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Faculty Senate Monthly Packet May 2021

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Faculty Senate, 3 May 2021

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

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

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

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

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

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

Nominations for Presiding Officer Elect

Introduction of proposed amendment to Faculty Constitution

www.pdx.edu/faculty-senate

PORTLAND STATE UNIVERSITY FACULTY SENATE

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

Faculty Senate will meet on **3 May 2021** at **3:00 p.m.**

*This meeting will be held as an online conference. A livestream will be linked to the Faculty Senate website. Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, May 3rd**. Other members of the PSU community who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, May 3rd.** The **Consent Agenda** is **approved** without further discussion unless any Senator, prior to the end of Roll Call, requests separate consideration for any item.*

AGENDA

A. Roll Call and *Consent Agenda (see also E.1, G.4-7)*
    1. Roll call *will be effected through the online meeting participants list*
*   2. Minutes of 5 April meeting – *Consent Agenda*
    3. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*

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

       NOMINATIONS FOR PRESIDING OFFICER ELECT FOR 2021-22

C. Discussion– *none*

D. Unfinished Business
*   1. Insert language on NTT Teaching Professor ranks into University Promotion & Tenure Guidelines – *postponed, as amended, from April*

E. New Business
*   1. Curricular proposals (GC, UCC) – *Consent Agenda*
*   2. Grad. Cert. in Semiconductor Materials & Manufacturing (MCECS via GC)
*   3. Undergrad. Cert. in International Development Studies (CUPA via UCC)
*   4. Designating Social Work courses as Social Science for area distribution (ARC)
*   5. Applying area distribution designation for UG Systems Science courses (ARC)
(Procedural note: Items E.6-7, though appearing on the agenda separately, are in effect two components of the same proposal. E.7, proposed constitutional amendment, will be discussed and is subject to potential modifications today; a final vote will take place at the next meeting.)
*   6. Adding Race/Ethnic Studies Requirement to University undergraduate requirements (ARC, Steering)
*   7. Introduction (first reading) of proposed amendment to Faculty Constitution: RESR Committee

F. Question Period

G. Reports from Officers of the Administration and from Committees
    1. President's Report
*   2. Provost's Report
*   3. Steering Committee/AHC-APRCA feedback on President's Article 22 presentation at March 15th special meeting
*   4. Monthly Report of AHC-APRCA – *Consent Agenda*
*   5. Interim report of Budget Committee on IPEB process – *Consent Agenda*
*   6. Annual Report of Scholastic Standards Committee – *Consent Agenda*
*   7. Report of Textbook & Materials Affordability Subgroup, Affordability Pillar, Students First initative – *Consent Agenda*

H.   Adjournment

*See the following attachments. Complete undergraduate and graduate course and program proposals are available at the [Online Curriculum Management System](#).
A.2. Minutes for 4/5/21
D.1. Teaching Professor rank series for P&T Guidelines (postponed from April)
E.1.a-b. Curricular proposals (GC, UCC) – *summaries – Consent Agenda*
E.2. Grad. Cert. in Semiconductor Materials & Manufacturing – *summary* (GC)
E.3. Undergrad. Cert. in International Development Studies – *summary* (UCC)
E.4. Social Work courses, Social Science area designation (ARC)
E.5. Systems Science courses, area designations (ARC)
E.6.a-b. RESR proposal (Steering, ARC); FAQs
E.7. Proposed constitutional amendment: RESR Committee
G.3. Steering/AHC-APRCA feedback on 3/15 Special Meeting
G.4. AHC-APRCA monthly report – *Consent Agenda*
G.5. GC interim report – *Consent Agenda*
G.6. SCC annual report – *Consent Agenda*
G.7. TMAS report – *Consent Agenda*

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2020-21

Steering Committee

Michele Gamburd, Presiding Officer
Vicki Reitenauer, Presiding Officer Elect • Isabel Jaén Portillo, Past Presiding Officer
Elected members: Jill Emery (2019-20) • Jon Holt (2019-20) • José Padín (2020-22) • Steven Thorne (2020-22)
Ex-officio (non-voting): Richard Beyler, Secretary to the Faculty • Rowanna Carpenter, Senior IFS Rep.
Yves Labissiere, Faculty Trustee • Mary Oschwald, Chair, Committee on Committees

College of the Arts (COTA) [4]

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

The School of Business (SB) [4]

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

College of Education (COE) [4]

Farahmandpur, Ramin	ELP	2022 +
Kelley, Sybil	ELP	2023
Sugimoto, Amanda	C&I	2021
vacant		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

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

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

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

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

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

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

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
Kinsella, David	PS	2022 +
Tinkler, Sarah	ECN	2021 *
vacant		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:
* Interim appointment • + Committee on Committees • Total positions: 60 • Status: 26 April 2021

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
Mulkerin, Amy	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
Walsh, Michael	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
Nadeau, Jay	University Research 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 (January 2021):	ACIC

Senate Officers and Other 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
Oschwald, Mary +	Chair, Committee on Committees
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]
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 26 January 2021

Minutes of the Portland State University Faculty Senate, 5 April 2021
DRAFT • (Online Conference) • DRAFT

Presiding Officer: Michele Gamburd

Secretary: Richard Beyler

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

Alternates present: Caroline Miller for Heilmair, Candyce Reynolds for Kelley.

Senators absent: Ito, Tinkler.

Ex-officio members present: Beyler, Bowman, Boyce, Burgess, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Knepfle, Lambert, Loikith, Lynn, Mulkerin, Percy, Podrabsky, Rosenstiel, Shatzer, Spencer, Webb, Wooster, Zonoozy.

The meeting was **called to order** at 3:00 p.m.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call** *was effected using the participants list of the online meeting.*

2. **a. Minutes** of the 1 March meeting were **approved** under the *Consent Agenda*.

    b. Minutes of the 15 March special meeting were, **without objection, amended** with corrections to slide 17 in Appendix G.1.a (p. A128) [see **Appendix A.2.b**].

3. **OAA response to Senate actions** of 1 March was **received** under the *Consent Agenda*.

4. A procedural change to allow the Presiding Officer to move agenda items was **approved** under the *Consent Agenda*.

B. ANNOUNCEMENTS

1. **Announcements from Presiding Officer**

    GAMBURD reviewed the Special Meeting on Article 22 and the Intensive English Language Program, and the ways that faculty could give feedback to the President and/or to the Ad-Hoc Committee for Academic Program Reduction and Curricular Adjustments.

2. **Announcements from Secretary** – *none*

C. DISCUSSION – *none*

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS

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

    The changes to programs, new courses, changes to courses, dropped courses, and changes to University Studies clusters listed in **April Agenda Attachment E.1** were approved as

part of the *Consent Agenda*, there having been no objection before the end of announcements.

2. **Elimination of program: MA/MS in Theater Arts** (GC)

   GAMBURD clarified that this was notice of a previous de facto change. Steering Committee had felt it proper to place such notifications on the Consent Agenda to inform Senators and to allow them to ask questions if necessary.

3. **Graduate preadmission and reserved credits policy change** (GC)

   HOLT/SANCHEZ **moved** the change to the policy regarding graduate preadmission credits and reserved credits given in **April Agenda Attachment E.3**.

   GAMBURD recognized Courtney HANSON, Director of Academic Services, Graduate School, to give background to the motion: There had been much misunderstanding of the current policy, resulting in petitions of graduate students asking for waivers. Currently there are three categories of graduate credits that students can take before admission to a master's program, with three different sets of rules–hence the confusion. The Graduate School, in consultation with Graduate Council chair LOIKITH made a systematic review, and recommended these changes which were unanimously approved by GC.

   The first change, HANSON said, is eliminating the reserved credits credits–graduate credits taken by undergraduates not applied to the undergraduate degree. These have more restrictive requirements that other preadmission credits. If the rules are made comparable, there was little reason to retain the category. One benefit to students is that they pay undergraduate tuition; this will not change if the reserve category is eliminated.

   HANSON: the second change is to allow PSU preadmission credits graded Pass to be used; this doesn't apply to credits from other institutions. PSU has a clear definition that the Pass grade means B- or above for graduate credits; for other institutions, that might not be the case. Some students, upon learning that Pass preadmission credits could not be used, took more classes, while other students petitioned for an exception to the policy. It was shown that such petitions had a 100% approval rate going back to the 1980s. This seemed inherently unfair for students who had less knowledge of how to navigate the university bureaucracy, such as first-generation students, or those who were uncomfortable with the petition process. HANSON pointed out that individual programs may still set more restrictive standards if they think it appropriate.

   GAMBURD recognized Cindy BACCAR, who asked if an undergraduate who takes graduate credits could apply them to both the undergraduate and the graduate degrees. HANSON: only in an approved Bachelor's-plus-Master's program, which is the third category–not affected by this proposal.

   The **motion** to approve the policy change stated in **Attachment E.3** was **approved** (51 yes, 0 no, 1 abstain, recorded by online survey).

4. **Time extension for ad-hoc committees** (Steering)

   EMERY/SANCHEZ **moved** the extension of the charge for certain ad-hoc committees as stated **April Agenda Attachment E.4**: Academic Program Reduction and Curricular Adjustments, to June 2022; Research Definitions of Faculty, Program, and Department in

the Faculty Constitution, to December 2021; and Diversity, Equity, and Inclusion in University Promotion and Tenure Guidelines, to December 2021.

REITENAUER noted that the committees were formed in October and November 2020.

The **motion** to extend the charge of the ad-hoc committees as stated in **Attachment E.4**, was **approved** (unanimously, recorded by online survey).

5. **Change to area distribution designation for some ANTH courses** (ARC)

HARRIS/SANCHEZ **moved** the change of the designation of BA/BS area distribution for certain Anthropology courses to Science with Lab/Fieldwork, as specified in **April Agenda Attachment E.5**.

WATANABE, chair of ARC, said that this request had been received from the Anthropology Department in regard to this courses in archaeology. ARC agreed that for archaeology, science with lab or fieldwork is the appropriate designation.

The **motion** to change the area distribution for the ANTH courses listed in **Attachment E.5**, was **approved** (54 yes, 0 no, 1 abstain, recorded by online survey).

6. **BA/BS revision A: revise minimum credits** (ARC)

Items 6 through 9, GAMBURD said, were developed by a joint ARC-UCC task force which looked at BA/BS requirements. Faculty Senate received their report last month [**March Agenda Attachment G.6**]. The next four motions stem from that report.

LONEY/BROUSSARD **moved** to approve changing the minimum credit requirement for BA and BS degrees to a total of 23 credits, with certain academic distribution area requirements for the respective degrees, as specified in **April Agenda Attachment E.6**.

The **motion** to revise the BA/BS minimum credits requirements in accord with **Attachment E.6**, was **approved** (53 yes, 0 no, 2 abstain, recorded by online survey).

7. **BA/BS revision B: reduce upper-division credits required from 72 to 62** (ARC)

HARRIS/THORNE **moved** to change the minimum number of upper-division credits required for the BA and BS degrees from 72 to 62 credits, as specified in **April Agenda Attachment E.7**.

GAMBURD noted that a report received from the Academic Quality Committee [**April Agenda Attachment G.4**] expressed concerns about this particular aspect of the proposal. INGERSOLL said that the task force had received this feedback. While acknowledging the concern, they believed that the policy change would not have an adverse impact on students or departments. According to a survey they conducted, the average number of upper-division credits students take is already greater than 72, so she did not think this would lead department to make major changes in their course offerings. The primary benefit would be for those students who have a lot of lower-division credits, such as those transferring from community college with 124 credits or more. The also wanted to address students entering with college credits though AP, IB, or dual credit programs. Their charge was to look for inefficiencies in the degree requirements.

The **motion** to change the upper-division requirement to 62 credits, as stated in **Attachment E.7**, was **approved** (49 yes, 4 no, 3 abstain, recorded by online survey).

8. **BA/BS revision C: revise residence credit requirement** (ARC)

BROUSSARD/THORNE **moved** to require that for BA/BS degrees, either 45 of the last 75 credits, or 150 total credits, must be completed at Portland State University, as stated in **April Agenda Attachment E.8**.

WATANABE noted that this change aligns with the other [public] institutions in Oregon, and given that many of our students take courses at different institutions, allows us to accommodate them better.

The **motion** to change the residence credit requirement as specified in **Attachment E.8** was **approved** (55 yes, 0 no, 1 abstain, recorded by online survey).

9. **BA/BS revision D: align BA/BS distribution areas with those of Oregon community colleges for transfer students** (ARC)

HARRIS/REITENAUER **moved** to apply academic area distributions for transfer credits from Oregon community colleges in the same way as they are categorized by the community college on their published AAOT General Education List (with the exception of computer science), as specified in **April Agenda Attachment E.9**.

The **motion** to apply academic area distributions for transfer credits as prescribed in **Attachment E.9**, was **approved** (51 yes, 1 no, 0 abstain, recorded by online survey).

GAMBURD thanked the task force for their work on these revisions to contribute to student success.

10. **Insert language on NTT Teaching Professor ranks into University Promotion and Tenure Guidelines** (AH-TPR-P&T)

SANCHEZ/KINSELLA **moved** the changes to the P&T Guidelines stated in **April Agenda Attachment E.10**.

GAMBURD indicated that this next item came from the work of the Ad-Hoc Committee to Include NTT Teaching Professor Ranks in University Promotion and Tenure Guidelines, and recognized the co-chairs, Jennifer KERNS and Gayle THIEMAN.

KERNS recalled that an ad-hoc committee was formed in 2018 to investigate solutions for inequities with regard to the ranks available to non-tenure-track [NTT] faculty. In March 2020 Senate approved a proposal to establish a teaching intensive or Teaching Professor rank series. A further ad-hoc committee was then created to create language to define these ranks, which is our discussion today–thus not the existence of the ranks themselves [which had been already decided], but their specific definitions.

THIEMAN reviewed the motion that was passed in March 2020, to create the ranks, and then the language proposed in the present motion to go into the P&T Guidelines [for slides see **Appendix E.10**]. The P&T Guidelines start with Professor and go to Assistant Professor, but for purposes of explanation she would start with Assistant Professor. This is an NTT appointment for academic instruction, advising, and mentoring, at undergraduate and/or graduate levels. It is required to hold the highest earned degree in the field of specialization related to the instructional responsibilities of the position, possess pedagogical and subject expertise, and demonstrate effective work with individuals from and topics related to diverse populations. These expectations are in all

three ranks. Responsibilities may include teaching, assessment, mentoring; advising of undergraduate and graduate students from diverse populations; working with graduate assistants, tutors, graders, etc.; and participation in department, college, or university service. The primary focus is on instruction, not research or clinical practice.

Associate Teaching Professor, THIEMAN continued, requires six years in rank as Assistant Teaching Professor. Promotion is based on three categories: demonstrated excellence in teaching, assessment, advising, mentoring, and contributions to innovative curriculum or pedagogy; engagement in governance and professional service; and ability to teach, mentor, and advise students of diverse populations. Criteria may include demonstrated expertise in teaching, development of instructional or assessment materials, community-based work, and professional engagement such as participation in regional or national organizations, grant activities, conferences, etc. Notice the focus is on "may," because both at our campus and nationally, instructional faculty have diverse responsibilities. Units may have more specific job descriptions.

Teaching Professor, THIEMAN said, typically requires a minimum of four years in rank as Associate, modelled on what is required for a Clinical Professor or Professor of Practice, as well as tenure-track Professors. Promotion is based on demonstrated and sustained excellence in teaching, assessment, advising, mentoring, and contributions to innovative curriculum and pedagogy; and, again, service and professional engagement, and ability to work with diverse populations. The emphasis is on innovation and leadership; significant contributions to governance, professionally related service, or community outreach; state or national recognition in the field. Specific criteria may depend on the specific position. The criteria were developed by looking at what teaching-intensive faculty are already doing, as well as how such ranks are developed nationally.

GRECO: because these ranks are parallel to tenure-track ranks, the expectations for promotion should reflect the same amount of professional development. For tenure-track faculty, regardless of what the documents say, promotion is based solely on publications and things that happen outside the classroom: knowledge production and dissemination. As an equivalent, she would assume curricular innovations that other schools are adopting, workshops, etc. Even though departments can add their own requirements, she felt that there needed to be equity so that the ranks can be taken seriously. There should be some kind of dissemination of what they've learned pedagogically. THIEMAN: the guidelines for Teaching Professor say that while dissemination of scholarly research is not required, it may be used as evidence of educational innovation and teaching excellence: appointments as peer reviewer, publications, invited papers and presentations, honors, grants, awards, committee service and leadership, etc. In the College of Education, NTT Clinical faculty, who are comparable to the Teaching Professor ranks, have clinical licenses. When these clinical ranks were created, it was evident that they do much of what was just described; they are not required to do research, but at this level many do. Part of the problem is that they often have large class sizes and many responsibilities for program support and development. KERNS added that the job descriptions for Professors of Practice are similar. The committee was charged with addressing inequities across campus. One inequity was that Professor of Practice ranks were available to some faculty, but for many faculty, unavailable.

BORDEN: what does "highest earned degree in the field of specialization related to instructional responsibilities" mean? She suspected this meant a doctorate, in most cases. A PhD is conferred on the basis of research. In these ranks, it's your teaching that is worked on. It thus leaves some ambiguity about what terminal degree is required. What's missing is innovation, [curricular] design, etc., as a form of research–as the parallel to dissemination of research. But if the focus is on teaching abilities–and no one would argue that it doesn't take a lot of research and time–it's not just an [innate] ability to do these things, but also keeping current with the field and new developments. Could this be added to promotion expectations? THIEMAN: in the full description, the ranks reflect a high level of scholarship. In most fields the doctorate will be expected, but in some fields the highest degree is the master's. There are also rare, limited exceptions where there is evidence of outstanding achievement and professional recognition. The emphasis is on instructional excellence, and that includes having a deep knowledge of the subject area.

CRUZAN: will there be salary increases connected with promotions? And, if this passes, will departments and units need to modify P&T guidelines once again? KERNS: the first question is a matter to be taken up by AAUP and management in bargaining, not Senate's responsibility. She thought that, yes, departments would have to write new guidelines.

CARPENTER conveyed that a couple of colleagues who would fall into the category of professional recognition and outstanding achievement, saw the language around "rare" and assumed the ranks would not apply to them–they would not attempt to apply or promote into these ranks. This echoed a potential equity issue about who would consider themselves to have access to these ranks. If we remove the word "rare" they could determine for themselves whether they meet the requirements.

CARPENTER/LUPRO **moved to amend** the motion by striking the word "rare" in line 3, paragraph 4, p. 2 of **Attachment E.10.** *[The relevant paragraph with changes:]*

> Appointees to the rank of Teaching Assistant Professor will hold the highest earned degree in their fields of specialization, related to their instructional responsibilities. In most fields, the doctorate will be expected. ~~Rare~~ Exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. They are also expected to possess pedagogical and subject expertise and a demonstrated ability to work effectively with individuals from and topics related to diverse populations.

Discussion of amendment

CHABON commented that the use of the phrase "rare exception" can also be found in the descriptions for [tenure-track] Assistant Professor. If we are trying to align the NTT and tenure-track guidelines, it is reasonable to use that language.

BORDEN appreciated the comment about alignment, but also the heard the concern about the possibility of alienation by the use of the word "rare." It seemed as though this was talking about the hiring of people in the future, which would in fact be rare. CARPENTER said the concern is more about an arbitrary limitation on the number of people who could get through, even though more people are qualified.

JEDYNAK recalled a similar discussion earlier about whether a PhD is necessary: for the most part yes, but in some specialties no. Many people have the view that it's very important to have all people teaching in university with experience in the creation mode. That is the skill that a PhD indicates. The essential think is that people who teach in a university are participating in the creation of knowledge.

The **amendment to E.10** to strike the word "rare" in the place indicated above was **approved** (25 yes, 22 no, 5 abstain, recorded by online survey).

Discussion of main motion as amended

CHABON wondered how we might implement something like this, if we are converting current instructional faculty to these Teaching Professor ranks. How do we determine what is the appropriate rank in a clear, transparent, and consistent way? She was not sure, looking at these descriptions, on the differences between the Instructor ranks and the Teaching Professor ranks, or the difference, say, between Associate Teaching Professor and Teaching Professor. She was also apprehensive to read that somebody can be hired into a rank of Teaching Professor–on what basis? These ranks are somewhat distinctive for PSU, though we are not the only ones using them. On what criteria would we hire someone as Teaching Professor rather than Associate? THIEMAN responded: Associate Teaching Professor normally requires six years in rank as Assistant. The purpose here is to describe the ranks that were approved in Faculty Senate in March. The difference between the ranks is a higher level of advancement, degrees of excellence in educational innovation, curriculum development, course design, and impact on student learning that will be in the portfolio that someone presents to their unit committee. The process for promotion in Clinical Professor ranks is similar, and is rigorous. The committee did not want to micromanage departments as they write their own specific criteria. She trusted that the rewriting process would be as it was in 2014 when we established the Professor of Practice and Clinical Professor ranks.

CHORPENNING said he has the position of Assistant Professor of Practice in SSW. This reflects his practice experience in the field. He doesn't have the highest degree you can get in social work; if he did, he would probably have less practice experience. His question, then, is if these ranks are meant to replace the Professor of Practice ranks, and what does that mean for schools where they need faculty with specific field experience, regardless of degrees, teaching in those positions? KERNS: these ranks are available to faculty on NTT continuous appointment who do not qualify for Professor of Practice ranks, which includes many faculy CLAS and in engineering, where there are not [non-university] certifications or licenses. It isn't meant to replace the Professor of Practice ranks; it's intended for those who can't participate in them.

RAFFO/GOFORTH **moved to postpone** further discussion to the next meeting. **E.10 as amended** was **postponed** until May (47 yes, 3 no, 1 abstain, recorded by online survey).

F. QUESTION PERIOD – *none*

G. REPORTS

1. President's report

PERCY said they are learning more about the new stimulus funds. The regulations coming out are easing up somewhat on expense reimbursement; there might be ways, for

example, to recoup tuition losses due to student enrollment decline associate with COVID. It is, however, hard to figure out the technical details.

He reminded senators of the online form for comment on the March Special Meeting.

PERCY continued: enrollment figures–though still very tentative–have improved significantly from the situation at the start of the year, when we were around 30% down. With "Open for Fall, open for all," changing admission expectations regarding GPA, etc., we are now in the range of minus 3% to 5%. We are not out of the woods, but it is better than it was. Transfer applications are still down around 16%

They expected to receive information soon about the portion of federal stimulus money that goes to students, PERCY said, and are putting together a process for distributing that.

News about vaccinations is good, PERCY said, but new variations of the virus are concerning. He was pleased to report that frontline university workers are eligible for the vaccine, and encouraged all who were qualified and able to get vaccinated. It is important to our efforts to bring everybody back for fall. Despite efforts, they have not yet been authorized for a vaccination site on campus.

FARAHMANDPUR asked about making buildings HEPA filter ready. Some faculty and students are concerned about this. In the new Vanport building, for example, you cannot open any of the windows. JEFFORDS said that she intended to address this in her report.

2. **Provost's report**

JEFFORDS, responding to the question from FARAHMANDPUR, said that the Academic Continuity Committee had taken up the question. Dean BYNUM of COTA, in particular, had been an advocate, given the instructional and pedagogical circumstances in that college. They have asked the Incident Management Team to put together a report for each building on the measures taken to ensure air quality. Dean CORSI of MCECS is a national expert on air quality and has been advising them, making sure their assessments are up-to-date. Each building is different, so they need to have specific reports. PERCY added that much has already been done to replace filters, change airflow, etc., but she could not say precisely what. A difficulty was that at the time of the forest fires there was the opposite problem of wanting not so much outside air. JEFFORDS had nothing but good things to say about how the campus had adapted, more proactively than many other institutions. She thought they would have a lot of good things to report. They continue to monitor evolving Oregon Health Authority expectations.

JEFFORDS said that the Academic Calendar Committee had take up the question of the conflict between the first day of classes and the start of Yom Kippur and the start of fall classes in 2023. Their recommendation is to start fall term one day later. President PERCY had approved this recommendation.

JEFFORDS said her office was reviewing messages about the budget forum, as well as explanations about federal funds, and from this there would be a follow-up message in the coming week about the program reduction process and the reimagine initiative.

Responding to requests from some faculty, JEFFORDS said, they were adding a scheduling code called "attend anywhere," which would enable students enrolled in classes in rooms that have been outfitted with high-flex technology–where there is a

Zoom capacity–to access the class through a recording or participate in live time through a Zoom connection. They're not requiring any faculty to participate, but are conducing a pilot for a number of faculty who are eager to try this idea. The hope is that this might be a retention support for many students. They will see how this works in the fall, and then report about the possibility of proceeding with this as a regular option.

On May 14th, JEFFORDS said, HECC is sponsoring in a symposium open access resources (OAR); many at PSU had been leading the way on OAR, and she thought might want to participate. Sign-up information is on the Students First webpage.

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

3. **Monthly report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments** – *Consent Agenda*
4. **Academic Quality Committee memo on BA/BS requirements** – *Consent Agenda*
5. **NWCCU receipt of program moratorium notifications** – *Consent Agenda*

H. ADJOURNMENT

The meeting was **adjourned** at 5:03 p.m.

Note from Secretary: the Minutes of the Special Meeting of 15 March 2021 were amended, at the 5 April 2021 regular meeting (without objection), by replacing Slide 17 of Appendix G.2.b (p. A128) with this slide.
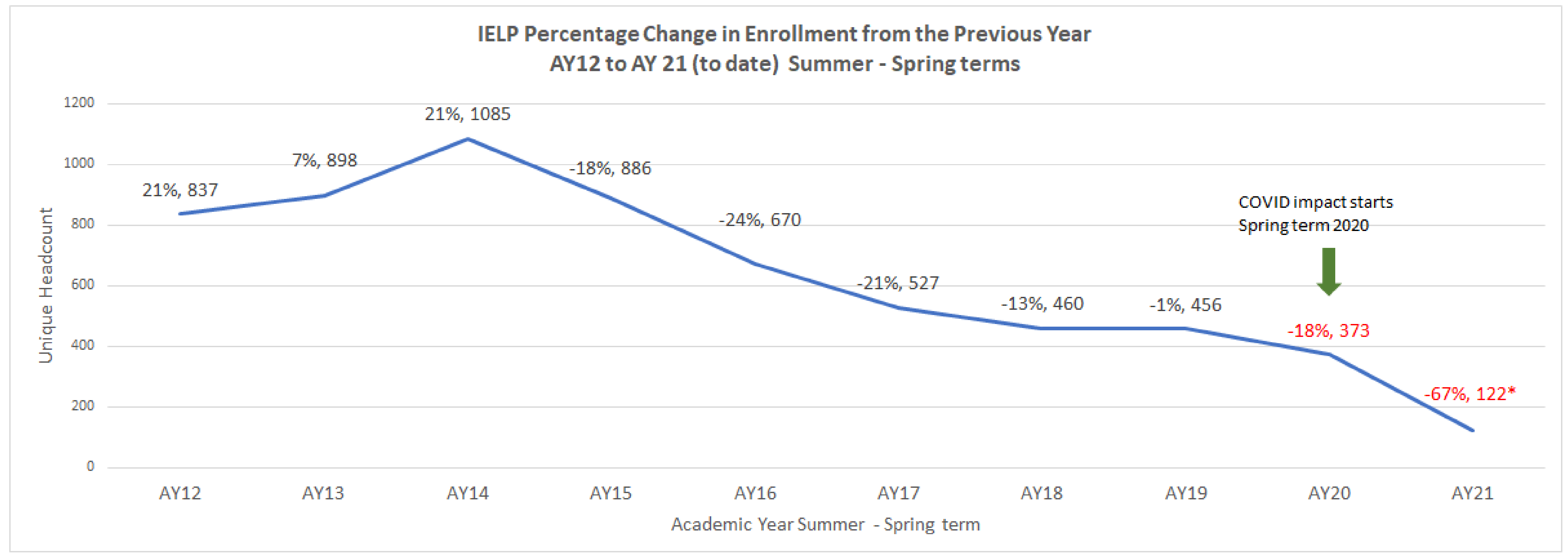
Article 22 / IELP Program

IELP: Enrollment Trend: AY 2012 - AY 2020

Student Numbers - unique headcount

Includes spring 2020 and up to Winter term 2021 COVID impact / change to remote instruction

* NOTE: Spring 2021 IELP enrollment not included

**IELP Percentage Change in Enrollment from the Previous Year
AY12 to AY 21 (to date) Summer - Spring terms**

Data Source: Julie Haun, Director, Intensive English Language Program **(UPDATED April 5, 2021)**

March, 2020: Faculty Senate approved three new Non Tenure Track Faculty Ranks: Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

TEACHING PROFESSORS: A non-tenure track faculty appointment for individuals whose primary work is in the areas of teaching, advising and mentoring of undergraduate and/or graduate students. Faculty hired in this category ordinarily hold the highest earned degree in their fields of specialization. Rare exceptions to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, the doctorate will be expected. Ranks in this category in ascending order are Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

October, 2020: Faculty Senate tasked Ad Hoc Committee to include NTT Teaching Professor Ranks in PSU Promotion and Tenure Guidelines

John Caughman: Professor Math and Statistics, Department of Mathematics and Statistics

Brandon Eddy: Assistant Clinical Professor, Speech and Hearing Sciences Department

Jennifer Kerns: Assistant Professor, CLAS: History Department, AAUP President

Annie Knepler: Assistant Professor, University Studies, Coordinator PSU Writing Center

Debra Lindberg: Assistant Professor, CUPA: Criminology and Criminal Justice Department

Hannah Miller: Special Assistant to the Vice Provost for Academic Personnel

Delys Ostlund: Associate Dean of CLAS, Professor, CLAS: Spanish Department

Cynthia Sloan: Associate Professor, CLAS: Spanish and Portuguese

Gayle Thieman: Associate Professor, COE: Curriculum & Instruction Department

Claire Wheeler: Assistant Professor, SPH: Speech and Hearing Department

Assistant Teaching Professor

NTTF appointment: academic instruction, including teaching, advising and mentoring at undergraduate/graduate levels

Hold highest earned degree in field of specialization related to instructional responsibilities

Expected to possess pedagogical/subject expertise & demonstrated ability to work effectively with individuals from & topics related to diverse populations

Responsibilities include:

- teaching, assessment, mentoring, advising, service
- ability to work with, mentor, advise students/graduate assistants… of diverse populations
- participation in department, college/school or university service

Associate Teaching Professor

Typically requires six years in rank as Assistant Teaching Professor

Promotion is based on:

- demonstrated excellence in teaching, assessment, advising, mentoring & contributions to innovative curriculum or pedagogy

- engaged in share of governance & professionally-related service

- ability to work with, mentor, advise students/graduate assistants... of diverse populations

Promotion criteria may include:

- demonstrated expertise in teaching, development of instructional materials & assessment

- community-based work

- ongoing professional engagement through participation in state/national organizations, grant activities or conferences

Teaching Professor

Typically requires minimum of four years in rank as Associate Teaching Professor

Promotion is based on:

- demonstrated & sustained excellence in teaching, assessment, advising, mentoring & contributions to innovative curriculum or pedagogy

- engaged in share of governance & professionally-related service

- ability to work with, mentor, advise students/graduate assistants… of diverse populations

Promotion criteria may include:

- excellence in educational innovation, curriculum development, course design, & impact on student learning;

- significant contributions to governance & professionally-related service to PSU, and/or community outreach, and state or national recognition in the professional field

Faculty Senate Motion and Amendment
3 May 2021

Insert Language on NTT Teaching Professor Ranks into University Promotion and Tenure Guidelines, with proposed amendment

Procedural note from Secretary: At the April Faculty Senate meeting, motion E.10 was amended in one place and postponed for further discussion until the May meeting. It appears on the May agenda as Unfinished Business, item D.1.

The co-chairs of the Ad-Hoc Committee to Insert Teaching Professor Ranks in University Promotion and Tenure Guidelines, who brought the original proposal to Faculty Senate, now request further modification as stated hereinafter. Once the motion to amend is on the floor, Senate will vote whether to make the indicated changes to the text. Any other potential amendments to the main motion would then be in order. Note that a vote on an amendment (either yes or no) is in principle distinct from a vote on the main motion (either yes or no).

After voting on the new amendment(s) Faculty Senate will vote on the final text of the main motion, either with or without further changes.

The text of the main motion D.1 (2021.05.04 E.10 as amended an April and postponed) is given at the end of this attachment. Without any further amendment(s), this is the text on which Senate would vote.

New amendment to main motion

Motion D.1 (2021.04.05 E.10 as amended in April and postponed) to change langauge in the *University Promotion and Tenure Guidelines* is hereby amended to add the underlined text and to remove the struck-through text as stated below. All other text from 2021.04.05 E.10 as previously amended in April is retained, with the interpolations and deletion as indicated.

At **III Ranks** in the *University Promotion and Tenure Guidelines*, insert the following AFTER **Assistant Professor Practice or Assistant Clinical Professor**

Teaching Professor

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires a minimum of four years in rank as an Associate Teaching Professor. Recommendations for early promotion in cases of extraordinary achievement or special circumstances can be made at the department's discretion. Consideration for promotion immediately upon eligibility should occur only on the basis of extraordinary achievement. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Professor is based on demonstrated and sustained excellence in teaching, assessment, advising, and mentoring as well as significant contributions to innovative curriculum or pedagogy. The candidate's portfolio

should document a record of distinguished accomplishments. Promotion to this rank also requires the faculty member to have ~~engaged in their share~~ <u>provided leadership or significant contributions in the areas</u> of governance and professionally-related service. The ability to work with, mentor, and advise students and graduate assistants/tutors/graders of diverse populations is required.

Criteria for promotion may include excellence in educational innovation, curriculum development, course design, and impact on student learning**.** <u>A record of distinguished accomplishments may include wide dissemination of curriculum innovations evidenced by external adoption, awards from state, regional or national professional organizations, or other demonstration of significant impact.</u> Additional criteria may include significant contributions to governance and professionally-related service to the university and/or community outreach, and state or national recognition in the professional field.

While dissemination of scholarly research is not required, it may be used as evidence of educational innovation and teaching excellence. Such evidence may be indicated by appointments as a reviewer of peer-reviewed journals, publications, invited papers and presentations, honors, grants, and/or awards, and committee service and leadership with national or international professional associations.

Associate Teaching Professor

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires six years in rank as an Assistant Teaching Professor. Recommendations for early promotion in cases of extraordinary achievement or special circumstances can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Associate Teaching Professor is based on demonstrated excellence in teaching, assessment, advising, and mentoring as well as contributions to innovative curriculum or pedagogy. <u>The candidate's portfolio should document a record of high quality and significance.</u> Promotion to this rank also requires the faculty member to have engaged in their share of governance and professionally-related service activities. An ability to work with, mentor, and advise students and graduate assistants / tutors / graders of diverse populations is required.

Criteria for promotion may include demonstrated expertise in teaching, the development and delivery of instructional materials and assessment, community-based work, ongoing engagement with the profession through participation in state, regional, or national organizations, grant activities, or conference presentations. <u>The high quality and significance expected for this rank may be demonstrated by dissemination of curriculum innovations evidenced by broader adoption, by recognition from professional organizations, or other demonstration of significance. Production and dissemination of scholarly work is not required, but it may be an additional way to demonstrate high quality and significance.</u>

Assistant Teaching Professor

A non-tenure track faculty (NTTF) appointment for an individual whose responsibilities are primarily devoted to academic instruction, including teaching, advising, and mentoring at the undergraduate and/or graduate levels. Responsibilities may include meaningful curricular development or redesign, training graduate teaching assistants and adjuncts, and/or community-based work.

Appointees to the rank of Teaching Assistant Professor will hold the highest earned degree in their fields of specialization, related to their instructional responsibilities. In most fields, the doctorate will be expected. Exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. They are also expected to possess pedagogical and subject expertise and a demonstrated ability to work effectively with individuals from and topics related to diverse populations.

Expectations of the position include teaching, assessment, mentoring, advising, and service. Appointments may include responsibility for undergraduate and/or graduate education, participation in assessment, conference attendance, and professional activities. Ability to work with, mentor and advise students and graduate assistants / tutors / graders of diverse populations and participation in departmental, college / school, or university service are required.

At **IV. ACADEMIC APPOINTMENTS B.3** in the *University Promotion and Tenure Guidelines*, insert the following:

f. at the rank of Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor

Background and rationale

Submitted by Ad-Hoc Committee to Insert NTT Teaching Professor Ranks into University Promotion & Tenure Guidelines.

In spring of 2018, the Faculty Senate created an ad-hoc committee charged with addressing inequity among the non-tenure track continuous appointment teaching ranks. After months of meetings and town halls, the ad-hoc committee identified inequities among the non-tenure track faculty. The ad-hoc committee discovered that the re-rankings that were effective in 2014 have created unintended disparities among the non-tenure track with regards to titles and recognition.

- Non-tenure track faculty who are teaching in the instructional ranks are doing similar work as Assistant, Associate, Full Professor of Practice/Clinical ranks with different titles and compensation.
- Some NTTF faculty who have Ph.D.s in the Instructor ranks are teaching graduate level courses and serving on graduate level thesis committees.
- Faculty Senate minutes (Jan 2014) indicate that only "current NTTF faculty" (those hired before Sept. 16, 2014) may seek promotion to Asst Professor NTTF rank under grandfathering rules. Faculty hired before September 16, 2014, including those with a terminal degree such as a Ph.D., can't promote

to a rank above Assistant Professor unless they perform work outside of their contracts.

- Currently there is no "professor" rank available to NTT Teaching Faculty with PhDs or terminal degrees who are not eligible for clinical or professional titles and were hired after September 16, 2014. This created a two-tiered system based upon when you were hired.
- Non-tenure track faculty at Portland State University, both instructor ranks and Professor of Practice ranks, teach approximately one-third of the total student credit hours generated each quarter. An average NTTF teaches 36 SCH in the academic calendar. These faculty have been hired by departments and colleges primarily to instruct PSU students, and their contracts do not stipulate maintaining an active research agenda. Promotion for NTTF ranks is based on excellence and innovation in teaching, curricular and pedagogical development.
- Gender inequality: 62% of NTTF are women.

The ad-hoc committee determined that the best remedy to address the inequities was to create new independent teaching ranks. The committee observed that many universities across the United States and Canada have teaching professor ranks for teaching-intensive non-tenure track faculty.

Faculty Senate adopted the following new Teaching Professor Ranks in March 2020:

TEACHING PROFESSORS: A non-tenure track faculty appointment for individuals whose primary work is in the areas of teaching, advising and mentoring of undergraduate and/or graduate students. Faculty hired in this category ordinarily hold the highest earned degree in their fields of specialization. Rare exceptions to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, the doctorate will be expected. Ranks in this category in ascending order are Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

Faculty Senate then created an ad-hoc committee charged with writing language regarding the new teaching professor ranks, criteria for appointment and responsibilities, which introduced the motion in April 2021 and also this proposed amendment in May 2021.

Main motion as postponed from April

Procedural note from Secretary: Here follows the main motion D.1 (2021.04.05 E.10 as amended in April and postponed). If (and only if) neither the above new amendment nor any other potential amendments are approved, Faculty Senate would proceed to vote on this text.

At **III Ranks** in the *University Promotion and Tenure Guidelines*, insert the following AFTER **Assistant Professor Practice or Assistant Clinical Professor**

Teaching Professor

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires a minimum of four years in rank as an Associate Teaching Professor. Recommendations for early promotion in cases of extraordinary

achievement or special circumstances can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Professor is based on demonstrated and sustained excellence in teaching, assessment, advising, and mentoring as well as significant contributions to innovative curriculum or pedagogy. Promotion to this rank also requires the faculty member to have engaged in their share of governance and professionally-related service. The ability to work with, mentor, and advise students and graduate assistants/tutors/graders of diverse populations is required.

Criteria for promotion may include excellence in educational innovation, curriculum development, course design, and impact on student learning. Additional criteria may include significant contributions to governance and professionally-related service to the university and/or community outreach, and state or national recognition in the professional field.

While dissemination of scholarly research is not required, it may be used as evidence of educational innovation and teaching excellence. Such evidence may be indicated by appointments as a reviewer of peer-reviewed journals, publications, invited papers and presentations, honors, grants, and/or awards, and committee service and leadership with national or international professional associations.

Associate Teaching Professor

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires six years in rank as an Assistant Teaching Professor. Recommendations for early promotion in cases of extraordinary achievement or special circumstances can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Associate Teaching Professor is based on demonstrated excellence in teaching, assessment, advising, and mentoring as well as contributions to innovative curriculum or pedagogy. Promotion to this rank also requires the faculty member to have engaged in their share of governance and professionally-related service activities. An ability to work with, mentor, and advise students and graduate assistants / tutors / graders of diverse populations is required.

Criteria for promotion may include demonstrated expertise in teaching, the development and delivery of instructional materials and assessment, community-based work, ongoing engagement with the profession through participation in state, regional, or national organizations, grant activities, or conference presentations.

Assistant Teaching Professor

A non-tenure track faculty (NTTF) appointment for an individual whose responsibilities are primarily devoted to academic instruction, including teaching, advising, and mentoring at the undergraduate and/or graduate levels. Responsibilities may include meaningful curricular development or redesign, training graduate teaching assistants and adjuncts, and/or community-based work.

Appointees to the rank of Teaching Assistant Professor will hold the highest earned degree in their fields of specialization, related to their instructional responsibilities. In most fields, the doctorate will be expected. Exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. They are also expected to possess pedagogical and subject expertise and a demonstrated ability to work effectively with individuals from and topics related to diverse populations.

Expectations of the position include teaching, assessment, mentoring, advising, and service. Appointments may include responsibility for undergraduate and/or graduate education, participation in assessment, conference attendance, and professional activities. Ability to work with, mentor and advise students and graduate assistants / tutors / graders of diverse populations and participation in departmental, college / school, or university service are required.

At **IV. ACADEMIC APPOINTMENTS B.3** in the *University Promotion and Tenure Guidelines*, insert the following:

f. at the rank of Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor

8 April 2021

TO:	Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE:	May 2021 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 proposal, as well as Faculty Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System (OCMS) Dashboard](#).

Maseeh College of Engineering and Computer Science

New Course

E.1.a.1
- *ME 577 Introduction to Semiconductor Manufacturing, 4 credits
  Introduction to semiconductor manufacturing technologies and its engineering field. Technologies studied include silicon wafer manufacturing, thermal processes, photolithography, ion implantation, etch, dielectric thin films, metallization, chemical mechanical polishing, assembly, sorting, and testing. Topics cover industry overview, technology trends and common engineering practices. The topics chosen are aligned with real fabrication facilities and are suitable for engineering and science students who want to be process, manufacturing, or equipment engineers in the semiconductor industry.

College of Liberal Arts and Sciences

New Courses

E.1.a.2
- *Bi 547 Scientific Teaching, 4 credits
  Designed for upper-division science majors and graduate students interested in learning about best practices in teaching and learning science. In this interactive course students will gain experience in curriculum design and delivery as well as engage with education research literature. Prerequisite: Graduate-level standing.

E.1.a.3
- *Comm 516 Communicating Environmental Controversies, 4 credits
  With a special emphasis on environmental extremes and controversies, this course explores how everyday communication shapes the way we think about, talk about, and relate to the natural world. The class covers the latest theoretical and practical approaches to environmental communication, the makeup of environmental controversies, and the different factors that shape public opinion on those controversies

within the United States. The goal of this course is to support students in becoming sophisticated consumers and producers of environmental communication. Expected prep: Comm 300, Comm 311.

E.1.a.4
- *GRN 522 Critical Perspectives on Quantitative Analysis, 4 credits
Uses critical Indigenous, decolonizing, feminist and anti-racist lenses to evaluate quantitative research applications, including development of research questions; study designs; appropriate use of statistical and other quantitative methods; audience and dissemination of quantitative findings. Interdisciplinary and intersectional focus and applications. Note: Not a methods course; does not teach statistical or quantitative methods. Prerequisite: Familiarity and experience with basic statistical and quantitative data and methods.

E.1.a.5
- Soc 619 Sociology of Mental Health & Mental Illness, 4 credits
The sociological study of mental health and illness is uniquely different from the orientations of other disciplines in that it focuses on (1) identifying the social conditions that affect psychological well-being and (2) describing the processes linking the social conditions to their psychological effects. The dual aims of this course are to provide both the theoretical foundations necessary for the study of societal effects on individuals' well-being and a familiarity with relevant sociological research on mental health and mental illness. Prerequisite: Graduate student status or permission of the instructor.

E.1.a.6
- *WS 522 Critical Perspectives on Quantitative Analysis, 4 credits
Uses critical Indigenous, decolonizing, feminist and anti-racist lenses to evaluate quantitative research applications, including development of research questions; study designs; appropriate use of statistical and other quantitative methods; audience and dissemination of quantitative findings. Interdisciplinary and intersectional focus and applications. Note: Not a methods course; does not teach statistical or quantitative methods. Prerequisite: Familiarity and experience with basic statistical and quantitative data and methods.

Changes to Existing Courses

E.1.a.7
- *Anth 512 Research Methods in Social and Cultural Anthropology, 4 credits – change title to Ethnographic Methods and change description

E.1.a.8
- *Anth 514 Culture and Ecology, 4 credits – change description

E.1.a.9
- *Anth 516 Urban Anthropology, 4 credits – change description

E.1.a.10
- *Anth 517 Advanced Topics in Native American Studies, 4 credits – change description

E.1.a.11
- *Anth 518 Environmental Anthropology, 4 credits – change description

E.1.a.12
- *Anth 522 Contemporary American Indian Policy, 4 credits – change title to Tribal Sovereignty and Policy and change description

E.1.a.13
- *Anth 525 Perspectives in Medical Anthropology, 4 credits – change title to Topics in Medical Anthropology, change description and repeatability

E.1.a.14
- *Anth 526 Transnationalism and Migration, 4 credits – change description

E.1.a.15
- *Anth 528 Political Anthropology, 4 credits – change description

E.1.a.16
- *Anth 530 Myth, Ritual, and Symbol, 4 credits – change description

E.1.a.17
- *Anth 532 Gender in Cross-Cultural Perspective, 4 credits – change title to Gender, Sex, and Sexuality in Anthropological Perspectives and change description

E.1.a.18
- *Anth 535 Visual Anthropology, 4 credits – change description

E.1.a.19
- *Anth 547 Advanced Topics in South Asian Anthropology, 4 credits – change title to Advanced Topics in Asian Anthropology and change description

E.1.a.20
- *Anth 552 Archaeological Lab Methods, 4 credits – change description

E.1.a.21
- *Anth 553 Archaeological Field Methods, 4 credits – change description

E.1.a.22
- *Anth 554 Archaeological Field School, 6 credits – change description

E.1.a.23
- *Anth 556 Issues in Cultural Resource Management, 4 credits – change title to Cultural and Heritage Resource Management and change description

E.1.a.24
- *Anth 557 Hunter-Gatherers, 4 credits – change title to The Archaeology of Hunter-Gatherers

E.1.a.25
- *Anth 558 Past Human-Environment Interactions, 4 credits – change title to The Archaeology of Disaster and change description

E.1.a.26
- *Anth 560 Public Archaeology, 4 credits – change title to Public and Community Archaeology and change description

E.1.a.27
- *Anth 571 Advanced Topics in Paleoanthropology, 4 credits – change description

E.1.a.28
- *Anth 572 Human Evolution and Adaptation, 4 credits – change title to The Roots of Human Biology and change description

E.1.a.29
- *Anth 577 Primatology Field Methods, 4 credits – change description and prerequisites

E.1.a.30
- *Anth 578 Human Osteology, 4 credits – change description

E.1.a.31
- *Anth 579 Forensic Anthropology, 2 credits – change description

E.1.a.32
- *Anth 590 The Anthropology of Violence, 4 credits – change description

E.1.a.33
- *Mth 528 Partial Differential Equations II, 3 credits – change grading option

E.1.a.34
- SpHr 530 Clinical Management in Communication Disorders, 4 credits – change title to Evidence-based Practices in Communication Disorders and change description

E.1.a.35
- *Stat 551 Applied Statistics for Engineers and Scientists I, 4 credits – change grading option

E.1.a.36
- *Stat 552 Applied Statistics for Engineers and Scientists II, 3 credits – change grading option

E.1.a.37
- Stat 572 Bayesian Statistics, 3 credits – change prerequisites

8 April 2021

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: May 2021 Consent Agenda

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

You may read the full text for any course or program proposal, as well as Faculty Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System (OCMS) Dashboard](#).

School of Business

Change to Existing Programs

E.1.b.1
- Undergraduate Certificate in Athletic & Outdoor Industry – Revising core requirements and adding tracks for non-Business majors

E.1.b.2
- Undergraduate Certificate in Food, Beverage & Goods Leadership -- Revising core requirements, adding tracks for non-Business majors, changing minimum credits from 20 credits to 24 credits

New Course

E.1.b.3
- GSCM 430 Decision Making Using Enterprise Systems and Data Analytics, 4 credits
  An introduction and overview to enterprise resource planning (ERP) systems, their function in business, some major transactions, and data structures that support managing a supply chain. Students will also gain experience with data analytics and visualization tools. Prerequisites: BA 339 and BA 325; must be admitted into the school of business.

Maseeh College of Engineering and Computer Science

New Course

E.1.b.4
- *ME 477 Introduction to Semiconductor Manufacturing, 4 credits
  Introduction to semiconductor manufacturing technologies and its engineering field. Technologies studied include silicon wafer manufacturing, thermal processes, photolithography, ion implantation, etch, dielectric thin films, metallization, chemical mechanical polishing, assembly, sorting, and testing. Topics cover industry overview, technology trends and common engineering practices. The topics chosen are aligned with real fabrication facilities and are suitable for engineering and science students who want to be process, manufacturing, or equipment engineers in the semiconductor industry. Prerequisite: Senior or graduate standing in engineering.

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

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.b.5
- B.A./B.S. in Anthropology – Revising core requirements and changing minimum credits from 52 to 53 credits

E.1.b.6
- Minor in Anthropology – Revising elective requirements

E.1.b.7
- Undergraduate Certificate in Communication Sciences & Disorders – change requirement of a grade of C or higher to a grade of C- or higher for all courses in the certificate

E.1.b.8
- B.A./B.S. in Physics – Revising core requirements, changing minimum credits for the Environmental option from 113 to 103 credits, changing minimum credits for the Biomedical option from 129 to 101 credits, and adding an Engineering Physics option

E.1.b.9
- B.A./B.S. in Speech and Hearing Sciences – change requirement of a grade of C or higher to a grade of C- or higher for all courses in the major

New Courses

E.1.b.10
- Anth 350L Archaeological Method and Theory Laboratory, 1 credit
  Lab for Anth 350. Corequisite: Anth 350.

E.1.b.11
- *Bi 447 Scientific Teaching, 4 credits
  Designed for upper-division science majors and graduate students interested in learning about best practices in teaching and learning science. In this interactive course students will gain experience in curriculum design and delivery as well as engage with education research literature. Prerequisite: Upper-division standing.

E.1.b.12
- BSt 444 Food Justice, 4 credits
  Food justice is studied from a holistic perspective, which considers the complexities and intersections of ecological, cultural, nutritional, political and socioeconomic factors in the production and consumption of food. As a Black Studies food justice class, we study the historic background and diversity of Afro descent food ways, and look at contemporary topics of environmental justice, land and food access, cultural identity and appropriation. We also employ pedagogies that engage our understanding of growing food, cooking food, and eating food. Prerequisite: Upper division standing.

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

E.1.b.13
- Comm 327 Environmental Campaigns, 4 credits
  Introduction to the principles of environmental communication and environmental campaigns. Students will improve their environmental literacy, learn to communicate about the environment with different audiences, and develop the skills necessary to be a professional environmental communicator. The skills developed in this class will transfer to a variety of communication-related careers.

E.1.b.14
- CR 315 Divided America, 4 credits
  Through case studies drawn from US culture and politics, students will learn how conflict resolution strategies can soften divisions between people and gain allies for social betterment and moral improvement.

E.1.b.15
- *GRN 422 Critical Perspectives on Quantitative Analysis, 4 credits
  Uses critical Indigenous, decolonizing, feminist and anti-racist lenses to evaluate quantitative research applications, including development of research questions; study designs; appropriate use of statistical and other quantitative methods; audience and dissemination of quantitative findings. Interdisciplinary and intersectional focus and applications. Note: Not a methods course; does not teach statistical or quantitative methods. Prerequisites: Familiarity and experience with basic statistical and quantitative data and methods; permission of instructor required.

E.1.b.16
- Ph 274 Workshop for PH 231 General Physics I with Life Science and Medical Applications, 1 credit
  Optional peer-led problem-solving sessions designed to promote the success of students in Ph 231, Ph 232, Ph 233 General Physics with Life Science and Medical Applications sequence. Corequisite: Ph 231.

E.1.b.17
- Ph 275 Workshop for PH 232 General Physics II with Life Science and Medical Applications, 1 credit
  Optional peer-led problem-solving sessions designed to promote the success of students in Ph 231, Ph 232, Ph 233 General Physics with Life Science and Medical Applications sequence. Corequisite: Ph 232.

E.1.b.18
- Ph 276 Workshop for PH 233 General Physics III with Life Science and Medical Applications, 1 credit
  Optional peer-led problem-solving sessions designed to promote the success of students in Ph 231, Ph 232, Ph 233 General Physics with Life Science and Medical Applications sequence. Corequisite: Ph 233.

E.1.b.19
- WS 344U Queer Ecologies, 4 credits
  Applies intersectional queer theories to concepts of nature and the environment, to investigate how gender and sexualities have been central in

* 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.

defining what counts as "natural" for people, places, and practices. Explores how gender and sexualities intersect with colonialism, disability, race, social class, and other categories through social and scientific approaches to nature and what is considered "natural" in human/non-human ecosystems.

E.1.b.20
- WS 374U Memoir, Gender, and Sexuality, 4 credits
  Students will explore the possibilities and limitations of the memoir form, examine the diverse aesthetics of this personally political writing, investigate the resonance "memoir" has across and within categories of difference (e.g., race, indigeneity, ethnicity, gender, nationality, sexuality, class, ability, and appearance), and reflect on the meaning these writings have for us individually and collectively. Students will critically engage with the assigned texts and their own writing.

E.1.b.21
- *WS 422 Critical Perspectives on Quantitative Analysis, 4 credits
  Uses critical Indigenous, decolonizing, feminist and anti-racist lenses to evaluate quantitative research applications, including development of research questions; study designs; appropriate use of statistical and other quantitative methods; audience and dissemination of quantitative findings. Interdisciplinary and intersectional focus and applications. Note: Not a methods course; does not teach statistical or quantitative methods. Prerequisites: Familiarity and experience with basic statistical and quantitative data and methods. Instructor permission required.

Changes to Existing Courses

E.1.b.22
- Anth 101 Introduction to Biological Anthropology, 4 credits – change course description

E.1.b.23
- Anth 301 Culture and Ethnography, 4 credits – change title to The Politics of Ethnographic Writing and change description

E.1.b.24
- Anth 304 Social Theory, 4 credits – change description

E.1.b.25
- Anth 312U Southeast Asian Societies and Cultures, 4 credits – change description

E.1.b.26
- Anth 317U Peoples and Cultures of South Asia, 4 credits – change title to South Asia and change description

E.1.b.27
- Anth 318U Asian American Experience, 4 credits – change description

E.1.b.28
- Anth 335 Anthropology of Space and Place, 4 credits – change description

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

E.1.b.29
- Anth 350 Archaeological Method and Theory, 4 credits – change description and corequisite

E.1.b.30
- Anth 355U Historical Archaeology and the Origins of the Modern Pacific Northwest, 4 credits – change title to Colonial and Postcolonial Historical Archaeology and change description

E.1.b.31
- Anth 357U Archaeology in Popular Culture, 4 credits – change description

E.1.b.32
- Anth 361U The Archaeology of Europe, 4 credits – change description

E.1.b.33
- Anth 364U The Archaeology of the Pacific Northwest, 4 credits – change description

E.1.b.34
- Anth 365U The Archaeology of North America, 4 credits – change description

E.1.b.35
- Anth 366U The Archaeology of Mesoamerica, 4 credits – change description

E.1.b.36
- Anth 368U The Archaeology of Oceania, 4 credits – change description

E.1.b.37
- Anth 370 Paleoanthropology, 5 credits – change description

E.1.b.38
- Anth 372 Human Variability, 4 credits – change title to Human Variation and change description

E.1.b.39
- Anth 373 Primate Ecology and Behavior, 4 credits – change description

E.1.b.40
- Anth 376U The Neandertals, 4 credits – change description

E.1.b.41
- *Anth 412 Research Methods in Social and Cultural Anthropology, 4 credits – change title to Ethnographic Methods, change description and prerequisites

E.1.b.42
- *Anth 414 Culture and Ecology, 4 credits – change description and prerequisites

E.1.b.43
- *Anth 416 Urban Anthropology, 4 credits – change description and prerequisites

E.1.b.44
- *Anth 417 Advanced Topics in Native American Studies, 4 credits – change description and prerequisites

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

E.1.b.45
- *Anth 418 Environmental Anthropology, 4 credits – change description and prerequisites

E.1.b.46
- *Anth 422 Contemporary American Indian Policy, 4 credits – change title to Tribal Sovereignty and Policy, change description and prerequisites

E.1.b.47
- *Anth 425 Perspectives in Medical Anthropology, 4 credits – change title to Topics in Medical Anthropology, change description, prerequisites, and repeatability

E.1.b.48
- *Anth 426 Transnationalism and Migration, 4 credits – change description and prerequisites

E.1.b.49
- *Anth 428 Political Anthropology, 4 credits – change description and prerequisites

E.1.b.50
- *Anth 430 Myth, Ritual, and Symbol, 4 credits – change description and prerequisites

E.1.b.51
- *Anth 432 Gender in Cross-Cultural Perspective, 4 credits – change title to Gender, Sex, and Sexuality in Anthropological Perspective, change description and prerequisites

E.1.b.52
- *Anth 435 Visual Anthropology, 4 credits – change description

E.1.b.53
- *Anth 447 Advanced Topics in South Asian Anthropology, 4 credits – change title to Advanced Topics in Asian Anthropology, change description and prerequisites

E.1.b.54
- *Anth 452 Archaeological Lab Methods, 4 credits – change description and prerequisites

E.1.b.55
- *Anth 453 Archaeological Field Methods, 4 credits – change description and prerequisites

E.1.b.56
- *Anth 454 Archaeological Field School, 6 credits – change description

E.1.b.57
- *Anth 456 Issues in Cultural Resource Management, 4 credits – change title to Cultural and Heritage Resources Management, change description and prerequisites

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

E.1.b.58
- *Anth 457 Hunter-Gatherers, 4 credits – change title to The Archaeology of Hunter-Gatherers and change prerequisites

E.1.b.59
- *Anth 458 Past Human-Environment Interactions, 4 credits – change title to The Archaeology of Disaster, change description and prerequisites

E.1.b.60
- *Anth 460 Public Archaeology, 4 credits – change title to Public and Community Archaeology, change description and prerequisites

E.1.b.61
- *Anth 461 Advanced Topics in Archaeology, 4 credits – change prerequisites

E.1.b.62
- *Anth 471 Advanced Topics in Paleoanthropology, 4 credits – change description and prerequisites

E.1.b.63
- *Anth 472 Human Evolution and Adaptation, 4 credits – change title to The Roots of Human Biology, change description and prerequisites

E.1.b.64
- *Anth 477 Primatology Field Methods, 4 credits – change description and prerequisites

E.1.b.65
- *Anth 478 Human Osteology, 4 credits – change description and prerequisites

E.1.b.66
- *Anth 479 Forensic Anthropology, 2 credits – change description and prerequisites

E.1.b.67
- *Anth 490 The Anthropology of Violence, 4 credits – change description and prerequisites

E.1.b.68
- *Comm 416 Communicating Environmental Controversies, 4 credits – add 500-level cross-listing

E.1.b.69
- *Eng 497 Comics History, 4 credits – change prerequisites

E.1.b.70
- Fr 341U Introduction to French Literature, 4 credits – change title to Literature and Culture of the Middle Ages and Renaissance and change description

E.1.b.71
- Fr 342U Introduction to French Literature, 4 credits – change title to Literature and Culture of the Seventeenth- and Eighteenth-Centuries and change description

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

E.1.b.72
- Fr 343U Introduction to French Literature, 4 credits – change title to Literature and Culture 19th and 20th and change description

E.1.b.73
- Fr 344 Introduction to Francophone Literature, 4 credits – change title to Literature and Cultures of the Francophone World and change description

E.1.b.74
- Hst 343U American Family History, 4 credits – change course description

E.1.b.75
- Hst 365U Latin America, 4 credits – change title to History of Latin America, 4000 BCE – 1810 and change description

E.1.b.76
- Hst 366U Latin America, 4 credits – change title to History of Latin America, 1820-Present and change description

E.1.b.77
- *Mth 428 Partial Differential Equations II, 3 credits – change grading option

E.1.b.78
- Ph 201 General Physics, 4 credits – change prerequisites

E.1.b.79
- Ph 202 General Physics, 4 credits – change prerequisites

E.1.b.80
- Ph 203 General Physics, 4 credits – change prerequisites

E.1.b.81
- Ph 231 General Physics I with Life Science and Medical Applications, 4 credits – change prerequisites

E.1.b.82
- Ph 232 General Physics II with Life Science and Medical Applications, 4 credits – change prerequisites

E.1.b.83
- Ph 233 General Physics III with Life Science and Medical Applications, 4 credits – change prerequisites

E.1.b.84
- Ph 284 Workshop for Ph 201/231 General Physics, 1 credit – change title to Workshop for Ph 201 General Physics, change description and prerequisite

E.1.b.85
- Ph 285 Workshop for Ph 202/232 General Physics, 1 credit – change title to Workshop for Ph 202 General Physics, change description and prerequisite

E.1.b.86
- Ph 286 Workshop for Ph 203/233 General Physics, 1 credit – change title to Workshop for Ph 203 General Physics, change description and prerequisite

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

E.1.b.87
- Sci 347U Science, Gender, and Social Context I, 4 credits – change description

E.1.b.88
- Sci 348U Science, Gender, and Social Context II, 4 credits – change description

E.1.b.89
- Soc 396 Social Research Methods, Social Statistics, 4 credits – change prerequisites

E.1.b.90
- SpHr 380 Language Disorders in Children, 4 credits – change course number to SpHr 463

E.1.b.91
- SpHr 465 Introduction to Research Methods for Clinical Scientists, 4 credits – change prerequisite

E.1.b.92
- *Stat 451 Applied Statistics for Engineers and Scientists I, 4 credits – change grading option

E.1.b.93
- Stat 461 Introduction to Mathematical Statistics I, 3 credits – change description and prerequisites

E.1.b.94
- Wr 327 Technical Report Writing, 4 credits – change description

E.1.b.95
- WS 347U Science, Gender, and Social Context, 4 credits – change description

E.1.b.96
- WS 348U Science, Gender, and Social Context, 4 credits – change description

Drop Existing Courses

E.1.b.97
- Anth 367U The Archaeology of East Asia, 4 credits

E.1.b.98
- It 340 Dissenting Italian Women Writers in Translation, 4 credits

School of Public Health

Changes to Existing Course

E.1.b.99
- PHE 363 Communicable Diseases and Chronic Health Problems, 4 credits – change course description

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

School of Social Work

New Course

E.1.b.100
- SW 375 Intimate Partner Violence: Theories & Practices, 4 credits
  Introduces theories, interventions, research, and complex issues associated with intimate partner violence (IPV). Survey popular/unpopular theories used to understand and explain IPV. Explores range of interventions targeting individuals & communities used by diverse stakeholders. While most IPV interventions engaged by soc serv providers target micro practice, students will explore the intersections of micro & macro violence to better understand the influence of state and structural violence on the lives of individuals & communities, particularly those from racialized groups.

College of Urban and Public Affairs

New Courses

E.1.b.101
- PS 316 Politics and the Arts, 4 credits
  Politics permeate the arts, from government support of arts organizations to battles over public art. This course examines the government's involvement in the arts. Topics include a history, modern challenges to artists and art organizations, funding, how arts policy is made, copyright protection, artists' rights, censorship, equity, and diversity. Meant for majors and non-majors who are interested in how government actions affect performing and visual artists, filmmakers, and others in the arts community.

E.1.b.102
- PS 321 Introduction to the Supreme Court, 4 credits
  An exploration of the U.S. Supreme Court's place in America's constitutional structure, including how the Court forms and shapes policy and how political forces shape Court practices, selection, and decision-making processes.

Changes to Existing Course

E.1.b.103
- CCJ 450 Comparative Perspective of Criminal Justice, 4 credits – change course number to CCJ 375 and change title to Global Perspectives on Crime and Justice

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

8 April 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Graduate Certificate in Semiconductor Materials & Manufacturing

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

You may read the full text of the program proposal, as well as Faculty Budget Committee comments, at the [Online Curriculum Management System (OCMS) Curriculum Dashboard.](#)

PROPOSAL SUMMARY FOR

Maseeh College of Engineering and Computer Science

Graduate Certificate in Semiconductor Materials & Manufacturing

Certificate Type

Graduate Certificate: Admission to graduate status required

Effective Term: Fall 2021

Overview of the Program

Semiconductors are materials whose electrical conductivities fall between those of conductors and insulators. They are crystalline or amorphous solids with distinct electrical characteristics. By varying their process conditions, like temperature and presence of impurities, their conductivities can be modified accordingly. Today, almost every electronic technology used in computers, cell phones and other electronic devices uses semiconductor materials—with the most important being the integrated circuit (IC). Other applications include amplification, switching, sensing, and energy conversion. PSU is situated at the center of the Silicon Forest, which is home to many local high-tech companies including Intel, Solar World, Mentor Graphics, Microchips, and Lam Research, to mention just a few. Certified graduate-level specialty training is highly desirable among the employees in these local companies. Employers offer incentives for employees to get advanced training to meet the challenges of new technological developments. Our graduate certificate program is designed to provide students with advanced training in semiconductor materials and manufacturing technologies.

The Semiconductor Materials and Manufacturing Certificate program equips students with the fundamental knowledge and technical skills needed to understand: 1) how semiconductor materials are made; 2) how their properties are characterized; 3) how the materials' failures are identified and analyzed; and 4) how the correlations between the processing conditions and the material properties are established. The curriculum for this program is strategically designed. Graduate-level courses in semiconductor materials, manufacturing processes, materials characterization and failure analysis techniques are bundled together as part of this program. Several courses contain lab sessions to enhance students' hands-on experiences. Although most of the courses for this program are offered

in-person at this time, an online offering for some of the courses in the near future is under consideration, especially for those courses that do not include lab sessions.

Evidence of Need

In 2018 there were ~200k employees in semiconductor manufacturing in Oregon and the semiconductor manufacturing sector growth exceeded 20% (highest growth of all manufacturing sectors). Comments and feedback from our former and current graduate students who are working full time in local semiconductor companies have suggested the critical need for this certificate program. It is expected that a significant number of employees from local companies would enroll in this program as companies actually provide employment incentives (pay tuitions and reimburse the book costs) to encourage their workers to "re-tool" and upskill themselves. Current graduate enrollments in ME 510 (new course proposal ME 577) Introduction to Semiconductor Manufacturing has averaged ~38 students per year. This exceeds initial expectations for graduate enrollment in the ME 477/577 course. These students are primarily full-time employees from local industry as employers encourage continuing education and these employees benefit financially with job advancement by obtaining certificates and advanced degrees.

Course of Study

The Semiconductor Materials and Manufacturing Graduate Certificate is a 16-credit program. Students are required to take **ME 577 Introduction to Semiconductor Manufacturing (4 credits)** and a minimum of 3 additional courses from the list below to earn the certificate.

Course number	Course Name	Credits
ME 513	Engineering Materials Science	4 Credits
ME 527	Phase Transformations and Kinetics in Materials	4 Credits
ME 528	Scanning Electron Microscopy for Materials and Device Characterization	4 Credits
ME 529	Transmission Electron Microscopy and Chemical Analysis of Materials	4 Credits
MSE 547	Diffusion	4 Credits
ME 547	Transfer and Rate Processes	4 Credits
ME 576	Materials Failure Analysis	4 Credits
ME 578	Introduction to Electronic Packaging	4 Credits

Minimum credits: 16

8 April 2021

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: Undergraduate Certificate in International Development Studies

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

You may read the full text of the program proposal, as well as Faculty Budget Committee comments, at the [Online Curriculum Management System (OCMS) Curriculum Dashboard.](#)

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PROPOSAL SUMMARY FOR

College of Urban and Public Affairs

Undergraduate Certificate in International Development Studies

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Certificate Type

Undergraduate Certificate: Earned with baccalaureate; admission to University required

Effective Term: Fall 2021

Overview of the Program

The certificate offers students an opportunity to be recognized for their comprehension of the political economy of development and social and cultural change in developing countries. Students completing this certificate will be able to examine the social, political, economic, and environmental challenges facing developing countries since their independence, and the complicated and intersecting roles of people, the state, the private sector, social movements, and NGOs in addressing them.

Evidence of Need

Various topics salient in International Development Studies (poverty, social movements, states, aid, elections, economic transformations, etc.) are taught in programs such as Geography, Economics, Political Science, Sociology, History, and Gender Studies. Also, students in engineering and sciences find employment in international development work, either as volunteers or full-time employees, both abroad and in the US. The new IDS certificate creates a unique opportunity for these students at PSU to acquire academic training and skills in this vital area without changing majors or adding another one.

Course of Study

The Certificate in International Development Studies consists of 24 graded credits (C or above) of International Development focused work. The 24 credits include three 4-credit foundational courses and 12 credits of elective coursework. Students completing an International Development Studies major are not eligible to receive an IDS certificate.

Required courses (12 credits)

Students must take three required courses to examine the foundation of the discipline of International and Global Studies and the theoretical and policy framework of International Development Studies.

- INTL 201 Introduction to International Studies, 4 credits
- INTL 296 The US and the World, 4 credits
- INTL 397 Theory and Policy in International Development, 4 credits

Elective courses (12 credits)

Students must select from an approved list of upper-division international development studies-oriented courses.

Portland State University Faculty Senate Motion
3 May 2021

Designating Social Work Courses as Social Science for Area Distribution

Background, rationale, and preliminary discussions

Background: Currently courses in School of Social Work at PSU are not included in the social science distribution area. CLAS and SSW have a history of a strong, collaborative relationship, and students pursuing a Bachelor's degree in Social Work take courses for electives in the Social Science distribution area such as courses in Psychology, Conflict Resolution, and the School of Gender, Race, Nations. Due to the nature of the field of social work and the accreditation standards, the program requires students to complete a particular type of social science elective courses, a large number of hours of field work in Senior year, and a cohort and hands-on approach, putting constraints on flexibility for course options and timing. This sometimes causes SW students to delay graduation costing more money, and in some cases they need to change majors part way through the program. In order to fulfill PSU's commitment to timely graduation and affordable education, the School of Social Work with the support of the College of Liberal Arts and Sciences requests that sixteen SW courses be designated as Social Science.

Rationale: In general, the Social Science designation for SW courses will enhance student success.

- There is a large overlap between PSU's description of social science and that of social work. Eastern Washington University houses their Social Work program in the College of Social Sciences; San Francisco State University has a College of Health and Social Sciences, which houses their social work department. The overlap between the two fields is not uncommon.
- The social science designation for SW courses will help SW students who need to transition out of the SW program graduate in a timely manner and avoid additional costs they would have to pay.
- Allowing SW students to use SW courses as Social Science will help maintain the accessibility of a fully online degree completion.
- Broaden the course option for Social Science students through courses that complement what is already available to them (SW electives only)
- Social Work electives that are not used to count towards a cluster could count toward the Social Sciences major.

The ARC reviewed the explanation and the descriptions of the courses submitted by the School of Social Work and supports the request to designate the SW courses listed below as the Social Science distribution area.

Motion presented by the Academic Requirements Committee

The Faculty Senate approves the designation of Social Science distribution area for the following Social Work courses:

SW310U Intro to Social Work
SW320U Intro to Child Welfare
SW340 Advocacy for Policy Change
SW341 Social Justice Practice
SW350 Human Behavior Across the Lifespan
SW351 Beginning Generalist Practice
SW384U Addictions & Recovery
SW375* Interpersonal Violence: Theory & Practice
SW399 Intro to Oppression & Privilege
SW416 Motivational Interviewing
SW430 Social Work Practice II
SW431 Social Work Practice III
SW432 Social Work Practice IV
SW450 Research & Evaluation I
SW451 Research & Evaluation II

* Pending UCC's approval.

Attachment: Memo from School of Social Work and College of Liberal Arts and Sciences

To: Academic Requirements Committee

Re: Inclusion of Social Work courses in Academic Distribution Area "Social Science"

Dear Committee,

The School of Social Work, in partnership with the College of Liberal Arts and Sciences, is petitioning to have undergraduate Social Work courses included in the academic distribution area of "social science."

PSU's description of Social Science states; 'Social science helps us understand how we relate to others in an increasingly diverse, polarized, and multicultural society. (It) challenges you to be informed about what's going on in the world, to think about how it could be better, and the role you play. (Students) develop a broad knowledge-base about the world around (them) and gain valuable skills that will equip (them) to make an impact in a wide range of careers…' The description goes on to emphasize critical reasoning, social and environmental consciousness, research and analysis and creative problem-solving.

Social work's description at PSU states that ' social workers envision an economically, socially and racially just world in which resources and opportunities are more equitable distributed. (Social work students) engage in critical analyses of power relations, aim to dismantle inequitable social structure and work in solidarity with groups that experience poverty, oppression, and exploitation. (Graduates) assist individuals, families, groups, and communities to achieve their goals, while also working toward macro-level, policy, and institutional change.'

The common themes that intersect between Social Science and Social Work are evident beyond the basic description of the majors. Social Work courses directly reflect the values and goals of the Social Science major through content, curriculum, focus, learning outcomes and student engagement. (See Table of Courses.)

CLAS and SSW have a history of a strong, collaborative relationship. The BSW program is already interwoven with CLAS due to students often taking courses for electives that are in the Social Science distribution area. The BSW program requires students to take elective courses in specific categories. Students meet this requirement through a variety of options including courses in Psychology, Conflict Resolution, and all courses in the School of Gender, Race, Nations. The cross-department exposure for students reflects the values and pedagogical approach of degree attainment at PSU.

Partnership and alignment between Social Work and Social Science degrees is not uncommon at other institutions. Eastern Washington University has a College of Social Sciences, which houses their Social Work program, and San Francisco State University has a College of Health and Social Sciences, which includes their social work department. A brief review of other state schools in Washington and California (Eastern Washington University, University of Washington, and San Francisco State University) reveals that they don't have direct equivalents of PSU's Social Science degree, making comparisons of general education and major requirements difficult.

This proposal is aligned with the commitment PSU has made to support students in obtaining their degree in a timely and affordable manner. The largest impact of this change would be for BSW students who find that they need to change majors part way through the program. The BSW program's core

March 2021

coursework is organized to scaffold and in the Senior year students complete 16 hours of field placement (parciticum), in addition to coursework, that is standard for any accredited social work program. The intentional cohort and hands-on approach builds strong learning communities but limits flexibility on the occasions students experience unexpected health, family or employment challenges. Having Social Work credits count as Social Science would allow a seamless transition for students into an accessible major that would not delay their progress towards graduation. This is especially important for our fully online cohorts, which will total 120 students by Fall 2021. In addition, the course material they had already covered would compliment whatever requirements they had left to complete the Social Science major.

It is unlikely that this change will impact enrollment in the social science departments; rather, it provides flexibility to students leaving the Social Work major. Currently it is a small number of students a year who find they need to transition out of the program but once this option is formalized there could be an increase. This proposal would not change the restriction for core Social Work courses to remain open solely to Social Work majors but would create a supportive alternative option for students needing to make a change in their academic path. All Social Work electives are already open to non-majors and all but one are or will be designated as junior cluster classes, making them accessible to all PSU students.

This proposal would allow Social Science majors to count those courses toward their major when they are not being used to satisfy a cluster requirement.

Table 1. PSU Social Work classes and justification for "social science" distribution requirement.

Course number	Course title	Description
SW 301U	Intro to Social Work	Introduces the student to foundational language, principles, and evolution of social services through a historical lens. Includes overview of various settings, populations served, common social issues and employment opportunities in social service.
SW 339	Intro to Oppression & Privilege	Exploration of diversity, oppression and privilege frameworks; intersectionality regarding the dynamics of race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and class. Focuses on theory, knowledge, values, and beginning skills to work with individuals in the area of social justice. The course will have relevant knowledge, values, and skills pertaining to common roles in social services.
SW 340	Advocacy for Policy Change	Current structures and history of social welfare policies and services are examined. Students are engaged in policy practice to advance social and economic well-being of families, groups and communities.

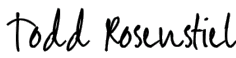| SW 341	Social Justice Practice	Engages in generalist social policy practice to advance social and economic well-being and to deliver effective social services through the lens of social justice.
SW 350	Human Behavior Across the Lifespan	Theoretical and conceptual foundations of working with individuals and families throughout the lifespan in professional and community settings. Historical and socio- political issues integrated with theory to prepare for effective work in a variety of contexts.
SW 351	Beginning Generalist Practice	Based on generalist social work practice principles, this course prepares students to begin practice with individuals, families, groups, communities, and organizations. The course focuses on helping students to develop beginning engagement skills with particular attention to social work values and ethics, self reflection, and the development of a professional self.
SW 430	Social Work Practice II	Students develop assessment and intervention skills for working with client, organizational, and community groups. Students learn how to assess group dynamics, facilitate a group, and navigate a variety of situations that may arise in a group setting.
SW 431	Social Work Practice III	Based on trauma informed, decolonizing and healing, and culturally and contextually responsive practices as well as ecological, strengths, and empowerment perspectives students develop engagement, assessment, planning, implementation, evaluation, endings (termination), and follow-up skills. Special attention is given to anti-oppressive, non-discriminatory, liberatory practice with diverse populations. Theories for practice are examined with an emphasis on critical thinking about their application, integration with effective practices, and usefulness across differing populations, environments, and practice contexts.
SW 432	Social Work Practice IV	Specific emphasis on preparing students to work with communities and organizations within a community context. Focuses on helping students to develop assessment and intervention skills for working with organizational and community groups.

SW 450	Research & Evaluation I	Qualitative and quantitative research, critical consumption of research, and conducting evaluations. Focuses on research that promotes social and economic justice and that encourages respect for diversity. Includes experimental designs, single system designs, focus groups, and interviews. Covers early phases of the research process: conceptualization, design, sampling, measurement, and data collection. Emphasizes ethical issues.
SW 451	Research & Evaluation II	Teaches next phases of the research and evaluation process: data analysis, formulation of implications of findings, and dissemination. Critical consumption of research findings as well as conducting data analysis. Qualitative and quantitative data analysis, including descriptive statistics, hypothesis testing, data analysis of single system designs, and thematic analysis.
SW 320U	Intro to Child Welfare (elective)	Overview of the child welfare systems. Introduction to the identification, treatment of child abuse and neglect. Historical and current development of child welfare systems in the United States, discussion of the key practice considerations human service professionals working with maltreated children and their families address.
SW 384U	Addictions & Recovery (elective)	The impact of addictions addressed through the literature and practices of psychology, sociology, medicine, and social work. Explores the definitions of substance abuse and paths to recovery mediated by the influence of social, cultural, and political forces impacting individuals, families, and communities.
SW 416	Motivational Interviewing (elective)	Hands on practice intensive course teaches the central theoretical and empirical tenets of Motivational Interviewing (MI), as well as skills necessary to deliver the intervention to a wide range of clients in diverse settings. Students will learn and practice both the spirit and techniques of motivational interviewing. Prerequisite: Upper division or Post-bac standing. Motivational Interviewing is a use diverse settings in social services and is highly regarded as a valuable and effective intervention.

SW 410 (375)	Interpersonal Violence: Theory & Practice (elective)	Introduces theories, interventions, research, and complex issues associated with intimate partner violence (IPV). Surveys popular and unpopular theories used to understand and explain IPV. Explores a range of interventions targeting individuals and communities used by diverse stakeholders. Students are asked to explore the intersections of micro and macro violence to better understand the influence of state and structural violence on the lives of individuals and communities, particularly those from racialized groups.
SW 410 (TBD)	Trauma Informed Mental Health (elective	Provides epigenetic sequelae of historical trauma like slavery, colonization, and geopolitical violence for marginalized communities and peoples; biomedical and recovery models; social determinants and risk/protective factor models; engagement and relationship-building; DSM-5 diagnostic categories; and assessment/treatment strategies. Case discussions, exploration of selected best practices, and critical analysis of the ways in which mental health and mental illness are historically specific phenomena, shaped by culture and society; biology and neuropsychiatry; and psychopharmacology or its absence. Emphasis placed on strengths- based assessment, the recovery model, and trauma informed practice.

Allowing Social Work courses to count as "Social Science" distribution credits will enhance student success in the following ways:

- Provide a direct path to graduation for Social Work students who need to change their major that is closely aligned with their original focus
- Allow students exiting the SW program to utilize credits they have earned
    - Keeps students on track for graduation and retains them at PSU
    - Avoids additional costs students would have to pay if SW credits can't be used, keeping students from increased costs/debt
- Maintain the accessibility of a fully online degree completion
- Provide continuity of general content for students transitioning from Social Work to Social Sciences
- Broaden the course options for Social Science students through courses that complement what is already available to them (SW electives only)
- Social Work electives that are not used to count towards a cluster could count towards the Social Sciences major

Thank you for your time and consideration. If further information is needed please contact Mollie Janssen at the SSW (mjanssen@pdx.edu).

DocuSigned by:

Todd Rosenstiel

—2F02D28436EB483...

Todd Rosenstiel, Ph.D.
Dean and Professor

College of Liberal Arts and Sciences

DocuSigned by:

[signature]

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Jose Coll, Ph.D.
Dean and Professor

School of Social Work

March 2021

Portland State University Faculty Senate Motion
3 May 2021

Applying Area Distribution Designation for UG Systems Science Courses

Background, rationale, and preliminary discussions

Background: At PSU, the Systems Science program had been offering only graduate degrees, Master and Ph.D., until recently. Three years ago, they added a Systems Science Minor degree for undergraduates and added eight 300- and 400-level courses. Due to lack of experience working with UG courses, the courses were not requested to be coded for the distribution areas at the initial stage. Now the Systems Science program is requesting to assign appropriate area distribution designation to the UG courses.

Rationale: Systems science is the study of general principles governing systems of widely differing types, drawing on the natural and social sciences, mathematics, computer science, and engineering. Because of the inherently interdisciplinary nature of the program, some courses are designated as social science, and others as science. Rationales for each course are provided in the attached memo from the Systems Science program.

After reviewing the curricular content and the context under which the request was made, the ARC supports the request for the area distribution designation.

Motion presented by the Academic Requirements Committee

The Faculty Senate approves the distribution designation for the SYSC undergraduate courses as follows and its retroactive application for the time since the courses were implemented:

<u>Social Science</u>

SYSC 340U Big Data and the Modern World (4)
SYSC 342U Systems Thinking for Social Change (4)
SYSC 418 System Sustainability and Organizational Resilience (4)

<u>Science</u>

SYSC 411 System Theory (4)
SYSC 414 System Dynamics (4)
SYSC 435 Modeling & Simulation with R and Python (4)
SYSC 440 Introduction to Network Science (4)
SYSC 445 Application of Data Science (4)

Attachment: Systems Science memo

College of Liberal Arts & Sciences
Systems Science Program

Portland State
UNIVERSITY

Post Office Box 751
503-725-4961 tel
Portland, Oregon 97207-0751
sysc@pdx.edu

Date: October 11, 2020

To: Academics Requirement Committee

Re: Request for SCI, SSC designations for recent systems science (SYSC) courses

Eight Systems Science (SYSC) courses have been added to the catalog in the last three years, and we did not code them correctly on the new course proposals in the CMS, so the area designations were not requested as should have been done. Below I have listed the two relevant areas and the courses we like to include in each designation. I have provided the catalog text and a brief rationale for the requested designation.

Social Science (SSC)

SYSC 340U
Big Data and the Modern World (4)
Overview of data science, big data, and its impact society including its promise, limitations, and ethical considerations.

This course fits best in the SSC category due to its focus on social/societal impact and ethics.

SySc 342U
Systems Thinking for Social Change (4)
Why are complex social problems like poverty, homelessness, and climate change so hard to solve? How can we identify effective leverage points for change? This interdisciplinary course addresses social challenges using the methods of systems thinking. We'll dig into real-world examples and learn how to create interactive systems "maps" using causal-loop diagramming. Causal mapping enables a rich understanding of context, interrelationships, and perspectives. Students will gain practical tools they can use in their future work.

The emphasis on social change indicates that SSC is the correct category.

SYSC 418
System Sustainability and Organizational Resilience (4)
Organizations are complex adaptive systems coupled with their environment, supply chains, strategic partners, and competitors. Survival depends on structural resilience market turbulence, and the environmental/political climate. Principles of emergent leadership and living systems are applied to various fields including strategic business management, environmental stewardship, health and public administration, technology management.

The focus on organizations, leadership, political climate, etc. indicates SSC.

<u>Science (SCI)</u>

SYSC 411
System Theory (4)
Surveys fundamental systems concepts and central aspects of systems theory. Gives an overview of the systems paradigm and the systems field as a whole. Topics include introductions to networks, set- and information-theoretic multivariate relations, dynamic systems, regulation and control, modeling, decision analysis, optimization, and game theory.

A theory course focused on networks, dynamics, models, optimization fits best in SCI.

SYSC 414
System Dynamics (4)
Introduces concepts and methodology to analyze dynamic behavior of systems with complex feedback loops. Emphasizes building computer models to enhance understanding, make predictions, and find ways to improve the performance of systems and processes. Models are defined via "rate" equations that are numerically integrated to simulate behavior.

Modeling and simulation of the dynamics of complex systems fits best in SCI.

SYSC 435
Modeling & Simulation with R and Python (4)
Computer modeling & simulation using general purpose tools, R and Python. Covers statistical and simulation-based approaches for simulating dynamics, Monte Carlo methods for addressing uncertainty and risk, and interacting agents to incorporate heterogeneity and network effects.

Similar to the above course, but using different software tools and approaches, so again, SCI.

SYSC 440
Introduction to Network Science (4)
Interdisciplinary introduction to network science, complex systems research, and social psychological concepts. In depth exposure to foundations of network science, including classical topics: random graphs, small world networks, etc. Discussion of social processes such as social contagion, opinion formation, etc. Introduction to advanced topics: community detection and (social) network interventions.

This course could easily fit in either SSC or SCI, but since we have to pick one, we suggest SCI. Either would be okay with us.

SYSC 445
Application of Data Science (4)
Introduction to data science as a profession and toolset, including its role in various types of projects, from exploration to discovery to prediction. Surveys current methods and technologies, emphasizing what's possible, feasible, and practical in terms of modeling and interactive visualization. Complements courses focused on specific methods and tools. Expected preparation: It will be helpful though not required to have exposure to data

management or programming/scripting tools such as Matlab, Mathematica, R, Python, SPSS, or advanced Excel scripting or formulas.

This is straight up data science, so SCI is the preferred designation, especially given its technical focus.

Sincerely,

Wayne Wakeland, PhD.
Professor and Systems Science Program Chair

Portland State University Faculty Senate Motion, 3 May 2021

Adding Race/Ethnic Studies Requirement to the Undergraduate University Requirement

Background, rationale, and implementation

Background: Portland State University does not currently require students to take Race and Ethnic Studies courses to complete their undergraduate degree. After a thorough review of PSU's undergraduate graduation requirements and in line with curricular changes implemented at other universities such as Oregon State University and the California State University System, this resolution proposes to add a two course, campus-wide **Race and Ethnic Studies Requirement** (RESR) for Portland State University undergraduates. The proposed RESR is supported by the university administration.

Rationale: The proposed RESR aligns with the requirements of similar institutions. This policy shift will demonstrate PSU's commitment to addressing race and ethnicity substantively in its course offerings. This proposal is constructed on the premise that the School of Gender, Race and Nations is the only unit on campus that addresses race and ethnicity at every level of its curriculum.   At the same time, the resolution recognizes that expertise in race and ethnic studies exists in other units across the university and welcomes faculty and units outside of SGRN to join this initiative. In fact, this resolution encourages units to develop course offerings in the area of race and ethnicity studies where they previously were lacking or have not offered such courses.

Passing this resolution will locate Portland State University as a leader and a model for other institutions who seek to implement a race and ethnic studies requirement in Oregon and the nation. As one of the largest public institutions of higher education in the state of Oregon, PSU should lead as a voice of authority and expertise in questions of race and ethnicity.

Implementation:

1) In principle, the RESR will not require additional credits for students to meet the university degree requirements. Students can satisfy the RESR with courses that apply to their major or minor requirements, elective courses, and University Studies requirements. At least one of the RESR courses must be taken within the School of Race, Gender and Nations or be cross-listed within one of the SGRN units.

2) Reviewing and designating courses for RESR: A Faculty Senate committee will be formed to review and evaluate the designation of courses that satisfy the RESR. As included in the motion, the RESR involves two RES courses: one course must focus primarily and throughout its content and pedagogy on the the study of race and ethnicity in the United States of America; the second course must focus primarily and throughout its content and pedagogy on the experiences of groups living within European and US colonialism and imperialism beyond the United States. Designation of RESR courses (US and

Global) for inclusion in the requirement will be reviewed and determined by the committee. A motion to form such a committee will be presented separately.

3) As for transfer courses, the committee to be formed will work with the Office of the Registrar, advisors, the Academic Requirements Committee, and other relevant academic and/or administrative units to determine applicability of transfer credits to fulfill the requirement.

4) Expanding RESR course capacity: A RESR Summer Workshop for faculty to develop or revise courses to fulfill the RESR will be held for three successive summer terms, and the workshop will be led by qualified faculty with expertise in the scholarship and teaching of race and ethnic studies. Faculty from all units on campus will be welcome to apply for these workshops. A budget for participating faculty and workshop presenters, stipend for participating faculty, and the salary for the workshop presenters have been planned and supported by the University administration (see Appendix B Dec. 26, 2020 memo).

Motion presented jointly by the Academic Requirements Committee and Faculty Senate Steering Committee

The Faculty Senate adds the Race and Ethnic Studies requirement to the undergraduate degree requirements to be effective in fall term 2022 in the following ways:

Portland State University undergraduate students will satisfy the Race and Ethnic Studies Requirement (RESR) by completing two RESR designated courses (a minimum of 3 credits each) with a central focus on race, ethnicity, and systemic oppression. One course must focus on the US experience; the second course must center the experiences of groups under European and US colonialism and imperialism beyond the United States. The courses taken toward the RES requirement may also fulfill major, minor, UNST, and/or elective requirements. One of the courses taken to fulfill the requirement must be taken within SGRN or be cross-listed with one of the SGRN units.

RESR FAQs

1. What is Race and Ethnic Studies and how is it connected to SGRN? We have lots of classes on campus that have a week (day, book chapter, etc) devoted to race on their syllabus. And by the way, do you read books in SGRN classes?

Ethnic Studies is an academic field that arose over 50 years ago, in response to student activism and demands that the history, scholarship, culture and lived experiences of AfricanAmericans, Latino Americans, AsianAmericans, and Native Americans be addressed and incorporated into higher education curricula. Arab American studies is sometimes included in the umbrella of Ethnic Studies. In the decades since, Ethnic Studies has established itself as a solid scholarly field, while retaining distinctions between the different focus areas. Ethnic Studies goes beyond an "add and stir" approach to studying and teaching about race and ethnicity. It analyzes and deconstructs the relationship between racial formations and constructs of power, while countering deficit framings of BIPOC people and communities and elevating and centering asset-based scholarship and pedagogies. Research has shown that additive "multicultural exposure" based on content alone is insufficient to help students critically understand the impacts of race and ethnicity and promote racial justice, and without a culturally relevant pedagogy, can actually reinforce harm for BIPOC students.

Hundreds of departments of African American, Asian American, Mexican American and Chicano/Latino Studies departments have been established at universities across the country, with around fifty Native American/Indigenous Studies departments and a smaller number of combined Ethnic Studies departments. In Oregon, PCC and OSU have departments of Ethnic Studies, while U of O has recently changed its department name to Indigenous, Race and Ethnic Studies. U of O offers a PhD in Indigenous, Race and Ethnic Studies, while Oregon State offers a graduate minor in Ethnic Studies.

At PSU, we do not have a singular department of Ethnic Studies, but rather have a unique structure in the School of Gender, Race and Nations, that brings together autonomous disciplinary units in Black Studies, Chicano/Latino Studies, Indigenous Nations Studies, and Women, Gender and Sexuality Studies that remain independent but work collaboratively to administer a graduate certificate in Gender, Race and Nations, and to develop intersectional research and scholarship. Perhaps we are ahead of the curve, as we see U of O has recently changed the name of their Ethnic Studies department to Indigenous, Race and Ethnic Studies, to better distinguish the multiple distinct areas of scholarship in this interdisciplinary field.

It should be noted that while Asian American and Pacific Islander Studies is usually a component of Ethnic Studies, PSU currently has no academic programs in AsianAmerican and Pacific Islander Studies, despite our sizeable AsianAmerican and Pacific Islander student demographic and the findings of a recent campus task force that recommended the formation

of an AA/PI program at PSU. Currently, there is a group working on a proposal for an AA/PI curriculum and program to address this significant absence on our campus (See FAQ #3).

To further educate readers on the type of scholarship and curriculum that SGRN offers, the description of the curricula offered by each unit as well as our current faculty cluster hire is included in Appendix A, at the end of this FAQ.

If faculty are not familiar with Ethnic Studies and its associated units and focus areas as a scholarly discipline, it is a consequence of the way that it has been sidelined and intentionally ignored. Until very recently, Ethnic Studies was not taught in secondary schools, and there have been wide scale attempts to discredit and misconstrue its scholarship and pedagogy. Despite the existence of this field for over 5 decades, just in 2017, Oregon was the first state in the country to pass legislation requiring Ethnic Studies curriculum to be taught in grades K-12, followed soon thereafter by California, Indiana, and Vermont (the actual implementation of these policies is just getting ready to begin). In the past year, a number of other states have also begun to consider and advocate for such legislation. In 2010, Arizona had passed legislation *banning* the teaching of Ethnic Studies curriculum in their public schools; this law was stricken in 2017 after a federal judge ruled it violated the constitutional rights of MexicanAmerican students, was motivated by racial animus, and was discriminatory in order to make political gains.

Last year, we also saw the Trump administration initiate a ban on federal funding for training and work involving critical race theory--one of the many theories that are associated with Ethnic Studies. (An imperfect comparison would be to consider the chilling effect of banning federal funding for teaching and work involving the theory of evolution, which has also stirred controversy amongst some sectors. The comparison is imperfect because, while discarding the theory of evolution mars important scholarly foundations and devalues the institution of science, banning critical race theory damages and inflicts harm not only the scholarly undertaking of the academic field of Ethnic Studies, but the history, experiences and lives of those already marginalized people and groups such scholarship focuses on).

Finally, in our own university we have seen the rise of openly malevolent rhetoric referring to the scholarship of Ethnic Studies and Women, Gender and Sexuality Studies as "grievance studies." Recently, we have seen our faculty senate, administration, and union attempt to address the ways in which such actions create a hostile workplace at our university.

Nonetheless, even for those who may disagree with the perpetrator(s)' tactics, the implicit suggestion that these are units and fields focused on complaint, victimization, or self-help, rather than legitimate academic disciplines with solid academic grounding, may linger.

A case in point of how this hostile climate can subliminally take hold is the example of an SGRN faculty member who stopped at the campus Starbucks en route to their class. A colleague from

another department was behind them in line, and remarked that the book they were carrying looked interesting, by all appearances legitimately curious about the content. When the SGRN faculty replied that it was for the class they were on their way to teach, the reply was "Oh, do you read books in those classes?"

We not only read books in SGRN (as well as peer-reviewed articles and textbooks), we also write them, often to national and international accolades and sometimes in multiple languages. We also write and obtain externally funded grants and awards, present at academic and professional conferences on Ethnic Studies, serve in advisory capacity to local and national community groups and organizations, act as editors of scholarly journals, serve on review panels for federal funding agencies, and play important roles in representing and liaising between PSU and the community. The scholarship in each of the SGRN units does not consider race, Indigeneity, or gender as variables, but takes these to be the focus of disciplinary and interdisciplinary scholarship and undergirds that focus with theories, methodologies and pedagogies unique to each department.

If you don't know much about Ethnic Studies or the scholarship of SGRN but you feel your work is aligned with this field or you wish to learn more, we have built generous opportunities into the planning for the proposed RESR for faculty to attend summer faculty development workshops. There will be space and stipends for 90 faculty over 3 years to attend a summer workshop to learn more and develop syllabi that are consistent with the scholarly goals, content and pedagogy of Ethnic Studies. We welcome you to take advantage of one of these opportunities.

To help you learn more about the scholarship and curriculum of the SGRN units most closely associated with Race and Ethnic Studies, we include summaries in Appendix A.

2. Speaking of gender, what about gender (or other categories of social oppression) in the requirement. Why is it only focused on Race and Ethnic Studies?

Race and Ethnic Studies as a field emphasizes that scholarship illuminating the intersection of race and ethnicity with gender, sexuality, class, disability, and other categories is integral to understandings of race and ethnicity. The role of BIPOC women, queer, Two-spirit and transgender scholars and activists has been foundational in the creation of the academic fields of Black Studies, Chicano/Latino Studies, Indigenous Nations Studies, as well as Women, Gender and Sexuality Studies, and their connection to communities beyond and between the university.

Each of the SGRN departments have courses that intersectionally bring together gender, race and ethnicity. This includes BST 207 Race, Class and Gender; BST 342U Black Feminism/Womanism; BST 353U African Women in Film, CHLA 303U Chicana/Latina Experience, NAS 344 Indigenous Women's Leadership, WS 330U Women of Color in the US, WS

305 Women of Color Feminisms, WS 332U Race, Class, Gender and Sexuality; WS 369U Global Reproductive Justice; WS 381 Queer of Color Theories and Perspectives, and others (this list is not exuhastive nor does it imply inclusion in the proposed requirement; all courses will go through the approval process).

3. What about the diversity requirement in UNST? Doesn't UNST already do this in their courses?

It is true that when UNST was formed in the 1990's, the prior university diversity requirement was wrapped into the general education requirements as envisioned by UNST. Today, UNST has four major program learning goals, which include Diversity, Equity and Social Justice; as well as Ethics, Agency and Community; Communication; and Inquiry and Critical Thinking. The Diversity, Equity and Social Justice learning goal is framed as "Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives." A more detailed rubric specifies how this goal will be implemented. Race and ethnicity are listed among a number of different perspectives and social locations that may be included under the rubric for "multiple perspectives": ("eg, race, class, gender, country of origin, cultural, disciplinary, environmental, local, and global), when investigating subjects within the natural and human worlds." (Notably, this is the only place that the word "race" occurs in the rubric; "ethnic" does not occur at all.). Elements of the Ethics, Agency and Community learning goal also touch on power and inequities.

In contrast, the RESR has a specific content focus, which is ensuring that students are exposed to scholarship in the academic field(s) of Race and Ethnic Studies. While compatible and synergistic with the UNST learning goals, the RESR is different, in that it centers the scholarship of Black Studies, Chicano/Latino Studies, Indigenous Nations Studies and Asian American Studies. This is consistent with current trends across the country, in which universities of many different types are adopting requirements that students take a course(s) specifically focused on race and ethnic studies content, rather than and in addition to broader (but also very important) diversity and equity learning goals.

For example, the California State University system has recently adopted an [ethnic studies graduation requirement](#) that must be "an existing ethnic studies course or part of a traditional Ethnic Studies department, unit or program (e.g., Native American Studies, Latina/o Studies, African American Studies, Asian American Studies) or be proposed, designed and implemented by faculty with expertise in Ethnic Studies (and related disciplines) and be an Ethnic Studies department/unit approved cross-listed course." (see Appendix B).

The University of Pittsburgh, an R1 institution, as of this fall requires all first year students to be enrolled in [a new course](#) titled "Anti-Black Racism: History, Ideology, and Resistance" which "explores established scholarship focused on the Black experience and Black cultural expression, as well as the development, spread, and articulations of anti-Black racism in the

United States and around the world." Emory University will begin implementing a new undergraduate general education requirement in Fall 2021 that focuses on race and ethnicity, the purpose of which is to "provide students with opportunities to learn about race and ethnicity, political, economic and social exclusions, and the effects of structural inequality." Cornell's president has asked their faculty senate to "develop a for-credit class requirement on racism, bias and equity for all students." In Canada, a number of universities require undergraduate students to complete an Indigenous degree requirement for graduation.

These are all examples of specific, Ethnic Studies content-focused requirements similar to what is proposed in the RESR for PSU. President Percy has identified racial justice as a priority for our campus; our curriculum should reflect that commitment, and provide the opportunity to ensure that all of our students learn content related to racial justice specifically.

The proposed RESR will not (and should not) take the place of the important UNST Diversity, Equity and Social Justice (and Ethics, Agency and Community) learning goals; rather it will be synergistic with them, and indeed there will likely be overlap between some UNST courses and the RESR, especially but not only at the junior cluster (300U) level. (For example, there is an UNST FRNQ titled Race and Social Justice). Because the RESR can "double dip" and does not require additional credits for graduation, any UNST courses that fulfill the RESR criteria will count for both requirements. The governing body of UNST (UNST Council), has endorsed this proposed RESR and has issued a memo expressing their "enthusiastic support".

4. Why does SGRN get to have so much say over the committee to approve courses for the RESR?

The basis for the originally proposed weighting of SGRN faculty on the course approval committee relates to the status of Ethnic Studies as a legitimate academic discipline, grounded in theories, praxis, methodologies and pedagogies that are specific to its practitioners in the same way as other disciplines. We modeled the proposed committee structure on the current makeup of the University Writing Council, which has broad oversight over writing instruction, which is a university requirement. That committee is composed of 7 faculty, primarily those with scholarship and expertise related to English and writing. Why don't engineering, business, social work, arts, (and all divisions of CLAS) etc. all have a representative on the writing requirement committee, as is being proposed for RESR? Certainly scientists have expertise in writing, after all, they write grants and articles for publication. Writing is surely all across the university, in every unit, but why do we not see every unit clamoring to have a spot on the University Writing Council? And do arts, business, social work, etc. faculty representatives vote on whether courses satisfy the university science requirement for example? Certainly the 12 credits in science required for the BA must pose a challenge for some departmental requirements, as much as the two courses in the RESR will for, for example, engineering? Do we allow History courses centered on the history of science to satisfy the university science requirement? If not, why not, and does the History department have a say in this?

In contrast to the implication that SGRN is somehow insular, SGRN unit faculty affiliates from all SGRN departments are in fact woven throughout the university, in every school and college with the possible exception of the School of Business. Even there, newly hired BST Prof. Walidah Imarisha is working with SBA to explore collaborative opportunities between BST and SBA. Chicano/Latino Studies shares a 0.5/0.5 FTE NTTF position with WLL, Visiting Prof. Melissa Patiño-Vega, whose teaching and research focuses on heritage Spanish speakers, identity, belonging and assimilation. School of Public Health Prof. Kelly Gonzales (INST faculty affiliate), just finished teaching the core GRN 520 Decolonizing Methodologies course this winter for the graduate certificate in Gender, Race and Nations--yes, SGRN has a graduate program (but no GA lines) that enrolls master's and PhD students from departments all across campus.

Graduate students in the GRN certificate come from not only departments like Sociology, Education and Social Work, but also Biology, all of whom come to SGRN to enroll in graduate level courses and gain credentials to meet their training needs in the area of Race and Ethnic Studies that they do not find in their own departments. (This is in addition to GRN graduate certificate students who enroll directly in SGRN, unaffiliated with other departments or graduate programs). The GRN 520 course is extremely popular and fills above 100% capacity each time it is offered.

A cross-college team of faculty including Profs. Betty Izumi in SPH, Marie Lo in English, Kai Cheang, Sri Craven, and Lisa Weasel in WGSS; Alma Trinidad in SSW, Bree Kalima, Coordinator of PIAAA, Motu Sipelli ASPSU Student Body president, and Ava Kupperman, SPH undergraduate, have worked together since last summer with the collaboration of community partner APANO and in consultation with PSU administrators to develop and seek funding to initiate a AsianAmerican/Pacific Islander curriculum and programing in SGRN, a glaring omission in PSU's offerings relating to Race and Ethnic Studies.

To suggest that SGRN is not collaborative across the university is antithetical to the interdisciplinary nature of Ethnic Studies scholarship, and disregards the composition and hard work of the core and affiliate faculty of SGRN on our campus. Moreover, it negates the fact that SGRN faculty bring specific expertise and training to their work which has not been prioritized or supported by other units on campus. While faculty with Race and Ethnic Studies expertise should *in theory* be found in "every unit, in every department" on our campus, the lack of prioritization and investment has led to the reality that currently they are not.

It is concerning that the revised proposal for the course approval and oversight committee appears to require 17 or even 18 members, of which only 4 would be from SGRN, with 2 members from each division of CLAS (humanities, social sciences, and natural sciences) and one each from every other "division" on campus. This means that faculty who are most qualified in the academic content and pedagogy of this requirement will be a minority of the committee. The original proposal had specified a manageable committee size of 7 members, with 4 coming

from SGRN and specifying that two of the additional members have expertise in global/international aspects of race and ethnic studies (in addition to ex officio non voting members from key policy committees). Given that the RESR committee will be a permanent committee staffed by FSEN Committee on Committees, the dramatic expansion of committee membership not only demeans the need for scholarly expertise in reviewing course syllabi, but also will require a large and burdensome amount of service, compared to other similar committees. Are there really enough faculty with expertise in Race and Ethnic Studies to serve on this committee, who are not already overburdened with other service demands?

Specifically, can we really expect two faculty from natural sciences in CLAS to step up to serve on this committee year after year, and bring the expertise and attitude towards Ethnic Studies scholarship, needed to constructively support the academic integrity of this requirement?

The "all hands on deck" nature of the revised committee structure is also inconsistent with the guidelines that other universities with similar race and ethnic studies requirements have developed. The [adopted Cal State regulations](#) stipulate:

1. The review, modifications, adaptions, or additions to these criteria are subject to the expert peer evaluation of Ethnic Studies faculty and faculty in traditional Ethnic Studies departments or units (e.g. Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies) in collaboration with the academic senate on each campus. Such committees must be led/chaired by Ethnic Studies faculty and must be made up of a majority faculty from Ethnic Studies departments/units/programs like Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty.
2. Ethnic Studies faculty (as described above) will collaborate to develop any additional course criteria with their campus in addition to the minimum criteria above Such committees must be led/chaired by Ethnic Studies faculty and must be made up of a majority faculty from Ethnic Studies departments/units/programs like Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty.
3. For CSU campuses that have Ethnic Studies, Native American Studies, African American Studies, Asian American Studies and Latina/o Studies departments/programs/units courses that meet the Ethnic Studies requirement should be housed and offered within those departments/units/programs.

Adam Gaudry, in the chapter ["Paved with Good Intentions: Simply Requiring Indigenous Content is Not Enough"](#), writes that "the absolute worst case scenario is that Indigenous content requirements are fulfilled by any course remotely dealing with some sort of Indigenous issue, without the instructor having any particular expertise. Qualified individuals, those who have sufficient training to deconstruct historical narratives, to break down contemporary stereotypes, and encourage the students to undertake critical self-examination must teach these courses." At PSU, these are the core and affiliate faculty in the SGRN units.

#3. Why are people so upset about these changes to the proposal? Can't we just have a civil discussion about it? Why are people from SGRN taking this so personally?

Unfortunately, discussions regarding race and ethnicity are difficult and often painful, as much as they are urgently needed. That pain falls disproportionately on those BIPOC faculty whose voices, history, and participation has been historically silenced and belittled, because it repeats and reinforces past harms. This is one of the reasons that this requirement is being proposed, to provide education and knowledge that can provide a basis for better conversations, between us and in our classrooms, that are imbedded in and attuned to scholarship focused on historical and current perspectives pertaining to race and ethnicity, and to incorporate best pedagogical practices that have been developed and tested by those with training and teaching expertise in Race and Ethnic Studies.

As discussed in #1, the field of Ethnic Studies arose in response to resistance and conflict over the absence of the histories, perspectives, and knowledge of BIPOC people and communities in higher education over 50 years ago. It has survived attempts to legally ban it (as in Arizona, and by the Trump administration) and continues to persist in the face of current attacks (as is ongoing on our own campus). The current PSU prioritization of racial justice and replacement of open TT lines in SGRN units is very recent, in the wake of racial justice and BLM protests stemming from the police murders of George Floyd, Breonna Taylor, Ahmaud Arbery and others, last summer. Of note, it took a sharply worded letter to the university President in the days after George Floyd's death, penned by a white faculty member and published in the PSU Vanguard, to generate large numbers of PSU faculty members willing to sign onto the same sentiments that BIPOC faculty on campus had been calling for, for years before. We cannot just say the words and expect that racial justice can be attained; PSU is not Disneyland and there is no magic wand of racial justice that can be waved to change years of history and exclusion. These conversations need to continue, and ensuring the scholarly grounding and respecting the expertise of SGRN will be critical to successfully implementing a RESR at PSU.

Appendix A: Summaries of scholarship and curriculum in SGRN units at PSU (from PSU website):

BST: The Black Studies Department, officially established in 1970, centers the experiences, voices, and research of people of African descent as a way to challenge dominant narratives. Our research and teaching covers pre- and post-colonial Africa and the African Diaspora in its multiple regions.

Portland State University's Black Studies major is an innovative program that incorporates courses from many departments and focuses on the historical and contemporary issues of people of African, African American, Afro-Latin@ and Caribbean descent. Students with a major

in Black Studies will gain competency in project development, analysis, research, communication, cultural sensitivity, and interpersonal and community relations.

We offer a foundation in the following areas:

- Dynamics and intersections of race, class, and gender
- Historical events, narratives, and their impacts
- Cultural experiences, identities, and traditions
- Research methods
- Representations in literature, art, film, and media
- Socio-political ideologies, and forms of resistance and social justice

Black Studies' distinguished faculty consists of a diverse group of scholars from various disciplines whose fields of specialization cover African, Caribbean and African American issues, as well as the broader African diaspora, such as Europe. Courses in Black Studies include historical and contemporary perspectives drawing upon scholarly research, films, community-based learning, and guest speakers. The recently revised course offerings also provide students the ability to work on a final research project under the advisement of a department faculty member, engage in individualized internship opportunities, and participate in faculty-led study abroad programs.

CHLA: Portland State University's Chicano/Latino Studies program is dedicated to helping students understand multicultural society and in particular the Chicano/Latino community within a larger social context. Chicano/Latino Studies is the interdisciplinary study of social, cultural, political, economic, and historical forces that have shaped the development of the people of Mexico and other Latin American countries in the United States over the last 300 years.

Chicano/Latino studies is the study of social, economic, and political forces that have shaped the development of Latinos in the United States. Latinos are persons who can trace their roots to Mexico and other Latin American countries. They are a diverse population that includes groups that have lived continuously in the United States for more than 150 years as well as those who have arrived in the United States more recently.

The minor or the certificate in Chicano/Latino studies is a valuable asset for individuals preparing to work in fields and professions that place a premium on effectively reaching out to Latino individuals and communities. A balanced program of social science and humanities makes the Chicano/Latino studies minor or certificate one of the most useful complements to any Portland State University major. Students with a certificate in Chicano/Latino studies pursue careers in human resources; pre-medicine; science, engineering, technology, and mathematics (STEM) fields and the social sciences, and go on to careers in social work, community engagement, health, and public service.

We offer:

- A foundation of the history, diversity of culture, contributions, and challenges in the 21st century for the Latino population in the United States.
- Development of strong skills in critical thinking, communication, theory, and analysis.
- Engagement with faculty who are experts in a variety of academic fields, and are active in research, publication, and community service.
- Attentive academic advising and mentoring to guide students in their careers and community engagement activities.
- Flexible course formats, with a mix of in-person, fully online, and hybrid courses.
- Connections to the robust community of Latino student groups on campus.

The Chicano/Latino studies certificate has a Spanish-language proficiency requirement.

INST: Portland State University is the only college in the state of Oregon to offer a major in Indigenous Nations and Native American studies. The program focuses on studies and practices of Tribal critical race theory, decolonizing methodologies, traditional and cultural ecological knowledge, and contemporary themes. Contemporary themes include:

- community health
- food sovereignty and the cultivation of first foods
- Indigenous land management
- community development
- resilience
- Indigenous futurisms
- self-determination

We offer students the opportunity to:

- Engage with a diverse range of epistemologies (oral, visual, and written), and discourses on tribal sovereignty and law, traditional ecological knowledge, models of Indigenous leadership, Tribal critical race theory, and decolonizing methodologies.
- Explore inside and outside the classroom through community-based learning including Indigenous ecological practices, collaborative research on natural resource management, and environmental sustainability.
- Examine and reflect upon resistance movements up to and including Red Power and Standing Rock, that assert and reaffirm Indigenous sovereignty and community resilience.
- Understand and address through critical theory, community engagement and discourse, the historical context and contemporary issues impacting social, economic, and environmental justice in Tribal and urban American Indian/Alaska Native/First Nations communities.
- Analyze and reflect upon their own identity, allowing students to forge an individual pathway of reflective decolonization alongside peers in an environment that encourages self-examination.
- Develop an understanding of Indigenous relationships today and in the past with the environment: land, water, animals, plants, weather/climate, seasons, cosmology/Indigenous

astronomy, through food, medicine, craft, art, storytelling, governance, education, policy-making, and ceremony.

Our students go on to careers in nonprofits, education, social services, Tribal government, and academia.

WGSS: WGSS offers two majors and minors (in Sexuality, Gender and Queer Studies; and Women's Studies) and supports the junior cluster in Gender and Sexualities.

Sexuality, Gender, and Queer Studies (SGQS) is a unique program, exclusive to Portland State University. PSU is the only school in the state to combine women's studies, sociology, biology, psychology, literature and cultural studies to examine the issues connected to sexuality, gender, and queer politics in this country and around the world.

Students in the Sexuality, Gender, and Queer Studies major experience a unique blend of theory, critical analysis, interdisciplinary coursework, and relevant real-world experience.

The program emphasizes leadership and activism for LGBTQ+ and other marginalized populations.

We prepare graduates in the program to be leaders in academia, business and industry, and nonprofit organizations.

The Women's Studies (WS) program at Portland State University integrates feminist research and innovative, experiential learning. The curriculum is complex, challenging, and relevant and includes a major, a minor, and a postgraduate certificate.

The curriculum merges feminist theory with community experiences. Students will conduct and produce intersectional, interdisciplinary, problem-centered scholarship.

Women's studies majors connect with professors across many disciplines. Students learn how feminist theory has and continues to influence:

- culture
- language
- social
- economic
- political institutions

The women's studies program at PSU encourages students to analyze feminist issues through the lens of race, class, sexuality, and gender.

SGRN CLUSTER HIRE 2021:

Portland State University is located in a region with a complex and contested history. Located at the confluence of Nch'i-Wána, The Big River (Columbia) and the Willamette, two rivers where intellectual, economic, social, political ideas, and community have been shared by Indigenous

peoples for millennia, it is natural and necessary that we deeply inquire and engage with the contemporary results of a colonial project that imagined Oregon and the Pacific Northwest more broadly as a white homeland at its incorporation into what is now the United States. We are at a critical juncture in the story of our region and our country. National attention has been focused on protests in Portland, the political, cultural and demographic center of the state. We seek scholars whose work is transformative and future-oriented to be part of a supportive intellectual community of allied departments. This cluster hire initiative focuses on several broad themes:

- Futurisms, transformational scholarship and regenerative justice, including, but not limited to Afrofuturism and Indigenous Futurisms
- Histories of resistance, protest, and community struggle.
- Critical theory, and the social and philosophical themes of liberation.
- Ecology and gentrification

Appendix B.
California State University Council on Ethnic Studies
Core Competencies for Ethnic Studies System-wide Graduation Requirement

Approved by CSUCES Steering Committee with membership endorsement October 8, 2020

We, the California State University Council on Ethnic Studies, approve all of the following as our core competencies. These competencies include a *minimum* number of criteria and a *minimum* number of learning objectives to be used by campus-specific Ethnic Studies experts and each campus's academic senate curricular bodies to determine if a lower-division or upper- division course meets the Ethnic Studies Graduation Requirement for the California State University in compliance with Assembly Bill 1460 and California Education Code 89032c.

Furthermore, the Council on Ethnic Studies intends to establish a common understanding of the implementation process for the CSU Ethnic Studies requirement as required by California Education Code 89032 section c:

(c) The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section. The council and the academic senate shall approve the core competencies before commencement of the 2021–22 academic year.

In particular, the Council on Ethnic Studies would like to emphasize the responsibility for collaboration "pursuant to implementation of this section" described in California Education Code 89032 section c. The Council on Ethnic Studies sees this "implementation" requirement as an ongoing process that includes establishing core competencies, ongoing curricular review of courses, and establishing the parameters for meeting this university-level requirement.

In considering implementation of this CSU Ethnic Studies requirement, we have determined that this requirement cannot be fulfilled through a single CSU General Education area because: 1) Ethnic Studies is an interdisciplinary field and, as a result, Ethnic Studies courses cover multiple GE areas; 2) limiting the requirement to a single GE area would create problems with implementation and time to degree; 3) housing the Ethnic Studies requirement in a single GE area undermines the collaboration and implementation requirements of California Education Code 89032 section (c) because each campus' General Education Governance Board would have the sole responsibility for implementation of this requirement and not campus-specific Ethnic Studies experts.

Furthermore, AB1460/ California Education Code 89032 SECTION 2 SUBSECTION (d) states: "Commencing with students graduating in the 2024–25 academic year, the California State University shall require, *as an undergraduate graduation requirement* [emphasis added], the completion of, at minimum, one three-unit course in ethnic studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement. This graduation requirement shall not apply to a postbaccalaureate student who is enrolled in a baccalaureate degree program at the university if

the student has satisfied either of the following...." This "broader [graduation] requirement" is clearly in line with the distinction made by the Chancellor's office in its FAQ from September 29, 2020 on its announcement of the Ethnic Studies requirement (https://www2.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies).

CES Core Competencies (Criteria & Learning Objectives)

Criteria

CSU Ethnic Studies Graduation Requirement courses must meet **all** of the following criteria. Each course must:

CR1: be an existing ethnic studies course or part of a traditional ethnic studies department, unit, or program (e.g. Native American Studies, Latina/o Studies, African American Studies, Asian American Studies); or be proposed, designed and implemented by faculty with expertise in Ethnic Studies (and related disciplines) and be an Ethnic Studies department/unit approved cross- listed course.

Notes:

1. The review, modifications, adaptions, or additions to these criteria are subject to the expert peer evaluation of Ethnic Studies faculty and faculty in traditional Ethnic Studies departments or units (e.g. Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies) in collaboration with the academic senate on each campus. Such committees must be led/chaired by Ethnic Studies faculty and must be made up of a majority faculty from

       Ethnic Studies departments/units/programs like Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty.

2. Ethnic Studies faculty (as described above) will collaborate to develop any additional course criteria with their campus in addition to the minimum criteria above Such committees must be led/chaired by Ethnic Studies faculty and must be made up of a majority faculty from Ethnic Studies departments/units/programs like Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty.

3. For CSU campuses that have Ethnic Studies, Native American Studies, African American Studies, Asian American Studies and Latina/o Studies departments/programs/units courses that meet the Ethnic Studies requirement should be housed and offered within those departments/units/programs.

Course Learning Objectives

Each course meeting the Ethnic Studies requirement must fulfill a *minimum of three out of the following five* learning objectives as appropriate to their lower- or upper-division status.

These learning objectives must be used in addition to any learning objectives and criteria established and required by each campus' Ethnic Studies department/unit/program (as traditionally defined) faculty for all courses meeting the CSU Ethnic Studies graduation requirement:

SLO 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self- determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

SLO 2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

SLO 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

SLO 4: Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

SLO 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Notes:

1. Modifications or adaptations to these learning objectives are subject to the expert peer evaluation of Ethnic Studies faculty in Ethnic Studies departments, units, or programs (e.g. Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies) on each campus.

In addition, Ethnic Studies faculty in Ethnic Studies departments, units, or programs (e.g. Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies) shall review, modify, and approve courses attempting to meet these learning objectives on each campus.

Furthermore, any committee reviewing courses for the CSU Ethnic Studies Graduation Requirement must be chaired by Ethnic Studies faculty; and, such committees must have a majority representation from faculty in the following departments/units/programs:

Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty.

2. Finally, any modifications or adaptations must be guided by the fundamental principles that undergird the definition of Ethnic Studies, as birthed from the named core four disciplinary areas (Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies).

Race and Ethnic Studies Requirement Committee (RESRC)

Background, rationale, and implementation

Background: Upon the development of the university-wide Race and Ethnic Studies Requirement (RESR) for the BA/BS degree at Portland State University, the creation of a Race and Ethnic Studies Requirement Committee (RESRC) to both review and evaluate courses that will meet the RESR will be required. The proposed RESR is supported by the university administration.

Rationale: This proposed constitutional amendment creates the said committee, i.e., the **Race and Ethnic Studies Requirement Committee (RESRC)**. As with the passing of the **RESR,** this action will locate Portland State University as a leader and a model for other institutions who seek to implement a race and ethnicity requirement in Oregon and the nation. As one of the largest public institutions of higher education in the state of Oregon, PSU should lead as a voice of authority and expertise in questions of race and ethnicity.

Proposed Amendment to the Faculty Constitution

The Constitution of the Portland State University Faculty is hereby amended to create the Race and Ethnic Studies Requirement Committee (RESRC), to be constituted beginning Fall 2021, by inserting the following text into Article IV, Section 4(4) in the appropriate alphabetical order, and renumbering other committee listings accordingly:

Race and Ethnic Studies Requirement Committee. This committee shall consist of four ex-officio faculty from the School of Gender, Race, and Nations (SGRN) and three faculty with relevant expertise outside of SGRN (including two with expertise in international, non-US critical race and ethnic studies). It will also include one student enrolled in the SGRN MA certificate program. All members of the committee, including the four ex-officio members, will be voting members.

The committee shall:

1. Examine syllabi and recommend which courses will count toward the RES requirement for BA/ BS degrees,
2. Recommend courses that will meet the RES requirement to be voted on by the Faculty Senate,
3. Establish guidelines for reviewing for new courses to receive RES designation,
4. Review transfer credits to meet the RES requirement when necessary,
5. Act in liaison with other committees, units, and stakeholders (including undergraduate students) as needed, in reviewing course requirements,
6. Report to the Faculty Senate at least once each year.

In accordance with Art. VIII of the Faculty Constitution, the following faculty senators endorse the amendment:

1. Jola Ajibade
2. Enrique Cortez
3. Ramin Farahmandpur
4. Gina Greco
5. Randi Petrauskas Harris
6. Betty Izumi
7. David Kinsella
8. Yves Labissiere
9. Jennifer Loney
10. Michael Lupro
11. Claudia Meyer
12. Rick Mikulski
13. Mary Oschwald
14. Jose Padin
15. Vicki Reitenauer
16. Eva Thanheiser

Procedural note from Secretary:

Art. VIII of the Faculty Constitution prescribes a two-stage process for consideration of amendments. The proposed amendment is introduced and discussed, and is subject to modification (amendments to the amendment), at its first reading. The final text (with any approved amendments) is then reviewed by the Advisory Council for "proper form and numbering." The vote on the final text occurs at the next regular meeting. A two-thirds majority is required for approval of constitutional amendments.

81st Oregon Legislative Assembly – 2021 Regular Session

SB 233 A STAFF MEASURE SUMMARY

Senate Committee On Education

Action Date:	04/12/21
Action:	Do pass with amendments and requesting referral to Ways and Means. (Printed A-Engrossed.)
Vote:	5-0-0-0
Yeas:	5 - Dembrow, Gelser, Gorsek, Robinson, Thomsen
Fiscal:	Fiscal impact issued
Revenue:	No revenue impact
Prepared By:	Matt Perreault, LPRO Analyst
Meeting Dates:	3/1, 4/5, 4/7, 4/12

WHAT THE MEASURE DOES:

Requires each public institution of higher education to adopt a common course numbering system for introductory and other lower division courses by the 2025-2026 academic year. Requires institutions to accept transfer of academic credit for each course in system. Directs Higher Education Coordinating Commission (HECC) to establish by rule common course numbering system by September 1, 2024. Establishes Transfer Council to develop recommendations on common course numbering system and advise HECC on implementation, compliance, and best practices. Requires Transfer Council to make initial recommendations on common course numbering system by March 15, 2022 and final recommendations by July 1, 2024. Specifies membership and responsibilities of Transfer Council and requires council to request nominations for membership from stakeholder organizations. Provides for initial terms of office for council members to be staggered. Allows Transfer Council to create subcommittees to advise council and specifies equal representation of faculty from universities and community colleges. Provides that recommendations of council or its subcommittees regarding common course numbering system require three-fifths majority for adoption. Allows two or more members of council or its subcommittees to submit minority report for alternative recommendations to HECC. Requires HECC to adopt rules based on the work and recommendations of Transfer Council, annually report to legislative committees, and provide staff and logistical support for Transfer Council. Requires council to annually report to HECC by September 1 on development of common course numbering system. Requires HECC to annually report by December 15 to interim legislative committees on common course numbering system and issues related to academic credit transfer. Requires HECC to report to interim legislative committees by December 15, 2021 on necessary action for electronic information system for foundational curricula and unified statewide transfer agreements. Sunsets December 31, 2022. Moves oversight of unified statewide transfer agreements and foundational curricula to Transfer Council and modifies requirements. Declares emergency, effective on passage.

ISSUES DISCUSSED:

- Inconsistency of course numbering for similar courses
- Requirement for transferring students to repeat similar courses
- Previous legislative action
- Purpose of common course numbering system
- Emphasis on common learning outcomes rather than content
- Cost to Higher Education Coordinating Commission (HECC) of staffing Transfer Council
- Preservation of academic freedom
- Relationship with Oregon Transfer and Articulation Committee (OTAC)
- Authority of HECC to resolve disagreements and act without recommendations
- Need for further amendments in the next committee
- Clarification of timeline and participation from stakeholders

EFFECT OF AMENDMENT:

Replaces the measure.

BACKGROUND:

Students who transfer from one public college or university to another may be required to repeat certain courses, causing a buildup of excess academic credits, increasing student debt, and delaying graduation. In response, the Legislative Assembly passed House Bill 3521 (2011) which created the Transfer Student Bill of Rights and then House Bill 2525 (2015), which directed the Higher Education Coordinating Commission (HECC) to convene a work group to study further policy options. In response to the HECC's findings and recommendations, House Bill 2998 (2017) required the public universities to meet regularly and work to standardize credit transfer requirements such as the foundational curricula (now called Core Transfer Maps) and unified statewide transfer agreements (now called Major Transfer Maps).

According to the HECC, 17 states currently require common course numbering among institutions of higher learning. This is intended to streamline the transfer of credits earned in lower-division, general education courses between institutions by minimizing or eliminating the need to repeat similar courses.

Senate Bill 233 A establishes the Transfer Council to develop recommendations for a common course numbering system among the state's public universities and community colleges, requires the Higher Education Coordinating Commission to establish a common course numbering system based on the work and recommendations of the council, incorporates management of foundational curricula and unified statewide transfer agreements, and mandates all public post-secondary educational institutions in Oregon to adopt the system by the 2025-2026 academic year.

Feedback for President Percy Regarding the President's Article 22 Presentation on March 15th Related to the University Budget

Joint report of the Faculty Senate Steering Committee and the Ad Hoc Committee on Academic Program Reduction and Curricular Adjustment (APRCA)

4/19/2021

Committee Collaboration

The Faculty Senate charged the Ad Hoc Committee on Academic Program Reduction and Curricular Adjustments (APRCA) in October 2020, and the committee has been working since December on projects related to upcoming program reduction initiatives. One aspect of the committee's charge is to assist, if requested by OAA or AAUP, in program reduction initiatives undertaken through the PSU-AAUP Collective Bargaining Agreement (CBA). The Faculty Senate Steering Committee has delegated some work related to program reduction to the APRCA committee. The APRCA Committee created the first draft of this report, and the Steering Committee has reviewed and refined it.

Context

On February 4th, President Percy sent a memo to the Faculty Senate Presiding Officer invoking Article 22 of the CBA for program reduction in the Intensive English Language Program (IELP). A special Faculty Senate meeting (as described in Article 22.3.c) took place from 3:00 – 5:00 PM on Monday, March 15th. According to the Collective Bargaining Agreement, during this meeting, the President was asked to "present a full description and analysis of the financial condition of the University" (PSU-AAUP CBA, Article 22.3.c).

Following the President's presentation on March 15th, a 30-day comment period ensued. The President solicited comments directly for his private consideration. In addition, Faculty Senate collected information from the community in order to craft its own feedback to the President. Links to the two sets of comment forms, one for the President and one for the Faculty Senate, were available on the APRCA committee website. This document reports on comments received through the online form.

If, having received and considered feedback from the PSU community, the President declares that a financial exigency exists or that the reduction or elimination of the IELP is necessary, he will put forth a provisional plan as outlined in Article 22.4. The President's provisional plan will be linked on the APRCA Committee website. The PSU community will be invited for another 30-day period to comment on the plan, and the APRCA website will again host links to two sets of comment forms (one for the President and one for the Faculty Senate). At the conclusion of the second 30-day comment period, the President will announce a final plan and will notify the affected department about how the reductions will take place.

Comments received

This report summarizes themes in the 102 comments and 19 uploaded files received through the Faculty Senate feedback form, in addition to several comments received directly by the Presiding Officer of Faculty Senate. In the interest of full transparency, all of the raw data are included in an online [supplement](#) to this report.

Rebound in International Enrollment

In aggregate, comments related to this topic note that the federal restrictions on visas over the past 5 years, combined with the travel restrictions imposed during the COVID-19 pandemic, adversely affected enrollments in IELP through no missteps of the program itself. One comment notes, "Clearly the decline in enrollment in PSU's IELP was caused by President Trump's efforts to keep foreigners, including students, out of the country through visa delays and denials. Were it not for Trump's visa delays and denials, the IELP's tuition would certainly have continued to exceed the budgetary expenses" (April 13, 2021).

A number of comments discuss a likely surge or rebound in international enrollment. This quote provides a sample: "This is temporary! Portland State is still beloved by our sponsored students and sponsoring organizations. They are preparing to return when in-person teaching begins in the fall term. Moving through retrenchment now based on enrollments impacted by covid [sic] is not wise. We will not be prepared for the students who will likely be returning to us in the Fall 21 and Winter 22 terms" (April 6, 2021).

The comments question the 5-year timeline portrayed in the President's presentation for restoration of enrollments, speculating that enrollments could rebound more quickly. The IELP Director, Julie Haun, reports that no one can yet predict how the international market for Intensive English Programs will develop as we emerge from the pandemic (see appendix material). Holding off on major changes in IELP would allow PSU to respond swiftly to opportunities if enrollment rebounds. A comment notes, "It is difficult to build back strong units like the IELP once they have been dismantled" (March 28). Another comment pleads that at the very least, if cuts are needed, they should be based on pre-COVID numbers.

Questions of fairness arise regarding PSU profiting from IELP revenues during good times but cutting faculty during lean times. Speaking of our IELP and other English Language Programs around the US, an emeritus faculty member from the Department of Applied Linguistics notes, "I repeatedly saw university administrations treat intensive English programs as geese that laid golden eggs until, of course, because of some political, political, or social crisis abroad or here, the eggs stopped, and the administrators quickly moved to reduce or get rid of the program" (April 12, 2021). Another commenter notes that PSU was happy to accept profits from IELP when times were good, and asks, "If the IELP had endeavored to become an entirely self-support independent program when their tuition exceeded expenses and managed the profit themselves, [would they be] in their current situation with no reserves?" (April 13, 2021). Other academic units embedded in large colleges and schools are buffered from such enrollment fluctuations.

President's Budget Presentation: Enrollment numbers in IELP

The comments agree with the President's Presentation that IELP has seen a decline in enrollment, especially over the past 5 years. Additional context is needed, however: "What is not highlighted is the fact that even though our IELP was on the decline, we still had more students than most other IEP programs nationally" (April 6, 2021). The PSU program's relative strength during this difficult time bodes well for future revival.

In terms of forecasting, several comments note that the campus community has not been provided with adequate information regarding how the administration has modeled the enrollment forecast. Because student enrollment correlates with tuition revenue, transparency around the data and method used for the enrollment forecast would be essential for providing a full description of the financial condition of the university (as required by the PSU-AAUP Collective Bargaining Agreement). The Faculty Senate would appreciate seeing the evidence upon which the administration has based the forecast of the downturn in enrollment and would like to know the accuracy of these projections over a 4-5-year period during the aftermath of the pandemic. An APRCA committee member asked whether an impartial researcher/evaluator or team could be tasked to answer address the enrollment question.

President's Budget Presentation: Federal and State Funding

PSU has benefited from the CARES Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA). President Percy sent a message to the University community about this topic on March 25, 2021, noting "PSU is receiving approximately $105 million in federal relief."

Comments put this infusion of financial resources into conversation with the prospect of cuts to IELP. One comment asks, "I wonder how the administration's budgeting plans have taken the American Rescue Plan into account?" (April 14, 2021). Another stated, "PSU is receiving $105 million from the American Rescue Plan. The university's dire budget predictions are now unfounded in light of this major cash injection" (April 13, 2021). Another comment discusses both federal and state funding, noting, "With funding arriving from the American Rescue Plan and a projected Oregon tax refund kicker in 2022, why should PSU move forward at this particular moment to compromise one of its key assets, the IELP?" (April 1, 2021). Funding from these sources, in combination with hires made around the University (including a cluster hire in CLAS) spurred this statement: "Simply put, they [the administration] did not make their case that the entire university would face dire financial straits if they did not retrench a widely accredited program for international student inclusion at PSU taught by long term NTTF faculty" (appendix document, April 16, 2021). The Faculty Senate is of course aware that one-time funding cannot forever support ongoing budget items and that much of the federal funding comes with strict stipulations about how PSU can spend it. Nonetheless, if does seem as if the funds should provide a bit of breathing room to see whether international enrollments for IELP rebound to pre-COVID levels.

President's Budget Presentation: Mistrust of Data

Feedback on the President's Budget Presentation includes requests for additional transparency on source data and models used for projections, as well as a plea for more accurate visual representation of material.

In terms of the source data, feedback notes that the financial figures provided by FADM on February 22nd on slide #22 at the Budget Town Hall (and reiterated in other venues, such as the Board of Trustee Meetings and the OAA Budget Town Hall) are difficult to reconcile with any data available to faculty

members through DataMaster reports. One eloquent comment asks, "Different sources of information give different figures for General Fund revenues and expenses. Which numbers should we trust?" (File uploaded with comment, April 13, 2021). In specific, slide #22 understates the positive balance (revenues minus expenses) in general funds by a mean of $9.7 million annually over the last five years. The basis of this statement is a comparison between slide 22 (the number showing the difference between the two lines on the graph) and the data available through DataMaster report F0040 (the difference between actual revenues and actual expenses). This discrepancy undermines claims that the administration is providing accurate and transparent data.

Relating again to Slide #22, further examination suggests that management reserve expenditures have been aggregated with general fund expenditures; it would have been helpful to know this information up-front in the report. In addition, some budget-related presentations refer to Education & General funding while others refer to the General Fund; the slippage between these two categories is confusing and somewhat misleading. A faculty member expresses this concern: "The administration should state the method by which the numbers in the report to Faculty Senate were obtained, so that faculty can better understand what significance the numbers have. Transparency means that it should be possible for any member of the University community (or for that matter, the interested public) to find the source of past and current information that is being claimed as the basis for future projections" (File uploaded with comment, April 13, 2021). The Faculty Senate requests that future budget presentations make clear the source of information. Slides should reference DataMaster report numbers so that faculty can cross-reference the publicly-available data with the presentation; if the administration is using other numbers, then the Faculty Senate requests that those numbers be made public.

In addition to mistrusting the numbers, comments note some issues with the design of the budget presentation materials. For example, the ways in which trend lines are displayed on slides 12, 13, 22, and 24 of the Budget Town Hall seem confusing and potentially misleading. First, the non-zero baselines exaggerate trends and makes them look steeper and more severe. Second, on slides 12 and 13 the primary and secondary Y axes are not titled, so it is unclear as to which of the three data series is associated with which axis. This type of confusing information only serves to undermine the confidence of the faculty and should be rectified in any future reiterations of the budget information.

Article 22 of the Collective Bargaining Agreement asks the President to solicit feedback from the Faculty Senate regarding his budget presentation. Faculty feedback will be more useful and accurate if the faculty are fully informed of the financial situation. Because the current budget plan seems to be to engage in budget reductions of 1.5% for the next 4 years, and because the Article 22 process for the IELP will likely provide a template for other such processes in future years, the Faculty Senate requests greater budget transparency.

President's Budget Presentation: RCAT Numbers

Regarding the use of the Revenue Cost Attribution Tool (RCAT) numbers (slide 25 (as revised) of President's Presentation), the Faculty Senate wishes to point out that even if the IELP were eliminated entirely, the indirect costs attributed to that program would not disappear. Instead, they would be attributed to other areas of the University. The presentation seems to imply that the expense is attributable to IELP and that eliminating or reducing IELP would erase that cost. Additionally, it's worth pointing out that IELP provides in-shop admissions and advising services (see below for more on this point), and it is thus unfair to drive out indirect costs for similar centrally-provided services that IELP

students do not use. One comment suggests, "We don't seem to evaluate services such as the Writing Center by such metrics, and I don't know if they're entirely apt for evaluating the value that the IELP provides to as a support service for currently enrolled students" (April 12, 2021). Furthermore, presenting select RCAT data out of context is misleading and creates the false equivalence of comparing this unique program to a school or college.

Timing: IELP Merger underway with Office of International Affairs

IELP merged with Office of International Affairs, as approved by Faculty Senate in April 2020. The process to move some functions currently undertaken by IELP into OIA is still underway. These functions include, on the 'upstream' side, outreach, marketing, and admissions, and on the downstream side, registration, cultural engagement, advising, and new student services. Currently, all of those functions are in the IELP's direct budget, whereas other academic departments "pay" for those items through indirect costs in the RCAT. Once the merger is complete and these functions move off IELP's budget, their financial situation will look different in the RCAT. (See appendix material from IELP Director Julie Haun for a fuller explanation of this issue).

Comments suggest that it would be premature to cut IELP before the merger has been completed. One commenter asks, "My greatest question for the APRCA regarding the President's Budget presentation is: why is the university considering cutting a program that is in the middle of a merger with the Office of International Affairs?" (April 14, 2021). Similarly, another comment notes, "the IELP's merger into OIA was done to FIX the budgeting issue by separating the IELP services budget from the instructional budget. There hasn't been time for the merger to be fully articulated, let alone finalized. Wouldn't it be worth seeing how things work out with the newly formed unit before slashing and cutting based on guestimates?" (April 8, 2021). Both of these comments ask that we allow the merger to unfold before making changes to IELP staffing.

PSU Goals of Diversity, Equity, and Inclusion

A number of comments note the important contributions such positive relationships create in the area of diversity, equity, and inclusion. The comments pertain both to the students that IELP serves and to the faculty in the program.

On the topic of student diversity, one comment asks, "If diversity and social justice are a top priority at PSU then how can we justify cutting a program that directly impacts the access for our non-white students? Doesn't add up for me" (April 16, 2021). Another notes, "On behalf of the Cultural Resource Centers (Pan-African Commons; La Casa Latina Student Center; Multicultural Student Center; Pacific Islander, Asian, Asian American Student Center; Native American Student and Community Center Student Programs and the Middle Eastern North African South Asian Student Center) at PSU, we would like to express our support for IELP. The international community is a vital partner in our work" (April 15, 2021). Another simply states that it seems wrong to "dismantle a department which brings only diversity to campus" (appendix document, April 16, 2021). These comments suggest that cuts to IELP will undermine diversity gained from international enrollment and the support of multilingual students.

On the topic of equity related to faculty, the AAUP union statement and other comments point out that the faculty in IELP are disproportionately female and less well paid than faculty elsewhere in the University. Laying off these NTT (non-tenure track) faculty members constitutes a challenge for our understandings of fairness and equity in budget cuts.

IELP: Strong International Reputation and Rapport with Students and Alumni

Another theme in the comments relates to the IELP program's strong international reputation and its rapport with its current students and alumni. Based in the International Student and Scholars office, one PSU staff member remarks, "The IELP has been a leader in English Language programs in the United States for many years and has a reputation for being one of the most comprehensive and rigorous English language programs in Oregon" (April 12, 2021). Another comment notes, "The IELP at PSU is well-regarded nationally and internationally, helping to support PSU's strong reputation around the world." (April 5, 2021). The Director of International Special Programs of OIA writes, "I have worked often and closely with IELP since 1992. The IELP has been an indispensable partner over the years and has enabled our programs to be successful and generate meaningful revenue for PSU" (March 30, 2021). The reputation of the program relates directly to the people who staff it.

IELP faculty and staff are an asset to the institution. They are skilled, caring, compassionate employees. Numerous comments support this point. A number of Fulbright scholars whose introduction to the US came through their experiences with PSU's IELP remark on the strong positive emotions they experienced at the time and still feel for the program. One comment from a program alumnus says, "IELP has terrific teachers and staff who genuinely care about their students. I had one of the best life experiences in the U.S. because of the IELP Fulbright pre-academic program in July 2016" (April 11, 2021). Another Fulbright scholar writes, "This program made me feel welcomed, respected and most importantly prepared!" A third notes, "The IELP program and PSU provide Fulbrighters with an unforgettable cosmopolitan experience to make friends and do the first networking. Professors and assistants of the IELP program are first-class people, kind, open-minded, academic competent" (March 26, 2021). They appreciate the cultural and academic preparation that they received and the confidence that the program helped them build.

Other international students comment positively on the compassion, love, and community that they found in IELP. One remarks, "The IELP teachers and staff do understand international students and their cultures which makes them feel more comfortable and supportive. They connect us as international students to each other, learn new cultures and American culture which make life here easier and happier. I have many international friends because of the program. Without friends and family, I would be a different person going through graduate school alone. The IELP is my first home here in the US" (April 12, 2021). Another alumnus writes, "The IELP team is not just an English language school but it is a new home and family for International students" (April 1, 2021). Another comments, "The IELP means the world to me! It is not a program. It is a family of caring teachers and staff who care about the students' future and invest so much in supporting students' goals" (April 11, 2021). An academic advisor at PSU sums it up by stating, "The IELP does an amazing job of not only teaching international students the high level [E]nglish skills they will need at the college level in order to be successful, but also in teaching and acclimating them to U.S. culture and the U.S. academic culture and norms. Our colleagues in the IELP are highly knowledgeable, dedicated, and seasoned professionals."

A number of comments note that PSU stands to lose a lot by laying off the current staff, especially if rebounding enrollments for IELP require us to rehire others in a few years. Building back up to meet new demand would be time-consuming and difficult. A subset of these comments suggests that faculty and staff with experience in IELP could, rather than being laid off, be deployed to other campus initiatives (e.g., reaching out to the refugee community in Portland; participating in Bridge classes; or helping staff

the Writing Center, the Learning Center, Global Diversity and Inclusion, International Admissions, and the first-year experience program).

IELP Student Support Services Provided to the Wider Campus Community

A number of comments emphasize the student support that IELP offers. An IELP faculty member points out, "We work closely with the Department of Applied Linguistics, University Studies, the PSU Writing Center, the PSU Diversity Action Council, the Graduate School, and the Maseeh College of Engineering and Computer Science" (April 1, 2021).

The course UNST 170: Multilingual FRINQ Lab receives special attention and appreciation. This course, among others, helps students acclimate to both the language and the culture of the university and enhances retention of international and multilingual students. One FRINQ instructor writes, "The IELP Program has been very useful to my Freshman Inquiry students. Several who did not feel confident with their English skills took the FRINQ classes for such students and benefited from them a great deal" (March 18, 2021). Another PSU instructor notes, "I see the services as IELP as invaluable for the retention of students I have worked with from the multilingual FRINQ writing support to the academic writing classes for my students whose English is not their first language. The retention of these students ensures that we can continue to meet the objectives of our federal grants" (March 22, 2021). One faculty member frankly wonders, "Can we really 'afford' to lose the IELP when there is no student support system for ESL/L2 students OUTSIDE of the IELP at PSU?" (March 30, 2021). Other support services provided by IELP, including advising and tutoring workshops, also receive praise.

IELP faculty work with University Studies and Engineering to support both international and domestic students. IELP brings international students into these programs and supports them while they are here; without the IELP "pipeline," these students would not enhance revenues in other areas of the University.

Several comments note the close and mutually beneficial integration between IELP and the Department of Applied Linguistics, particularly on the MA in TESOL. A faculty member in Applied Linguistics wrote, "Many of our students have been IELP students themselves and have worked or volunteered with the IELP. Many of the IELP faculty hold an MA TESOL from our department, and IELP instructors have regularly served on MA TESOL student thesis and presentation committees" (March 19, 2021). Another comments, "The [IELP] ... provides many opportunities for undergraduate Teaching English as a Second Language (TESL) Certificate and graduate students in the MA Teaching English to Speakers of Other Languages (TESOL)" (April 5, 2021). For a full discussion of the beneficial interactions, please see a strong letter of support (provided in the appendix) for IELP from Susan Conrad, Chair of the Department of Applied Linguistics.

Conclusion

PSU has experienced so many budget crises over the past quarter of a century that we are already an extremely efficient institution. Any program reductions should reflect long-term priorities and strategies. Given our desirable position on the Pacific Rim and the international reputation of our IELP program, we are well positioned to take advantage of a rebound or surge in international students. Any program reduction decisions should keep this future opportunity firmly in mind.

Faculty Senate is committed to enhancing diversity, equity, and inclusion across campus. Given the robust feedback received from many former and continuing international students, it is clear that IELP is a critical part of their education at PSU. Reducing the IELP any further will have a dramatic impact on the University's ability to support the current and future multilingual students who so richly add to the campus climate and university ideals.

APRCA Committee Report to Faculty Senate – May 2021

April 19, 2021

Committee charge and membership

The charge and membership for the Academic Program Reduction and Curricular Adjustments Committee are listed on the Faculty Senate website on the APRCA committee webpage at https://www.pdx.edu/faculty-senate/academic-program-reduction-and-curricular-adjustments-ad-hoc-committee.

Committee accomplishments and ongoing tasks

1. **APRCA Principles and priorities**

   a. An APRCA subcommittee created a semi-final draft of the committee's Principles and Priorities document, which is now open for comment on the APRCA website. Notice about the comment form went out in the Currently and also was announced at the Winter Symposium on 4/15. The Principles and Priorities will also play a roll in college-level meetings being scheduled this spring (on which more below).

2. **Website**: The APRCA website communicates information about program reduction to the campus community.

3. **Special Meeting of the Faculty Senate – Article 22**. Article 22 of the PSU-AAUP Collective Bargaining Agreement sets forth a process (see sections 3 (a) – (f)) of information-sharing and consultation for circumstances in which the University engages in budget-related layoffs. Included in the process is a presentation of budget-related materials at a meeting of the Faculty Senate. On February 4th, President Percy sent a memo to Faculty Senate Presiding Officer Gamburd invoking Article 22 for program reduction in the Intensive English Language Program (IELP).

   a. A special Faculty Senate **meeting** (as described in Article 22.3.c) took place from 3:00 – 5:00 PM Monday, March 15th. Following the President's presentation on March 15th, a 30-day comment period ensued. The APRCA website hosted links to two sets of comment forms, one for the President and one for the Faculty Senate.

   b. The **comments** collected on the APRCA form have been summarized by the APRCA committee and the Faculty Senate Steering Committee and shared with President Percy. **The 8-page report** summarizes information from 102 comments and 19 documents received through the feedback form and provides the raw data in an appendix. Once the President has had a chance to read the Faculty Senate report, the report will be posted on the APRCA website and shared with Faculty Senate through the May Senate meeting packet.

   c. Once the President has received and considered feedback from the PSU community, he may declare that a financial exigency exists or that the reduction or elimination of the IELP is necessary. If he moves forward in this way, he will put forth a **provisional plan** as outlined in Article 22.4. The President's provisional plan will be linked on the APRCA website. The PSU community will be invited for another 30-day period to comment on the plan, and the APRCA website will again host links to two sets of comment forms (one for the President and one for the Faculty Senate). The APRCA Committee and the Faculty Senate Steering Committee will again identify key themes in the comments, write a report, and share the data.

d. At the conclusion of the second 30-day comment period, the President will announce a final plan and will notify the affected department about how the reductions will take place. Both the President and the Faculty Senate are committed to having the entire process unfold before 9-month faculty go off contract on June 16th.

4. **Equity concerns for budget and program reduction conversations**
   a. On April 1st, APRCA Committee members met with Dean Marvin Lynn and Dean Cliff Allen, Co-Chairs of the GDI Task force on Leadership and Infrastructure, to discuss how best to integrate considerations of diversity, equity, and inclusion into discussions about and policies related to budget reductions.

5. **Partner with the Provost's Program Reduction Working Group**
   a. The Provost's Program Reduction Working Group (PPRWG) in conjunction with the APRCA committee presented on April 8th to the Academic and Student Affairs Committee of the Portland State University Board of Trustees regarding plans for budget reductions.

   b. The Provost's Program Reduction Working Group (PPRWG) in partnership with APRCA plans in the near future to hold college- and school-level meetings with faculty regarding potential budget reductions in their units. Planning for these meetings is underway.

To: Faculty Senate

From: Budget Committee
              Steven Boyce (co-chair), Mitch Cruzan (co-chair), Jennifer Allen, Tina Anctil, Candace Avalos, Cara Eckhardt, Jill Emery, Eric Geschke, Sam Gioia, Brenda Glascott, David Hansen, Arthur Hendricks, ChiaYin Hsu, Tim Knispel, Martin Lafrenz, Janice Lee, Derek Tretheway, Sarena Velena-White, Stephen Walton

RE: Interim Report Regarding the outcome of the IPEB process for FY22

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

1. All units are facing what are effectively budget cuts for the upcoming academic year (2021-2022), which corresponds to Fiscal Year 2022 (FY22). The average budget reduction across units within OAA is 1.5%. All units' FY22 budgets are less than the projected current service level (CSL) for FY22, which includes inflation and salary increases.
2. Options for units include: (a) reducing costs, (b) increasing revenue, and (c) spending reserves.
    a. Ways that units are considering reducing costs in the coming year include:
        i.   Holding faculty, staff, and administrative lines vacant. This approach has been used most prominently by CLAS, but its efficacy for reducing costs is diminishing as there have been fewer retirements than anticipated.
        ii.   Structural reorganization within units (merging operations, changing admin/staff mix). This approach is most notable with the OIA/IELP merger. A constraint in the use of this strategy is that units already report thin staffing in comparison to national peers.
        iii. Reducing course offerings and program requirements. Several units (e.g., COTA, CUPA, CLAS) have reduced credit requirements for some programs. Constraints in the use of this strategy include maintaining program quality, avoiding extending time to graduation, and accreditation requirements.
        iv.   Reduce course duplications across programs and departments (e.g., quantitative methods; qualitative methods; introductory courses and advanced courses). This would likely require a task force / working group to review curricula university-wide.

       v.   Units with reserve funds available that are not committed to recurring budget items are being asked to use those funds to fill their budgets less the 1.5% reduction from the 2020 budget. The university's goal is to have about half of the reserve spending for next year to come from general reserves and the other half to come from management reserves within units in OAA.

   b. Ways that units are planning to increase or maintain revenue in the coming year include developing new programs to attract students, increasing recruiting efforts, and improving retention. These require investment in marketing, advising, and faculty. Of note, several units (e.g., CLAS, CUPA, and MCECS) are investing in targeted community college marketing and recruitment, for which there is increasing competition for transfer students.

   c. Opportunities for spending from reserves to offset budget reductions are extremely limited; in some units (e.g., CLAS) there are no reserves, and in other units, reserve spending is used to pursue DEI goals (e.g., scholarships, mentoring programs, writing centers, and testing centers) which should not be reduced. The Library in particular is under severe budgetary strain to support both remote and in-person services in FY22.

3. Options for units to meet budgets through reduced spending are limited, as the severity of previous years' cuts have already had negative effects on units' abilities to deliver quality education experiences to students.

4. There is substantial uncertainty regarding enrollment within units for FY22, as well as how HEERF (Higher Education Emergency Relief) federal stimulus may impact reserve spending. It is important to keep in mind that stimulus funds are one-time funds, and cannot be used for recurring expenses.

Date: April 16, 2021

To: Faculty Senate

From: Liz Shatzer, Scholastic Standards Committee Chair

Re: Report of the Scholastic Standards Committee for the 2020-21 Academic Year

I. Membership

The Scholastic Standards Committee is a constitutional committee, and its members are appointed by the Committee on Committees. Membership for the 2020-21 Academic Year:

> Ella Barrett, IELP/MCECS
> Jonna Lynn Bransford, ISSS
> Karen Curtin, WLL
> Jennifer Dahlin, CAP
> Donald Duncan, ECE
> Andrea Griggs, AO
> Paloma Harrison, ACS
> Jennifer Loney, SB
> Alyssa Plesser, ACS
> Liz Shatzer, ACS

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

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

III. Function of the Scholastic Standards Committee

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

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

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

IV. Activities

The Scholastic Standards Committee meets bi-weekly year-round, including one extra meeting at the start of each term. The main activity of the Committee is to read petitions and support materials, review previous petitions and academic records, and adjudicate on the petitions. The Registrar's Office has adjusted the way in which petitions were counted this year which impacted the count compared to previous years. Students may repetition and include additional documentation or information, however only the original petition is included in our count. The report below counts petitions submitted between April 1, 2020 and March 31, 2021.

Petition Type	Granted	Pending	Denied	Total
Drop or Withdraw with Refund	104	3	54	161
Grade Option Change	23	14	44	81
Incomplete Extension	12	2	1	15
Reinstatement	68	9	39	116
Add Only	14	2	0	16
Add/Drop	6	0	0	6
Withdraw no Refund	7	0	1	8
				TOTAL: 403

V. Gratitude

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

Textbook and Materials Affordability Subgroup of the Affordability Pillar of the Students First Initiative Report to Faculty Senate

Date: 4/25/2021

Submitted by: Karen Bjork

Members of the Subgroup:
- Library – Karen Bjork (Chair)
- Office of the Registrar – Cindy Baccar
- Office of Academic Innovation – Jaime Wood
- School of Business -Nathanial Garrod
- School of Business - Michael Dimond
- Maseeh College of Engineering & Computer Science - Christof Teuscher
- College of the Arts, Film - Mark Berrettini
- College of Liberal Arts and Sciences, English - Joel Bettridge
- College of Liberal Arts and Sciences, Mathematics - Gerardo Lafferriere
- College of Liberal Arts and Sciences, Physics - Jay Nadeau*
- College of Education, Special Education - Amy Parker
- School of Social Work, MSW Program Director - Sarah Bradley
- School of Public Health, Community Health - Ashley-Nicole Browning*
- College of Urban & Public Affairs, Criminology and Criminal Justice - Mauri Matsuda*
- Rachel Done, Publishing, Technical Writing, and Comics Studies Student and PSU UNST Grad Peer Mentor - Student Representative

* Faculty members designated by the Committee on Committees

Subgroup Scope:
The mission of the Textbook and Materials Affordability Subgroup of the Affordability Pillar of the Student's First Initiative is to meet the requirements of Oregon HB 2213 and HB 2871. The goal of the subcommittee is to reduce the costs of course materials for Portland State University students, and to improve student success.

The subgroup started in January 2021 and was divided into two working groups.

Low Cost/No-Cost Designation:
This working group is focused on defining and providing criteria for the no-cost and low-cost course designation. The working group is creating a guide that will provide the Portland State University Faculty community with a detailed overview of labeling policies and practical implementation tools for accurately designating courses in the Schedule of Classes (SOC), including definitions and case examples.

The working group will complete a bulk of the work by the end of Spring Term 2021.

Comprehensive Plan:
This working group is charged with creating an Affordable Learning Plan that will meet the requirements of HB2213. This includes
- Establishing target numbers for how many PSU courses will be designated as using low-cost or no-cost course materials.
- Creating steps taken to advertise the availability of academic courses designated as using low-cost or no-cost course materials.
- Establishing a statement of support for the academic freedom of faculty and instructors to select high-quality course materials for courses taught by the faculty and instructors.
- Recommending a formula for evaluating student financial savings and establish a target amount of student savings that will result from adoption of the plan.

This working group has just gotten started and aims to complete the plan by the end of Fall term 2021.