and research capabilities taught and rehearsed across the four years. The lower-division core courses in the first two years of the curriculum explore themes related to urbanization; in these courses, students develop a number of analysis, writing, and research skills necessary for writing the baccalaureate thesis. In the upper-division, students take courses that continue to refine and build upon the skills developed during the lower-division core courses. All of the courses offered in Honors are writing-intensive and integrate collaborative assignments and projects, two more High-Impact Practices. All students in Honors complete original undergraduate research or creative projects and produce a thesis. These two fundamental activities integrate the High-Impact Practices of undergraduate research and capstone courses and projects. The Honors curriculum also integrates the High-Impact Practice of diversity/global learning in both the first-year course, which is themed around the Global City and necessarily has students encounter cultural diversity and issues of globalization, and through the encouragement of study abroad. Finally, Honors encourages students to earn credit for internships and offers a course attached to the internships which prompts students to think critically about the experiences they are having. Students also encounter a ninth High-Impact Practice, service or community-based learning, in several courses. The faculty who teach HON 201: Urban Social Sciences use Portland as a laboratory for methodological training in social sciences. Likewise, Dr. Starry's HON 202: Urban Ecology courses integrate field work components.

All Health Studies Students (all majors) and all Applied Health and Fitness students must complete a minimum of 4 credits of internship in the field of their major/career. Students apply theory into practice. PHE 404 Internship Students in Applied Health and Fitness must demonstrate mastery of skills through a culminating applied practical exam in their senior year, PHE 474 Exercise Prescription We have a core set of courses for all Health Studies students which cover required learning objectives as mandated by our accrediting body. The common core is as follows: PHE 250, PHE 350, PHE 363, PHE 452, PHE 450 PHE 404, Stats 243 We have several writing intensive courses in both core and required courses for Health Studies students. PHE 250 Our Community, Our Health, PHE 350 Health and Health Systems PHE 452 is devoted to content on diversity and health disparities. PHE 478 Program Planning and PHE 479 Program Evaluation required extensive group work with collaborative assignments and projects.

PHL 312 - Feminist Philosophy (cross-listed with WGSS) PHL 399 - Philosophical Writing (piloted winter 2019, course proposal in the works) PHL 399 - Indigenous Philosophy (will be offered in the future as NAS 399 and count as a Philosophy elective credit) PHL 399 - Philosophy of Race PHL 399 - Queer Philosophy (to be piloted winter 2020) PHL 485 - Honors Seminar UNST 421, Capstone - Philosophy for Children many (sorry - end of year!)

Already answered in the first question regarding group activities. Research is done in by arrangement courses mostly for honors students. Projects are required for some of the MS programs. Internships are part of our doctoral program.

We have a list of courses that qualify for our diversity requirement. We have a capstone in Community Psychology.

I wish had the capacity to answer this question fully.

group research projects in our undergraduate methods sequence internship course undergraduate research assistants CBL learning in courses (e.g., in our Gender and Work class Dr. Kelly has students work

with community based organizations such as Jobs with Justice) community based research projects in courses all our our courses in some way or another address culture and diversity

Climate and Water Resources Global Water Issues and Sustainability Resource Management Environmental Issues and Actions Sense of Place Resource Management Topics Urban Streams Community Resilience in Coupled Social and Ecological Systems

High Impact Practices, Degree Completion, and Academic Quality: A Study of Student Participation in Practices that Promote Success



Kathi A. Ketcheson, Director & Research Professor
Office of Institutional Research & Planning

*European Association for Institutional Research Forum 2019
Leiden, The Netherlands*

Introduction

In a university recognized for including high impact practices in its undergraduate curriculum, but which has struggled with persistence and degree completion, how do these practices contribute to student success?

What are “High Impact Practices?”

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- ePortfolios
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

Background

- Academic Quality Committee appointed in 2016
- Conducted surveys of faculty 2016 and 2017
- Identified quality practices
- Formed task forces
- New focus in 2019 on HIPs as quality practice

HIPs in undergraduate curriculum

Required

- University Studies Program:
 - Freshman Inquiry (eportfolios)
 - Sophomore Inquiry (e-portfolios)
 - Upper-division Clusters
 - Capstone
- OR...
- University Honors

Elective or Majors

- Writing-Intensive Courses
- Study Abroad
- International Studies/Diversity
- Community-Based Learning
- Internships

Undergraduate student characteristics

- In Fall Term 2018, 4,757 new undergraduates
- 36% new freshmen
- 64% new transfers from other institutions
- 42% minority students
- 76% Oregon residents
- 3% international students
- 21% other states
- More than 50% receive Pell Grants or other grant support

Student Success indicators

- Retention and graduation rates have been inching up
- Remains lower than other, similar institutions
- Concern among administrators that progress should be faster
- Past 10 years have seen implementation of multiple student success initiatives, including advising redesign, degree maps, financial assistance programs
- Concern about amount of grant money and direct investments with little perceived progress

6-year graduation rates

Freshmen

Entering cohort:

Fall 2010 46.5%

Fall 2011 47.9%

Fall 2012 47.2%

Transfer sophomores and juniors

Entering cohort:

Fall 2010 64.9%

Fall 2011 61.4%

Fall 2012 60.8%

Research on HIPs and Degree Completion

- A 2018 study suggests direct link to graduation is difficult to make (Johnson and Stage, 2018).
- Many factors affect graduation rates
- Entering GPAs, financial and personal circumstances work against student success
- *AQC: can more intentional use of HIPs mitigate or reduce effect of these factors, especially when combined with other supports?*

Research design

- 2013 National Survey of Student Engagement (NSSE) results
- Fall 2012 entering students course enrollment data, completers and non-completers
- Survey of program directors/coordinators

NSSE questions

Which have you done or plan to do before graduation?

- Internship, co-op, field experience, student teaching, clinical placement
- Learning community or formal program where groups of students take two or more classes together
- Study abroad
- Work with a faculty member on research
- Complete a culminating senior experience (capstone, senior project or thesis, comprehensive exam, portfolio, etc.)

*No centrally-collected data on participation in student organizations

Results

Freshmen (N= 179) 1st time college students

73% planned/completed
internship

36% planned/completed
learning community

38% planned/completed
study abroad

32% planned/completed UG
research

69% planned Capstone

Seniors (N = 912) Includes transfers

66% planned/completed
internship

34% planned/completed
learning community

15% planned/completed
study abroad

32% planned/completed UG
research

92% planned/completed
Capstone

Results--continued

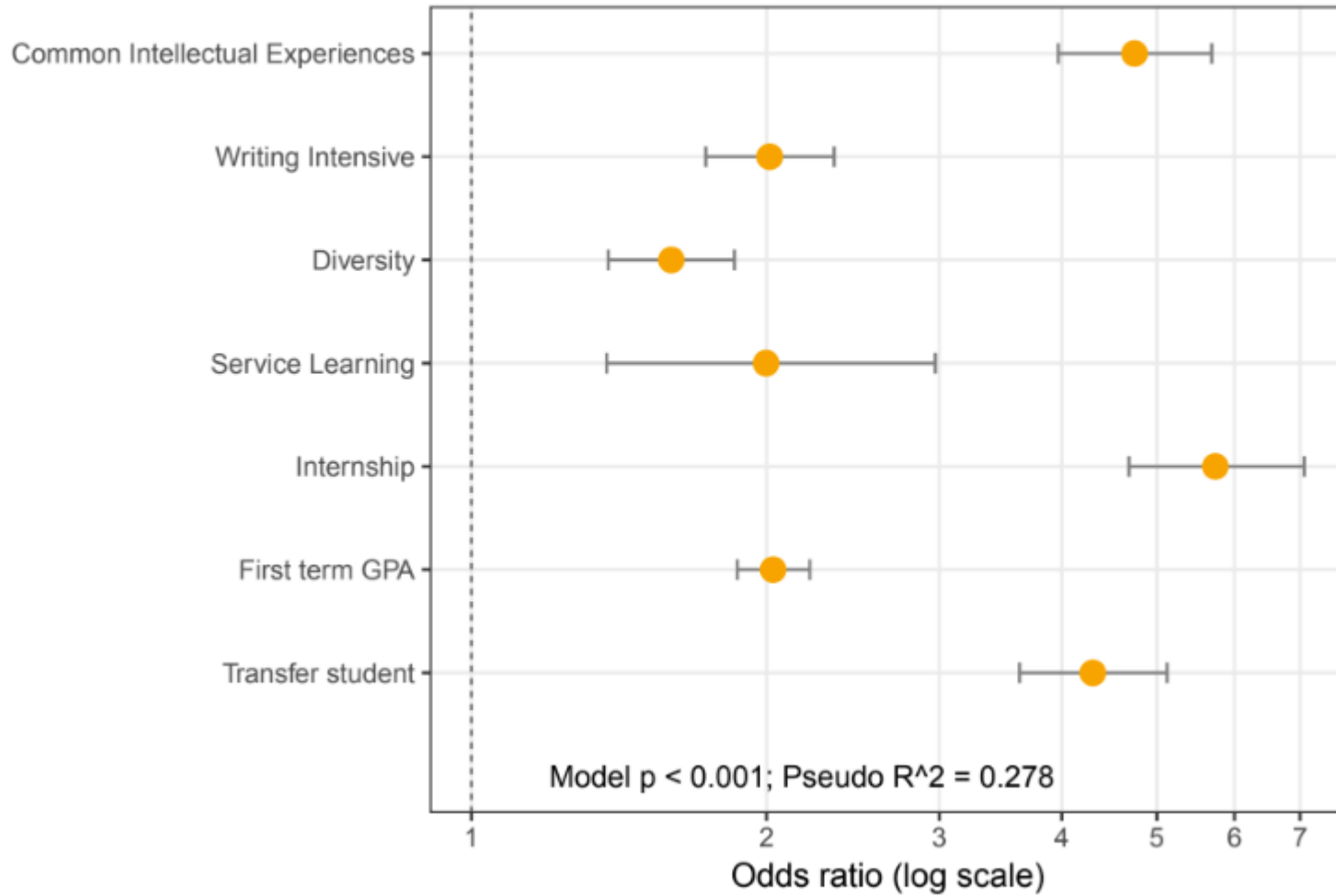
- Response rate very low: 11%
- Senior results more consistent with actual enrollment.
- Low reported involvement in learning community among seniors reflection of high number of transfer students at senior level.
- Only 38% of freshman stated planning or participating in learning community, while 90% actually do (Freshman Inquiry or University Honors Program).
- All freshmen are required to take a Capstone, but 69% stated they planned to complete.

Preliminary course analysis

- Grouped courses broadly under HIPs definitions.
- Considerable overlap!
- Groupings not based on subject matter, not pedagogy.
- Removed required FRINQ and Capstone courses from analysis.
- Included some student characteristics.
- Completion in 6 years dependent variable.
- Coded HIPs 1 or 0 for any credit earned in HIP-designated course.
- Compared completers vs non-completers within six years from Fall Term 2012 to Summer Term 2018.

Regression results

Graduates in six years or less



Discussion

- Data analysis complicated by overlap of HIPs categories among courses
- Assumptions that these courses use the practices necessary to make them high impact!
- Clearly multiple factors interact to determine student success
- **What can we learn from this high-level view of the data to begin conversations with departments about curriculum, quality practices, and learning outcomes?**

Survey of programs

- Concurrent with annual assessment inventory
- Program directors, coordinators
- List majors or programs of study that include HIPs
- How HIPs are offered: individual courses, across the major, outside the classroom
- List specific courses where students encounter HIPs
- 50% response rate
- Applying definition of HIPs to curriculum, 97% said the practices apply

Results

For individual courses:

57% writing intensive

54% community-based learning

50% collaborative assignments/projects

43% capstone projects

40% diversity/global learning

For courses required in the major:

61% diversity/global learning

54% collaborative assignment/projects

36% writing intensive

Results--continued

- Outside the classroom:
 - 68% internships
 - 54% undergraduate research
 - 43% collaborative assignments/projects
- Use of “High Impact Practices” when describing these courses or experiences:
 - 82% no
 - 18% among faculty
- Primarily not used with students, on syllabi, or in promotional materials

Sample of departments reporting HIPs

Department of International and Global
Studies

Child, Youth, and Family Studies

Art+Design

University Honors

Anthropology

Mechanical Engineering

Next steps

- Further analysis of course data to include analysis by sub-groups of students
- Focus groups with program directors and individual faculty
- Connecting HIPs with student learning assessment activities

Questions?

Contact information:

Kathi Ketcheson

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Please note this is a document produced and sent out by OIRP. AQC has consulted with OIRP on several of the questions relevant to the assessment of quality.

Default Question Block

Please provide your responses to the following questions about your experiences at PSU and plans following graduation. All responses, as well as any personally identifiable information, will be kept confidential and only summarized information will be shared in our reports.

Q1. What will be your MAIN activity after graduating from PSU? **Choose one.**

- Not sure
- Employment, full-time paid
- Employment, part-time paid
- Graduate or professional school, full-time
- Graduate or professional school, part-time
- Post-baccalaureate program
- Military service
- Volunteer activity (e.g., Peace Corps)
- Other

Q1a. If you are or plan to be employed, which ONE of the following best describes your plans?

- Remain in my current position
- Accepted a new position
- Considering one or more job offers
- Searching for a position, or will begin searching after graduation

Q2. While you were enrolled at PSU, were you employed for pay? (Full time = 40 hours per week.)

- Yes, on-campus job, full-time
- Yes, on-campus job, part-time
- Yes, off-campus job, full-time
- Yes, off-campus job, part-time
- No

Q3. If you plan to continue your education, which of the following best describes your status?

- Applied for graduate/professional school, waiting for decision.
- Accepted into a graduate/professional program.
- Planning to attend a post-baccalaureate program.
- Planning to attend graduate/professional school at a later date.
- I am not planning to continue my education.

Q3a. Are you planning to attend a graduate or post-baccalaureate program at PSU?

- I am waiting for an application decision from PSU
- I have been accepted into a PSU program
- I plan to return to PSU at a later date
- I applied but was not accepted at PSU

No

Q3b. If you are not planning to attend PSU, why not? (Check any that apply.)

- I applied, but was not accepted at PSU
- PSU does not have the program I want
- Another school has a higher-quality program in my field
- I want experience at a different school
- I received a better aid package at another school
- I am moving out of the area
- Other

Q4. What was the PRIMARY reason you chose your undergraduate major or degree program at PSU? (Choose one.)

- Reputation of the program
- Personal interest
- To prepare for graduate or professional school
- To get a job after graduation
- I had enough credits to graduate with that major
- Other

Q5. Why did you choose to attend PSU? (Check all that apply)

- Portland location
- Family in area
- Employment
- Had the program I wanted
- Reputation
- Financial aid package offered
- This was the school that accepted me
- Other

Q6. How well do you feel PSU prepared you for employment or continued study beyond your undergraduate degree?

- Very prepared
- Prepared
- Unprepared
- Very unprepared

Q7. Please indicate which of the following you participated in during your undergraduate studies at PSU. Check all that apply.

Q7a. Programs

- University Studies (Freshman Inquiry, Sophomore Inquiry, Cluster Courses)

- Senior Capstone
- University Honors

Q7b. Experiences

- Study Abroad
- Internship, practicum, or co-op education
- Service Learning (including community-based learning "CBL" designated courses, field experiences, teaching experiences, or clinical placements)
- Volunteer work
- Student organizations
- Living-learning community in a residence hall (example: Sustainability, Honors)

Q8. Please indicate which of the following you participated in, and whether you participated through your major/program, elective courses, or both. (Check all that apply)

	Major/program	Elective courses	Did not participate
Research with a faculty member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research with a team or group of other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-class group projects, papers, or presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing assignments that required one or more drafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses that used e-portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses that emphasized diversity and inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses involving global or international issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning communities (groups of students who took specific courses together)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9. How would you rate your overall experience at PSU?

- Excellent
- Good
- Fair
- Poor

Q10. How would you rate the education you received in your major program of study?

- Excellent
- Good
- Fair
- Poor

Q11. If you could start over, would you attend PSU?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

Please add any additional comments you would like to make.

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Academic Requirements Committee (ARC) 2019-20 Annual Report

Date: May 18, 2020

Members 2019-20

Geoffrey Duh GGR Chair
Marie Fiorillo ACS (COTA)
Debra Lindberg CCJ
Laura Marsh ACS (CLAS-Sci)
Vicki Reitenauer WGSS
Ashley Storey ACS (SB)
Suwako Watanabe WLL

Consultants:

Rebecca Ingersoll ACS
Nicholas Matlick RO

Support Staff:

Jill Borek RO

The Responsibilities of the Academic Requirements Committee are to:

- 1) Develop and recommend policies regarding the admission of entering freshmen.
- 2) Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.
- 3) Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. Adjudicate student petitions regarding initial undergraduate admissions.
- 4) Make recommendations and propose changes in academic requirements to the Faculty Senate.
- 5) Report to the Senate at least once each year.
- 6) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council.

The ARC met regularly (about twice per month) from September 2019 through May 2020. Due to the COVID-19 pandemic, the meetings after March 15, 2020 were conducted online (see Appendix for the meeting schedule). We reviewed 172 petitions, of which 152 were approved (through May 12, 2020). The number of petitions increased this year, with an above average number of petition submissions after the university moved to remote operations in March 2020. The University Studies Cluster Requirement continues to be the most common focus of the petitions. The average turnaround time for petitions, from submission to implementation, was approximately 14 days, which has remained consistent with previous years.

Significant issues that we worked on:

UNST Council Revision of UNST Requirements for High Credits Transfer Students

In response to the inquiries from the Office of Admission, ACS, and ARC, UNST Council proposed adding a UNST transfer evaluation category which states that students transferring to PSU with over 135 credits (i.e., Senior Transfers) will only need to take a Senior Capstone to complete their UNST requirements for graduation. ARC fully supports UNST Council's proposal. The new transfer evaluation category not only streamlines the transition of Senior Transfers to PSU and improves transfer advising efficiency, but also removes some of the financial burdens that could

prevent these students from completing their degrees. We acknowledge that the new policy does not take precedence over other degree requirements, such as residency and upper division credit requirements, and appreciate UNST Council taking time and efforts to make the timely policy revision. If the proposal is approved by FS, RO will work with ARC and Advising on an implementation plan.

UNST Cluster Requirements for Interdisciplinary Majors

ARC Chair, Duh, and ACS Director, Ingersoll met with UNST Executive Director, Prof. Linda George, on February 24, 2020 to discuss the review guideline for petitions submitted by interdisciplinary major students who want to use major courses to meet UNST Cluster requirements. These interdisciplinary major programs include Arts & Letters, Science, and Social Science. The consensus among UNST, ACS, and ARC is to allow courses from these interdisciplinary majors be used toward the UNST Clusters if these courses are not used toward the major. This decision reflects the fact that the broad curricula offered in the interdisciplinary programs meet the goals of UNST Cluster and allows interdisciplinary major students to form guided structures in their studies. The understanding provides a guideline for ARC to review this type of petitions for the time being. ARC will submit a proposal to Faculty Senate for approval during the 2020-21 academic year.

UNST Cluster Courses - Cross-Listed (History) Non-Cluster and UNST Cluster Courses

OAA Curriculum Coordinator, Andreen Morris, attended ARC meeting on April 13, 2020 to discuss a resolution for allowing Hst 323 as a UNST Cluster course. Hst 323 Modern Korea is cross-listed with Kor 330U Topics in Korean Culture and Civilization. The former is not a UNST Cluster course whereas the latter is. The cross-listing between cluster and non-cluster courses is causing issues for students, particularly regarding completing their University Studies Cluster requirements. ARC approved OAA's request to allow Hst 323 be counted for the same clusters as Kor 330U through summer 2021. History department will submit an official request to make Hst 323 a Cluster course to the University Studies Council.

Transcribing UNST Cluster Identification

In response to a request by UNST and OAA, Cindy Baccar attended ARC meeting on November 13, 2019 to give an update on PSU Transcript with UNST Cluster identification. ARC supports the proposal and thinks that transcribing cluster identification on PSU official transcripts could encourage students a more purposeful and intentional decision in selecting UNST Clusters and be potentially useful for students' portfolio employment.

Clarifying Residency Requirements for Certificate Programs

Cindy Baccar attended ARC meeting on March 9, 2020 to clarify the residency requirements for certificate programs. In 2015, ARC changed the residency requirement for post-baccalaureate certificates from a minimum of 30 credits to 16 credits or three quarters of the course credits required by the certificate. In 2016, Faculty Senate approved the "pre-baccalaureate" certificate program (i.e., Certificate – Admission Not Required) without explicitly stipulating residency requirements. Cindy clarified that the residency requirement applies to all undergraduate certificates, including Undergraduate Certificate Awarded with Baccalaureate,

Undergraduate Certificate Awarded at Completion, and Certificate – Admission Not Required, and post-baccalaureate certificate programs.

Residency Credit Requirements for High Credits Transfer Students from Concordia University

ARC was contacted by the Office of Admissions regarding the residency requirements for students who consider transferring to PSU after the closing of Concordia University. ARC felt that there is room for flexibility but decided not to give a blanket waiver of the residency requirements to high credits transfer students. Instead, ARC would accept preemptive petitions for Concordia students who have worked with PSU academic advisors to plan out their course of study. ARC will review these petitions individually. The same rule applies to students from other closing or recently closed universities such as Marylhurst University.

Spring and Summer 2020 P/NP Grading Option Adjustment due to COVID-19 Pandemic

In March 2020, Cindy Baccar consulted with ARC and SSC on the academic policies related to P/NP grading option for 2020 Spring and Summer terms. ARC supports the proposal to allow all Pass grades earned Spring and Summer 2020 to be used without restriction to fulfill major, minor and certificate requirements. The decision on this proposal does not change the existing undergraduate repeat policy.

Non-COTA Courses for FPA Requirements

In collaboration with COTA, RO, DR, ACS, and WLL and English department chairs, ARC proposed the inclusion of several PSU film courses offered outside the College of the Arts (COTA) to be used as Fine & Performing Arts (FPA) credits for degree requirements. All courses in the approved list that are currently in the Social Science Distribution would remain there but can be counted as FPA credits for degree requirement. By allowing these courses to be used as FPA credits, PSU can remove some of the barriers for students to complete their BA degrees and reduce the advising and administrative load. The proposal was submitted to Faculty Senate for approval in June 2020 meeting.

Granting Credits for AP Seminar and Research

In response to HECC's inquiry on PSU's AP/IB policy on two AP courses, AP Seminar and AP Research, ARC worked with RO and DR in July 2019 to articulate the two courses for GEN LD credits. ARC approved the proposal to grant 2 credits of GEN LD for each course if a student completes these courses and get an exam score of 3 or higher. The decision is in line with HECC policy and the design of AP curriculum. It could also encourage more Oregon high school graduates come to PSU for their higher education.

OnBase ARC Petition Workflow Modification

Matlick (DR), Ingersoll (ACS), and Duh (ARC) met with OIT staff, Brodie Franklin, on February 6, 2020 to discuss the specifications for the modification of ARC OnBase review workflow and pathway advisor routing data. The modifications would further streamline the petition routing process and provide ARC members a more transparent petition review mechanism.

The committee wishes to thank Becki Ingersoll, Nicholas Matlick, and Jill Borek for their excellent support of our work.

Appendix. ARC meeting schedule during the 2019-2020 academic year (the 2nd and 4th Mondays of every month).

- 10/14/19
- 10/28/19
- 11/11/19 - Remote voting/discussion due to holiday closure (Veterans Day)
- 11/25/19
- 12/09/19
- 12/23/19 - Remote voting/discussion as most will be out for holiday season
- 01/13/20
- 01/27/20
- 02/10/20
- 02/24/20
- 03/09/20
- 03/23/20 - Remote voting/discussion
- 04/13/20 - Zoom meeting during COVID-19 campus closure
- 04/27/20 - Zoom meeting during COVID-19 campus closure
- 05/11/20 - Zoom meeting during COVID-19 campus closure
- 05/25/20 - Remote voting/discussion due to holiday closure (Memorial Day)
- 06/08/20 - Zoom meeting during COVID-19 campus closure
- Biweekly remote voting/discussion during summer

Attachment G.8

MEMORANDUM

Date: May 13, 2020

To: Faculty Senate

From: Paul Loikith, Graduate Council Chair

Re: Report of the Graduate Council for the 2019-2020 Academic Year

Per the Faculty Governance Guide, the Graduate Council's charge is to:

- (1) Develop and recommend University policies and establish procedures and regulations for graduate studies, and adjudicate petitions regarding graduate regulations.
- (2) Recommend to the Faculty Senate or to its appropriate committees and to the Dean of Graduate Studies suitable policies and standards for graduate courses and programs.
- (3) Coordinate with the Undergraduate Curriculum Committee to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.
- (4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing graduate programs and courses with regard to quality and emphasis. Suggest needed graduate program and course changes to the various divisions and departments.
- (5) Advise the Senate concerning credit values of graduate courses.
- (6) Act in liaison with appropriate committees.
- (7) Report at least once a year to the Senate, including a list of programs and courses reviewed and approved.

The Graduate Council has been composed of the following members during the past year:

Member	Years Served	College / School
Andrew Black	2019-20	MECES
Amy Donaldson	2018-20	CLAS-SS
John Eckroth	2018-20	SB
Emily Ford	2019-20	LIB
Rachael Godlove	2017-20	SPH
G.L.A. Harris	2019-20	CUPA
Ericka Kimball	2017-20	SSW
Paul Loikith - Chair	2016-20	CLAS-SS
Christina Luther	2019-20	AO
John Nimmo	2019-20	COE
Sarah Read	2019-20	CLAS-AL
Lynn Santelmann	2017-20	CLAS-AL
Linnea Spitzer	2017-20	OI
Wayne Wakeland	2019-20	CLAS-SCI
Madeline Frisk	2019-20	student
D.J. Garcia-Dwyer	2019-20	student

We would also like to acknowledge the ongoing assistance provided by the Council's consultants from the Graduate School and from the Office of Academic Affairs: Rossitza Wooster, Andreen Morris, Courtney Ann Hanson, Beth Holmes, and Roxanne Treece.

Attachment G.8

The Graduate Council has met approximately twice per month during the academic year to address graduate policy issues, and to review proposals for new graduate programs, program changes, new courses, and course changes. Teams of Council members have also read and recommended on the disposition of graduate petitions.

I. Graduate Policy and Procedures

During this academic year the Graduate Council has considered a significant number of proposals, policies and issues that relate to graduate education on campus.

- In order to achieve compliance with the requirements set by the Northwest Commission on Colleges and Universities, PSU must publicly provide student learning outcomes for all graduate programs. However, there are some programs in the College of Liberal Arts and Sciences that are defunct in that they no longer have faculty associated with them, nor are they part of an academic department. If the defunct programs are to remain in existence, someone would have to provide student learning outcomes for these programs. Therefore, it would be more beneficial to have the programs officially eliminated. However, without associated faculty or departments, there is no body to submit a program elimination proposal. The Graduate Council decided that it would review and vote on program elimination proposals for such defunct programs if they were submitted by the appropriate college curriculum committee to alleviate this issue.
- Following a discussion from last year, the concept of forming a Graduate Faculty was introduced to the Council by Dean Wooster. The Council discussed the idea and shared some thoughts and concerns. Concerns included the need for consideration of flexible criteria when determining who would be included in the Graduate Faculty across different disciplines as well as the potential for the Graduate Faculty to overlap with the responsibilities of the Graduate Council. While it was moved to recommend that the Graduate School begin to formally explore developing a Graduate Faculty, the motion was not voted on and no further discussion was held on the subject during the 2019-2020 academic year.
- Despite recent clarification on the two required entries regarding diversity, equity, and inclusion for new course and program proposals, the Graduate Council members agreed that some proposals continue to make it to the Council for review without adequate responses to these entries. The Graduate Council agreed that further vetting of proposal responses to these entries by the college curriculum committees would expedite the review process and improve the quality of the proposals, as well as student success. To facilitate this, the Graduate Council has coordinated with the Undergraduate Curriculum Committee to draft a memo to provide guidance and motivation for departmental and college curriculum committees to thoroughly review proposal entries for the diversity, equity, and inclusion proposal questions. This effort aligns with the new Faculty Senate resolution on diversity, equity, and inclusion and it was broadly agreed upon by the Council members that this is a place where the Graduate Council can contribute to the positive change that is emphasized as needed in the Faculty Senate resolution. The materials and coordination with the UCC are still ongoing, however it is anticipated that guidance materials regarding this matter will be completed and shared with curriculum committee's college-wide shortly.
- The Graduate Council has contributed to an effort, led by the Educational Policy Committee, to better define the role of faculty governance in the elimination of programs process. This issue came to the Council's attention from the EPC. The initial motivation stemmed from the specific case of the impending defacto elimination of the Systems Science program due to CLAS's plan to not replace the upcoming retirements of the program's two faculty members. The driving question this discussion and following effort aimed to address is: In the case of a

Attachment G.8

defacto program elimination due to budgetary decisions, what is the appropriate role of faculty governance? Working with the EPC, the Graduate Council contributed to a revised set of guidelines, clarifying the process to program elimination, and identifying the role of faculty governance and administration in this process. Efforts are currently ongoing, led by the EPC, to bring these guidelines to Faculty Senate and the Graduate Council chair and some volunteer members continue to advise and offer support and guidance to this effort from the perspective of elimination of graduate programs whether initiated by academic units, the Dean's office, as a result of budget reductions rendering a program defunct, or from other sources.

- Following the closure of Concordia University, the Graduate Council took up the issue of transfer students from closed regional universities. The Graduate School asked the Graduate Council to formalize allowances on transfer credits for students impacted by the previous closure of Marylhurst University. The allowances are: 1) Master's students can transfer excess credits without the need for a graduate petition but will be required to complete one full-time term (at a minimum of 9 credits) at PSU and apply those full-time credits to their degree. Department are welcome to be more restrictive if they choose. 2) This allowance is extended to other colleges and universities that are accredited by NWCCU that close with little notice. This way a separate set of allowances does not need to be voted on for each instance. 3) The School of Public Health is excluded as students do not register at PSU for these courses and OHSU would need to set their own set of allowances. These allowances were approved by the Graduate Council.

The following additional allowances for PhD students were approved: 1) PhD students that had already passed their proposal defense prior to transferring to PSU would need to form a dissertation committee at PSU via a GO-16D form. Once the committee is approved, the student and committee would need to meet for a post-proposal assessment in order for the student to bring their committee up to speed on their progress. 2) PhD students must be advanced at PSU to candidacy via the GO-23 form after either a post-proposal assessment as outlined in (1) or a proposal defense. 3) PhD students must complete the PSU requirement of 27 credits of 603 Dissertation for a PhD or 18 credits of 603 Dissertation for an EdD. A graduate petition would be required if a student would like to request a reduction in these credits due to being close to completion. 4) As for Master's students, the School of Public Health is excluded from these PSU Graduate Council approved set of allowances.

- OHSU does not have omnibus registration like PSU does and as a result courses that are shared with the School of Public Health sometimes have omnibus numbers at PSU, but discrete course numbers at OHSU. These courses would not go through Graduate Council review, but *would* go through OHSU curriculum review. To address this discrepancy, the Graduate Council was willing to forego review of such courses with the caveat that if Andreen Morris runs into challenges regarding any particular course that she will bring the issue to Council.
- The Graduate Council approved changes to the OCMS forms as presented by Andreen Morris. The changes improve the flow of the forms and make the process more intuitive.
- The Graduate Council approved an end to the prohibition on sharing courses between graduate certificates. The previous policy, which did not allow sharing of courses between graduate certificates, was set by OUS in 1998. The motivation for this change came from the identification that there may be some students who are within six credits of receiving a graduate certificate and will be notified as such, but may find out after this notification that they are indeed further than six credits due to the restriction on sharing courses. While this possibility exists and the new policy would address this restriction, the Graduate School

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found very few current scenarios where students would run into course sharing restrictions so it is not expected to be common. The revised policy would further require the Graduate School to screen all new graduate certificate proposals for potential overlap with existing certificates and the Graduate Council will be notified of the overlap for proposal review.

- It was recognized in spring 2019 that a substantial number of OHSU courses that were approved as part of the joint PSU-OSHU School of Public Health had never received formal PSU Graduate Council review and were not approved formally by PSU Faculty Senate. In 2019, the Graduate Council decided to review all such courses for overlap issues and seek Faculty Senate approval. A bulk of these retroactive approvals were accomplished in 2019, however a number of courses remained going into the 2019-2020 academic year. This year, the Graduate Council approved the remaining courses and associated graduate programs. All remaining retroactive courses were also approved by Faculty Senate. More detailed background on this issue can be found in last year’s GC Annual Report.

II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

Table 1. New Programs

Program	Unit
MS in Emergency Management and Community Resilience	CUPA
Graduate Certificate in Emergency Management and Community Resilience	CUPA
MS in Applied Data Science for Business	SB
Graduate Certificate in Music Performance	COTA

Table 2. Program Changes

Program	Change	Unit
Graduate Certificate in Biostatistics	Revise core, reduce core, elective and total credits	SPH
MA/MS in Speech and Hearing Sciences	Minor revision to core requirements	CLAS
MA/MS in Economics	Revise/increase core requirements and decrease electives	CUPA
PhD in Health Systems and Policy	Slight revisions to core requirements, total credits from 104 to 103	SPH
PhD in Community Health	Revise health and methods core	SPH
MA/MS Counselor Education	Remove requirement from specialization, increase electives	COE
MA in English	Remove tracks, add oral field exam and optional extended essay	CLAS

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MA/MS in Mathematics	Create two options for completing requirements	CLAS
MA in History	Create thesis and exam tracks, minor revisions to Public History and World History concentrations	CLAS
MPH in Environmental Systems and Human Health	Slight change to two requirements	SPH
MPH in Epidemiology	Slight change to two requirements	SPH
MPH in Health Promotion	Slight change to two requirements	SPH
MPH in Biostatistics	Slight change to two requirements	SPH
MPH in Health Management and Policy	Slight change to two requirements	SPH
PhD in Health Systems and Policy	Replace old course requirement with new course requirement	SPH
MS in Mechanical Engineering	Remove graduate-level math requirement	MCECS
MA/MS in Political Science	Drop the MA option, revise course requirements	CUPA
MA/MS in Sociology	Create a non-thesis option	CLAS
MA/MS in Anthropology (pending June FS)	Add new track, reduce credit totals of existing tracks	CLAS

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through late April, a total of 42 new course proposals were reviewed and recommended to the Senate for approval, along with 59 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Proposals by College and School

Unit	New Courses	Course Changes
CLAS	5	20
COE	3	8
SB	5	0
COTA	5	2
SSW	0	2
MCECS	2	4
CUPA	13	5
SPH	9	18

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IV. Petitions

Teams of three Council members reviewed 67 petitions for exceptions to PSU policies pertaining to graduate studies and issued decisions. The distribution of these petitions among the various categories is presented in Table 4. Due to the exceptional circumstances of the closure of all in-person activities during the COVID-19 pandemic, Graduate Council chair Paul Loikith was the sole reviewer of petitions reviewed after March 11.

Table 4. Petition Decisions, May 2019 through April 2020

Code	Petition Category	Total	Approved	Denied	% Total Petitions	% Approved
A	INCOMPLETES					
A1	Waive one-year deadline for Incompletes	9†	9	0	12.3	100
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven-year limit on coursework	12†	10	2	16.4	83
D	DISQUALIFICATION					
D2	Extend probation	4	3	1	5.4	75
D3	Readmission one year after disqualification	1	1	0	1.3	100
F	TRANSFER CREDITS					
F1	Accept more transfer or pre-admission credit than allowed	5†	5	0	6.8	100
F3	Accept reserved credits not within last 45 credits of bachelor's degree	1	1	0	1.3	100
F4	Accept non-graded transfer or pre-admission credits	3†	3	0	4.1	100
F5	Accept miscellaneous transfer credits	3†	3	0	4.1	100
F8	Waive bachelors+masters limits	2†	2	0	2.7	100
H	REGISTRATION PROBLEMS					
H3	Retroactive drop/withdrawal	1†	1	0	1.3	100
J	PhD & DISSERTATION PROBLEMS					
J4	Extend 5 years from admission to comps	6	5	1	8.2	83
J5	Extend 3 years from comps to advancement	15	15	0	20.5	100
J6	Extend 5 years from advancement to graduation	7†	7	0	9.5	100
J7	Waive residency requirement	1	1	0	1.3	100
J8	Waive continuous enrollment	1†	1	0	1.3	100
	UNIVERSITY LIMITS ON COURSE TYPES					
K1	Waive limit on 501 & 505 credits	2	2	0	2.7	100
	TOTAL	73	69	4		95

† indicates more than one request category on a single petition; total reflects 73 decisions on 67 petitions

Over forty percent of all graduate petitions were for doctoral time limit issues. Since these policies have become fully implemented, a high volume of petitions for these issues has become the new normal. The Council hopes that doctoral programs will increase efforts to mentor their students through the degree process in a timely fashion.

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Excluding doctoral time limit petitions, the total number of petitions is consistent with last year, which was a decrease from previous years. The Council interprets this as a sign of careful graduate advising in the respective academic units as well as close scrutiny of petitions by departments before they are forwarded to Graduate Council.

Table 5. Historical Overview: Petitions, Approvals, and Degrees

Academic Year	Total Petitions	Percent Approved	Grad Degrees Awarded	Approved Petitions, Percent of Degrees
2019-20	67	95%	[n.a.]	[n.a.]
2018-19	62	94%	1709	3.6
2017-18	81	90%	1756	4.6
2016-17	93	92%	1673	5.5
2015-16	108	95%	1546	6.7
2014-15	97	97%	1677	5.8
2013-14	106	95%	1627	6.5
2012-13	69	90%	1820	3.7
2011-12	56	91%	1642	3.4
2010-11	43	93%	1812	2.0
2009-10	50	100%	1674	3.0
2008-09	51	80%	1645	2.5
2007-08	54	71%	1550	2.5
2006-07	75	69%	1675	3.1
2005-06	86	71%	1494	4.1
2004-05	71	72%	1565	3.3
2002-03	56	93%	1331	3.9
2001-02	78	81%	1218	5.2
2000-01	79	78%	1217	5.1
1999-00	102	92%	1119	8.4

V. Program Proposals in Progress

- Graduate Certificate in Collaborative Governance
- MPH in Public Health Practice
- Graduate Certificate in Engineering Geology
- Graduate Certificate in Environmental Geology
- Graduate Certificate in Hydrogeology

VI. Future Graduate Policy

- The Graduate Council will continue to facilitate successful and thoughtful responses to the entries on diversity, equity, and inclusion in new course and program proposals. The memo and other educational and informative materials being prepared by the Graduate Council and the UCC will be disseminated soon, but the Council anticipates having to continue to pay careful attention to this issue.

Institutional Assessment Council
Annual Report to the Faculty Senate
June 2020

Council Charge The Institutional Assessment Council (IAC) creates principles and recommendations for assessment planning that are sustainable and learning-focused, and provides support aimed at enhancing the quality of student learning through assessment activities. The Council designs framework for promoting and supporting assessment long term, both at the program and institution levels. The IAC serves as the primary advisory mechanism for institutional assessment planning and coordinates with the assistant and associate deans group the implementation of systematic Annual Assessment Updates and Academic Program Review by the schools and colleagues.

IAC Members 2019-2020

First	Last	Dept	Email	Attend
Tina	Anctil	ED	anctil@pdx.edu	
Charles	Klein	ANTH	chklein@pdx.edu	
Rowanna	Carpenter	UNST	carpenr@pdx.edu	
Janelle	Voegele	OAI, Chair IAC	voegelej@pdx.edu	
Gerardo	Lafferriere	Math/Stats	gerardol@pdx.edu	
Billie	Sandberg	PA - SABBATICAL	sandber2@pdx.edu	
Barbara	Heilmair	COTA	heilmair@pdx.edu	
Kevin	McLemore	OHSU-PSU SPH	mclemore@ohsu.edu	
Brian	Sandlin	OAA	bsandlin@pdx.edu	
Christof	Teuscher	ECE	teuscher@pdx.edu	
Raiza	Dottin	OAI	dottin@pdx.edu	
Gerasimos	Fergadiotis	SPHR	gf3@pdx.edu	
Aimee	Shattuck	SALP	shattuck@pdx.edu	
Gigi	Harris	PA	glah@pdx.edu	

Liaison members from Academic Quality Committee and Graduate School:

Kathleen	Merrow	University Honors	merrowk@pdx.edu	
Jones	Estes	University Studies	estesjr@pdx.edu	
Courtney	Hanson	Graduate School	hanson@pdx.edu	
Cassio	de Oliveira	World Languages and Literatures	cassio@pdx.edu	
Andreen	Morris	Office of Academic Affairs		

During the 2019/20 academic year, the Academic Quality Committee (AQC) and the Graduate School designated liaison members to the IAC. The partnership between the IAC, AQC, Graduate School, Office of Academic Affairs and Office of Academic Innovation has resulted in shared goals for quality systemic assessment of student learning at the program level, best practices in institutional assessment, and faculty involvement that meet NWCCU accreditation standards and recommendations.

IAC focus areas and goals, 2019-2020:

- Collaborate with the **Graduate School** to discuss their newly developed program assessment guidelines at the graduate level, resulting in the following outcomes:
 - The program assessment rubric developed by the IAC will continue to be used to give feedback to all programs (undergraduate and graduate). **Action item: Yearly IAC and Graduate School discussion on observations about program assessment progress in graduate programs.**
 - The Graduate School will continue to solicit feedback from graduate programs about the graduate-level guidelines (for example, relevance of guidelines to diverse programs such as traditional PhD vs. professional schools, etc). The Graduate School is encouraging formative assessment activities that are built into assessment planning; for example, benchmarks toward thesis. **Action item: The IAC can prioritize events and resources that include formative assessment activity at the graduate level.**
 - Alignment in expectations across IAC, OAA, Graduate School. **Action item: Beginning 2020/21 academic year, IAC hosts a yearly summit with assessment stakeholders across PSU/OHSU to review and co-calibrate assessment guidelines and expectations, discuss progress in program assessment work/outcomes, and leverage connections across assessment work.**

Additional focus areas and outcomes:

- Strengthen infrastructure and support mechanisms for programs to improve assessment activities and practices;
- Develop interim recommendations for learning-focused course evaluations;
- Providing feedback to programs on the assessment section of the Academic Program Review;
- Collaborating with OAI staff to enhance digital assessment resources, templates and guidelines, as well as examples of program assessment plans and activities;
- Planning for assessment recognition activities, including an annual program assessment recognition day.

To: Portland State University Faculty Senate

Subject: Annual Report

From: Intercollegiate Athletics Board

Date: May 18, 2020

Members 2019-20 Academic Year:

David Burgess, Chair, (OIRP); Nolan Bylenga (student); Toeutu Faaleava (MCNAIR); Alex Geelan (General Public Rep); Bruce Irvin (CMPS); 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 not including tuition remissions \$10,314,105

The budget was out of balance \$800k prior to the pandemic, (see note in December IAB report). The department is now expecting an additional \$1.2 million shortfall due to Wine and Roses, scheduled May 9th, being cancelled (\$800k) and \$400k for the NCAA March Madness cancellation resulting in a smaller payment from the NCAA this fiscal year.

FY21 due to the University closure the department is currently developing scenarios in consultation with the President’s office and Finance & Administration. Nothing is set at the time of this report.

E & G support for athletics (in response to general questions from the Faculty Senate):

University E & G Support for Athletics - FY 12 through 21

Report Type	Fiscal Year	Athletics' E&G Support (millions)	% of University Total E&G Rev.	
			Going to Support Athletics	PSU's Total E&G Rev. (millions)
Budget	FY21*	2.41	--	na
	FY20*	2.46	0.70%	352.80
Actuals	FY19	2.37	0.68%	349.40
	FY18	2.29	0.68%	335.10
	FY17	2.26	0.69%	326.30
	FY16	1.41	0.45%	317.00
	FY15	1.13	0.39%	293.70
	FY14	2.28	0.80%	283.50
	FY13	2.20	0.82%	267.80
	FY12	2.13	0.81%	264.20

* Budgeted Pre-Covid disruption

Source: University Budget Office

The IAB has noted that athletics reliance on E & G funds has not increased significantly over the years especially in context to the historic growth rate of the University's total E & G revenue. The lower amounts in FY15 and 16 reflect the attempt to make the department more self-supporting which was found not to be sustainable. The E & G funds were restored as a strategic investment in FY17.

II. Athletic Policy:

PSU has no current policy changes.

III. Compliance:

The federal Department of Education requires universities to evaluate their varsity athletics departments for gender equity to determine if there is equity in the participation level as well as in the resources provided to student athletes. This year the Gender Equity in Athletics Committee (Committee) is evaluating the resources to determine if athletes are receiving the resources equitably. This includes collecting data on areas of scholarship, equipment and supplies, practice time and location, travel and food allowance, academic support services, coaches and other areas. The committee will be collecting data and conducting surveys of the athletes this academic year. The Office of Global Diversity and Inclusion and General Council have proposed that an outside agent completes review to be funded by either office. Timeline of completion not known currently.

IV. Academic Progress Rates (APR):

Academic Progress Rate, holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term:

APR results (Jan 2, 2020)

2018-19 (**multi-year APR**) – score of 930 or above required to compete in championships

One (1) team with perfect (1,000) APR men's tennis.

Remaining teams: M-BB (951), W-V (941), M-XC (976), W-GLF (989), M-FB (954), W-TRK (975), M-TRK (967), W-BB (967), W-XC (984), W-SB (990), W-SCR (994), & W-TEN (991).

2018-19 (**single year APR**) Eight (8) teams with perfect (1,000) APR men's cross country, men's tennis, men's track & field, women's cross country, women's golf, women's softball, women's tennis, and women's track & field.

Remaining five (5) teams: M-BB (979), W-V (942), M-FB (944), W-BB (948), & W-SCR (989).

V. New Coach Hires:

Kyle Nelson has been hired as the new Director of Sports Medicine. Nelson is an alum of PSU with BS in Health Education, (1996) and a Masters of Public Health, (1998). Nelson has nearly two decades of experience in collegiate athletic training, most recently at Concordia University. Kyle is filling the position left vacant after the retirement of **Jim Wallis**. Jim was a mentor for Kyle as well as many others currently in the practice of sports medicine today.

On behalf of the PSU Faculty, the Intercollegiate Athletics Board would like to thank and recognize **Jim Wallis** for 31 years of service to our student-athletes.

VI. Impact of University Closure:

- All PSU Viking live sporting events are canceled through the end of September 2020
- 3 full-time and 6 part-time staff were furloughed due to PSU moving to remote campus
- The department is working on a new policy for creating an exemption for student-athletes, (for fall term 2020 only), based on COVID-19 impact and student-athletes meeting academic standards.
- Athletics Department leadership is working with State Regulations, NCAA Principles of Resocialization, and AMA guidelines to guide their return to sports.
- Big Sky Conference is allowing each school and state to reopen based on their state guidelines
- For FY20 the Athletics budget will see a shortfall of \$250k from Oregon State Lottery due to COVID-19
- The Oregon State Lottery funds in the FY21 budget is set for a 75% decrease from normal
- The occurrence of FY21 Guarantee games, a revenue source for Athletics, is unknown at this point

VII. Athletics Achievements:**Big Sky Conference Academic Honors (Fall 2019):**

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

Football

Anthony Adams – So. – Applied Health and Fitness
 Ty Apana-Purcell – Jr. – Crim. and Criminal Justice
 Kenton Bartlett – Sr. - Criminology and Criminal Justice
 Brady Brick – So. - History
 Larry Brister - Sr. - Applied Health and Fitness
 Emmanuel Daigbe – Jr. – Crim. and Criminal Justice
 Jackson Davis – Sr. - Communication Studies
 Anthony Del Toro – Sr. – Crime. and Criminal Justice
 Daniel Giannosa – Jr. - History
 Romeo Gunt – Sr. - Social Science
 Davis Koetter – So. - Psychology
 Zack Mander – Fr. - Applied Health and Fitness
 Greg Oliver – Fr. - Business Marketing
 Jake Porter – So. - Business Management
 Korbin Sorensen – Sr. - Economics
 Garrett Stauffer – Gr. - Mechanical Engineering
 Mataio Talalemotu – Jr. - Business Marketing
 KJ Walker – Jr. - Communication Studies

Men's Cross County

Brandon Hippe – Fr. - Computer Engineering
 Liam Jemison – Sr. - Mathematics
 Cody Jones – Jr. - English
 Evan Peters – Fr. - Civil Engineering
 Jason Rae – Sr. - Science
 Luke Ramirez – So. - Business Marketing
 Tom Richardson – Sr. - Social Science
 Drew Seidel – So. - Electrical Engineering
 Josh Snyder – So. - Applied Health and Fitness
 Andy Solano – Jr. - Mathematics
 Zachary Witman – Fr. - Applied Health and Fitness

Women's Cross Country

Phoebe Brown – So. - Public Health Studies
 Phoebe Jacques – So. - Graphic Design

Women's Cross Country cont.

Sophie Jones – Fr. - Sociology
 Carissa Rodriguez – Fr. - Theater Arts
 Monica Salazar Garcia – So. - Public Health Studies
 Hunter Storm – So. - Biology
 Keely Wolf – Fr. - Mathematics

Women's Soccer

Megan Cornett – Jr. - Business Marketing
 Emilee Greve – Jr. - Criminology and Criminal Justice
 Baylee Groom – Fr. - Public Health Studies
 Elizabeth Hansen – Jr. - Business Advertising Management
 Jadyn Harris – So. - Biology
 Enya Hernandez – Fr. - Criminology and Criminal Justice
 Sienna Higginbotham - Fr. - Psychology
 Chloe Huling- Fr. - Public Health Studies
 Molly Joyce – Sr. - Biochemistry
 Olivia Lagerquist – Fr. - Communication Studies
 Sofia Papastamos – So. - Public Health Studies
 Tasi Poore – Jr. - Business Human Resource Management
 Tea Poore – Jr. - Public Health Studies
 Diamond Quinn – Jr. - Applied Health and Fitness
 Regan Russell – Sr. - Psychology
 Sylvannah Winstone Jr. - Business Marketing

Women's Volleyball

Riley Daniel – Fr. - Public Health Studies
 Caroline Dragani – Fr. - Business Marketing
 Mary Jo McBride – Sr. - Business Marketing
 Toni McDougald – Sr. - Social Science
 Jasmine Powell – Fr. - Public Health Studies
 Maddy Reeb – Jr. - Public Health Studies
 Ellie Snook – Fr. -Business Advertising
 Parker Webb – Jr. - Business Finance

Competition Results

Football – Finished 7th place in the Big Sky, (5-7); no post season.

Men's Cross Country – Team 7th place Big Sky Championships

Women's Cross Country – Team 8th place Big Sky Championships

Women's Soccer - Finished 6th place in the Big Sky, (4 - 15); 1st round loss Big Sky Championships.

Women's Volleyball - Finished 8th place in the Big Sky, (10-19); no post season

Big Sky Conference Academic Honors (Winter 2020):

35 students were placed on the Winter 2020 Academic All-conference Teams.

Women's Basketball

Marina Canzobre - Fr – Business: Management
Labrea Denson – Jr. – Sociology
Belle Frazier – Fr. – Biology
Cassidy Gardner – Fr. - Criminology & Criminal Justice
Desirae Hansen – So. - Criminology & Criminal Justice
Tatiana Streun – Jr Business: Finance

Women's Indoor Track and Field

Phoebe Brown – So. – Pre-clinical Health Science
Alexis Buckhaults – Jr. – Applied Health and Fitness
Ceil Dunleavy – Jr. - Business: Supply Chain Mgmt.
Taylor Elliot – Jr. – Psychology
Kaila Gibson – Sr. - Pre-clinical Health Science
Phoebe Jacques – So. - Graphic Design
Sophie Jones – Fr. – Sociology
Angela Mumford – Sr. - Pre-clinical Health Science
Carissa Rodriguez – Fr. - Theater Arts
Miranda Ross – Gr. Post-secondary Adult & Cont. Ed.
Monica Salazar – So. - Pre-clinical Health Science
Kameron Smith – Jr. – Business: Management
Keely Wolf – Fr. - Mathematics

Competition Results

Women's Basketball – Finished 6th place in the Big Sky, (16-16); 1st round loss Big Sky Championships.

Men's Basketball – Finished 4th place in the Big Sky, (18-14); post season cancelled.

Women's Indoor Track and Field – Big Sky Championships:

3,000 Meter Run - Kaila Gibson, 10th place

5,000 Meter Run - Kaila Gibson, 4th place

High Jump – Ceil Dunleavy, 11th place

Shot Put – Angela Mumford, 21st place

Men's Indoor Track and Field – Big Sky Championships:

800 Meter Run – Chase Lovercheck, 6th place

5,000 Meter Run – Ian Vickstrom, 19th place

Distance Medley – Luke Ramirez, William Payton, Garrett Vasta and Joshua Snyder; 8th place

Pole Vault – Braden Masanga, 4th place

Long Jump – Jarron Barrow, 9th place

Men's Basketball

Ian Burke – So. – Psychology
Matt Hauser – Gr. – Post-secondary Adult & Cont. Ed.
Alonzo Walker – Gr. – Post-secondary Adult & Cont. Ed.
Chris Whitaker – So. – Criminology & Criminal Justice

Men's Indoor Track and Field

Jaron Barrow – Sr. - Psychology
Zach Grams – Fr. - Psychology
Liam Jemison – Sr. - Mathematics
Nigel Leonis – Sr. - Mathematics
Sam Lingwall – Fr. – Applied Health and Fitness
Braden Masanga - Jr. - Bio-chemistry
Luke Ramirez – So. – Business: Marketing
Kelly Shedd – Fr. – Business: Finance
Josh Snyder – So. – Applied Health and Fitness
Garrett Vasta – Fr. – Environmental Science
Ian Vickstrom – So. – Architecture
Zac Witman – Fr. – Applied Health and Fitness

May 13, 2020

To: Faculty Senate

From: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: 2019-20 Annual Report to Faculty Senate

Chair: Susan Ginley (SpHr)

Members: Ingrid Anderson (C&I), Errin Beck (IELP), Peter Chaillé (PA), Jeff Gerwing (ESM), Courtney Hanson (GS), John Hellermann (Ling), Hillary Hyde (SSW), Shirley Jackson (BSt), Andrew Rice (Ph), Lee Shaker (Comm), Wanying (Eva) Shi, Andrew Tolmach (CS), Anwyn Willette (Mus), Kerry Wu (Lib), Belinda Zeidler (SPH)

Consultants: Andreen Morris (OAA), Pam Wagner (RO)

Charge of the Undergraduate Curriculum Committee

This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions); one Faculty member from each of the other divisions; and two students. Consultants shall include the following or their representatives: the Provost, the principal administrative officer with oversight of undergraduate studies, and a member of the Office of Institutional Research & Planning. The Committee shall:

- 1) Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
- 2) Coordinate with the Graduate Council to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.
- 3) Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.
- 4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.
- 5) Develop and recommend policies concerning curriculum at the University.
- 6) Act, in all matters pertaining to policy, in liaison with the chairpersons of appropriate committees.
- 7) Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.
- 8) Advise the Senate concerning credit values of undergraduate courses.
- 9) Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

Curricular Proposals Reviewed

In the 2019-20 academic year the committee will have convened 13 times, on the dates shown below, to review program and course proposals and to discuss additional issues related to the charge of the committee.

Meeting Dates

Fall 2019	Winter 2020	Spring 2020
10/7/2019	1/13/2020	4/13/2020
10/28/2019	1/27/2020	4/27/2020
11/18/2019	2/10/2020	5/11/2020
12/9/2019	2/24/2020	6/8/2020
	3/9/2020	

Number of Courses and Programs Reviewed

New Degree Programs	2
New Certificate Programs	7
New Minor	1
Changes to Existing Programs	22
Elimination of Programs	1
New Courses	63
Changes to Existing Courses	132
Drop Courses	41

Additional Activities Related to the Committee’s Charge

1. Worked with the OAA Curriculum Coordinator to create FAQs and a checklist for completing curricular proposals.
2. Reviewed suggested changes to the curricular proposal forms.
3. Working with the Graduate Council on drafting a memo on the importance of diversity and inclusion in the curriculum development process.

Attachment G.12

University Writing Council 2019-2020 Annual Report to the PSU Faculty Senate

From the PSU Faculty Constitution, Article 4 Section 4: University Writing Council

This Committee shall consist of seven faculty members from across the University of whom no more than four would come from CLAS. The Committee shall also have four voting standing members: the Director of Rhetoric and Composition, the University Studies Writing Coordinator, the Director of the Writing Center, and a representative from IELP. Members will serve for two-year terms, with the possibility of continuing. The Committee shall: 1) Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses; 2) Offer recommendations for improving writing instruction across the university; 3) Initiate assessment of the teaching and learning of writing at PSU; 4) Support training of faculty, mentors, and WIC Assistants teaching writing; 5) Advise on budgeting writing instruction; 6) Act in liaison with appropriate committees; 7) Report at least once a year to the Senate, outlining committee activities.

Committee chair:

Kirtley, Susan (English)

Committee members:

Absher, Linda (Library)

Allen, Devon (Music & Theater)

Comer, Kate (English)

Ferey, Eowyn (IELP)

Glascott, Brenda (Honors)

Hartig, Alissa (Applied Linguistics)

DeWeese, Dan (English)

Knepler, Annie (University Studies)

Larson, Kirsten (School of Business)

Miller, Hildy (English)

Completed Business:

At the request of the Registrar and Provost, the UWC engaged in a discussion with the Willamette Promise Program. As part of this process, UWC investigated various dual credit programs at PSU and consulted with various stakeholders to discuss this program. Based on these discussions, the UWC suggested that PSU accept composition credits from Willamette Promise on a provisional basis for a period of three years, after which time the program would be reevaluated. The UWC stressed the importance of consulting with faculty prior to accepting such credits in the future.

Ongoing Business:

The UWC is working to articulate the learning objectives for classes fulfilling the writing requirement, including updated specifications for WIC designation and the possibility of WID course development within departments/programs.

The UWC hopes to collaborate with RGS and Library to support/promote Graduate Student Writing Workshops, including exploration of 1-credit options in the future.