Portland State University

PDXScholar

Faculty Senate Monthly Packets   University Archives: Faculty Senate

10-5-2020

Faculty Senate Monthly Packet October 2020

Portland State University Faculty Senate

Recommended Citation

Faculty Senate, 5 October 2020

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

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

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

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

The Constitution specifies that senators may designate an **alternate**. An alternate is a faculty member (but not another senator) from the same Senate division as the senator who is empowered to act on the senator's behalf in discussions and votes. An alternate may represent only one senator at any given meeting. The senator must submit the name and contact information of the alternate to the Secretary **prior to** the meeting. A senator who misses more than three meetings consecutively, without providing an alternate, will be dropped from the Senate roster.

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 5 October 2020 at **3:00 p.m.**

*This meeting will be held as an online conference (Zoom platform). Senators, Ex-Officio Members, and Presenters will receive a meeting invitation by email. A livestream of the meeting will be linked to the Faculty Senate website. Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, October 5th** so the Alternate 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, October 5th**.*

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

*Senators or Ex-Officio Members contemplating an **amendment** to any motion should, if possible, submit it in writing to the Presiding Officer and Secretary prior to the meeting.*

AGENDA

A. Roll Call and *Consent Agenda [see also E.1]*
   1. Roll Call
*   2. Minutes of the 1 June 2020 and 8 June 2020 meetings – *Consent Agenda*
*   3. OAA response to Senate Actions of 1-8 June 2020 – *Consent Agenda*
   4. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*
     Anticipated change in agenda order: reports G.3-5 moved to follow B and precede E.

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

C. Discussion Topic – *none*

D. Unfinished Business – *none*

Anticipated change in agenda order: reports G.3-5 moved here.

E. New Business (proposed motions)
*   1. Curricular proposals (GC, UCC)– *Consent Agenda*
*   2. Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments [AHC-APRCA] (Steering)
*   3. Extension of emergency change to Pass/No-Pass policy through Winter 2021 (Steering)
*   4. Ad-Hoc Committee to Include NTT Teaching Professor Ranks in University Promotion and Tenure Guidelines [AHC-TPR-P&T] (Steering)

*   5. Ad-Hoc Committee to Craft Language on Diversity, Equity, and Inclusion for the University Promotion and Tenure Guidelines [AHC-DEI-P&T] (Steering)

F.   Question Period

G.   Reports from Officers of the Administration and from Committees
    1. President's Report
    2. Provost's Report

Anticipated change in agenda order: reports G.3-5 moved above.

    3. Report from Vice President for Finance and Administration
*   4. Report of Ad-Hoc Summer Research Committee on Academic Program Examination / Reorganization
*   5. Program moratorium: MA in French (EPC)

H.   Adjournment

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2020-21

College of the Arts (COTA) [4]

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

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

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

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

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

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

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

The School of Business (SB) [4]

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

College of Education (COE) [4]

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

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

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

Library (LIB} [1]

Mikulski, Richard	LIB	2023 +

School of Public Health (SPH) [2]

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

School of Social Work (SSW) [4]

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

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

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

Other Instructional Faculty (OI) [3]

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

All Other Faculty (AO) [9]

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

Notes

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

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

Administrators

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

Faculty Committee Chairs

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

Senate and Faculty Officers

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

Notes
+ Also an elected senator
Status as of 25 September 2020

Minutes of the Portland State University Faculty Senate Meeting, 1 June 2020
(On-Line Conference)

Presiding Officer: Isabel Jaén Portillo

Secretary: Richard Beyler

Current senators present: Ajibade (also as newly elected senator), Anderson, Baccar, Broussard, Bryson, Chaillé, Chrzanowska-Jeske, Dillard, Dimond, Duncan, Eastin, Emery, Faaleava, Farahmandpur, Feng, Fiorillo, Flores, Fountain, Fritz, Gamburd, George, Greco, Hansen, Harris, Henderson, Holt, Hsu, Ingersoll, Izumi, James, Jedynak, Karavanic, Kennedy, Kinsella, Labissiere, Lafferriere, Lafrenz, Limbu, Lindsay, Loney, Lupro, Matlick, May, Meyer, Mosier, Newlands, Oschwald, Palmiter, Reitenauer, Sanchez, Sugimoto, Thanheiser, Thieman, Thorne, Tinkler, Watanabe.

Alternates for current senators present: Karen Curtin for Dolidon, Mitchell Cruzan (also as newly elected senator) for Eppley.

Current senators absent: Eastin, Magaldi.

Newly elected senators present: Ajibade (also as current senator), Berrettini, Borden, Carpenter (also as ex-officio member), Chorpenning, Clucas, Cortez, Cruzan (also as alternate), Dusicka, Erev, Goforth, Gómez, Guzman, Hunt, Kelley, Law, Mikulski, Padín, Raffo, Smith.

Newly elected senators absent: Clark, Heilmair, Ito.

Ex-officio members present: Allen, Beyler, Boyce, Burgess, Bynum, Carpenter (also as newly elected senator), Chabon, Duh, Ginley, Jaén Portillo, Jeffords, Knepfle, Loikith, Luckett, Lynn, Maddox, Merrow, Percy, Podrabsky, Reynolds, Sager, Sipelii, Spencer, Webb, Wooster, Zonoozy.

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

1. Roll call.

2. **Minutes** from **4 May 2020** were **approved** as part of the *Consent Agenda*.

3. OAA response to Notice of Senate Actions for May [**1 June Agenda Attachment A.2**] was **received** as part of the *Consent Agenda*.

4. Modification of procedure to allow the Presiding Officer to move or postpone any items at here discretion were Presiding Officer's discretion were **approved** as part of the *Consent Agenda*. *[Several changes to the agenda order are indicated below.]*

B. ANNOUNCEMENTS

1. **Announcements from Presiding Officer**

    JAÉN PORTILLO called attention to several upcoming events. Due to the length of the agenda, she anticipated moving several items so as to be sure to get to time-sensitive items. Even so, she believed it would be necessary to call a second meeting for June on Monday the 8th and advised members to plan accordingly.

    JAÉN warmly thanked senators for their commitment and patience to the work of Faculty Senate during unprecedented events. She also recognized the work of Faculty committee chairs, many of whom were present, and also congratulated the newly elected senators.

She expressed appreciation to her colleagues on Steering Committee, whose advice and diligence made the work of Senate possible.

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 stated voting procedures: current senators (but not newly elected senators) would vote on motions. Continuing senators and newly elected senators (but not senators whose terms were now coming to an end) would vote for officers.

ELECTION OF PRESIDING OFFICER ELECT

Vicki REITENAUER had been nominated at the previous meeting. There were no additional nominations.

REITENAUER was **elected** Presiding Officer Elect for 2020-21.

NOMINATIONS FOR STEERING COMMITTEE

BEYLER stated that five nominations had been received in writing prior to the meeting. In random order these were: José PADÍN (SOC), Michael LUPRO (UNST), Steven THORNE (WLL), Andres GUZMAN (COE), and Mark BERRETTINI (FILM). There were no further nominations from the floor.

Change in agenda order: G.2, followed by G.1 (Provost's and President's reports), moved here.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

2. **Provost's report**

JEFFORDS announced that they had reached the final stages of the CLAS Dean search and hoped to be making an announcement shortly.

JEFFORDS turned to items related to the current remote environment. The Office of Academic Innovation (OAI), along with a faculty committee, had been for this past year evaluating a shift to a different online learning management system. They were near to completing the process of looking at options, and planned to have a recommendation by mid-June. She noted that this exploration of various tools helped the rapid transition to remote instruction. Meanwhile, OAI was continuing its support of faculty developing high-quality online courses and programs in a number of departments. She had heard from students that they value these opportunities.

The Students First work also continued, JEFFORDS said. This commitment, creativity, and diligence showed in the faculty's switching to remote instruction within two weeks. One particular initiative is developing online educational resources–alternative textbook formats. Many faculty have written their own textbooks. The Persistence Committee [within Students First] is working on a role description to help with the case management

approach to student retention–a model which has been successful at other universities of identifying students who need resources and working with them to complete the degree. She plans to pilot this for one year, using grant funds. They have also been working on a dashboard to monitor student success metrics across various populations.

JEFFORDS then turned to a question on everyone's mind: how will we proceed with instruction in the fall? The University's overall response to COVID-19 is being managed by the Incident Management Team [IMT]. A subcommittee of that group is the Academic Continuity Committee, on which JAÉN and GAMBURD sit to represent Faculty Senate. A working group looked at options for fall and relevant evidence and information. This group developed two scenarios which are mixtures of remote and face-to-face, but on different ends of a continuum. Scenario One assumes that we will be principally remote, with some exceptions for face-to-face. Scenario Two proposed mixed modalities with the decision being made at the department or unit level. She shared these scenarios and the report of the working group with faculty last week, and asked for responses.

Over 630 responses were received, JEFFORDS reported, with about 68 pages of comments. She was impressed by the thoughtfulness and detail of this feedback. Many of you are concerned not only with your own health, but with that of family members and those with whom you share a household. Many also indicated concern about the impact on students not being able to resume instruction in a face-to-face environment. She wanted to use these results to open up a conversation.

JEFFORDS: they also sent a survey to students. There were over 4200 responses, including 2300 within the first four hours. They have something they want us to hear. Of the 4200 responses, about 55% favor a principally remote fall term, largely based on concerns about their own health or that of household members. Many responses also noted the complexity of a multi-modality term in which some courses would be face-to-face and others remote. While 55% is not overwhelming, it is nevertheless a majority. We asked a second-order question: whether, depending on the scenario we chose, they would consider transferring or sitting out a year. 36% said they would consider transferring or sitting out if we chose multiple or mixed modalities; 23% indicated this if we were principally remote. This is important information about our students' preferences.

Of the 630 faculty responses, JEFFORDS said, about three-to-one favor Scenario One (principally remote). Respondents gave very thoughtful reasoning through the complexities of the different scenarios. Today she wished to hear feedback from Faculty Senate about fall term. We should keep in mind that we do need to think about the remainder of the year; no one expects that on January 1st we will just return to business as usual. While we are talking specifically about fall term, we also need to think about the longer term context. Other Oregon institutions have varied responses, JEFFORDS said; she noted that they are in less dense and less urban environments.

BACCAR reviewed the temporary changes in the pass/no-pass policy that Senate had approved for spring and summer. Would Senate want to extend the changes for either or both of the two scenarios? It would be nice to have an answer to that question before the roll-out of course schedules.

GRECO wondered if the option had been considered, wherein the faculty member teaches through Zoom but classrooms will be assigned, and students who prefer to go to a

classroom with possibility of (socially distanced) interaction can do so. She thought this might add value. JEFFORDS said they had discussion with Kirk KELLY, Chief Information Officer, about whether it would be possible to install technology for Zoom-ready classrooms. He believed we could outfit a number of classrooms over the summer. It's not as sophisticated as the 'global classroom' in the School of Business where the camera follows the instructor, etc. He is looking into the technical requirements, and they are looking into the possibility of using CARES Act funding for something like this. Even if we don't use it in the fall it might be a useful option going forward. It could also give faculty members the reverse option of being able to teach in a classroom, even if the students are remote, using a whiteboard or other classroom equipment. They were actively looking into this, also for when the pandemic is over. Students may principally want to be face-to-face, but if they have to stay home they could still attend remotely.

BACCAR remarked that in a scenario where we don't have any face-to-face, we don't have to provide low-density classrooms–figure out the capacity for each room. If there is going to be access to the classrooms, we have to figure out how to manage that. Faculty would need to know all this information. It adds to the logistical complexity if we do this on a large scale.

FARAHMANDPUR asked what kind of preparation or investment we are making in medical supplies, how we are seeking the help of medical experts. Whether we open in fall or later, these conversations will need to be in place. What policies will we adopt when we do open–for example, about wearing masks? JEFFORDS: conversations are certainly already happening. The IMT was working on how to reopen in a variety of settings–for example, installing plastic shields to protect employees. Who would have interaction with students, is another question. REYNOLDS confirmed that the IMT is studying policies for shields and masks, added that a subcommittee of is working on classroom capacities, flows in and out, and signage. They also have to consider disability issues. They have to look at cost estimates for these upgrades, and whether CARES funding can be applied. They are meeting on a daily basis. JEFFORDS added that we are taking advantage of our own faculty expertise; for example, Rich CORSI (Dean of MCECS) is a national expert on airflow in buildings, and he is consulting with us about how managing that properly can contribute to decreasing virus transmission.

HANSEN observed that the results from the student survey that 36% would consider not attending in one scenario and 26% in another meant a major hit on enrollment either way. JEFFORDS: the question was whether they would consider it, not an absolute decision. The question more an indicator of students' level of happiness or unhappiness with the respective scenarios. It appeared that comparatively fewer students felt discomfort with a fully remote environment.

THIEMAN asked if units can still make their own decision about the P/NP option. The Curriculum Department didn't offer P/NP because of licensure issues for teacher candidates. BACCAR: that's the question before Senate. This is a chance to reconsider whether we want the changed policy to extend to all parts of the University or just some. Is the question whether departments or units can choose? THIEMAN: yes, because at the graduate level students can only earn an A or B [for licensure] so a Pass grade [as a potential C] is not viable. They did not choose it for spring or summer.

LINDSAY: without precautions, lecturing in a classroom could turn into a super-spreader event. Are we looking at installing plastic shielding for this reason? REYNOLDS was not sure of the exact plans. Shielding could come into social distancing in classrooms, but was more immediately relevant for service counters, etc. As mentioned previously, CORSI is working with them on analyzing airflows in particular settings.

In response to another question [on chat] REYNOLDS did not want to commit publicly to anything about parking. The current plan was to continue not charge for parking through the summer and try to mitigate the loss of revenue. They are reaching out to Tri-Met, etc., to find out what public transportation is doing for social distancing.

HSU: what about the [Cal State] system's decision to go remote in the fall? JEFFORDS had spoken with a provost at one of their campuses. Their decision was motivated by the same reasons a those informing Scenario One–for example, a lack of control over individual contacts in urban environments, in contrast to a small college in a fairly rural area with a defined campus and defined set of people on that campus. Provosts from urban universities seemed to be leaning towards remote environments.

PERCY appreciated the great work that is going on with complex variables. He suggested that when people talk about strategies it is a matter of emphasis, rather than exclusively one way or the other. All university presidents he had talked to say they are not having large classes: either breaking them up or going remote. It is interesting to see how people publicize their approach; there is a lot of variation in almost all of them. A Cal State president he talked to said that 10%-15% of their classes will be meeting in person. Hardly anyone is exclusively one way or the other.

WEBB: could departments request money for turning their own classrooms into hybrid-flex rooms? That could really change how they deliver some of their high-impact courses. Is there any CARES funding available over the summer, and if so, whom should they contact? JEFFORDS said that they were currently looking to outfit general-purpose classrooms. But if a department has a very specific request they could send it to her. Much depends about the outcome of the decision between scenarios. Whatever the decision, they want to look at how to support faculty.

CRUZAN wondered about using in-person for science labs and studios, but remote for everything else. JEFFORDS: that's what Scenario One looks like–a small percentage of classes where not being face-to-face really impedes student learning, such as studio art classes. If we take that direction, we should focus on making those environments safe.

1. **President's report**

   [Note from Secretary: in his report the President responds to the Question to Administrators which appears under item F below.]

   PERCY thanked the Senate for bringing attention to concerns about social and racial injustice. He recognized that the motion passed by Senate [last month] signals a desire to pay more attention to diversity, equity, and inclusion. Working together on this will be a major priority next year. He had been in conversation with the incoming Vice President for Global Diversity and Inclusion, Ame LAMBERT, who is paying attention to what is happening here and in our community and already beginning to make connections.

He thanked the IMT and JEFFORDS for their work [on the transition to remote]. University presidents everywhere are struggling with how to keep people safe, how to ensure that students are making academic progress, how to follow regulations. We also have to look at the research mission, and bringing back those operations in a safe way.

Turning to the Question to Administrators *[see Item F below]*, PERCY stated that last week the Executive Council made the difficult decision to implement a comprehensive furlough program which affected almost every 12-month employee. The impetus for this decision was twofold: our current financial uncertainty, and opportunities given by federal stimulus legislation which provided benefits for employers and employees in what is known as a work share program. As we learned about these benefits, it became clear that we had to act quickly to secure the maximum relief for employees. The haste came from the fact that the current work share program within the federal stimulus ends on July 31st. Getting people enrolled quickly will enable them to get more benefit from it. We don't yet know whether the federal government will extend it in another legislative package. He was sorry that the speed resulted in confusion and a rocky start. Though it was not an excuse, there were many things converging at once.

PERCY thanked SEIU and AAUP for very productive conversations in negotiations over how to implement this. Unfortunately we don't have the same mechanism for people who are unclassified and unrepresented. He apologized for the challenge there. They planned information sessions this week to try to provide some clarity. Keeping communication lines open was very important. We need to know the impact on employees, on the work, and on students so they can make informed decisions going forward. They are listening to concerns, such as difficulties caused by the timing coming at the end of the academic year, preparing for graduation, etc. If we reduce workload, we cannot have the same expectations for everyone's performance. They had not implemented furloughs for people who were ineligible for the work share program. Their hope is that by implementing the program now they can reduce the need for more difficult actions in the future; he was sorry that the implementation was causing additional stress, which was not their intent. We are united in the goal of preserving our university.

More specifically about the question asked: PERCY said that beginning May 1st, senior administrators, Executive Council, vice provosts, and deans took pay cuts of between 7.5% and 15%. These were not furloughs, but rather reductions in pay without reductions in work expectations. All these people continue to work more than forty hours a week. The furlough decision announced last week was difficult; his hope is that by taking this action we can achieve key goals that align with his personal commitment to resolve our financial challenges in a fair, equitable, and sustainable manner. Wrapping up the quarter will be more difficult for everyone with the work reductions, and we appreciate that. If you are on furlough you are not expected to work during that time. The current furloughs are needed to reduce the need for more drastic actions in the future. Current federal spending allows us to keep nearly all the impacted employees whole, maintaining benefits, with all but handful experiencing the same or larger compensation. He again thanked the unions for working with us.

PERCY said that they would be working in the next week or ten days to develop criteria to call people back. At the top of the list will be community members engaged in sponsored research projects. We are working hard to minimize the disruption–there will

be some–on students, research, and overall operations. We appreciate this effort to allow us to participate in a program whereby salary reductions associated with a furlough have some compensation coming from another source.

GRECO: do we have an estimate of the savings from this, and of how much of the COVID hole it will fill? REYNOLDS, answering: it depends on exactly how many participate and for how long, but essentially as much as $1.5 million a month–a significant savings on an all funds basis. There are many unknowns and we are trying to anticipate multiple scenarios. We do anticipate on the general fund a significant reduction in our allocation from the state, but we don't know how many millions that will be. Again, auxiliary enterprises are also seeing a significant reduction: we are being hit on both levels, and a furlough program helps mitigate that. We likely won't know that reduction from the state until July or August, and are trying to prepare for that.

LOIKITH: how does the furlough pertain to employees funded entirely on external research grants? PERCY did not have the specifics to give a thorough response. He would make sure to get back with an answer. In the interest of time JAÉN asked that detailed further questions be held till the next opportunity.

Return to regular agenda order.

C. DISCUSSION *– none.*

D. UNFINISHED BUSINESS *– none.*

E. NEW BUSINESS

1-6.*Postponed until additional meeting on June 8ᵗʰ, at discretion of Presiding Officer.*

7.   Sharing credits between graduate certificates (GC)

LOIKITH summarized the recommendation from Graduate Council [**June Packet Attachment E.7**]. The aim is to allow credits between graduate certificates in unusual circumstances where that might be required–for example, when a student is very close to a certificate but unable to achieve it because of a small number of shared credits. If this passes, going forward when new graduate certificates are proposed there will be a screen for potential overlap, to see if this could be problematic.

EMERY/WATANABE **moved** the proposed policy as stated in June Packet **Attachment E.7**. The motion was **approved** (35 yes, 2 no, 2 abstain, recorded by online survey).

8-14. *Postponed until additional meeting on June 8ᵗʰ, at discretion of Presiding Officer.*

F. QUESTION PERIOD

The following question to the President was received prior to the meeting. [The President in effect responded to this question in his report, item G.1, which in a change to the agenda order was moved above.]

PSU's employment landscape is complex and variegated. Please provide a brief overview of the pay cuts and furloughs taken by different groups and units on campus. We would be particularly interested in learning the rationale behind the decisions and understanding the principles underlying the equitable application of these emergency measures.

JAÉN observed that the question had been answered previously, but opened the floor to follow-up questions.

RAFFO asked about the rollout strategy for a new online learning management system. Will it be this fall? JEFFORDS: the plan all along has been to have an overlap, continuing with D2L as we begin to ramp up a new system or revised version of D2L. There's no expectation that on a certain date we completely switch over. There's a need for transition and learning a new system, for both faculty and students. RAFFO: is the main driver [of the decision] cost or capabilities? JEFFORDS: it's actually about capabilities. Among the systems out now, D2L has sometimes been described as clunky. More to the point, there are many new plugins and add advantages to a learning management system, but D2L is less capable of automatically adopting these plugins. This creates difficulties for faculty who hear about these tools and want to try them. For many faculty, the attraction is less that features of the system per se than its adaptability and flexibility to incorporate newly developed tools.

ZONOOZY congratulated President PERCY on his appointment [to the regular position], appreciating his leadership at a crucial time, with experience and a sense of conversation and communication with people. PERCY replied with thanks, saying that he was humbled.

OSCHWALD asked about the potential for twelve-month research faculty to come off furlough in July. If we don't spend our directs [grant funding], PSU doesn't get the indirects, either. PERCY recognized the need to get an answer soon. It's to everyone's advantage to continue [research] as long as we can do so safely.

G. REPORTS

Prior change in order: G.1. President's report and G.2. Provost's report moved above.

3. ASPSU report

JAÉN asked the representatives from ASPSU to introduce themselves: Motu SIPELII, incoming ASPSU President; Kyle LESLIE-CHRISTY, former ASPSU President; VICTOR CHAVEZ-GONZALEZ, incoming ASPSU Vice-President.

LESLIE-CHRISTY said that when he became President, at the end of winter term, his goals were that ASPSU be more accountable to themselves, and to provide an opportunity for people interested in actually doing the work. They were working on events such as the succulents and census event, where they handed out 350 plants while encouraging students to be active with the census, voter outreach, etc. They also organized the admin town hall, involving by seven administrators, and established some new relationships of mutual respect with administrators. It seemed to LESLIE-CHRISTY that much frustration [among students] stemmed from lack of understanding and lack of knowledge of opportunities. It's important going forward to create opportunities to get to know the administration and faculty more deeply. In the voting campaign, they worked with other schools around Oregon to create Tik Tok videos of people showing how they voted. They are also working with the commencement planning team, and with the people in charge of the CARES Act emergency fund. They promoted information in ways that were accessible to students, to dispel some misinformation, and got good feedback from that. The Day of Service event focused on community involvement. In uniting around a common purpose and meaningful collaboration they find success.

GAMBURD noted that a number of Faculty committees had seats open for student members. She would be grateful to work with ASPSU to get student representation.

SIPELII said that listening to the conversation showed the care that [faculty] have; students don't really get to hear these conversations. He hoped to be a liaison between students, administration, and faculty. If faculty need student representation or want students to attend an event, they have [in him] a contact person.

4-5. *Postponed until additional meeting on June 8ᵗʰ, at discretion of Presiding Officer.*

*The following reports from committees were **received** as part of the* consent agenda. *See the respective **June Packet Attachments G.6-12**.*

6. **Annual Report of Academic Quality Committee** (with appendices)
7. **Annual Report of Academic Requirements Committee**
8. **Annual Report of Graduate Council**
9. **Annual Report of Institutional Assessment Council**
10. **Annual Report of Intercollegiate Athletics Board**
11. **Annual Report of Undergraduate Curriculum Committee**
12. **Annual Report of University Writing Council**

JAÉN announced that there would be an additional meeting in one week, on June 8ᵗʰ, to deal with the business that had been postponed today. BEYLER noted that there would probably be one additional item about the pass/no-pass policy, and probably a few additional reports. Voting would be by current senators.

H. Adjournment.

The meeting was **adjourned** at 5:14 p.m.

After the main meeting was adjourned, **DIVISIONAL CAUCUSES chose new members of the COMMITTEE ON COMMITTEES as follows**:

COTA	Amy BORDEN
CLAS-SS	Michele GAMBURD
SB	Jennifer LONEY
LIB	Rick MIKULSKI
MCECS	Malgorzata CHRZANOWSKA-JESKE
CUPA	David KINSELLA
OI	Michael LUPRO
AO	Randi HARRIS

Minutes of the Portland State University Faculty Senate Meeting, 8 June 2020
(On-Line Conference)

Presiding Officer: Isabel Jaén Portillo

Secretary: Richard Beyler

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

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

Senators absent: Fritz, May, Meyer.

Attendance of ex-officio members was not taken.

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

   1. Roll call.

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

B. **ANNOUNCEMENTS**

   1. **Announcements from Presiding Officer**

   JAÉN PORTILLO thanked senators for participating in this second June meeting, necessary because of the complex agenda and need to get to certain items before summer.

   JAÉN called attention to a new agenda item, introduced under the authority of the Presiding Officer under the Bylaws to add items under extraordinary circumstances: a proposed resolution to ask our administration to help us in diversity, equity, and inclusion issues, and in making our university a safe, inclusive, and supportive environment for everyone. The statement, proposed by Steering Committee, had been circulated by email **[June 8th Agenda Attachment E.2].** The document echoes a number of statements already circulating on campus. We have invited senators to share any of those statements with us so we can create a unified wider response.

   JAÉN clarified that the organs of Faculty governance ordinarily do not operate during the summer, since many faculty are on nine-month contracts. However, the presiding officer team–the incoming PO, PO Elect, and herself as Past PO–will be available during the summer for consultation with the administration. A June 2019 resolution said the administration should not make any permanent decisions when the Senate is not in session. This is, however, an extraordinary year, and we need to be prepared for the administration needing to consult with Senate on any emergency issue. We would probably have to call a special meeting which, apparently, had never been done, but which is contemplated in the Constitution and Bylaws.

   2. **Announcements from Secretary**

   BEYLER reviewed the voting procedures.

C. **DISCUSSION** – *none*

D. **UNFINISHED BUSINESS** *(all items postponed from June 1ˢᵗ meeting)*

1. **New program: Business Minor in Real Estate Property Management** (SB via UCC)

    WATANABE/SANCHEZ **moved** approval of the Business Minor in Real Estate Property Management, a new program in SB, as summarized in **June 8ᵗʰ Agenda Attachment D.1** and given in full in the Online Curriculum Management System [OCMS]. The **Business Minor in Real Estate Property Management**, summarized in **Attachment D.1**, was **approved** (48 yes, 0 no, 2 abstain, recorded by online survey).

2. **New program: Undergrad. Cert. in Real Estate Property Management** (SB via UCC)

    EMERY/GAMBURD **moved** approval of the Undergraduate Certificate in Real Estate Property Management, a new program in SB, as summarized in **June 8ᵗʰ Agenda Attachment D.2** and given in full in OCMS. The **Undergraduate Certificate in Real Estate Property Management**, summarized in **Attachment D.2**, was **approved** (49 yes, 1 no, 2 abstain, recorded by online survey).

3. **New program: Undergrad. Cert. in Transformative Messaging** (CLAS via UCC)

    GAMBURD/WATANABE **moved** approval of the Undergraduate Certificate in Transformative Messaging, a new program in CLAS, as summarized in **June 8ᵗʰ Agenda Attachment D.3** and given in full in OCMS. The **Undergraduate Certificate in Transformative Messaging**, summarized in **Attachment D.3**, was **approved** (41 yes, 3 no, 5 abstain, recorded by online survey).

4. **New program: Undergrad. Cert. in Women's Leadership** (CUPA via UCC)

    CHAILLÉ/GRECO **moved** approval of the Undergraduate Certificate in Women's Leadership, a new program in CUPA, as summarized in **June 8ᵗʰ Agenda Attachment D.4** and given in full in OCMS. The **Undergraduate Certificate in Women's Leadership**, summarized in **Attachment D.4**, was **approved** (52 yes, 0 no, 2 abstain, recorded by online survey).

5. **New program: Undergrad. Cert. in Campaigning to Win a U.S. Political Campaign** (CUPA via UCC)

    CHAILLÉ/KINSELLA **moved** approval of the Undergraduate Certificate in Campaigning to Win a U.S. Political Campaign, as summarized in **June 8ᵗʰ Agenda Attachment D.5** and given in full in OCMS. The **Undergraduate Certificate in Women's Leadership**, summarized in **Attachment D.5**, was **approved** (43 yes, 2 no, 7 abstain, recorded by online survey).

6. **Gen. ed. requirement for students transferring with over 135 credits** (USC)

    THORNE/LINDSAY **moved** approval of the change to the general education requirement for students transferring with over 135 credits, as stated in the University Studies Council [USC] memorandum of 7 May 2020 (p. 2), **June 8ᵗʰ Agenda Attachment D.6**.

    SPENCER said that this represented a bottom-up reform. Requirements for transfer students haven't been reviewed for a long time. With the recent closure of several higher

education institutions in the Portland area, we have had a wave of transfers coming in at the senior level. They are then asked to take a Capstone, which is a crown jewel of our general education requirements, and also twelve hours of junior cluster credits. This creates some frustration for students who are already ready to finish their education. We have heard from registration and advising that many students have chosen not to come to PSU for that reason. UNST Executive Director GEORGE and Dean CHABON also believed it was time to work on this issue. With COVID there will probably be more students transferring to PSU rather than fewer, and sadly more closures of higher ed institutions. This provision is a way to make PSU a safe landing place for these students who are already facing upset and uncertainty. It applies only for those with the equivalent of senior standing, so most transfer students continue with the current requirements.

The policy change for students transferring with more than 135 credits stated in **Attachment D.6** was **approved** (44 yes, 2 no, 2 abstain, recorded by online survey).

7. **Non-COTA courses used for Fine & Performing Arts credit** (ARC)

KARAVANIC/THORNE **moved** the proposal from the Academic Requirements Committee (ARC), **June 8th Agenda Attachment D.7**, to allow certain designated film courses outside of COTA to count towards the fine and performing arts (FPA) distribution requirement for undergraduate degrees.

DUH stated that ARC had been working with COTA see whether some non-COTA courses could be counted towards the FPA credits required for the BA and some other degrees. Mostly the FPA credits come from that college–architecture, art and design, music and theater, and film–but there are also film courses in several other departments. The list is given in **Attachment D.7**. ARC has been receiving a number of student petitions asking for these courses to count towards the FPA requirement; this proposal would cover such petitions going forward.

HOLT saw one of his classes on the list. If there is another one that he would like to propose for inclusion, how should he do that? DUH: contact COTA, who had been working with ARC on this issue, to see about submitting the course for inclusion.

The change to the list of courses usable toward the FPA distribution credit for undergraduate degree requirements, as proposed in **Attachment D.7,** was **approved** (46 yes, 2 no, 0 abstain, recorded by online survey).

8. **Ad-Hoc Summer Research Committee on Academic Program Examination / Reorganization** (Steering)

AJIBADE/GAMBURD moved the proposal to create an Ad-Hoc Summer Research Committee on Academic Program Examination / Reorganization, with membership and charge defined in **June 8th Agenda Attachment D.8**. JAÉN adverted to the discussion at the Faculty Forum in May about the examination of programs. This proposal is for a committee to do exploratory work during the summer–framing a set of guidelines, looking at models in other universities, gathering evidence and data, thinking about how to shape the work in the next year. This committee is just taking preliminary steps; another committee will be formed in the fall. There will be eight to ten members chosen by the Committee on Committees; chairs of the main constitutional committees; and a diversity, equity, and inclusion advocate. The committee will work with administration

members proposed by the Provost. It will present a report in the fall, with the purpose of informing next steps. JAÉN stressed that the work will be exploratory, information gathering–no decisions on PSU programs can be made during the summer.

JEDYNAK: will Faculty Senate be involved in deciding or suggesting which programs to cut? JAÉN: we don't really know yet how the process is going to be shaped. That's why we are conducting this exploratory work.

WATANABE: the title is "summer research committee" and refers to "academic program and reorganization." What is the structure of this committee that has several topics to work on? JAÉN: the organization is given in the charge. Basically they will look at models elsewhere, and frame some guidelines based on our situation and applying the diversity lens. This work has to tie into data. As for its composition: part of the committee will be chairs of key constitutional committees, and part will be other Faculty members. They will, of course, be working with the administration. WATANABE: it's only during the summer? JAÉN: yes, that is why this group is only doing exploratory work and not reaching any decisions.

GAMBURD's vision of what we're trying to do is to set up a process, or find examples from other universities that have gone through similar experiences. What have been the pros and cons of those processes? The exercise is to take a holistic look at our curriculum, which we haven't done for a while. Departments and programs do that in their own assessment; in this project we do it together. We are not being asked to figure out what to cut. It's broader and hopefully more generative. We are figuring out what we want our future curriculum to look like, so that as the University and Provost make difficult decisions we are not shooting ourselves in the foot by reorganizing or cutting something critical to our academic mission. It's an opportunity for Faculty as a whole to consider where we are and were we want to be in ten years, for the Provost to consider as she weighs decisions on how to move forward during the present crisis.

HANSEN's understanding is that during the summer the [committee] will not make recommendations [on its own]; the product will be recommendations to the Faculty Senate as to the process for considering changes to programs throughout campus–to ensure it will be fair and equitable. We then apply that process to a holistic view of our curriculum and programs. Decisions would still have to go through the process of reviews by the relevant committees (EPC, BC, GC, UCC) and Faculty Senate, which will have a yea or nay on whatever recommendations come out of the committee. JAÉN agreed that the report will not make any set-in-stone decisions.

GRECO asked about compensation for people on the committee who are on nine-month contracts, and about who will appoint the DEI advocate. JAÉN: there will be compensation for faculty on nine-month contracts; they have already talked with the Provost about that. The Committee on Committees will decide the best process for staffing the committee. It doesn't have to be only current senators.

JAÉN reiterated that the work will be exploratory, and no decision making will happen over the summer.

ZONOOZY urged that any committee or ad-hoc committee that participates in decision making for the future recognize the contribution of adjunct faculty to the quality of education at PSU, and the efforts to achieve equity with other faculty members.

The Ad-Hoc Summer Research Committee on Academic Program Examination / Reorganization, with composition and charge as given in **Attachment D.8**, was **approved** (44 yes, 0 no, 1 abstain, recorded by online survey).

9. **EPC memo on budget cuts and education policy**

KARAVANIC/WATANABE moved the **resolution** calling for adherence to the principles on budget cuts and education policy set forth in the Educational Policy Committee (EPC) memorandum of 16 April 2020, **June 8th Agenda Attachment D.9**.

SAGER said this a follow-up to the work EPC did on elimination and suspension of programs [May meeting]. It responds to faculty members' expressed anxiety about potential cuts or talk of reorganization, while not knowing what the administration sees as the range of scenarios or the prioritization of the values guiding decisions. EPC's position is that faculty voices are absolutely crucial. We also need some statement from senior leadership about how they see the situation. EPC here suggests some key principles. There is a great deal of worry that important decisions will be made over the summer, and we want to state strongly that that shouldn't be the case. Faculty need to be present, on contract, to provide input. This is necessary for the quality of decisions, and if Faculty voices are absent the University will be the poorer for it.

The **resolution** endorsing the principles stated in **Attachment D.9** was approved (41 yes, 3 no, 1 abstain, recorded by online survey).

10. **EPC memorandum and OAA/OIA response on Confucius Institute contract**

SAGER summarized the next item: EPC's memo [**June 8th Packet Attachment D.10**]following up on Faculty Senate resolutions about the renewal of the contract for the Confucius Institute (CI} at PSU, and Faculty concerns about a number of matters, including academic freedom. Since the time the previous memo was released, we learned that the contract had in fact been signed. EPC had a very useful dialogue with Ron WITCZAK (Director, Office of International Affairs), Susan JEFFORDS, and the Office of General Counsel to clarify several questions: about the jurisdiction and about the language the contract was written in. It seemed that there were two contracts, one in Chinese and one in English. The appendices to the memo show the exchange. We arrived at a point where we thought the legal questions had been answered, but that the response did not fully address broader concerns such as academic freedom, salient to PSU faculty. One call is for discussion to be brought to Senate so faculty could provide input.

GAMBURD/THORNE **moved the resolution** given in **Attachment D.10** regarding steps to be taken a the next renewal of the contract of the CI at PSU.

GAMBURD asked what happens next. It seems that we are taking steps so that things don't get lost over the summer, and that we have clarified that the English version of the contract is the one we are moving forward with. It seems that we should also make sure to have on somebody's watch list that we need to have a conversation about the renewal of this contract when it comes up again.

SAGER: when this comes up for renewal we will know in advance and know that it should be brought to the Senate and EPC. He would very much like to see a conversation with Senate so as to incorporate feedback from faculty.

HOLT said he had asked his colleague Steve WADLEY to compare the Chinese and English versions. No translation is perfect; we need to have everything in one language to know what is being discussed. He [WADLEY] had pointed out a couple of questionable places [in the translation]. HOLT therefore supported what EPC is doing, and wanted to remind the administration that we need to be careful–can't be of two different minds for these processes at PSU. JAÉN agreed that it is crucial to have a process that respects shared governance. It appears that previously there was not an efficient way to share resolutions with our administration so that everybody is clear about the next steps to be taken. PERCY has been working on that, she said.

The **resolution** on steps to be taken upon the renewal of the CI contract, given in **Attachment D.10**, was approved (43 yes, 2 no, 2 abstain, recorded by online survey).

11. Ad-Hoc Committee on Administrative Reviews (Steering)

JAÉN indicated that the next topic arose from conversations earlier in the year, in particular the meeting of the Faculty in November. One theme in the comments was the importance of establishing an effective process for review of our administrative mechanisms, taking stock of what is already in place and exploring models at other universities: what monitors would be efficient and work for our mission and values? A committee of six to eight members will study the issue an report back to Senate.

GRECO/KARAVANIC **moved** the proposal for an Ad-Hoc Committee on Administrative Reviews, with composition and charge defined in **June 8th Agenda Attachment D.11**.

PALMITER wondered what members of the administration the reviews would include, specifically department chairs. JAÉN believed that is the understanding. We have some mechanism for review [of department chairs] in place, and the idea would be to look also at other models and think about how to optimize our own mechanisms.

JEDYNAK: previously we discussed forming a group to look at the future of the University in terms of programs. This has to do with reviewing the future of the administration. Why does it not include things such as the size of the administration, a more global discussion of who the administration should be? Why does it focus only on current administrators? JAÉN replied that is an important question–slightly different from the one the committee will be working on, but related. It will likely be part of the conversations. She also pointed to the draft of report to be shared with the Board of Trustees [**June 8th Agenda Attachment G.4**] which addresses this issue. She asked for any comments senators had on the draft report. Ultimately, the question is how to optimize our ability to serve students.

CHABON observed, reverting to the earlier question, that chairs are identified in the proposal; the question of what members are included is still a good one. JAÉN said an early task for the committee will be to determine which members of the administration are in question. BEYLER: there are some mechanisms in place; the task of this group would not be to re-invent the wheel, but see what could be improved, changed, etc.

JAÉN: yes, thus this starts as exploratory work–to determine what we already have, and then what other universities are doing.

BACCAR asked if this is an evaluation of individuals in specific positions, or a review of their areas of responsibility JAÉN: that point that will have to be clarified through exploratory work. She thought the idea was to assess whether what is happening in a particular role is the work as we want it to happen–and as needed, to make adjustments.

ZONOOZY: a long and difficult year will soon be behind us; however, multi-faceted emerging challenges will continue to present us with challenges. Thank you to the capable leadership and accomplishments of our Presiding Officer. JAÉN expressed her thanks for the kind comment. She hoped for a continuation of these effective actions.

The motion to create the Ad-Hoc Committee on Administrative Reviews, with composition and charge given in **Attachment D.11**, was **approved** (40 yes, 0 no, 4 abstain, recorded by online survey).

12. Recommendations from Diversity Action Council Committee on Recruitment and Retention of Diverse Faculty

KARAVANIC/HOLT **moved** the resolution to endorse the recommendations of the Committee on Recruitment and Retention of Diverse Faculty of the Diversity Action Council, contained in **June 8th Agenda Attachment D.12**.

GRECO (chair) said the report represented a year's work for the committee. Their charge was to look at how the University could do a better job recruiting and retaining diverse faculty. There are separate groups working on staff and on students. One of the big things needed is money, so a subgroup is going to apply for an NSF catalyst grant that's focused on data collection and analysis, and then a larger institutional transformation grant for diversity in STEM. The report also makes recommendations not connected to the grant; they are things that we think should be going on, period. In many cases they have already started, but flounder due to a lack of administrative support, or no one in charge, or failure to track outcomes. The University could be doing a better job; exit interviews are one example. The committee also thinks there need to be specified diversity advocates immediately on all searches for upper administration, and eventually on all searches. The University's current data is difficult to understand; that's one reason for the catalyst grant. proposal. Nearly all recommendation they found echoed in the words of our strategic plan and findings of earlier task forces. Bringing the statement before Faculty Senate and publishing it might give more momentum.

JAÉN thanked the committee for the report, and also for the grant application. She adverted to Senate's previous resolution [March meeting], and also to the report to the Board of Trustees. These pieces all agree on how important it is to support diversity, equity, and inclusion at our University.

JEDYNAK suggested that including a statistician in the composition of the committee and in writing the grant proposal might be useful. GRECO observed, first, that the committee is drawn from anyone who signs up to be one it. Second, regarding data analysis: first it's necessary to get the data, and so far we have three data sets each with a different number of faculty. We want to look at a variety of questions and will get someone who can help with statistical analysis. But just obtaining the data–finding the

right coding–is a time-consuming problem. Even looking what we do have, we can see that there's a problem. She noted that it's a subset of the committee working on the grant, including a colleague Larry MARTINEZ (PSY) who does this kind of workplace analysis. But they could use help, so feel free to sign up. JAÉN observed that the recommendations are not necessarily based on quantitative data, but on a combination of situation and experiences discussed throughout the year. Quantitative data is useful, but so is qualitative.

PALMITER called attention to a STEM strike being called for Wednesday, June 10th.

GRECO reiterated that the recommendations are separate from the grant application per se, and noted that diversity advocates are already a practice in, for example, MCECS.

The **resolution** endorsing the recommendations of the DAC Committee on Retention and Recruitment of Diversity Faculty given in **Attachment D.12** was **approved** (unanimously, recorded by online survey).

E. NEW BUSINESS

1. P/NP policy for fall term (Steering)

SANCHEZ/HOLT moved the continuation of the current modified pass/no-pass policy into fall term, as stated in **June 8th Agenda Attachment E.1**.

BACCAR said that the question is whether to extend into fall the temporary change we made for spring and summer. The motion [passed in April] granted an extension to fall if we will be fully remote; however, that is not the case for either of the scenarios discussed previously. They are each a blend. One line of reasoning is that whereas in spring the change was very quick, now students are familiar with remote learning. The other line of reasoning is that the modification was necessary not because of the suddenness of the change [to remote] but rather because of the impact on family live, travel, personal concerns, etc.; the suggestion is that this stress might continue into fall, regardless of the scenario. Data [given in **Attachment E.1**] showed how students have utilized the P/NP option. BACCAR also noted there have been requests to expand the option beyond week 10 because of students' involvement with the marches, etc.

LAFRENZ observed that settling the policy in advance also helps faculty, to as they do grading that students have this option.

HOLT: keeping things in a certain groove from spring and summer into fall makes it easier for faculty and students. His question is whether there is worry if students have too many P grades and not enough letter grades, say for the major. BACCAR said they hadn't thought in these terms, since if departments give students this option they are implicitly approving those courses. She noted that they are putting comments [about the policy] on transcripts. It would be hard for this to go on forever without some deep analysis, but we haven't run into many issues like this so far.

IZUMI advocated that we think about it in terms of the students who are most impacted by COVID-19, and also by the racial injustices and protests. It would be most equitable to support this policy.

EPPLEY supported the policy, but questioned why we are doing it the day before grades [are due]. U of O is doing it after grades are due. She believed it was too fast for both

faculty and students, not to have the ability two days later. BACCAR: at first we were making decisions very fast, responding quickly. The idea of going into finals [week] was proposed by some faculty. But others pointed out it is not necessarily fair between, say, students who get their final on Monday and those who get it on Friday. What resulted was this compromise. If we let it go till after grades roll, systems break down; it is difficult to manage–degree clearance, etc. EPPLEY observed that U of O has a two-week window. BACCAR: we could think about that for the fall.

HANSEN wanted to make sure that students could elect letter grade–for example, because of requirements for a scholarship. BACCAR: yes, it is an individual choice as before. This is assuming the department as set up having this option for the course. The students still have to decide how they want to take it. HANSEN: are some units mandating pass/no-pass? BACCAR said we are talking about courses that are typically set up as letter-grade only. Some colleges or departments wanted all the graded courses set up as optional. This wasn't uniform. Some colleges set up courses with the option, and some stuck with graded courses because of the impact on licensure, etc.–where they thought it would not be in students' interest.

THIEMAN asked about the logistics for faculty–say there is the option, but the student has chosen a letter grade. The weekend after finals week, the faculty member posts a letter grade and then leaves–this is not uncommon. On the day that grades roll up, the faculty member might be no longer there. What happens if the student changes their mind after this point? BACCAR: the Registrar's office can look at this and flip the grade to pass, sending an email to the instructor. If the instructor says, if I had known they were taking P/NP, my evaluation might have different and I might have given a pass grade– they still can change it. These are little wrinkles; we are trying to find the best approach. THIEMAN, following up: in the COE graduate program, a pass is A or B, not C. JAÉN thanked BACCAR for dealing with this complexity.

The motion to extend the current temporary change in the pass/no-pass policy through the fall 2020 term, stated in **Attachment E.1**, was **approved** (43 yes, 8 no, 0 abstain).

2. **Statement and Resolution Against Racism and Discrimination and in Support of Underrepresented Faculty, Students, and Staff** (Steering)

This item was added to the agenda at the discretion the Presiding Officer pursuant to the Bylaws, section 'Agenda,' subpoint (a).

INGERSOLL/MOSIER **moved the resolution** contained in **June 8th Agenda Attachment E.2**, calling on the administration to take action on the resolutions related to diversity, equity, and inclusion that have been approved by Faculty Senate during this academic year, and to present to the Steering Committee by October 15th an plan of action for discussion in Faculty Senate.

JAÉN reminded senators that we have a new Vice President for Global Diversity and Inclusion, Ame LAMBERT. This resolution is tied to the previous resolution passed in March. It encourages the administration to communicate with Senate more closely. There is a call for immediate action, and a request for a plan for further action by October.

PALMITER thought this was a good idea, and appreciated that it mentioned Jason WASHINGTON. She wished, however, that it included resolutions dating back to 2018

so as to include the conversations on the Margolis Healy report on campus policing. Could it be backdated? BEYLER stated that senators are free to propose amendments. JAÉN observed that the resolution pertains to prior motions, not simply conversations; also, it's understood that these motions are themselves product of more than a year of conversations. Point one is calling for action on an item that previously called for action, but now we feel it's a more urgent situation.

PALMITER/LINDSAY **moved to amend** the closing words of point one of the resolution to read "academic years 2018-20," thus:

> 1) Work together with the Faculty to take immediate action regarding the recommendations of the resolutions related to diversity, equity, and inclusion that have been approved by the Faculty Senate during academic years 2018-20.

> *Discussion of amendment to E.2*

> LINDSAY felt strongly that the conversations we've had previously around arming the campus police should be noted in this document that we are putting out now.

> MOSIER believed that there was a resolution already in 2014 against arming the police, voted on by two-thirds of the senators. She wondered if we should go back to look at that resolution–stretch the timeframe even further back and re-engage with that conversation. JAÉN observed that point one was written to support previous resolutions specifically on diversity, equity, and inclusion.

> KARAVANIC supported passing the resolution as originally written: in the interest of time, we should vote on something now rather than delve into past discussions–the timely way to move forward.

> LABISSIERE stated that there was lots of conversation [in Steering, around the crafting of the statement]. He appreciated that the motion is a commitment to look forward, to work together and sustain action. It's an accountability strategy.

> JAÉN suggested looking at how conversations have developed in the last few days, but it's also important that we re-open the conversation in the fall. Clearly the faculty wants to revisit certain topics. If the statement focuses on resolutions passed this year, that doesn't foreclose debate on the other topics.

> The **amendment** was **approved** (30 yes, 13 no, 2 abstain).

Return to main motion E.2 as amended

The **resolution** stated in **Attachment E.2, as amended**, was **approved** (47 yes, 1 no, 2 abstain, recorded by online survey).

F. QUESTION PERIOD – *none*

G. REPORTS

1. President's report

Prior to the President's report, JAÉN thanked PERCY for stepping forward as Interim and expressed congratulations [on his appointment as President].

PERCY indicated that since last week there had been some planning about how people would come off the workshare plan, and he hoped to get information out about this soon. They are looking into the concern about people working on grant-funded research.

When he saw [E.2], PERCY said, he was heartened because we're on the right track. We need to step up. This time of sorrow, grief, reflection, protest causes us to look at what we've accomplished, but also how much more we need to do. It's a job for us at all levels. We are already taking steps. Presidential Fellows are updating the African-American students retention report. We are working on a plan to advance relationships with Native American tribes. We are working on how to apply the equity lens in our decision making and assessment. He thanked the DAC Committee on Recruitment and Retention of Diversity Faculty for their work; he had the pleasure of co-chairing that committee before stepping into his current role. He is committed to try to do even better.

PERCY: words were lacking to express his appreciation for the work faculty did to go remote. We are all still experiencing the change and reflecting on its meaning. We kept the learning going; we kept serving students. He talked with students who appreciated what faculty did. PERCY gave heartfelt thanks for all faculty did alongside the unexpected distractions. It's a huge accomplishment. We overcame the initial crisis; now, there's a lot more to do and a lot to learn. We're not done.

LUPRO observed that there are many young, intelligent talents on the waterfront, downtown, and in Irving Park tonight, demanding that institutions do a better job representing our population. The sooner PSU takes the lead on putting our money where our mouth is, the sooner we are going to attract that top talent and reinvigorate our city. Money is tight, but it could be made up in recruitment and retention of students who are looking for an institution that's going to lead on this issue. We should act while the market is in our favor: find new, talented instructors and professors and bring them in, so we can tell students that we mean it and we've done something about it.

JEDYNAK: we have been discussing the two options [for fall]. How does he [PERCY] see this as it pertains to faculty work? Some might prefer to go back to their office; some might prefer to, say, go elsewhere or to be closer to family if they know they will be working online. PERCY: this period of disruption led to different models and new ways of doing things that we haven't used before; maybe we can learn more flexibility out of that–learn how to enhance the access of our students. The prime consideration is the safety and security of our students, but also to meet them where they are. There are areas where remote doesn't work very well, so we may try to do some face-to-face, on campus but with social distancing. There are many things to figure out, including faculty coming to their offices, or mundane things like organizing bathrooms so people have access to them but they don't become disease-spreading places. We'd like to be as flexible as we can, recognizing that public safety requirements could ease up and then change back.

BRYSON seconded LUPRO's comments, and urged action to disarm PSU. That would be a statement that we're actually trying to attract students and faculty of color.

2. **Provost's report**

JEFFORDS expressed gratitude to JAÉN for the leadership she has shown as Presiding Officer, the partnership and collaboration she has brought to all their conversations, and

her commitment to faculty and shared governance. She admired the way JAÉN had expressed this leadership and impacted the institution. She felt privileged to have worked closely with her. JAÉN: thanks for those kind words.

JEFFORDS said they continue to look at the implications of fall term scenarios. Over 600 faculty sent feedback; the large majority supported a principally remote environment with some face-to-face exceptions. So that is what they are exploring right now. She had been discussing with PERCY using CARES Act funding for stipends for faculty to participate in a series of workshops and meetings over the summer. The people who have already provided great service to the institution have enthusiasm for this idea, and they are putting together a full package of summer programming. In addition, they are looking into technology to outfit classrooms for remote delivery. We hope that by the fall we will have support for faculty in multiple ways by enhancing technology.

JEFFORDS thanked the Senate for extending the P/NP availability for students. They extended the deadline this term, which created some upheaval for faculty; nonetheless, they had received numerous emails of thanks from students. It is deeply appreciated by them; they feel that the institution is expressing support for what they are going through, and the work they are doing to improve our society and combat racism. JEFFORDS reiterated her thanks for this willingness to be flexible on behalf our students.

JAÉN thanked JEFFORDS and PERCY for their support of faculty. It had been a pleasure to work with them. The collaboration is an indication of good things to happen, and that we are on the same page about what our institution needs.

3. Budget Committee Annual Report and questions to FADM

JAÉN said that the questions in the report were the product of multiple conversations with the administration. Let the Budget Committee know if you have further questions that should be added. It is an ongoing conversation.

4. Report to Board of Trustees on administrative leadership

JAÉN summarized this piece as a report they have been building throughout the year for the Board of Trustees, to let them now our thoughts about administrative structure and leadership. The report is open this week for comments and suggestions. We have tried our best to capture ideas and comments we have received, and not leave anything out.

JAÉN thanked those who had sent statements relating to social justice; the idea there is to create a unified response and archive.

JAÉN said it had been a pleasure to work with Senate, Steering Committee, and administration. Despite all the challenges, she was pleased with how things have worked year. She thanked senators for their service, and wished all a wonderful summer.

*The following reports from committees were **received** as part of the* consent agenda. *See the respective **June 8th Packet Attachments G.5-7.***

5. Annual Report of General Student Affairs Committee
6. Annual Report of Library Committee (with appendix)
7. Annual Report of University Studies Council

H. ADJOURNMENT. The meeting was **adjourned** at 5:35 p.m.

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

Portland State
UNIVERSITY

To: Susan Jeffords, Provost

From: Portland State University Faculty Senate
        (Isabel Jaén Portillo, Presiding Officer; Richard Beyler, Secretary)

Date: 10 June 2020

Re: Notice of Senate Actions

This memorandum is a combined notice of Faculty Senate actions from the meeting on June 1st and meeting on June 8th.

At the regular meeting on **1 June 2020** (held as an on-line conference), Faculty Senate **approved** the curricular consent agenda with the new courses, changes to courses, dropped courses, changes to programs, and elimination of programs listed in Attachment E.1 to the June 1stAgenda.

> **06-17-2020—OAA concurs with the recommendation, and approves the new courses, changes to courses, dropped courses, changes to programs and elimination of programs.**

Faculty Senate also **voted to approve** a change in policy for graduate programs to allow sharing of credits between graduate certificates, as proposed in Attachment E.7.

> **06-17-2020—OAA concurs with the change in policy.**

Action on other business items was **postponed**.

New and continuing senators **elected as Senate officers**:
    Vicki Reitenauer, WGSS, as Presiding Officer Elect for 2020-21
    José Padín, SOC, as Steering Committee member for a two-year term
    Steven Thorne, WLL, as Steering Committee member for a two-year term.

> **06-17-2020—OAA congratulates the new and continuing senate officers.**

After the meeting, divisional caucuses of new and continuing senators **chose as new members of the Committee on Committees**:
    AO: Randi Harris, TRSRC
    CLAS-SS: Michele Gamburd, ANTH
    COTA: Amy Borden, FILM
    CUPA: David Kinsella, PS
    MCECS: Malgorzata Chrzanowska-Jeske, ECE
    OI: Michael Lupro, UNST
    SB: Jennifer Loney.

> **06-17-2020—OAA congratulates the new committee members.**

In accordance with the Bylaws, the Presiding Officer called an additional meeting for **8 June**

2020 (held as an on-line conference). At this meeting, Faculty Senate **voted to approve**:

• A new program in the School of Business, the Business Minor in Real Estate Property Management, as summarized in Attachment D.1 to the June 8ᵗʰ Agenda;

> **6-17-2020—OAA concurs with the new program.**

• A new program in the School of Business, the Undergraduate Certificate in Real Estate Property Management, as summarized in Attachment D.2;

> **6-17-2020—OAA concurs with the new program.**

• A new program in the College of Liberal Arts and Sciences, the Undergraduate Certificate in Transformative Messaging, as summarized in Attachment D.3;

> **6-17-2020—OAA concurs with the new program.**

• A new program in the College of Urban and Public Affairs, the Undergraduate Certificate in Women's Leadership, as summarized in Attachment D.4;

> **6-17-2020—OAA concurs with the new program.**

• A new program in the College of Urban and Public Affairs, the Undergraduate Certificate in Campaigning to Win a U.S. Political Campaign, as summarized in Attachment D.5;

> **6-17-2020—OAA concurs with the new program.**

• A change to the University Studies requirement to require only a capstone course for students transferring to PSU with 135 or more credits, as stated in Attachment D.6;

> **6-17-2020—OAA concurs with the change in requirement.**

• A change to allow certain courses outside of COTA, listed in Attachment D.7, to count towards Fine & Performing Arts credit for undergraduate degrees;

> **6-17-2020—OAA concurs with the change.**

• Creation of an Ad-Hoc Summer Research Committee on Academic Program Examination/Reorganization, with charge and membership as specified in Attachment D.8;

> **6-17-2020—OAA concurs with creation of an Ad-Hoc Committee.**

• A resolution endorsing principles stated in the Educational Policy Committee's memorandum on budget cuts and education policy, dated 16 April 2020, contained in Attachment D.9;

> **6-17-2020—OAA concurs with the resolution.**

• A resolution regarding renegotiation of the contract of the Confucius Institute at PSU, stated in Attachment D.10;

> **6-17-2020—OAA concurs with the resolution.**

• Creation of an Ad-Hoc Committee on Administrative Reviews, with charge and membership as stated in Attachment D.11;

> **6-17-2020—OAA concurs with creation of an Ad-Hoc Committee.**

• A resolution supporting implementation of the recommendations of the June 2020 report to the President of the DAC Committee on Recruitment and Retention of Diverse Faculty, contained in Attachment D.12;
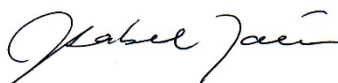
06-17-2020—OAA concurs with the resolution.

• Extension of the current modification to the Pass / No Pass policy in the event that instruction in the Fall 2020 term is either primarily remote ("Scenario 1") or a variety of delivery types, as specified in Attachment E.1;

06-17-2020—OAA concurs with the extension.

• A resolution against racism and discrimination and in support of underrepresented faculty, students, and staff, stated in Attachment E.2, as amended, calling on the PSU administration to work together with the Faculty to implement Faculty Senate's recommendations in its resolutions from 2018-20; and to present to Faculty Senate by 15 October 2020, a plan to address PSU's diversity, equity, and inclusion problems, along with subsequent quarterly reports on actions taken.

06-17-2020—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

24 August 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: October 2020 Consent Agenda

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

You may read the full text for any course or program proposal, as well as Budget Committee comments on program proposals, in the Online Curriculum Management System (OCMS).

College of Liberal Arts and Sciences

Changes to Existing Courses

E.1.a.1

- *Bi 537 Physiological Adaptations to Extreme Environments, 3 credits – change description and prerequisites

---

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

24 August 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: October 2020 Consent Agenda

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

You may read the full text for any course or program proposal, as well as Budget Committee comments on program proposals, in the [Online Curriculum Management System (OCMS)](#).

Maseeh College of Engineering and Computer Science

Changes to Existing Courses

E.1.b.1

- CS 250 Discrete Structures I, 4 credits – change description and prerequisites

E.1.b.2

- CS 469 Software Engineering Capstone I, 4 credits – change prerequisites

E.1.b.3

- CE 324 Elementary Structural Analysis, 4 credits – change prerequisites

College of Liberal Arts and Sciences

Changes to Existing Courses

E.1.b.4

- *Bi 437 Physiological Adaptations to Extreme Environments, 3 credits – change description and prerequisites

E.1.b.5

- Comm 319 Social Media, 4 credits – change prerequisites

Drop Existing Courses

E.1.b.6

- Geog 240 Geography of Wine, 4 credits

E.1.b.7

- Geog 355U Landscapes of Spain, 4 credits

E.1.b.8

- Geog 356U Russia and Its Neighbors, 4 credits

E.1.b.9

- Geog 450 Geography of Portland, 4 credits

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

Portland State University Faculty Senate Motion

Ad Hoc Committee: Academic Program Reductions and Curricular Adjustments

Background, rationale, and preliminary discussions

Portland State University anticipates budget cuts due to continued declining enrollments and, more immediately, the projected reductions in the Public University Support Fund caused by the economic impacts of the COVID-19 pandemic and recent wildfire management in Oregon. With the Provost's encouragement and support, the Faculty Senate authorized a committee to work during the summer of 2020 to plan how to respond to the budget situation in a way to maximize shared governance and faculty participation. The committee's work is summarized in the report of the Faculty Senate Ad Hoc Summer Research Committee on Academic Program Examination / Reorganization.

Motion presented by the Faculty Senate Steering Committee

Drawing on the summer committee's report, the Senate moves to create an Ad Hoc Committee on Academic Program Reductions and Curricular Adjustments.

This committee will:

- **Focus** holistically on PSU's collective future.
- **Ensure faculty participation** in meaningful, inclusive, and formative discussions of curricular adjustments related to budget reduction.
- **Recommend principles and priorities** based on PSU's values and mission, with an emphasis on applying a Diversity, Equity, and Inclusion lens, and share these with OAA to guide decision-making.
- **Plan and implement transparent communications**, including but not limited to periodic townhall forums on budget information, regular campus-wide emails, and a website or Google Drive for material, including data on which decisions about reorganizing or eliminating programs are based.
- **Solicit input and feedback** from faculty, including but not limited to implementing surveys and arranging other forums for gathering input and suggestions. Ensure input and involvement from Deans and Chairs/department heads. Facilitate communication with and incorporate input from students, staff, and other stakeholders.
- **Plan and implement meetings and interactions** (preferably with professionally mediation), including but not limited to meetings of Colleges/Schools.
- **Assist**, if requested by OAA or AAUP, in contractually mandated retrenchment hearings arising from elimination of positions as per Article 23 of the PSU-AAUP Collective Bargaining Agreement.

The Faculty Senate Ad Hoc Committee on Academic Program Reductions and Curricular Adjustments will consist of one (1) designee each from Steering Committee, Budget Committee, Educational Policy Committee, Undergraduate Curriculum Committee, and Graduate Council. In addition, it will include one (1) Diversity, Equity and Inclusion advocate and up to four (4) other members chosen by the Committee on Committees. The committee will work closely with up to four (4) administration consultants proposed by the Provost.

The committee will serve through the end of the 2020-2021 academic year. The committee will present reports to the Senate in December 2020 and June 2021.

Presented to the Senate on October 5, 2020

Approved/ Denied by the Senate on _____

Portland State University Faculty Senate Motion

Extend Emergency P/NP Policy through Winter 2021

Background, rationale, and preliminary discussions

Students have suffered multiple disruptions to their education in the recent past, including social and economic issues related to the COVID-19 pandemic, wildfires and toxic smoke in Oregon, and unrest related to ongoing protests against racism and discrimination.

Motion presented by the Faculty Senate Steering Committee

The Senate moves to extend the temporary change in the Pass/ No-Pass Policy instituted in Spring 2020 through the end of Winter term 2021.

Presented to the Senate on October 5, 2020

Approved/ Denied by the Senate on _____

2020.10.05 E.4

Portland State University Faculty Senate Motion

Ad Hoc Committee to Include NTT Teaching Faculty Ranks in University Promotion and Tenure Guidelines

Background, rationale, and preliminary discussions

The Faculty Senate has approved the new ranks of Non-Tenure Track Teaching Assistant Professor, Non-Tenure Track Teaching Associate Professor, and Non-Tenure Track Teaching Professor. We now need to incorporate definitions of these positions and policies for promotion between them into the University Promotion and Tenure Guidelines.

Motion presented by the Faculty Senate Steering Committee

The Faculty Senate appoints an Ad Hoc committee to Include NTT Teaching Professor Ranks in University Promotion and Tenure Guidelines.

This committee will:

- **Write** language regarding the new faculty ranks for inclusion in Part III: Ranks.
- **Write** language for inclusion in Part IV: Academic Appointments, Part V: Administrative Roles and Procedures, and elsewhere as needed.
- **Provide** to the Faculty Senate Steering Committee a document in "track changes" format indicating additions and deletions.
- **Complete** the work by February 1 to present to Senate for consideration in March.

The committee will consist of three (3) members designated by the Steering Committee, three (3) members assigned by the Committee on Committees, up to two (2) consultants designated by PSU-AAUP, and up to 2 consultants designated by OAA.

Presented to the Senate on October 5, 2020

Approved/ Denied by the Senate on _____

Portland State University Faculty Senate Motion

Ad Hoc Committee to Add Diversity, Equity, and Inclusion in University Promotion and Tenure Guidelines

Background, rationale, and preliminary discussions

Numerous Senate resolutions and committee reports* emphasize the urgency to combat racism and discrimination at Portland State University. The steps proposed here to modify the University Promotion and Tenure Guidelines will reinforce our efforts to bring more focus to diversity, equity, and inclusion in our documents, processes, and practices.

Motion presented by the Faculty Senate Steering Committee

The Faculty Senate appoints an Ad Hoc Committee to Craft Language on Diversity, Equity, and Inclusion for the University Promotion and Tenure Guidelines.

The committee will

- **Determine** locations within the existing University Promotion and Tenure Guidelines at which language about diversity, equity, and inclusion should be inserted
- **Write** new language to insert into the University Promotion and Tenure Guidelines
- **Update** Steering Committee in December on their progress
- **Liaise** with the Ad Hoc committee working on NTT Teaching Faculty Ranks regarding any overlap in their work
- **Complete** the work by March 1, 2021, in the form of suggested revised wording for the University Promotion and Tenure Guidelines to present to Senate for consideration.

The Faculty Senate Ad Hoc Committee to Add Diversity, Equity, and Inclusion in University Promotion and Tenure Guidelines will consist of five (5) members appointed by the Committee on Committees, with no more than one (1) from any of the Senate divisions. The Office of Academic Affairs will appoint up to two (2) consultants to the committee. The Office of Global Diversity and Inclusion, The Diversity Action Council, PSU-AAUP, and PSU-FA will each appoint one (1) consultant.

Presented to the Senate on October 5, 2020

Approved/ Denied by the Senate on _____

* Resolutions, statements, and reports related to diversity, equity, and inclusion include the following, which are available in a shared Google folder entitled "Faculty Senate – DEI resources:

- PSU President's African American, African, and Black Student Success Task Force Report, 2017
- Faculty Senate Resolution Regarding PSU's Diversity, Equity, and Inclusion Issues, March 2020
- DAC Committee on Recruitment and Retention of Diverse Faculty – Report, June 2020
- Faculty Senate Statement and Resolution Against Racism and Discrimination and in Support of Underrepresented Faculty, Students, and Staff, June 2020

Faculty Senate Ad Hoc Summer Research Committee on Academic Program Examination / Reorganization, Summer 2020 – Report

9/14/2020

Table of Contents

Executive summary

PSU faces a significant budget shortfall. When cuts in academic units become necessary, the faculty and administration must collaboratively approach such reductions systematically and transparently, using a clear set of priorities and principles. Decisions about reorganizing or eliminating programs should be data-informed and principle-driven, with meaningful and formative faculty participation.

The Senate should work closely with PSU-AAUP if the administration moves forward to eliminate positions, and no elimination of positions should take place without the university declaring exigency and invoking contractual protections in Articles 22 and 23 of the PSU-AAUP Collective Bargaining Agreement.

All financial and curricular changes must be scrutinized to understand how they affect stakeholders across a range of statuses and identities, with the goal of eliminating systematic racism and discrimination in our institution and curriculum. Careful consideration should also address how decisions affect adjuncts and other faculty and staff in situations of precarious employment. We must also prioritize our access mission and maintain affordability for our students.

This committee suggests options for how the Faculty Senate could engage with budget cuts that affect the curriculum:
- Current situation: Faculty Senate currently has procedures in place regarding program moratoriums and elimination. (These procedures will remain in place even if the Senate chooses to adoption Options 1 or 2.) Faculty participation is reactive and after-the-fact.
- Option 1: Recommend principles and priorities to OAA to guide decision-making; share information through University-wide town hall meetings and solicit input from faculty; engage in discussions with Deans about budget cuts choices at the level of Colleges and Schools.
- Option 2: Implement a full-scale academic program array review, with rubrics and criteria for cuts. Given the challenges faced by the Academic Program Prioritization effort in 2013, we advise against Option 2.

We recommend implementing a formative, inclusive, participatory process such as that outlined in Option 1.

Communication regarding reorganization and elimination should be frequent and transparent, and should precede and inform decision-making. Faculty conversations and participation should take place at multiple levels. This committee suggests that Senate and OAA consider holding professionally mediated interactions of the following types:
- University-level townhall meetings about budgeting and the allocation of cuts among Colleges and Schools

- College- and School-level interactions about budgeting and allocation of cuts between Departments and units. These conversations could focus on constructing college-level strategic plans with goals and measurable outcomes in situations where these do not already exist.

In order to plan for the future despite current financial austerity, this committee recommends that Senate consider the following initiatives:

- Discuss in Graduate Council the initiative to standardize, strengthen, and better publicize the "affiliate faculty" status for mentoring graduate students in different programs, or establish a graduate faculty in the Graduate School, with the ultimate objective of enabling faculty who are active in research, scholarship, and creative activities to mentor and supervise graduate students, even if they have no graduate program in their unit, or if their unit's graduate program is eliminated.
- In the Undergraduate Curriculum Committee, or in an an ad hoc committee, review and revise undergraduate BA/BS requirements (perhaps with future consideration for General Education requirements) for streamlining and efficiency.
- Form a committee to support existing interdisciplinary degrees and investigate the creation of new ones at the undergraduate and graduate levels. Interdisciplinary degrees can attract new students, increase faculty collaboration, and create efficiencies.

These initiatives will move Portland State toward the future of higher education and will foster student success.

I. Introduction

Committee Members

- FS Committee Chairs or representatives: Alexander Sager (EPC), Mitchell Cruzan (BC), Peter Chaille (UCC), Paul Loikith (GC), Shirley Jackson (Diversity, Equity and Inclusion advocate), Michele Gamburd, Chair (SC)
- Faculty members chosen by the Committee on Committees from among nominations and self-nominations by faculty: Leopoldo Rodriguez, Karin Magaldi, Veronica Hotton, Wayne Wakeland
- Administration members proposed by the Provost: Kathi Ketcheson (OIRP), Brian Sandlin (OAA), Linda George (UNST), Rossitza Wooster (Graduate School), Anna Law (Advising), Andreen Morris (OAA).

Charge and process

Portland State University anticipates budget cuts due to declining enrollment and economic woes caused by the COVID-19 pandemic. With the Provost's encouragement and support, during spring 2020, the Faculty Senate authorized a committee to work during the summer to plan how to respond to the budget situation in a way to maximize shared governance and faculty participation. Through the committee selection process, we strove to provide a wide range of governance experience, expertise, and representation from various colleges, categories of faculty, and disciplinary backgrounds. The committee was tasked with doing research, gathering data, and making suggestions for consideration by the Faculty Senate in fall 2020. The committee charge is quoted in full below:

- *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 OIRP and other relevant PSU administrative offices.

Challenges

Portland State University's budget and its academic offerings depend upon each other. PSU faces budget shortfalls due to enrollment declines and state budget cuts. An ongoing hiring freeze and other financial decisions made by the administration are affecting the curriculum in ways that require faculty oversight.

Outright elimination or moratoria of programs is governed by Faculty Senate processes, and elimination of faculty positions is covered by contractual protections in Articles 22 and 23 of the PSU-AAUP Collective Bargaining Agreement. No elimination of positions should take place without the University declaring exigency and invoking these protections.

The Faculty Senate is also concerned, however, with budget reductions *within* programs. Faculty losses in departments and units due to retirements and resignations may undermine the ability to offer graduate degrees and undergraduate majors, minors, and certificates to students. Students may encounter delays in accessing needed courses, and the thinning of instruction may undermine the ability of students to achieve learning goals within their degrees. In addition, at the undergraduate level, departments and units suffering cuts may not be able to offer courses for BA/BS requirements as frequently as before. Similarly, cuts to University Studies (UNST) and the Honors College may hamper access to courses that undergraduate students need for their General Education (GenEd) requirements.

The hiring freeze is saving money, but the resulting cuts are not at all strategic. If further cuts in academic units become necessary, the faculty and administration will need to approach reductions collaboratively, systematically, and transparently, using a clear set of priorities and principles.

Participation vs. The "Circular Firing Squad"

The summer committee noted two conflicting priorities. On the one hand, people should participate in the decisions that affect them; this ideal underlies the principle of shared governance. On the other hand, it is difficult for a group of people collectively to decide which of them may experience the loss of treasured programs, colleagues, and jobs. Such discussions (not to mention actual cuts) threaten people's sense of self-worth, undermining the value of their discipline and the importance of their career's goals and achievements.

Leaving the choices about reductions and cuts solely to the Provost and Deans is an abdication of faculty responsibility for the curriculum. Chairs will engage department faculty in decisions about their unit, but such decisions are at a local level. On the other hand, large-scale meetings could devolve into angry free-for-alls. Although faculty might agree on abstract principles and priorities, implementing tough decisions will be challenging in practice. Faculty participation is desired and required, but it is difficult (if not impossible) to achieve consensus within a diverse faculty regarding which elements of the University and its curriculum are core, strong, or essential and which are peripheral, weak, or expendable.

Portland State has already experienced the challenges related to elimination of programs. In the early 1990s, following implementation of a State property tax limitation measure, the university eliminated or

reorganized academic units through a process that included administrators and faculty. A description of this process and the discussions can be found in the [Faculty Senate archives](#) and in the [data files affiliated with this report](#).

In 2013, PSU undertook an [Academic Program Prioritization (APP) process](#). After two years, the process concluded with no prioritization or changes to programs or units. Accompanying documents and recent interviews with participants outline the initiation and eventual abandonment of the initiative. Participants interviewed recently generally agreed that the following factors affected the result:

- No immediate need: there was no budget or enrollment crisis at that time.
- Key decision makers were not involved: decisions in academic units normally involve deans, but none were included.
- A strategic plan was not in place to guide the process, so identification of priorities was difficult.
- Disagreement on why or how to engage in the process.
- No culture of review at University level: The program review process was not functioning at that time.
- No clear action plan for results.

The APP experience reminded people of a "circular firing squad" in which discussions quickly led to defensive posturing and the marshalling of all types and sources of data to defend existing positions.

In light of the current need for a collaborative process around reductions and cuts, we recommend that Senate not repeat the failed experiment of APP but craft a different approach instead. This report identifies elements that may contribute to a workable plan while recognizing the inherent difficulty of the project.

Revisions to Holistic Requirements

In order to plan for cuts, we must know where we wish to go in the future. Budgetary reductions and curricular revisions should not stand in the way of our progress. This committee emphasizes the importance of taking a holistic view of the graduate and undergraduate curriculum in order to plan for needed revisions.

Practical and procedural difficulties arise in assessing and revising elements of curriculum that span the university and thus fall outside departmental and school purview. PSU has well-developed and frequently practiced processes for adding and changing some curricular elements. New courses, new programs, and changes to existing courses and programs regularly flow through the Undergraduate Curriculum Committee and Graduate Council. Departmental internal yearly assessment activities and activities related to external Academic Program Review prompt the faculty to engage in periodic evaluation of their majors, minors, and certificates. Our accrediting body (the NWCCU) and accrediting bodies of various professional schools provide some external scrutiny, but faculty do not systematically or regularly look at our shared general curriculum from the inside.

PSU has not taken part in a large-scale review of other elements of our undergraduate curriculum (BA/BS requirements and general education requirements) since the early 1990s, when a faculty committee worked for several years to plan what is now our University Studies / General Education curriculum. Since that time, a number of motions (proposed by the Academic Requirements Committee and approved by the Faculty Senate) have created ad hoc alterations to the curriculum. Similarly, graduate education receives faculty attention at the departmental and program level, but faculty rarely review the aggregate policies.

This committee recommends that the Faculty Senate consider systematizing and streamlining both graduate and undergraduate requirements. This initiative will provide students with more "legible" (clearer and more accessible) paths to degrees while clarifying core curricular areas to protect from cuts. This committee also recommends steps to create interdisciplinary degrees at the graduate and undergraduate level and enhance faculty supervision of existing interdisciplinary degrees.

II. Principles

In the face of budget cuts, the committee recommends that future Faculty Senate committees consider adopting a set of principles such as those suggested below. (For a full list of the summer committee's principles, see Appendix A.)

1. Preserve the value that people should participate in making the decisions that affect them.
2. Create a transparent, participatory process for respectful, data-informed interactions about how best to fulfill PSU's academic mission as we contemplate and implement changes.
3. Preserve and enhance university links to the community through recruitment of local students, community-based learning, research, service, and outreach opportunities, as embodied in PSU's long-standing motto "Let knowledge serve the city."
4. Preserve the core academic mission of offering students a high-quality and well-rounded liberal education focusing on critical thinking, literacy and numeracy, equity and social justice, and civic and ethical responsibility.
5. Preserve access and affordability for students, especially first-generation college students and minority students.
6. Invest in faculty and understand their work as an integrated engagement in teaching, service, outreach, research, scholarship, and other creative activities.
7. Recruit and retain BIPOC faculty, staff, administrators, and students to realize PSU's goals in diversity, equity, and inclusion.
8. Assure a campus climate in which all members feel safe, appreciated, and welcome.
9. Create an academic structure that enhances ongoing financial stability while preserving University areas with potential for future growth.

III. Diversity, Equity, and Inclusion

The committee held a discussion of diversity, equity, and inclusion early in the summer and carefully considered how each proposed change or process could affect stakeholders across a range of statuses and identities. We are sensitive to the long history and continuing legacy of racial and ethnic oppression in the United States as played out on the west coast, in the Pacific Northwest, and in Portland in particular. We urge the Faculty Senate, and Portland State as a whole, to engage actively in widespread changes to address systemic racism in our institution and its curriculum.

As a guiding principle for the work facing Faculty Senate in the upcoming academic year, we recommend that leaders preserve the value that people should participate in making the decisions that affect them. In addition, all proposed changes to academic structures should be assessed with regard to how they affect a variety of campus communities, particularly individuals from racial and ethnic minorities. We also recommend special consideration for how proposed changes may affect first-generation college students, as well as adjuncts, other faculty, and staff in situations of precarious employment.

Considering PSU's access mission, special care should be taken to preserve affordability for students in terms of tuition, affordable textbooks, and other needed equipment and supplies. In addition, providing affordable childcare will facilitate enrollment for students who have children.

During the 2020-2021 academic year, we should create opportunities for initiatives around equity, diversity, and inclusion and work to assure that our campus climate feels welcoming to all members of our community. The recent decision to disarm campus public security officers is a welcome step in this direction.

Finally, we must recognize our university's leadership role in Portland and consider PSU's long-standing motto "Let knowledge serve the city" when evaluating changes to academic structures. We should strive to preserve and enhance University links to all parts of the Portland community through community-based learning, research, service, and outreach opportunities.

IV. Program Restructuration, Elimination, and Suspension

Responding to the challenge of budget cuts and their potential impact on the restructuring and elimination of programs, the committee considered how to accomplish the needed conversations under a spirit of collaboration and shared governance between administrators and faculty. We believe that early and formative faculty participation will lead to better decisions and open up possibilities for innovation and for strengthening our programs and institutions in the long run.

We present the current procedures and two further options regarding the Senate's role in program restructuration and elimination:

- **Current situation:**
  - With respect to cuts and moratoria: In the existing Faculty Senate process, the faculty as a whole does not take a formative role in the restructuration and/or elimination of programs. Initiative rests with the Provost, Deans, Department Chairs, and people directly involved in programs. The Senate has established procedures for program moratoria and elimination (See Appendix B and affiliated files). Senate Committees weigh in after programs have been identified as candidates for restructuring or elimination. In a budget reduction scenario, this committee feels that in the faculty needs to have earlier and more formative input into decisions.
  - With respect to program review and strategic planning: PSU currently engages in a variety of assessment and planning processes and gathers data on a number of indicators. Key elements of these processes are summarized below as references and resources. This committee recommends incorporating existing practices and priorities when planning for restructuring or elimination.
- **Option 1**: Recommend principles and priorities to OAA to guide decision-making; set up meetings to share information and surveys to solicit input from faculty; create formal opportunities for conversations and participation in decisions at the level of Colleges and Schools.
- **Option 2**: Propose a process for reviewing programs across campus to guide decision-making; coordinate with existing review processes. This process could either focus on programs that the Provost and Deans have selected for restructuring, moratorium, or elimination or could be conceived more broadly. Given the difficulties encountered in 2013 with the Academic Program Prioritization process, this committee does not put much faith in Option 2.

Regarding participatory interactions, the committee recommends that the Faculty Senate consider a menu of options (discussed in Section V, below), including surveying the faculty and organizing sessions to convey information and listen to feedback. Keeping the lines of communication open will enhance transparency. In addition, the committee recommends that the Faculty Senate, in partnership with OAA, organize opportunities at the level of the College and School for faculty to discuss and proposed cuts, moratoria, or eliminations with their Dean and other faculty in their division. *Early and frequent interactions will amplify the sharing of information and ideas and enhance the sense of participation and ownership faculty will have over the process.*

Existing Procedures and Regulatory Requirements for Program Moratoria and Elimination

Current shared governance procedures impose significant constraints on how programs can be suspended or eliminated. These practices will remain in place unless the Senate chooses to put them in abeyance while implementing more stringent and pro-active initiatives.

Program Moratorium (Suspension of Admission)

A program moratorium suspends admission into a program while it remains active, and can lead to the program's eventual elimination. Historically, the Faculty Senate was not involved in reviewing the requests to put a program on moratorium, but in May 2020, Faculty Senate approved a resolution about the program moratorium process to:

1. Clarify expectations should the request originate at the Dean's level;
2. Incorporate Faculty Senate Committees in the review process (the Educational Policy Committee, Budget Committee, and either the Undergraduate Curriculum Committee or Graduate Council), though the Provost retains final decision-making authority; and
3. Articulate that programs on moratorium will need to submit an annual report/check-in and should not expect to remain on moratorium for longer than three years without additional review.

Academic Units

The May 2020 Faculty Senate resolution also updated the procedure for creation, alternation, or elimination of an academic unit. The three processes now have distinct forms (rather than all being submitted with the same form) and documented conversations with faculty are now required as part of the submission. All forms continue to route through the Educational Policy Committee, and the Budget Committee if a major alteration, for review.

Academic Program Eliminations

The process for fully eliminating an academic program is formally initiated through a program elimination form in the online curriculum management system (OCMS), and it will route through the standard curricular review process. Once the Senate approves an elimination, PSU also notifies the Northwest Commission on Colleges and Universities (NWCCU) as per their requirements.

Budgetary Decisions and Shared Governance Procedures

It became clear during the 2019-2020 academic year that there are budgetary decisions that in the past may not have been submitted through the procedures outlined above, but should have been, or at least should have been initiated earlier. Although there will continue to be ambiguity in this realm, collaborative discussions between faculty and administration must occur to ensure the University moves forward strategically, particularly in difficult financial times.

Intersection with Regulatory Obligations

PSU is responsible for ensuring that we continue to offer programs students can complete as advertised. NWCCU requires us to have a teach-out plan when phasing out a program that shows how we are holding the students harmless. (Programs with no currently-enrolled students do not require a teach-out.) The earlier we begin collaborative discussions about potentially phasing out a program, the better we are able to come together collaboratively to meet this goal.

Existing Program Review Practices and Strategic Plans

As the Faculty Senate considers crafting priorities and principles, and if it opts to conduct a comprehensive or partial program array review, this committee recommends seeking efficiencies by tying in with current practices of assessment, program review, and strategic planning. We summarize some of the key areas in which faculty and administration have already invested time and thought in organizing processes and priorities.

Academic Program Review (APR)

The APR process at Portland State is a seven-year cycle that begins with an extensive self-study. The PSU Academic Program Review Guidelines request information in the following areas:

- Section I. Centrality to the PSU mission
- Section II. Quality of Instruction and Curriculum
- Section III. Quality of Scholarly and Creative Work
- Section IV. Student Success
- Section V. Assessment of Student Achievement
- Section VI. Cost Effectiveness, Program Productivity, and Level of Institutional Support
- Section VII. Graduate Programs

The self-study is followed by an external review by at least two reviewers, who write a report. The program and Dean discuss the findings of the self-study and agree upon a set of goals and objectives and record them on an action plan. The program and Dean submit these three items (the self-study, external review, and action plan) to OAA for review by the Provost and Vice Provosts. The Provost is to have regular follow ups with the Dean to discuss progress on the APR action plans. The APR is, in theory, a tool for the program and administration to agree on goals and work to attain them.

Several impediments stand in the way of using APR reviews to guide resource allocation process. First, the APR process has been suspended for the 2020-2021 academic year due to lack of administrative staff to follow up on the reports and a mismatch between the report structure and current NWCCU guidelines. In addition, the seven-year cycle in the review process does not provide adequate information about the current status of programs. Nonetheless, past reports provide historical context, and existing processes could help set priorities and principles.

Learning Goals and Internal Assessment Processes

Any decisions affecting graduate and undergraduate programs should be informed by a comprehensive study of the curricular success of particular courses and programs. Instruction at PSU works to achieve Campus-wide Learning Outcomes and University Studies Goals (see Appendix C). In addition, individual programs develop learning outcomes, regularly assess student work against these outcomes, and make improvements to the program as a result. For example, the University Studies (UNST) program has had a long and outstanding record of assessment and focus on its learning goals. These campus-wide and

programmatic outcomes, and assessment thereof, should figure into any large review of campus programs.

Strategic Plan and Lists of Criteria

In evaluating potential areas for reduction, consideration should be given to the goals of the PSU Strategic Plan: (1) elevate student success, 2) advance excellence in teaching and research, 3) extend our leadership in community engagement, 4) expand our commitment to equity, and 5) innovate for long-term stability. Each of these goals has associated initiatives and should be used as part of any rubric designed and implemented to evaluate success. Criteria used by the Undergraduate Curriculum Committee for the evaluation of new course and program proposals may also be useful. (A draft rubric is available in the supplemental materials, should the Senate choose to move forward with Option 2.)

Data from the Office of Institutional Research and Planning (OIRP)

PSU's Office of Institutional Research and Planning gathers and analyzes a vast array of data regarding academic programs and student enrollment. A list of applicable reports is provided in the supplemental material associated with this report (also see Appendix D).

Models from other institutions

We also recommend that the Faculty Senate look closely at how other institutions have approached program prioritization. Sarah Carrigan at the University of North Carolina at Greensboro provides a useful Academic Program Prioritization Literature Summary. In addition, the associated data file includes materials from Southern Connecticut State University regarding their comprehensive review of graduate programs.

Recommendations

This committee recommends that decisions about restructuring, eliminating, and prioritizing programs should not be based on narrow metrics that consider only Student Credit Hours (SCH), enrollment, and/or revenue. Portland State University's Mission affirms that our institution promotes access, inclusion, and equity as pillars of excellence and that we are committed to curiosity, collaboration, stewardship, and sustainability. It also affirms that considerations of equity should not be siloed; rather, they should be at the core of decision-making and the responsibility and focus of everyone involved. Decisions about program cuts and eliminations should explicitly address how they affect our ability as an institution to achieve these learning outcomes. A campus-wide effort to determine curricular areas for reduction and elimination must bear in mind that specific programs and courses can play important and critical roles in the retention and graduation of our students. Others may be particularly important in providing students relevant experience in their fields through community-based learning and internships. For all these reasons, justification for retaining or eliminating programs should not be made solely on the basis of revenue or expense.

Option 1: Principles, Priorities, Participation

In addition to relying on existing procedures, this committee recommends that the Senate consider adopting additional plans. One option for the Faculty Senate is to recommend principles and priorities to OAA to guide decision-making, to set up meetings to share information and surveys to solicit input from faculty, and to create formal opportunities for conversations and participation in decisions at the level of Colleges and Schools. We have provided a draft set of principles (see Section I, above). Faculty Senate may wish to modify or elaborate on this list. We also have suggested a menu of possible forums for interaction and discussion (see Section V, below.)

Option 2: Full-Scale Program Array Review

A second option is to organize a comprehensive review of programs across campus to guide decision-making about budget cuts. Reviews might cover all programs on campus or could focus solely on programs that have been identified by the Deans and Provost, in conversation with the faculty, as candidates for restructuring or elimination. Past experience with the APP process in 2013 indicates that a full-scale review of all programs is a contentious and difficult process, therefore this committee recommends against trying that approach again.

Regardless of which approach the Faculty Senate chooses to take, the committee recommends that future actions include the following considerations:

- The process should rely on overarching principles to guide decisions.
- Top leadership must state a clear purpose and identify clear outcomes and partner with the Faculty Senate on both the process and the outcome.
- Deans, Chairs, or department heads responsible for implementation must be involved and their knowledge sought out at the outset. Allow academic units to identify programs in need of attention.
- The process should avoid collecting complex information on all programs. Data sources should include those used in existing program review or accreditation/quality assurance processes.
- Faculty should be engaged in identifying and assessing quality practices and indicators.
- The Faculty Senate should provide a series of forums for faculty participation in and discussion about restructuring or elimination and solicit faculty input periodically throughout the process through surveys or listening sessions.

V. Communication, Participation, Transparency

Decision-making related to budget issues currently flows through administrative structures separate from Faculty Senate. The Provost and Deans work closely together to discuss budget allocations between Schools and Colleges. Within the Schools and Colleges, Deans work with Chairs and program directors (sometimes as a group, sometimes individually) to identify budget items that could be cut. Chairs and program directors, in turn, communicate with faculty. The Faculty Senate Budget Committee communicates with FADM and with the Deans, but does not offer suggestions related to curricular cuts.

The committee recognizes that the people who are most familiar with their programs and budgets should manage reductions and reorganization. The responsibility rests with the Deans of each School and College, with significant input from Chairs and faculty. At the same time, the Faculty Senate holds oversight over the curriculum as a whole and faculty participation in discussions about cuts that affect instruction needs to take place earlier and higher in the system, not merely at the departmental level or College/School level. To meet the challenges that face us this fall, we need to broaden the conversation regarding cuts to include more faculty input at all levels of the decision-making process.

Clear and frequent communication and consultation regarding budget cuts and associated changes to academic curriculum promote participation; enhance transparency; and help reduce stress, anxiety, and anger. The committee recommends that the Faculty Senate and OAA collaborate in crafting a plan for engaging faculty in conversations about cuts. Possible venues for sharing information and ideas include budget forums and town hall meetings at the University level, as well as meetings at the College/ School level for faculty and staff in those divisions. The University-wide and College/ School meetings should take place early and often, and they should be interactive and participatory in nature. Faculty input and

ideas should be formative in the planning process; the meetings should move beyond simply informing faculty of decisions that leadership has already taken.

In light of the need to communicate clearly and with faculty, solicit their input on all decisions that affect the curriculum, and include people in decisions that affect them, we suggest a menu of options for faculty participation in discussions about cuts and curricular changes resulting from budgetary reductions:

1. Professionally-mediated, campus-wide Zoom townhall meetings
   a. Budget forums (Joint – FADM and Faculty Senate Budget Committee)
   b. Consultation about program cuts / elimination (Joint – OAA, PSU-AAUP, and Senate). Senate should work closely with PSU-AAUP if the administration moves forward to eliminate positions, and no elimination of positions should take place without the University declaring exigency and invoking contractual protections in Articles 22 and 23 of the PSU-AAUP Collective Bargaining Agreement.
2. Campus-wide emails on a regular schedule, including channels for feedback
3. Professionally-mediated meetings of Colleges and Schools
   a. College strategic planning, drawing on substantive feedback from faculty, with measurable indicators and goals that are integrated with PSU's values and mission to guide decisions (if plans do not already exist)
   b. Participatory process to consider potential cuts
4. Deans visit Senate and/or campus-wide meetings to discuss plans
5. Surveys to solicit faculty input, feedback, and participation
6. Meetings, emails, and/or surveys to solicit input from graduate and undergraduate students, adjuncts, and staff

VI. Graduate School – Interdisciplinary Degrees and Creation of a Graduate Faculty

Even (perhaps especially) during a time of financial austerity, PSU needs to think toward the future. We need to plan where we want to be as an institution in three-to-five years, so that any cuts made now do not hinder our ability to reach those future goals. Opportunities may exist for consolidation of graduate programs in a way that elevates the impact of graduate education and training at PSU and serves to achieve regional and national recognition.

We propose that the Graduate Council consider the creation of a Graduate Faculty through the Graduate School. A Graduate Faculty is defined as those members of the general faculty approved to conduct graduate education. Having a Graduate Faculty would facilitate offering interdisciplinary degrees and would allow faculty who are active in research, scholarship, and creative activities to train and mentor graduate students, even if their own departments or units do not have graduate programs. In addition, the establishment of a Graduate Faculty at PSU could provide an essential infrastructure for the development of high-impact multidisciplinary graduate programs.

Below are some reasons to consider the establishment of a Graduate Faculty, followed by examples of how this works at other institutions, and finally, the committee's recommendations for next steps in fall 2020.

Graduate Faculty

Graduate education at PSU has grown organically and there are a wide range of practices related to advising and mentoring of graduate students. One key function of a Graduate Faculty would be to create a common set of standards for high quality advising and mentoring of graduate students that is consistent across programs. Such standards should be developed with an equity lens and reflect the university's mission to support student success, diversity, inclusion and racial justice. Additionally, such standards should be designed to optimize student success while providing sufficient flexibility to be applied across the full range and diversity of graduate programs.

If a graduate program is eliminated, then the faculty associated with that program lose the ability to serve as primary supervisors for graduate students. Having a Graduate Faculty could expand the opportunity for faculty to continue to work with graduate students even if the department in which they reside no longer has a graduate program. In addition, graduate students could be advised by members of the Graduate Faculty even if their department does not have a graduate program. This is an important measure to put into place to ensure equity for both students and faculty in the event a program is eliminated.

With the increased interest and emphasis on multidisciplinary programs and research, establishing a Graduate Faculty will allow scholars (both students and faculty) more easily to identify collaborators and advisors by field of expertise across the university. The Graduate Faculty could also identify and propose multidisciplinary degrees as well as recommend areas for strategic investment or program elimination. Such degrees can offer the opportunity to reorganize graduate training allowing students and faculty to continue to engage in graduate training while simultaneously consolidating rather than eliminating such training.

Other considerations in favor of the formation of a graduate faculty include the following:
1. In the event faculty who are supervising graduate students leave the institution, a replacement could be identified from the list of Graduate Faculty by students and other committee members.
2. Identifying faculty who could serve on graduate committees across the university as "Graduate Faculty" would remove the burden from students to manage their graduate dissertation committees. Training faculty to be part of the Graduate Faculty would improve the quality of advising and mentoring.
3. If faculty in one unit are overburdened by supervising multiple theses or dissertations, Graduate Faculty with the relevant expertise could be brought in from other units to serve on these committees.
4. In some instances, a student's research interests are better served by a faculty in a program that is different from the one in which they are receiving their degree. With the Graduate Faculty, a student could get a degree in one program, but be advised by a faculty member in a different unit if this scenario would better serve the student's graduate education goals.

Examples of Graduate Faculty and Multidisciplinary Graduate Degrees from Other Institutions

Research on how a Graduate Faculty works at other institutions reveals that there are different models. Wayne State University is the closest comparator institution to PSU and their model is the clearest in its criteria, purpose and procedures. Several others are also listed below.
- Wayne State University: Purpose, procedures and criteria

- Oregon State University: [Graduate Faculty Membership](#)
- Wright State University: [Graduate Faculty Nomination Process](#)
- Arizona State University: [Graduate Faculty](#) and [Graduate Faculty Guidelines](#)

Below are examples of how multidisciplinary graduate degrees are administered by Graduate Schools at other universities:
- University of Arizona: [Graduate Interdisciplinary Programs](#)
- UC Berkeley: [Interdisciplinary Doctoral Programs](#)
- University of Washington: [Graduate School Interdisciplinary Programs](#)

Recommendations

1. We recommend that the Graduate Council (GC), with participation from OAA, RGS and the Graduate School,
   a. Explore the formation of a Graduate Faculty and determining what model may best work at PSU based on examples of how the Graduate Faculty model works elsewhere.
   b. Explore how to set up a common set of uniform standards to assure high-quality advising and mentoring in graduate training across the University and offer examples of how this works elsewhere.
   c. Standardize, strengthen, and better publicize the "affiliate faculty" status for mentoring graduate students in different programs, with the ultimate objective of enabling faculty who are active in research, scholarship, and creative activities to mentor and supervise graduate students, even if they have no graduate program in their unit, or if their unit's graduate program is eliminated.
   d. Explore the best model of how to form new interdisciplinary graduate degree programs (and retrofit existing ones, if needed). For example, such new programs may need bylaws, an executive committee, a director, and a handbook.

VII. Seek Curricular Efficiencies, Streamline Requirements, and Expand Multidisciplinary Majors in the Undergraduate Curriculum

In light of potentially imminent budget contractions, PSU must assure that its undergraduate programming is financially sustainable while retaining a commitment to quality public education. This challenge presents an opportunity to assess the strengths and weaknesses of our undergraduate curriculum and to improve our programming for better student outcomes.

This committee recommends that the Faculty Senate seek curricular efficiencies and consider streamlining undergraduate BA/BS and General Education requirements. We also recommend exploring ways to encourage more cross-listed courses. We encourage the expansion of multidisciplinary majors, minors, and certificates.

Seek curricular efficiency

We suggest that the Faculty Senate develop a process to engage faculty and Senate committees in identifying ways our curriculum could be more effective. For example, writing requirements for transfer students may unnecessarily require students to take lower-division writing courses. In addition, as discussed below, BA/BS and General Education requirements should be reviewed and streamlined. Another option for consideration is to increase and enhance the "4+1" degrees that PSU offers. These accelerated pathway opportunities link BA/BS degrees with graduate degrees. Several of these

pathways already exist, and they provide an excellent way for students to decrease costs and for PSU to increase retention and recruit students for graduate programs.

Striving to maximize the Student Credit Hours (SCH) may lead departments and units inadvertently to engage in perverse and inefficient academic behavior. For example, departments may convert major courses into UNST cluster courses to generate SCH and maximize enrollments, which results in a bloated cluster curriculum. Departments are often reluctant to cross-list classes or include courses from other departments in degree programs so they can maximize their own SCH production. Turf-wars over curricular offerings play out in UCC and GC. These attitudes enhance the siloing of departments, lead to duplication of expertise between departments, and decrease opportunities for interdisciplinary collaboration and cooperation, particularly between Schools and Colleges. If the pursuit of SCH were not such a big priority, departments might find ways to reduce the number of courses required for degrees, thus streamlining the curriculum for students. This committee recommends that the Faculty Senate work with OAA to re-envision how we weigh efficiency vs. SCH and enrollment figures.

Another area of possible streamlining relates to advances in advising practices for faculty and advisors using data and dashboards. Improving advising would allow all students to graduate more efficiently. For example, analytics could examine complexity in completing majors and suggest remedies. Identifying "double" and "triple" dip courses could reduce time to degree. Studying patterns of course exceptions in majors (and minors) could facilitate DARS updates to automate these approvals. Better use of advising tools, such as Navigate notetaking, can provide continuity between appointments for faculty and advisors alike and to enhance the partnership/communication between all staff members. For our transfer students, increased course articulation between community college feeder schools and PSU would creating stronger transfer modules and practices. Incorporating advisors in the curriculum review process, ideally at the department or school/college review level, could help to streamline our programs from a student perspective.

Streamline Undergraduate BA/BS and General Education Requirements

The 180 credits of a PSU undergraduate degree consist of three main segments: 1) the credits covered by the major, minor, and certificates a student chooses; 2) the credits covered by the General Education component (through University Studies FRINQ, SINQ, Cluster, and Capstone courses or Honors College courses); and 3) the credits covered by the BA/BS requirements.

Through regular assessment activities, departments scrutinize their own majors, minors, and certificates. In addition, the Undergraduate Curriculum Committee regularly reviews proposals for new courses, new programs, and program changes. But the faculty rarely take an overarching look at the BA/BS requirements and the General Education and Honors College curricula. Revisions to the latter two areas of degree requirements have been made piecemeal, resulting in a sometimes-confusing aggregate of requirements. By reviewing and revising these areas, Senate could make BA/BS and GenEd requirements more "legible" to students, leading to greater student satisfaction and swifter completion of degrees. This committee recommends that a review of undergraduate degree requirements should take place before (or in tandem with) discussion of cuts, so that PSU faculty and administration have a clear vision of what we want to preserve moving forward.

Create Opportunities for Interdisciplinary Degrees at Graduate and Undergraduate Levels

Current disincentives for collaboration across colleges, schools, departments, and units hampers faculty ability to create truly interdisciplinary academic programs. Fostering interdisciplinary studies across

majors could strengthen our offerings as we look toward the future. Identifying themes best tackled by interdisciplinary approaches, where we already enjoy faculty expertise, could be very useful in improving curricular efficiency; migration, global health, climate change, and food systems come to mind. The themes could be built into certificates, or perhaps even degrees. By reallocating resources toward high quality interdisciplinary programs, PSU could provide programs unique in our region and attract students who would otherwise not come.

The College of Liberal Arts and Sciences (CLAS) offers three Interdisciplinary Studies BA/BS degrees (Arts and Letters, Science, and Social Science) that attract many students. Data could be gathered regarding what attracts students to these degrees and how, in practice, students receive mentoring and guidance in choosing courses for their majors. Similarly, insights could be gathered from graduate-level interdisciplinary programs (such as those offered in the School of Gender, Race, and Nation and in the School of the Environment, as well as the new CUPA program in Emergency Management and Community Resilience). (For examples of how other institutions administer their interdisciplinary degrees at the graduate level, see section VI, above.)

Recommendations

1. We recommend that the Faculty Senate perform a comprehensive review of the BA/BS requirements. The initiative could also consider how the BA/BS requirements overlap with requirements General Education requirements in University Studies and Urban Honors.
    a. The work could be housed in several locations:
        i. Option 1: The Undergraduate Curriculum Committee (UCC) examines the undergraduate BA/BS and General Education requirements as part of its usual functioning, consulting with OAA, Advising, ARC, the UNST Council, and Urban Honors.
        ii. Option 2: Faculty Senate creates an Ad Hoc committee, with members appointed by the Committee on Committees and with consultants drawn from the Advising, OAA, UNST Council, and Urban Honors, as well as ex officio members from UCC and ARC.
    b. We recommend that the Senate charge the committee with
        i. Evaluating the BA/BS requirements for curricular inefficiencies and recommend ways to streamline them
        ii. [Optional] Evaluate the General Education requirements for areas in which they could be streamlined, tightened up, and made more user-friendly, especially for transfer students
2. We recommend that the Faculty Senate examine the possibility of expanding our interdisciplinary degrees at the undergraduate and graduate levels
    a. The work could be housed in several locations.
        i. Option 1: The Undergraduate Curriculum Committee (UCC) and Graduate Council (GC) examine the interdisciplinary degrees as part of their usual functioning, consulting with each other, as well as with OAA, advising, and ARC.
        ii. Option 2: Faculty Senate creates an Ad Hoc committee, with members appointed by the Committee on Committees and with consultants drawn from the Advising and OAA, as well as ex officio members from UCC, GC, and ARC.
    b. We recommend that the Senate charge the committee with
        i. Evaluating existing interdisciplinary certificates and degrees

    ii.   Identifying themes best tackled by interdisciplinary approaches, where PSU already enjoy faculty expertise. The themes could be built into certificates, or perhaps even degrees.

    iii.   Proposing a structure for implementing and supervising new and existing degrees of this sort.

VIII. Data and Background Materials

Data files that committee members have brought into discussion are gathered in the associated Google Drive Data Folder and include the following items:
- Information about the APP process in 1991
- Information about the APP process in 2013-14
- Examples of APP processes at other institutions
- List of data reports available from PSU-OIRP
- PSU Faculty Senate Budget Committee Principles
- EPC policies on moratoria and program elimination
- Draft rubric for program prioritization

Appendix A: Principles that Guided the Summer Ad Hoc Research Committee

The Summer Ad Hoc Research Committee crafted principles to guide our progress at the beginning of our work.

1. Liberal education ideals
   a. Preserve the core academic mission of offering students a high-quality and well-rounded education focusing on critical thinking, literacy and numeracy, diversity, and civic and ethical responsibility
   b. Any changes made to the curriculum will be based on the academic judgment of the faculty in consultation with the administration.
   c. Recognize that all academic segments of the University bear responsibility for providing a liberal education.
   d. Reduce barriers to interdisciplinarity
   e. Enhance student access to high-impact practices and hands-on experiences such as internships, community-based activities, and research.
2. Access
   a. Preserve affordability for students, especially first-generation college students and minority students.
   b. Enhance access by providing affordable childcare for students who have children
   c. Improve access by providing affordable textbooks and other needed equipment and supplies
   d. Assure a campus climate that feels safe to all members of our community
   e. Create easily navigable, "legible" degree programs for students
3. Faculty and Faculty Work
   a. View faculty as an investment and an asset rather than as an expense
   b. Invest in recruiting and retaining BIPOC faculty to realize PSU's goals in diversity, equity, and inclusion
   c. Value faculty engagement in research, scholarship, and creative activities, including but not limited to their grant activity

4. Equity, Diversity, and Inclusion
   a. Preserve the value that people should participate in making the decisions that affect them.
   b. Enhance the role of the curriculum in creating opportunities for conversations around equity, diversity, and inclusion
   c. Assess all proposed changes to academic structures to consider their effects on students, especially first-generation college students and minority students.
   d. Assess all proposed changes to academic structures to consider their effects on faculty, especially adjuncts and other faculty in precarious employment.
   e. Assess all proposed changes to academic structures to consider their effects on academic professionals and staff.
   f. Understand the needs of professional schools, particularly those dictated by accreditation requirements
5. Community
   a. Consider PSU's long-standing motto "Let knowledge serve the city" when evaluating changes to academic structures.
   b. Preserve and enhance university links to the community through community-based learning, research, service, and outreach opportunities
6. Transparency and participation
   a. Create a transparent process for a respectful, data-informed conversation about how best to fulfill PSU's academic mission during current changes
   b. Solicit input and feedback from the campus community early and often
   c. Any proposed changes will be based on data that are shared with the University community
   d. Create a review process that is simple, participatory, and effective
   e. Develop a communication strategy to keep the University community informed of process and progress
   f. Communicate proposals to key stakeholders before decisions are finalized
7. Sustainability
   a. Create an academic structure that enhances financial stability
   b. Preserve University areas with potential for future growth
   c. Recognize that some segments of the University subsidize others and will continue to do so; holistic interdependence is a foundation of PSU's educational mission.
   d. Evaluate the trends and shifts in the composition of the faculty (i.e., hiring of adjunct, fixed-term, non-tenure-track, and tenure-related faculty) for effects on academic quality, equity, and labor precarity
   e. Emphasize approaches that increase efficiency/effectiveness of instruction
   f. Promote interdepartmental collaboration by removing budgetary disincentives
   g. Cuts to academics will take place in tandem with cuts elsewhere in the University
8. Due Process
   a. Proposals for putting programs on moratorium will run through the process proposed by EPC and approved by the Faculty Senate in June 2020.
   b. Proposals for eliminating academic units will run through the process proposed by EPC and approved by the Faculty Senate in June 2020. Proposals for eliminating academic programs will run through the standard curricular review process (forms available in the Online Curriculum Management System).

c. Before eliminating departments or laying off permanent faculty, PSU will declare exigency. Reductions or eliminations will go through a faculty hearing as outlined in the PSU-AAUP Collective Bargaining Agreement (articles 22 and 23).

Appendix B: Policies on Program Moratoriums and Elimination of Academic Units and Programs

Faculty Senate materials related to the EPC policies on Program Moratoriums and Elimination are available in the Google Drive Data Folder.

Links to Current Forms:

- **_Program Moratorium (Suspension of Admission)_**
  - Routes to EPC
  - Routes to UCC or GC
- **_Elimination of an Academic Unit_**
  - Routes to EPC and BC
- **_Elimination of an Academic Program_**
  - Routes to EPC and BC
  - Routes to UCC or GC

Appendix C: Campus-Wide Learning Outcomes and University Studies Goals

Campus-wide Learning Outcomes

- **Disciplinary and/or Professional Expertise:** Students will gain mastery at a baccalaureate level in a defined body of knowledge through attainment of their program's objectives and completion of their major.
- **Creative and Critical Thinking:** Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.
- **Communication**: Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication using appropriate technologies.
- **Diversity:** Students will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.
- **Ethics and Social Responsibility:** Students will develop ethical and social responsibility to others, will understand issues from a variety of cultural perspectives, will collaborate with others to address ethical and social issues in a sustainable manner, and will increase self-awareness.
- **Internationalization:** Students will understand the richness and challenge of world cultures and the effects of globalization, and will develop the skills and attitudes to function as "global citizens."
- **Engagement:** Students will engage in learning that is based on reciprocal and mutually beneficial relationships, and through this engagement will apply theory and skills in diverse venues, linking the conceptual to the practical.
- **Sustainability:** Students will identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives in order to create a more sustainable future.

University Studies Goals
- **Inquiry & Critical Thinking:** Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.
- **Communication:** Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
- **Diversity, Equity, & Social Justice:** Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.
- **Ethics, Agency, & Community:** Students will examine values, theories and practices that inform their actions, and reflect on how personal choices and group decisions impact local and global communities.

Appendix D: List of Data Master reports

- Fact Book – Student Profile Dashboard
  This report displays student headcounts at a departmental or major level for a given term, and can optionally be filtered by a number of academic and demographic characteristics including student level, ethnicity, full-time or part-time status, legal sex, residency, and race/ethnicity.
- Fall Headcount Trends – IR0013
  This report provides 10-year trends for a selected student population and can be run for school/college, department, major or program. It can also be used to filter for new students, continuing students, class level, legal sex, race/ethnicity, residency and student type. It only displays data from Fall Terms.
- Degrees Granted
  This report displays all degrees or certificates awarded by a school, department, or program from 2008-09 to the present.
- Minors Granted
  This report is similar to the Degrees Granted report, but displays the minors of graduating students instead of their majors.
- Academic Program Portfolio Assessment
  This report collects five-year trends in student headcount, degrees granted, course enrollment, and student credit hour production for the selected department.
- Course Grade and Withdrawal Rates - S0059
  This report lists courses together with the number of students registered and grade distributions. The report groups this information into multiple tabs by CRN, subject and course, or course and instructional method. Outputting this report to Excel will provide detailed data for use in pivot tables and charts.
- Department Course Capacity – IR0012
  This report shows fill rates for courses over the last three years. It can be run by department and/or course level.
- Online Courses Dashboard
  This report provides summary statistics at the University, instructional unit, or departmental level for fully online, hybrid, and in-person course offerings. It includes trends for sections offered, unique courses, credit hours generated, and enrollment.
- Graduate Program Completion Rates

This report displays completion rates for cohorts in graduate programs.

- <u>Time to Degree – Comparison Over Years – GR – S0108</u>
  This report shows the average time students in graduate level programs take to earn a degree, both in terms of the number of years and the number of terms they attended.

To: Faculty Senate Steering

From: The Education Policy Committee

Date: May 28, 2020

The Education Policy Committee acknowledges the receipt of the Request to Place the French MA Program on Moratorium.

We have two comments:

First, per the **Procedure to Impose a Moratorium (Suspension) on Admission to a Program**, approved by the faculty senate on May 5, 2020, programs placed in moratorium are to be reviewed annually, no later than January 1 of each calendar year to determine if the moratorium is to be continued. A Moratorium is to remain in place for a maximum of three years after which the program must be reinstated.

We note from the Request that the reinstatement of the MA is contingent on funding for GTAs. If a decision is made to eliminate the program, it is necessary to follow the **Procedures for the Elimination of Academic Units**.

Second, the EPC is committed to reviewing Moratoriums for programs across campus at a minimum annually, both to ensure that suspending programs does not turn into *de facto* program elimination and to assess the impact of program suspensions. We think it is particularly important to reflect on how programs interact – e.g., how graduate programs affect undergraduate programs, how programs across Departments provide opportunities for students – and to consider the cumulative effects of suspending and eliminating programs on our larger educational mission.

Portland State
UNIVERSITY

Notification of a Program Moratorium (Suspension of Admission)

To: Brian Sandlin (OAA)
Vanelda Hopes (OAA)
Cindy Baccar (Registrar)
Nick Matlick (RO)
Kathy Thomas (RO)
Nicolle DuPont (RO)
Pam Wagner (RO)
Jenny Koivisto (RO)
Kathi Ketcheson (OIRP)
Paul Skomsvold (OIRP)
Courtney Hanson (GS)
Kelly Doherty (GS)
Mary Breaden (GS)
Shelly Sass (FA)
Deanna Smith (FA)
Amanda Bierbrauer (FA/SFS)
Christina Luther (OIA)
Josh Davis (OIA)
Bill Ryder (ADM)
Emily Offerdahl (ADM)
Eki Yandall (ADM)
Julie Smith (UComm)

CC: Gina Greco (WLL)
Kris Fedor (CLAS)
Alexander Sager (EPC)
Arthur Hendricks (EPC)
Paul Loikith (GC)

From: Andreen Morris (OAA)

Re: Notification of a Program Moratorium (Suspension of Admission)

Date: 16 June 2020

This information is being provided to all relevant administrative offices for your records. This may be redundant information for some; please use it to confirm the information you have currently on record. Please note the program approval dates in the last section of the form.

If you have any questions, please contact me at 5-4596 or andreen@pdx.edu

Type of Program Notification: Moratorium (Suspension of Admission)
Program Title: M.A. in French
Effective Term: Fall 2020
School/College: College of Liberal Arts & Sciences
Department/Division: World Languages and Literatures

BANNER and Web Information:	
BANNER Code: WFR	Description: World Language: French
CIP Code: 16.0901	Display on Web: No

Program Approvals:
Educational Policy Committee Review Date: 5/28/2020
Graduate Council Review Date: 5/27/2020
Provost Approval: 6/1/2020
NWCCU Acknowledgement Date: 6/15/2020