

Portland State University

**PDXScholar**

---

Faculty Senate Monthly Packets

University Archives: Faculty Senate

---

10-4-2021

## Faculty Senate Monthly Packet October 2021

Portland State University Faculty Senate

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/senateminutes>

**Let us know how access to this document benefits you.**

---

### Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet October 2021" (2021). *Faculty Senate Monthly Packets*. 372.

<https://pdxscholar.library.pdx.edu/senateminutes/372>

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: [pdxscholar@pdx.edu](mailto:pdxscholar@pdx.edu).

# Faculty Senate, 4 October 2021



This meeting will take place as an online conference. Registration information will be sent to senators, ex-officio members, and presenters. Others who wish to speak in the meeting should contact a senator and the Secretary in advance, in order to receive registration information and to be introduced by the senator during the meeting. A livestream will be available at 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](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard)

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

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

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

**The meeting will include divisional caucuses  
to choose members of Committee on Committees**

[www.pdx.edu/faculty-senate](https://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 **4 October 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, October 4th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, October 4th**. The **Consent Agenda** is **approved** without further discussion unless any senator, prior to the end of Announcements, requests separate consideration for any item.*

**AGENDA**

- A. Roll Call and *Consent Agenda* (see also E.1)
  - 1. Roll call *will be effected through the online participants list*
  - \* 2. Minutes of 7 June and 14 June meetings – *Consent Agenda*
  - \* 3. OAA response to Senate actions of 7 June and 14 June – *Consent Agenda*
  - 3. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*
- B. Announcements
  - 1. Announcements from Presiding Officer
  - 2. Announcements from Secretary
  - 3. Call for nominations for 2021-22 Research Awards (J. Podrabsky, VP-RGS)
- C. Discussion: CoC and Faculty committee roles, process
  - Divisional caucuses to choose members of Committee on Committees**
- D. Unfinished Business – *none*
- E. New Business
  - \* 1. Curricular proposals (GC, UCC) – *Consent Agenda*
- F. Question Period
- G. Reports from Officers of the Administration and from Committees
  - 1. President's Report
  - 2. Provost's Report
  - \* 3. Monthly report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustment
  - \* 4. Report from Community Engagement Task Group, Reimagine Campus Safety Committee
- H. Adjournment

**\*See the following attachments.**

**Complete program proposals are available at the [Online Curriculum Management System](#).**

A.2. Minutes for 6/7/21 & 6/14/21

A.3. OAA response to Senate actions of 6/7/21 & 6/14/21 – *Consent Agenda*

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

G.3. AHC-APRCA monthly report

G.4. RCSC flyer

# PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2021-22

## Steering Committee

Vicki Reitenauer, Presiding Officer

Rowanna Carpenter, Presiding Officer Elect • Michele Gamburd, Past Presiding Officer

Bishupal Limbu (2021-23) • Susan Lindsay (2021-22) • Becky Sanchez (2021-23) • Steven Thorne (2020-22)

Ex-officio (non-voting): Richard Beyler, Secretary to the Faculty • Randi Harris, Chair, Comm. on Committees

Yves Labissiere, Faculty Trustee & Senior IFS Rep.

### College of the Arts (COTA) [4]

Borden, Amy E.	FILM	2022	*+
Colligan, George	MUS	2023	*
Heilmair, Barbara	MUS	2023	
Heryer, Alison	A+D	2024	

### The School of Business (SB) [4]

Finn, Timothy	SB	2024	
Loney, Jennifer	SB	2022	+
Raffo, David	SB	2023	
Sanchez, Becky	SB	2022	

### College of Education (COE) [4]

De La Vega, Esperanza	C&I	2024	
Farahmandpur, Ramin	ELP	2022	+
Kelley, Sybil	ELP	2023	
Thieman, Gayle	C&I	2024	

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

Duncan, Donald	ECE	2022	
Dusicka, Peter	CEE	2023	
Feng, Wu-chang	CMP	2022	
Tretheway, Derek	MME	2024	
Wern, Chien	MME	2024	

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

Clark, Michael	ENG	2023	
Cortez, Enrique	WLL	2023	
Limbu, Bishupal	ENG	2022	
Thorne, Steven	WLL	2022	+
Watanabe, Suwako	WLL	2024	

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

Caughman, John	MTH	2024	
Cruzan, Mitch	BIO	2023	
Eppley, Sarah	BIO	2022	
Goforth, Andrea	CHE	2023	
Lafferriere, Beatriz	MTH	2022	+
Tuor, Leah	BIO	2021	*
Webb, Rachel	MTH	2024	

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

Ajibade, Jola	GGR	2023	+
Ferbel-Azcarata, Pedro	BST	2024	
Gamburd, Michele	ANT	2022	
Lockett, Thomas	HST	2023	*
Reitenauer, Vicki	WGSS	2022	+
Wilkinson, Lindsey	SOC	2024	

### Library (LIB) [1]

Mikulski, Richard	LIB	2023	+
-------------------	-----	------	---

### School of Public Health (SPH) [2]

Izumi, Betty	CH	2024	
Labissiere, Yves	CH	2022	+

### School of Social Work (SSW) [4]

Chorpenning, Matt	SSW	2023	
Donlan, Ted	SSW	2024	
Oschwald, Mary	RRI	2022	+
Smith, Gary	SSW	2023	

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

Clucas, Richard	PS	2023	
Eastin, Joshua	PS	2024	
Erev, Stephanie	PS	2023	
Kinsella, David	PS	2022	+
Rai, Pronoy	IGS	2024	

### Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023	
Lindsay, Susan	IELP	2024	
Taylor, Sonja	UNST	2022	*

### All Other Faculty (AO) [9]

Baccar, Cindy	REG	202	
Flores, Greg	ACS	2022	
Gómez, Cynthia	POF	2023	
Harris, Randi	TRSRC	2022	+
Hunt, Marcy	SHAC	2023	
Kennedy, Karen	ACS	2022	
Law, Anna	ACS	2023	
Mudiamu, Sally	OGEI	2024	
Romaniuk, Tanya	ACS	2024	

### Notes:

\* Interim appointment • + Committee on Committees • Total positions: 60 • Status: 27 September 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; Interim Dean, College of Education
Feng, Wu-chi	Interim 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
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

Borden, Amy +	University Studies Council
Burgess, David	Intercollegiate Athletics Board
Chaillé, Peter	Undergraduate Curriculum Committee
Colligan, George +	General Student Affairs Committee
Comer, Kate	University Writing Council
Cruzan, Mitchell +	Budget Committee (co-chair)
Emery, Jill	Budget Committee (co-chair)
Estes, Jones	Academic Quality Committee
Janssen, Mollie	Educational Policy Committee (co-chair)
Klein, Charles	Educational Policy Committee (co-chair)
Nadeau, Jay	University Research Committee
Read, Sarah	Graduate Council
Recktenwald, Gerald	Library Committee
Shatzer, Liz	Scholastic Standards Committee
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako	Academic Requirements Committee
TBD (September 2021):	ACIC, FDC, HC

**Senate Officers and Other Faculty Officers**

Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Advisory Council (2020-22); Presiding Officer Elect
Chivers, Sarah	Adjunct faculty representative
Ford, Emily	Advisory Council (2021-23)
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 27 September 2021

**DRAFT • Minutes of the Portland State University Faculty Senate, 7 June 2021 • DRAFT  
(Online Conference)**

**Presiding Officer:** Michele Gamburd

**Secretary:** Richard Beyler

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

**Alternates present:** Megan Oprook for Broussard, Jack Miller for Erev, Rich Wattenberg for Magaldi, Tanya Romaniuk for Law (also as newly elected senator).

**Senators absent:** Guzman, Ito, Kelley, Raffo.

**Newly elected senators present:** Baccar, Caughman, Colligan, De La Vega, Donlan, Ferbel-Azcarate, Finn, Hotton, Jaén Portillo (also as ex-officio member), Lindsay, Luckett, Mudiamu, Rai, Romaniuk (also as alternate), Thieman, Tretheway, Tuor, Watanabe (also as ex-officio member), Webb (also as ex-officio member), Wern, Wilkinson.

**Ex-officio members present:** Beyler, Boyce, Chabon, Emery, Ginley, Jaén Portillo (also as newly elected senator), Jeffords, Knepfle, Lambert, Loikith, Lynn, Mbock, Mulkerin, Percy, Podrabsky, Rosenstiel, Sager, Spencer, Toppe, Watanabe (also as newly elected senator), Webb (also as newly elected senator), 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. **Minutes** of the 3 May meeting were **approved** as part of the *Consent Agenda*.

**B. ANNOUNCEMENTS**

**1. Announcements from Presiding Officer**

GAMBURD announced that there would be a **second June meeting on Monday, June 14<sup>th</sup> at 3:00**. She welcomed newly elected senators, and also thanked current senators for their contributions to Faculty governance. In a change from previous practice, divisional caucuses to choose Committee on Committee members would be deferred until the start of the new academic year.

GAMBURD announced that University policy now officially recognized the teaching professor rank series approved in May. Next steps would be revision of department-level promotion and tenure guidelines, as well as bargaining on salaries and, presumably, crosswalk policies for colleagues currently in instructor ranks.

GAMBURD reminded senators of the Article 22 process for the Intensive English Language Program, open through the 10<sup>th</sup>. A Steering Committee report would be included in the June 14<sup>th</sup> meeting packet.

## 2. Announcements from Secretary

BEYLER clarified that the meeting on the 14<sup>th</sup> would be for current senators. He called attention to the committee reports included in the packets, some of which included recommendations for action items for next academic year.

## 3. Announcements from ASPSU

GAMBURD introduced Nya MBOCK, the new President of ASPSU. MBOCK welcomed the opportunity to work with Faculty Senate. She is a Communications major, a Student Ambassador, and a peer mentor for international students. She looked forward to bringing students' perspectives to the important issues coming before Senate.

### ELECTION OF SENATE OFFICERS FOR ACADEMIC YEAR 2021-22

GAMBURD turned the chair over to REITENAUER.

**NOMINATIONS FOR PRESIDING OFFICER ELECT FOR 2021-22.** BEYLER announced that Rowanna CARPENTER had been nominated prior to the meeting. There were no further nominations from the floor.

**ELECTION OF PRESIDING OFFICER ELECT FOR 2021-22.** CARPENTER was **elected** Presiding Officer Elect (recorded by online survey).

**NOMINATIONS FOR STEERING COMMITTEE.** BEYLER stated that there were three positions open: two regular two-year terms (2021-23) and one interim one-year term (2021-22). Nominations had been received prior to the meeting for Bishopal LIMBU, Susan LINDSAY, and Becky SANCHEZ.

**ELECTION OF STEERING COMMITTEE MEMBERS.** LIMBU, LINDSAY, and SANCHEZ were **elected** members of Steering Committee (recorded by online survey). *(By prior agreement with the candidate, LINDSAY will take the interim position.)*

GAMBURD resumed the chair.

## C. DISCUSSION: Race and ethnic studies in the PSU curriculum

Steering Committee, GAMBURD said, felt that it would be useful to have a broader discussion of the issues surrounding the RESR proposal and give senators the chance to ask questions without feeling pressured by parliamentary apparatus. She wished to clarify how and why the material was postponed at the May meeting. The discussion had already gone on for some considerable time, and other business needed attention. The impression might have been given that the working group had not done their homework; GAMBURD stated, however, that they had diligently consulted stakeholders. She did not want anyone to be left with a contrary impression. GAMBURD also wished to clarify Budget Committee's role in curricular proposals. For programs that go through GC or UCC, this is usually done via OCMS [Online Curriculum Management System]. Degree requirement changes go through ARC; BC's role there is less clear. BC did provide feedback on the BA/BS changes earlier this year, and to the UNST curriculum revisions appearing on the June 14<sup>th</sup>. Steering intends to clarify BC's role in the process for these types of changes.

IZUMI, as Presidential Fellow on Asian-American and Pacific Islander [AAPI] Student Success, commented on the anticipated amendments. *[Note from Secretary: the proposed*



*amendments appeared in the packet as D.1.2-3, but were not actually introduced in that form; see below.]* One expresses a desire for more courses on Asian, Pacific Islander, and Middle Eastern populations, but singles out students so as to undermine efforts to dismantle white supremacy. It places faculty in the position of profiling students in ways that perhaps violate their privacy rights. One mechanism of white supremacy is to create different racial groups and pit them against each other through varying relationships to white cultural norms.

Another potential amendment, IZUMI said, seeks to waive the requirement for international students of color. According to an Oregon State engineering professor, requirements such as that being proposed benefit students from countries where social norms may vary greatly from the experience of people of color in the US. Such courses will broaden their cultural education, and give them a way to process their experiences in relation to others.

IZUMI noted a concern about a lack of courses focusing on AAPI students. She had been involved since last fall on a cross-campus effort to create an AAPI Studies Department; the group had recently received a \$120,000 anti-racism grant from the OHSU/PSU School of Public Health. Curriculum could potentially be cross-listed in SGRN and lay the foundation for an AAPI Studies Department. In her studies of health and nutrition inequities, being of Asian descent or being a health equity scholar doesn't make her an expert on race or racism; she was grateful to lean on SGRN for scholarly expertise and analysis of these topics.

IZUMI noted that PSU is the higher education institution in Oregon with the most racially and ethnically diverse student body; our students want and need these courses.

TINKLER understood from her department that PSU does not like cross-listing courses; therefore, the suggestion that [RESR] courses would be cross-listed was confusing.

GAMBURD recognized Registrar Cindy BACCAR to respond: she was unaware of any changing policies on cross-listing. Senate had set few rules. A cross-listed course needs to go through the regular curricular process, and cross-listing is not approved just for advertising purposes. The two units need to collaborate on the curriculum and each have faculty that can teach the course. TINKLER: Women in the Economy used to be cross-listed with [WGSS]. She thought now that there was no one in that department who has an interest in also teaching it; therefore, it could not be cross-listed? BACCAR: that is the rule set by Senate. Both units have to contribute to the curriculum and commit to teaching the course. GINLEY: faculty from both departments have to be involved in the proposal. CRUZAN wished for clarification of whether cross-listing will be required. SAGER: the committee would simply determine whether courses meet the RESR requirement; cross-listing was an issue for UCC. The proposed committee does not have jurisdiction over broader curricular issues. Though cross-listing is not required, they expect that some faculty will want to pursue this.

PADÍN: our budgeting system turns some educational proposals into a zero-sum game between units. We need to fix that; we shouldn't have departments competing for every last credit, when there is a proposal that is educationally defensible and desirable.

## **D. UNFINISHED BUSINESS**

### **1. Adding race/ethnic studies requirement to the undergraduate University requirements (postponed from May)**

GAMBURD brought to the floor the proposal for an undergraduate Race/Ethnic Studies Requirement, postponed from May, contained in **June 7<sup>th</sup> Agenda Attachment D.1.**

JEDYNAK/CRUZAN **moved to amend** the motion with the text specified in **June 7<sup>th</sup> Attachment D.1.1**, which would change the requirement for transfer students with 60 or more credits to take one RESR designated course.

*Consideration of Amendment D.1.1*

CRUZAN indicated that the amendment represents a compromise in regard to transfer students. Students entering as freshmen or sophomores would be required to take two RESR courses; transfers coming with 60 or more credits would be required to take only one, and not in a particular department. The motivation was to provide some equity in terms of the time students spend at PSU. There was concern that students in some majors would have difficulty incorporating this requirement into their curriculum. Especially since we are competing for transfer students with other Oregon universities, we wish to have a scaled requirement for transfers.

SPENCER: similar concerns, along with anticipated effects of RESR, were behind the proposals about UNST clusters which would appear before Senate next week.

FENG / AJIBADE **moved to amend the amendment** by adding the underlined text [*referred to hereinafter as D.1.4*]:

taken within SGRN, within the International Studies program in CUPA, or be cross-listed with one of the SGRN units.

*Consideration of Amendment D.1.4 to Amendment D.1.1*

FENG's concern was representation of Asian and Middle Eastern ethnicities. They are currently not represented very well in the curriculum, but realizing that there is some representation in CUPA, he was proposing now a simplification of the two potential amendments in the packet [D.1.2-3].

PADÍN questioned whether this is not a separate issue than that raised by Amendment D.1.1; it's about the pool of available courses, rather than the transfer requirement. GAMBURD agreed that the question was a bit blurry, but proposed to deal first with the amendment to the amendment, and then return to D.1.1.

IZUMI: RESR aims to help students understand the history, culture, and lived experiences of African-Americans, Latino Americans, Asian Americans, Pacific Islanders, and Native Americans—courses where SGRN has expertise. Including other academic units under this blanket may not help us fulfill this goal.

JAÉN PORTILLO: the motion has been carefully crafted through multiple conversations with faculty in relevant units. The current wording [of the main motion] is intended to bridge BIPOC experience at both domestic and international levels. The ideas motivating the modification have already been considered in the crafting of the main motion.

AJIBADE voiced concerns about the requirements for transfer students. Many of our students have talked about the gaps they experience in not having access to ethnic studies in depth. She hoped we could find ways to address making this available to transfer students. PADÍN thereupon reiterated his question about the relationship of the two amendments; the previous comments seemed to relate to the first amendment rather than the amendment to the amendment.

*Upon a procedural question from HANSEN, and discussion of parliamentary issues by GAMBURD, CLARK (Parliamentarian), and BEYLER, it was determined to first vote on D.1.4, and then return to D.1.1.*

**Amendment D.1.4** to amendment D.1.1 was **not approved** (13 yes, 30 no, 7 abstain, recorded by online survey).

*Return to consideration of Amendment D.1.1*

CRUZAN emphasized that the amendment would not eliminate the requirement for transfer students, but only reduce it and remove the stipulation that it be taken within SGRN. JEDYNAK: this met the concerns expressed by AJIBADE.

GRECO wished to hear from the working group. There was already potential to have overlap between RESR and UNST clusters. Therefore she wished to know if the amendment was really coming from everyone [involved in the proposal]. SAGER: it was product of discussion among various constituencies. They recognized a concern that some juniors, particularly in STEM, might have difficulty to meet the two-course requirement. They didn't wish to place undue barriers to graduation. It was an acceptable compromise. SPENCER noted that the RESR working group talked with UNST Council about cluster overlap; another outcome was the motions that would appear on the next agenda. Probably some cluster courses would be of interest for RESR, but he did not want to pre-empt the auditing work to determine what would engage in race and ethnic studies in a sufficiently sustained way.

GAMBURD recognized Lisa WEASEL (chair of WGSS and member of the working group): after these conversations, they made a spreadsheet with all the clusters to identify courses that look like good candidates [for RESR], and conversely clusters that could use additional course development—the aim of the summer workshops. The amendment [D.1.1] was motivated by data showing very little room in, e.g., engineering degrees, where professional certification is also an issue. It balanced concerns of different constituencies, while not burdening students with extra costs or difficulties in graduating. She noted that departments might require students to take such courses [as part of their majors]; some, such as PSY, have already done so.

BACCAR asked if the requirement had to be fulfilled by PSU courses, or whether transfer courses could be used. WEASEL: it would depend on equivalency or articulation agreements, though they did not delve into this in detail.

FENG: the state mandates a cultural literacy requirement, without adding credits, for community college transfers (SB 2998). That's another reason why the reduction helps transfer students. In the computer science transfer map, e.g., we must accept community college cultural literacy courses as part of the academic program.

LUPRO wondered about the 60-credit threshold; why not have it match the threshold for transferring into the junior cluster requirement at 75 to 89 credits? CRUZAN: if this needed to be changed, it could be.

**Without objection, the amendment was modified** to change “60 credits” to “90 credits,” as consonant with the intent of the proposal and clearer for students.

**Amendment D.1.1.**, with the modification of the threshold to 90 credits, was **approved** (43 yes, 8 no, 1 abstain, recorded by online survey).

*Return to consideration of main motion D.1 as amended*

The proposal for an undergraduate Race/Ethnic Studies Requirement as given in **June 7<sup>th</sup> Agenda Attachment D.1**, as **amended** in **Attachment D.1.1**, and modified to change 60 credits to 90 credits, was **approved** (45 yes, 5 no, 2 abstain, recorded by online survey).

**2. Introduction (first reading) of proposed amendment to Faculty Constitution: RESR Committee** (*postponed from May*)

GAMBURD reviewed the procedure: the proposal in **June 7<sup>th</sup> Agenda Attachment D.2** to add a RESR Committee to the Faculty Constitution would be open to potential modification today, but the final version would not be voted upon until the next meeting. BEYLER clarified that, due to an editing error, the term ‘ex-officio’ should be struck from the text circulated in the packet; this was in accord with the intent of the proposers.

INGERSOLL observed that since we also offer BFA degrees, references to ‘BA/BS degrees’ should probably be changed to ‘bachelor’s degrees.’

CORTEZ: only one course will be required from SGRN, but there will be a majority on the committee. There are other departments that would like to be represented.

GAMBURD reverted to INGERSOLL’s suggestion the term should be ‘bachelor’s degrees.’ This change was made **without objection**, as expressing the actual intent.

CORTEZ, continuing, wished to consider the number of members and distribution of members on the committee. GAMBURD recognized Ethan JOHNSON (chair of BST and member of the working group) to respond: it is a matter of relevant expertise. While many people have an interest in these questions, the entire teaching and research focus of SGRN faculty, such as himself, is on these questions of race, ethnicity, gender, and sexuality. The proposal is led by SGRN faculty because this is the work that they do, and this is recognized in the composition of the committee.

JAÉN: as we trust Math Department colleagues with the math requirement, and WLL colleagues with the language requirement, so we should trust these colleagues with this requirement. The committee does include members from other departments; their expertise also forms part of the community. The committee is meant to work collaboratively. There is, furthermore, evaluation of new courses by the regular curricular process through UCC and Senate. Campus input can occur at a variety of stages.

HANSEN observed that the term ‘relevant expertise’ may prove problematic for CoC. It can be no small task to get people to step up to serve, and without further guidance it may be difficult for CoC to determine what counts as relevant expertise.

BORDEN suggested adding something more specific to the charge about teaching that engages critical race theory, ethnic studies, cultural competency, etc. She also wondered about the process CoC would use to staff the committee with faculty from SGRN.

PADÍN said these two questions were connected. The aim is to safeguard the integrity of the requirement. The four SGRN faculty, as area experts, don’t need special vetting. We can be more fluid about the other three, without having to spell out onerous guidelines.

SAGER: the selection was placed in the hands of CoC because they wanted to mirror the process for writing or math requirements, while maintaining integrity, as PADÍN said. The requirement should not get watered down in a rush to include as many courses as possible. There should be scrutiny embedded in scholarship.

GAMBURD recognized Pedro FERBEL-AZCARATE (BST, newly elected senator): if CoC wants a conversation with SGRN about selection criteria, that would be a fantastic opportunity. SGRN is itself interdisciplinary. The more conversations, the better, to get us out of silos and understand what goes on in our different disciplines.

GAMBURD recognized Eli ROACH (ASPSU), who pointed out the [FAQ document](#) circulated earlier from SGRN, which addressed this issue of majority representation.

MEYER observed that not long ago, SGRN was marginalized. In the meanwhile, they conducted several rigorous searches and started this initiative. She felt that they had earned a majority in this committee.

JEDYNAK wondered about situations of disagreement about a course. FERBEL-AZCARATE suggested that the committee would follow models of other curricular committees, for example how UNST evaluates capstones for community engagement.

BORDEN/GRECO **moved to amend** the proposed constitutional amendment by adding:

The four SGRN faculty, shall be chosen by a majority vote of the faculty of SGRN which shall notify the Committee on Committees of their elected committee members each year by June 1.

*Consideration of the amendment to the proposed constitutional amendment*

REITENAUER: governance in SGRN operates through a consensus model, so calling for a majority vote may unnecessary, or in fact run counter to the school's methods.

GRECO, following upon BORDEN: there is ambiguity about who is responsible for choosing the SGRN members. She agreed with the notion of the school selecting the appropriate people, but what if the school doesn't want or take that responsibility?

WEASEL suggested changing 'majority vote' to the text offered by BORDEN in the chat: 'vote within the processes of SGRN.' JOHNSON: it would be easy for the [SRRN] director to appoint four members from faculty from those who volunteered.

HANSEN said that these changes would require other constitutional changes, since CoC is charged with appointing members of all constitutional committees. There needs to be internal consistency within the Constitution. BEYLER observed, however, that there are in fact some constitutional committees that have members other than CoC appointees—for example, Intercollegiate Athletics Board—if Faculty Senate stipulates that in the committee's charter.

**Without objection, the amendment to the amendment was modified to:**

The four SGRN faculty, shall be chosen by a vote within the governance model of SGRN of the faculty of SGRN, which shall notify the Committee on Committees of their elected committee members each year by June 1.

The **amendment to the proposed constitutional amendment** was approved (26 yes, 9 no, 3 abstain, recorded by online survey).

## E. NEW BUSINESS

### 1. Curricular proposals (GC, UCC) – *Consent Agenda*

The changes to programs, new courses, and changes to courses listed in **June 7th Agenda Attachment E.1** were approved as part of the *Consent Agenda*, there having been no objection before the end of announcements.

### 2. Notification of elimination of programs (BC, UCC) – *Consent Agenda*

Senate **received** from Graduate Council and Undergraduate Curriculum Committee notification of the elimination of the following academic programs, as specified in **June 7th Agenda Attachment E.2**: MA/MS in Health Studies; MAT/MST in Arts & Letters; MAT/MST in Science; MAT/MST in Social Science; Minor in Religious Studies.

## F. QUESTION PERIOD – *none*

## G. REPORTS

1. **President's report** – *fell out due to time*
2. **Provost's report** – *fell out due to time*

*The following reports were received as part of the Consent Agenda (see the respective June 7<sup>th</sup> Agenda Attachments):*

3. **Annual Report of Budget Committee**
4. **Annual Report of General Educational Policy Committee**
5. **Annual Report of Student Affairs Committee**
6. **Annual Report of Graduate Council**
7. **Annual Report of Honors Council**
8. **Annual Report of Institutional Assessment Council**
9. **Annual Report of Library Committee**
10. **Annual Report of Undergraduate Curriculum Committee**
11. **Annual Report of University Studies Council**
12. **Annual Report of University Writing Council**
13. **Annual Report of Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments**
14. **Final Report of Ad-Hoc Committee on Administrative Reviews**
15. **Interim Report of Ad-Hoc Committee on Definitions of Faculty, Program, and Department in the Faculty Constitution**

## H. ADJOURNMENT

The meeting was **adjourned** at 5:40 p.m.

**DRAFT • Minutes of the Portland State University Faculty Senate, 14 June 2021 • DRAFT  
(Online Conference)**

**Presiding Officer:** Michele Gamburd

**Secretary:** Richard Beyler

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

**Senators absent:** Broussard, Cortez, Guzman, Holt, Ito, Kelley, Meyer.

**Ex-officio members present:** Allen, Beyler, Bowman, Burgess, Chabon, Coll, Emery, Estes, Ginley, Jaén Portillo, Jeffords, Lambert, Loikith, Lynn, Mbock, Mulkerin, Percy, Podrabsky, Rosenstiel, Sager, Spencer, Toppe, Voegelé, Watanabe, Webb, Wooster, Zonoozy.

The meeting was **called to order** at 3:02 p.m.

**A. ROLL CALL AND CONSENT AGENDA**

1. **Roll call** was effected using the participants list of the online meeting.
2. **Procedural: Presiding Officer may move any agenda item – Consent Agenda**  
*Under this proviso, discussion of E.5 was paused at 4:30 to hear F, G.1, and G.2.*

**B. ANNOUNCEMENTS**

**1. Announcements from Presiding Officer**

GAMBURD thanked Steering Committee for their support and counsel; David BURROW and other members of tech team; and all Senators members for their participation during this uniquely difficult academic year. She also called attention to the work of various committees, and urged senators to look at the reports, which include crystallizations of years of thought and ideas for further action. REITENAUER in turn thanked GAMBURD for her expertise and guidance over this last year, and the opportunity to see behind the curtain in a new way. She also recognized the helpful work of CLARK as parliamentarian, which GAMBURD echoed.

**2. Announcements from Secretary**

BEYLER expressed appreciation to senators for their patience and willingness to work through the unprecedented challenges of the last fifteen months.

**C. DISCUSSION – none**

**D. UNFINISHED BUSINESS**

1. **Proposed amendment to Faculty Constitution: RESR Committee – introduced and modified at June 7<sup>th</sup> meeting**

LUPRO/CHONPENNING **moved** consideration of the **proposed amendment to the Faculty Constitution** contained in **June 14<sup>th</sup> Agenda Attachment D.1** (introduced and modified at the previous meeting).

JEDYNAK / CRUZAN **moved to amend** the proposal by adding the underlined text and deleting the ~~struck-through text~~:

This committee shall [...] and ethnic studies). The first year, tThe four SGRN faculty shall be chosen by a vote within the governance model of SGRN, which shall notify the Committee on Committees of their elected committee members ~~each year by June 1~~. It will also include one graduate student with relevant expertise. The first student to be a member of this committee will be enrolled in the SGRN MA certificate program [...] will be voting members. Thereafter, the members of the RESR Committee will be chosen by the Committee on Committees.

The committee shall: [...]

7. Report to the Faculty Senate at least once each year. The report will include a list of the courses that have and have not been recommended to satisfy the RESR together with the rationale for these decisions.

*Consideration of the modification (amendment) to the proposed constitutional amendment*

JEDYNAK: the appointment of members is constitutionally the role of Committee on Committees [CoC]. It was necessary to start the committee expeditiously, but thereafter why not return to the basic rule?

GRECO remembered about thirty years ago when there was a diversity requirement; the gates were opened up to a little bit of everything, in a way that did not follow the spirit of the requirement. While respecting the decision making of CoC, she preferred to keep disciplinary decisions in the hands of people with disciplinary expertise.

BORDEN was of the opinion that this committee [with its specific task] is somewhat different than committees in general. She was comfortable leaving staffing as proposed in the [June 7<sup>th</sup>] motion. If necessary, we can re-evaluate in a few years and make necessary changes; it is too quick to make this change now.

JAÉN PORTILLO: it was apparent after our discussion last Monday that first we need to set up the requirement, and then we need to preserve its integrity by appointing to the committee faculty who are central to the pedagogical goals of ethnic studies. We talked about how the composition of the committee is intended to follow regular processes for staffing, but with provisions intended to support specific aspect of the requirement. The modification would take us in a different direction.

GAMBURD recognized Marie LO (chair of ENG, member of the working group): she had been moved by the supportive votes for the Race and Ethnic Studies Requirement [RESR]. It offers students intellectually rigorous courses grounded in the discipline and pedagogy of ethnic studies. Just as the University Writing Council is led by faculty trained in this area, the committee should be led by faculty with disciplinary expertise, such as in SGRN.

JEDYNAK, acknowledging these arguments, suggested there was always the risk of disagreements within a department or school, and that Senate or specifically CoC could then act as a kind of arbiter and ensure presence of representative views.

JAÉN: we should trust the colleagues working in this field.



The proposed **modification** (amendment to the amendment) was **not approved** (17 yes, 31 no, 2 abstain, recorded by online survey).

*Return to consideration of the main motion (the proposed constitutional amendment)*

LUPRO / CHONPENNING **moved** consideration of the **proposed amendment to the Faculty Constitution** contained in **June 14<sup>th</sup> Agenda Attachment D.1** (introduced and modified at the previous meeting).

JEDYNAK asked what would be the qualifications of the student member. GAMBURD recognized Ethan JOHNSON (chair of BST, member of the working group) to respond: this would be a relevant way for students who are doing the certificate program to participate in a significant aspect of the work of SGRN. It seemed that this is something SGRN students would want to be involved in.

PADÍN found the proposal reasonable as it stands, but if we need to make changes down the road—for example, if there are problems in filling the student seat—we can fix them.

The proposed **amendment to the Faculty Constitution** was **approved** by the required two-thirds majority (40 yes, 9 no, 1 abstain, recorded by online survey).

## E. NEW BUSINESS

### 1. New program: Grad. Cert. in Applied Behavior Analysis (CoE via GC)

FARAHMANDPUR / GRECO **moved** approval of the Graduate Certificate in Applied Behavior Analysis, a new program in the CoE, as summarized in **June 14<sup>th</sup> Agenda Attachment E.1** and proposed in full in the [Online Curriculum Management System \[OCMS\]](#).

The Graduate Certificate in Applied Behavior Analysis, summarized in **E.1**, was **approved** (44 yes, 1 no, 1 abstain, recorded by online survey).

### 2. New program: Grad. Cert. in Futures Thinking & Foresight Practice (GC)

CHONPENNING / SANCHEZ **moved** approval of the Graduate Certificate in Futures Thinking and Foresight Practice, a new interdisciplinary program, as summarized in **June 14<sup>th</sup> Agenda Attachment E.2** and proposed in full in [OCMS](#).

JEDYNAK noted a lack of work in history. GAMBURD recognized Laura NISSEN (SSW) to respond: the list of electives is only a beginning; it is her intention in the coming year [to look at additional options]. She has been in conversation with the Dean of CLAS about it, and would also like to make her way around the University to look at other topic not currently on the list. When students pick a focus area, they review the history. JEDYNAK: but there are no HST courses listed. NISSEN said she intends to add history electives should faculty who teach those courses be willing to be involved, but she just hasn't gotten around the entire university. The electives list is just the beginning.

The Graduate Certificate in Futures Thinking and Foresight Practice, summarized in **E.2**, was **approved** (30 yes, 10 no, 4 abstain, recorded by online survey).

**3. New program: Grad. Cert. in Orientation & Mobility for Children, Youth, and Adults (CoE via GC)**

FARAHMANDPUR / AJIBADE **moved** approval of the Graduate Certificate in Orientation and Mobility for Children, Youth, and Adults, a new program in CoE, as summarized in **June 14th Agenda Attachment E.3** and proposed in full in [OCMS](#).

The Graduate Certificate in Orientation and Mobility for Children, Youth, and Adults, summarized in **E.3**, was **approved** (44 yes, 0 no, 1 abstain, recorded by online survey).

**4. New program: Minor in Interdisciplinary Neuroscience (CLAS via UCC)**

REITENAUER / AJIBADE **moved** approval of the undergraduate Minor in Interdisciplinary Neuroscience, a new program in CLAS, as summarized in **June 14th Agenda Attachment E.4** and proposed in full in [OCMS](#).

JEDYNAK asked whether statistics were required. GAMBURD recognized Brad BUCKLEY (BIO) to respond: it had been discussed, but he was not privy to the details. The minor would supplement a major such as biology or psychology, and so any statistics requirements would differ accordingly. INGERSOLL observed that there are three tracks, and at least for biology majors statistics is included in the math option. Psychology students are required to do statistics [as part of the major].

The Minor in Interdisciplinary Neuroscience, summarized in **E.4**, was **approved** (44 yes, 0 no, 2 abstain, recorded by online survey).

**5. Reduce the required number of SINQs from three to two, effective AY 22-23 (USC)**

GAMBURD indicated that discussion of item E.5 would also be relevant to item E.6.

DUNCAN / EMERY **moved** approval of a change the University Studies requirements to reduce the number of Sophomore Inquiry [SINQ] courses from three to two, effective academic year 2022-23, as specified in **June 14th Agenda Attachment E.5**.

SPENCER characterized [E.5 and E.6] as intended to improve student success and high-impact practices. In its nearly 30-year history, there has been relatively little structural revision of UNST. The proposals were [brought to USC] by UNST Executive Director Linda GEORGE. They rely on ongoing assessment data provided by CARPENTER, as well as a 2017 student exit survey. Alongside improving student success, another goal is making the program more flexible in meeting students' needs and interests. [E.5] reduces the required SINQ courses from three to two. Students transferring as sophomores will take at least one SINQ. [E.6] changes the current requirement that students take the SINQ that matches the junior cluster courses into a recommendation.

Surveys, SPENCER said, show that SINQ has a high impact on retention: students who complete a SINQ course are more likely to complete their degree—but only if they complete the SINQs before the junior cluster. Often, students don't complete the cluster that corresponds to the SINQs they took; this often in turn results in petitions to ARC to get special accommodation. An alarming statistic is that approximately 57% did not take any cluster courses. Many instructors have experienced the phenomenon of “cluster shopping.” Because the junior cluster is twelve credits, some students are reluctant to take the SINQ during their sophomore year. They instead look at cluster courses [first] to get a sense of what they might be interested in, and then end up taking the

[corresponding] SING during their junior or senior year. This is problematic because SINGs are intended to provide a wide range of support for students, access to university resources, etc. Thus many students take the courses in a way counter to the curricular logic. How can we induce students take SINGs at the intended curricular place?

Motion E.5, SPENCER said, by reducing the number of SINGs to two, takes off some of the pressure. Data shows that the first SING course has an impact of 14% on retention; the second course increases the number a bit more; the third course has little impact. It's a question, then, why we require the third course. This motion will reduce the number of graduate mentors and therefore the mentor budget—though it is not in USC's purview to worry about budget concerns. It seems that in the founding documents for UNST, the three courses were just assumed, following the three terms of the main academic year. The motion also aims to streamline the program for transfer students.

Motion E.6, SPENCER continued, decouples the cluster from SINGs, an idea that they had heard about from cluster coordinators, chairs, and advisors. It gets more directly at the problem of cluster shopping by students who are perhaps reluctant to commit to 16 credits on one specific topic. The change will make it more likely that students take SING, cluster courses, and capstone in that sequential order.

SPENCER reported that BC suggested that retention and recruitment would be increased under these proposals, because transfer students are sometimes confused and even put off by some of our general education requirements.

The UNST founding documents, SPENCER said, while devoting much attention to FRING and capstones, do not actually have much description of the SING and cluster levels. USC considered the curricular reasons for these courses, rather than accretion and tradition. The founding documents themselves make the point that revisions must address the issue of transfer students. If anything we are more of a transfer institution now.

ARC, SPENCER said, believed these proposal would significantly reduce the number of petitions they have to deal with.

The changes would not take effect until academic year 2022-23, SPENCER continued, noting that this was the same time that the RESR takes effect.

Returning to BC's evaluation, SPENCER said they concluded that it would lower costs and raise recruitment and retention, but may have a negative impact for programs that rely on UNST mentor funding for graduate students. The increased flexibility may change enrollment patterns in SINGs and cluster courses, which will require adaptation and adjustment by various units. USC noted that it will be important to continue quality control on writing instruction in UNST courses.

CRUZAN cautioned that a statistical correlation between taking SINGs and retention does not necessarily imply a causal relationship.

GAMBURD recognized Bennett GILBERT (UNST) for comment. Adjunct faculty, GILBERT said, had not been consulted or even informed about the proposal. He was speaking from a position of precarity. After seven years teaching in UNST, he does not have a contract due to the decline in student population. Opposing a proposal devised and advanced by his supervisors worried him, but he worried also who will have a place at PSU the year after next, after program reductions. SPENCER had presented the case for

the proposal, GILBERT said, but if Senate must approve because USC did, there is no point for Senate to vote. The council's approval has weight, but Senate has authority to make its own deliberations. The case was made that the third SINQ does not provide a bump in retention, but as CRUZAN suggested the causality is not proven—what model of retention are we using? The fundamental question is, what educates our students well? SINQ is course in ideas: how to think about them and how to use them. These critical thinking skills are not given by skimming information; our students deserve a year to learn them. Our students are in need of general knowledge and skills for study—for college, but also for citizenship. We are in desperate need of informed, thoughtful citizens; employers say the same thing about the job skills they want. Development over time is important, as it is for, say, a math or language sequence, or for a literature or history survey. To get these skills requires repeated efforts and practice. The posited approach could allow dropping the third part of any course sequence because not all students complete it.

GILBERT continued: reducing the SINQ requirements will eliminate the jobs of non-tenure-track and adjunct faculty colleagues. He urged senators to think carefully, because with all the best will from the administration, forces moving beyond PSU will not spare other faculty when their time comes. Many jobs will survive, of course, but voting for this measure today makes it harder for colleagues to vote later against measures that would end your employment here. There is an issue of faculty solidarity in shared governance and in finding effective means to achieve the goals of higher education.

LUPRO: the proposal has three basic rationales. The first concerns retention. As we have heard, the effect on retention with one SINQ is very high, with the second lower but still present, with the third still lower but still present. Given the enrollment forecasts, we shouldn't leave any potential retention effect on the table. He therefore urged USC, UNST leadership, and Senate to monitor retention numbers carefully should this measure pass, and if they drop, to reconsider the question.

The second point, LUPRO continued, is the cost of the mentor program. When he was director of junior clusters, it was extremely difficult to find a financially sustainable model. In the first year of the graduate employees contract, we had five-year lows on students' sense of community and active participation, as a result of mentors having to do twice as much work to earn their fellowship. A majority of our graduating students are transfer students who take no SINQs anyway, or fewer than three. We know that mentoring is a high-impact practice; if we have a preponderance of transfer students, we should find a way for those transfer students to get this experience.

The third rationale, LUPRO said, was the RESR passed last week. There is no reason why every UNST course, which already has as one of its four goals diversity, equity, and social justice, should not apply for and receive the RESR designation. If so, all of these courses would count towards that requirement and not compete with it.

*Change to agenda order: At 4:30, discussion of E.5 was paused to hear items F, G.1, and G.2. Item F was included under item G.2.*

## **F. QUESTION PERIOD**

1. **Question to Provost** – *response included in Provost's Report, item G.2.*

## G. REPORTS

### 1. President's report

PERCY expressed appreciation to GAMBURD for her effective leadership and hard work to keep our shared governance moving forward in difficult circumstances, and also to BEYLER for implementing effective processes in a disruptive environment. He honored the resilience of PSU's faculty and staff who faced challenges and uncertainty, balancing work and family, caring for people, to make it through this year. A demonstration of this work was the graduation of 6255 students last weekend. PERCY thanked everyone present for creating an environment where successful learning could take place. He also thanked Student Affairs, University Communications, and others whose work went into the virtual graduation ceremonies.

In answer to questions he'd received about federal stimulus funds, PERCY said that they came in three packages. The first package, commonly called the CARES Act, provided about \$18 million, equally between financial support to students and reimbursement to universities for direct expenditures to cope with the pandemic. A significant part of the other two parts will also be directly awarded to students over the summer and next AY. The institutional funds in the first round went to health and safety innovations and modifications; software and equipment to facilitate remote learning; reimbursement for student fees that were waived or reduced; and upgrading internet and teaching equipment, in classrooms. They are looking at requirements for the second and third rounds. Part of the funding has already been committed for elements of the Open for Fall, Open for All campaign, including the summer bridge program and housing vouchers. However, use of much of this funding will not be determined until fall. PERCY emphasized that these are one-time funds, not ongoing solutions for ongoing budget challenges.

PSU has made important strides in advancing racial justice and equity, PERCY said, with many people imagining initiatives to move equity forward, certainly including BIPOC faculty, staff, and students. This is only the start. Next year will be a time of acting on ideas developed by the Time to Act Task Force and task forces on student success.

PERCY reported that PODRABSKY is conducting a study, at his request, to develop a workable plan to advance research scholarship. He urged faculty to provide comments for the study or contact the University Research Committee to share their views.

Regarding program retrenchment [in IELP], PERCY acknowledged that this has been a challenging time. Article 22 [of the CBA] prescribes a process including multiple points for feedback, but it also creates a significant trauma for the academic unit. IELP continues to have strong teachers, instructors, and support providers. Several elements of the retrenchment plan have been modified based on comments received from Steering Committee, IELP faculty, and elsewhere. Senior University leadership have been finalizing the plan, and are meeting with IELP faculty this afternoon to communicate the final plan before releasing it to the campus community. What they are proposing, PERCY said, will protect instructional and support capacity needed to assist international students. The comments received were an essential part of the process, and informed many changes to the provisional plan. The changes include embracing faculty interest in creating new revenue streams, something that is also consistent with efforts we are making campus-wide at the behest of the Board of Trustees. They are modifying the

timeline to enable more time to plan, to understand enrollment patterns, and to assess options within or external to the program.

PERCY again thanked faculty for their resilience and accomplishments, often at personal cost. He hoped summer would be a chance to rest, renew, and reflect.

**2. Provost's report** – *including also response to F. Question to Administrator*

JEFFORDS started with a response to the **Question to Administrator (June 14<sup>th</sup> Agenda Attachment F.1)**, whether administrative units would experience budget reductions along with academic units, and whether there would be any metrics developed to review administrative services. Absolutely, she said, all units across the University are asked to take a 1.5% reduction this year; in future years everyone across the institution will share in the effort to stabilize the University's budget.

Regarding the second part of the question, JEFFORDS reminded senators that the President has called for an administrative review of support services precisely to address this issue. That process will begin over the summer, so she hoped that we would have some outcomes, which would require metrics against which to assess the performance of various units. So the answer is yes, but the information is still in development over the coming months. JEFFORDS added that this a question that came up numerous times in the school and college program reduction meetings. They will be posting the responses to those questions, including this one.

GRECO commented that as a department chair, she had to deal with stressful budget questions. It was important that faculty in her department knew that she has their back and is looking out for their interests. Faculty as a whole want to be sure, as we go into uncertain times, that our deans and our provost have our back and are doing their best to fight for academics as much as possible. JEFFORDS replied that this commitment is what has made GRECO an outstanding department chair, and she would say a heartfelt "yes" to the implied question whether the provost has [faculty's] back; it is her number one commitment in these conversations.

FARAHMANDPUR related that the [state] legislative fiscal office presented today to the Joint Committee on Ways and Means, Subcommittee on Education, and recommended an adjustment to the HECC budget, adding \$13.9 million to the \$887 million the co-chairs had recommended. He hoped this would enter into the calculations being made over the summer and that we take it into account with impending budget cuts. JEFFORDS: we are lucky that the state legislature is funding the request put forward by the public universities, which she took as a sign of their value for higher education during critical times. Yes, they would absolutely take it into account. The 1.5% reduction this year is in the base budget, and does not include expenditures [to maintain] CSL [current service level]. The change doesn't relieve us of the 1.5% reduction, but may help with CSL costs.

JEFFORDS thanked all who participated in the program reduction meetings with all the schools and colleges. They will be posting information and responses to questions and feedback on the AHC-APRCA website. For the Reimagine Initiative, they have received thirteen proposals so far; they are working with the authors to ask a few questions about the proposed budgets. Information on the proposal will also be posted on the website.

JEFFORDS announced that Jose COLL, Dean of SSW, agreed to serve next year as Interim Dean of the College of Education. He previously stepped in as acting dean when Marvin LYNN was not able to continue earlier this year. She expressed appreciation for his leadership, along with Associate Dean Tina ANCTIL, during this transition period, and for serving in this capacity next year.

JEFFORDS gave personal appreciation to those present for what they have done to support students, colleagues, and the campus community during this difficult year, providing exceptional education to our students while balancing health, household, and community commitments. She knew that many have been caring for vulnerable family members or called up to become part-time K-12 teachers. Many faculty also rose to the challenge to actualize the University's commitments to racial equity and justice.

PSU graduated over 6000 students this year, JEFFORDS said, all of whom deserve applause for their achievements. PSU graduate Mitchell JACKSON (bachelor's in speech communication, 1999; master's in writing, 2002) this past weekend received the Pulitzer Prize for feature writing for his article "Twelve Minutes and a Life" in *Runners World*.

JEFFORDS noted particularly several accomplishments. She characterized the race and ethnic studies requirement, recently passed by Senate, as a significant and powerful decision, and thanked those who brought the proposal forward. She appreciated the work, led by GEORGE, to develop on short notice the summer bridge program. The Coalition of Urban and Metropolitan Universities had recognized the Homelessness Research and Action Collaborative for their leadership in tackling housing and food insecurity. The Center of Academic Excellence in Cyber Research recently received \$2 million federal grant to help municipalities fight off hackers of their community service systems.

JEFFORDS expressed gratitude for everyone's extraordinary work during the past year.

*Resume discussion of item E.5*

#### **E. NEW BUSINESS** *(cont'd)*

##### **5. Reduce the required number of SINQs from three to two** *(cont'd)*

CRUZAN clarified that his previous comments were not necessarily meant as criticism of the proposals, which he supported as providing flexibility and affordability for students.

GAMBURD recognized GEORGE: the proposal started from the external review of the program a few years ago, where the evaluators pointed to students raising the issue of redundancy in the SINQs. As indicated by SPENCER, there was also internal assessment pointing to diminishing returns in the SINQs, though over all they are still very effective. They did attempt to control for other variables involved. It appeared that there was no curricular justification for three SINQs, and also nothing to make that argument in the original documents. We are asking students to pay extra for these courses; if we do so, we should make sure of their impact. The advising community, department chairs, and deans have also been generally supportive of the proposal.

GILBERT: the three SINQs are perhaps not a sequence that must be taken in a given order, but they are a unit or group in which our students grow a great deal. They are learning the basic force of a liberal education and concepts of critical thinking, as

opposed to other expediciencies. In his experience, [only] about 10% of SINQ students are not freshmen or sophomores.

TINKLER reported that she had much experience working with transfer students, and a major frustration for them is that many have done other classes that they feel are very similar. It becomes an onerous process to get credit [at PSU] for things they have already done at other universities. Compared to getting credit for, say, an economics, math, or history class, there does not appear to be a mechanism for getting credit for these classes. Reducing the number of SINQs will help this problem.

BERRETTINI / BORDEN **moved to call the question.** The motion to end debate was **approved** by the necessary two-thirds majority (35 yes, 6 no, 0 abstain, recorded by online survey).

The proposal contained in **Attachment E.5** to reduce the SINQ requirement from three to two, effective academic year 2022-23, was **approved** (25 yes, 9 no, 3 abstain, recorded by online survey).

**6. Eliminate the requirement that students take the SINQ that matches the junior cluster, effective AY 22-23 (USC)**

DUNCAN / LUPRO **moved** the proposal, contained in **June 14<sup>th</sup> Agenda Attachment E.6**, to no longer require that students take the UNST cluster course matching a SINQ, but rather make this a recommendation, starting in academic year 2022-23.

LUPRO: the preponderance of petitions he had received [as UNST Clusters Director] had to do with SINQ-cluster mismatch. It makes pedagogical sense that the SINQ and the cluster be linked, but it's not always happening, and this is hanging up many students. With the passage of the previous motion, he recommended that this second measure pass. TINKLER said that she also had to make many exceptions on these grounds.

The change to recommending the SINQ-cluster match effective AY 22-23, as specified in **Attachment E.6**, was **approved** (34 yes, 2 no, 0 abstain, recorded by online survey).

*F, G.1, G.2 transferred above.*

**G. REPORTS (cont'd)**

*Due to time, the following reports were **received** without further discussion (see the **respective June 14<sup>th</sup> Agenda Attachments**):*

- 3. Report on comments on the President's Article 22 Provisional Plan for IELP (Steering, AHC-APRCA)**
- 4. Academic Quality Committee memo on 'Attend Anywhere'**

*The following reports were **received** as part of the Consent Agenda (see the **respective June 14<sup>th</sup> Agenda Attachments**):*

- 5. Annual Report of Academic Quality Committee**
- 6. Annual Report of Academic Requirements Committee**
- 7. Annual Report of Faculty Development Committee**
- 8. Annual Report of Intercollegiate Athletics Board**
- 9. Annual Report of University Research Council**

**H. ADJOURNMENT – The meeting was adjourned at 5:27 p.m.**



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



To: Susan Jeffords, Provost  
 From: Portland State University Faculty Senate  
 (Michele Gamburd, Presiding Officer; Richard Beyler, Secretary)  
 Date: 8 June 2021  
 Re: Summary of Senate Actions

At its regular meeting on 7 June 2021 (held as an on-line conference), Faculty Senate **approved** the curricular **Consent Agenda** with the changes to programs, new courses, and changes to courses listed in Attachment E.1 to the June Agenda.

**06-09-2021—OAA concurs with the curricular consent agenda with the changes to programs, and changes to courses.**

Senate **received notification** of the elimination of several programs heretofore on moratorium: MA/MS in Health Studies, MAT/MST in Arts & Letters, MAT/MST in Science, MAT/MST in Social Science, Minor in Religious Studies.

Senate **amended and voted to approve** a Race and Ethnic Studies requirement as part of the undergraduate requirements, specified in June 7<sup>th</sup> Agenda Attachment D.1 as amended.\*

**06-09-2021—OAA concurs with the approval of the Race and Ethnic Studies requirements as amended.**

A **proposed amendment** to the Faculty Constitution, creating a Race and Ethnic Studies Committee, was **introduced** and a **modification was approved**.\* Pending review by Advisory Council, the modified text, contained in June 14<sup>th</sup> Agenda Attachment D.1, will be voted upon at the upcoming Faculty Senate meeting.

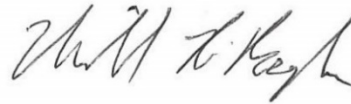
**06-09-2021—OAA concurs with the proposed amendment.**

The following senators were elected officers of Faculty Senate for academic year 2020-21:

Rowanna Carpenter, Presiding Officer Elect  
Bishupal Limbu, Steering Committee (regular two-year term)  
Susan Lindsay, Steering Committee (interim one-year term)  
Becky Sanchez, Steering Committee (regular two-year term)



Michele Gamburd  
Presiding Officer



Richard H. Beyler  
Secretary to the Faculty



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

\* The amended/modified text is available at the [Faculty Senate website](#).

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



To: Susan Jeffords, Provost  
 From: Portland State University Faculty Senate  
 (Michele Gamburd, Presiding Officer; Richard Beyler, Secretary)  
 Date: 16 June 2021  
 Re: Summary of Senate Actions

At its meeting on 14 June 2021 (on-line conference), Faculty Senate **voted to approve:**

- An **amendment to the Faculty Constitution**, creating a Race and Ethnic Studies Committee, with membership and charge as stated in June 14<sup>th</sup> Agenda Attachment D.1 (the motion as revised at the June 7<sup>th</sup> meeting);

**07-01-2021—OAA concurs with the amendment to the Faculty Constitution.**

- The Graduate Certificate in Applied Behavior Analysis, a new program in the College of Education, as summarized in Attachment E.1;

**07-01-2021—OAA concurs with the Graduate Certificate in Applied Behavior Analysis.**

- The Graduate Certificate in Futures Thinking and Foresight Practice, a new program in the Graduate School, as summarized in Attachment E.2;

**07-01-2021—OAA concurs with the Graduate Certificate in Futures Thinking and Foresight Practice.**

- The Graduate Certificate in Orientation and Mobility for Children, Youth, and Adults, a new program in the College of Education, as summarized in Attachment E.3;

**07-01-2021—OAA concurs with the Graduate Certificate in Orientation and Mobility for Children, Youth, and Adults.**

- The Minor in Interdisciplinary Neuroscience, a new program in the College of Liberal Arts & Sciences, as summarized in Attachment E.4;

**07-01-2021—OAA concurs with the Minor in Interdisciplinary Neuroscience.**

- Reducing the number of required Sophomore Inquiry (UNST) courses from three to two, with corresponding adjustments for transfer students, as specified in Attachment E.5;

**07-01-2021—OAA concurs with the reduction.**

- Ending the requirement that students take the Sophomore Inquiry course that matches the Junior Cluster, instead making this a recommendation, as specified in Attachment E.6.

**07-01-2021—OAA concurs with the change in requirements.**

Best regards,

A handwritten signature in black ink, appearing to read "M. Gamburd".

Michele Gamburd  
Presiding Officer

A handwritten signature in black ink, appearing to read "Richard H. Beyler".

Richard H. Beyler  
Secretary to the Faculty

A handwritten signature in black ink, appearing to read "Susan Jeffords".

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

15 June 2021

TO: Faculty Senate

FROM: Sarah Read, Chair, Graduate Council

RE: October 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 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 \(OCMS\) Curriculum Dashboard](#).

### **College of Education**

#### **Changes to Existing Course**

##### E.1.a.1

- \*ITP 513 Technology as a Tool for Learning, 3 credits – change description and remove from dual-level cross-listing

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

#### **New Course**

##### E.1.a.2

- \*CR 551 Conflict Analysis and Strategic Mediation, 4 credits  
Surveys international disputes through a conflict transformation lens. Topics drawn from diverse conflicts world-wide, including international models and national policies. Case studies will be examined and developed in order to build skills for diagnosing conflict and for developing actionable strategies for peace building.

#### **Changes to Existing Course**

##### E.1.a.3

- \*CR 543 Nationalism and Democracy in a Post-9/11 World, 4 credits – change title to Nationalism versus Democracy since 9/11 and change description

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

#### **New Courses**

##### E.1.a.4

- CCJ 585 Crimes of the Powerful, 3 credits  
Advanced study of white collar crime and deviance including corporate, governmental, occupational, and professional/organized criminal behavior. Examples include: violations of environmental, safety, health, and labor laws; finance crimes; corporate abuses of power,

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

fraud, and economic exploitation; cybercrimes, crimes of globalization; and violations of the public trust. The final class section will delve deeply into law and the social control of white collar crime; regulating and policing white-collar crime; and prosecuting, adjudicating, and public policy responses to white collar crime.

#### E.1.a.5

- PA 588 International Perspectives on Disaster Management & Resilience, 3 credits  
Narratives, images, and research across the globe continue to document the devastating effects of disasters, both human-made and natural. This documentation demonstrates the monumental effects disasters can have on human life, infrastructure, and the natural environment, let alone an economy. Emergency management systems vary across nations and cultures, reflecting differential challenges, government types and capacity, public involvement and commitment to response, and cultural backgrounds.

#### E.1.a.6

- \*PS 584 Conservatism, 4 credits  
Studies classical and contemporary works of conservative political thought, with a focus on how these theories have been applied to political practice.

### **Changes to Existing Course**

#### E.1.a.7

- EMCR 550 International Perspectives on Disaster Management & Resilience, 3 credits – change course number to EMCR 588 and add cross-listing with PA 588

15 June 2021

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: October 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, by at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

### **College of Education**

#### **Drop Existing Course**

E.1.b.1

- \*ITP 413 Technology as a Tool for Learning, 3 credits

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

#### **New Courses**

E.1.b.2

- Comm 321 Communication in the Electronic Age, 4 credits  
Examines influence of computer mediated communication over attitudes, values, beliefs, and behavior. Through a demonstrated and applied awareness, understanding, and comprehension of the online communication processes, we introduce the social and identity perspective, and relationship implications. Theories are considered through readings, discussions and assignments that examine the nature and impact of topics from social interactions, web-based instruction to impression management. Ethics, identity, accessibility, relationships, and global implications are explored. Prerequisite: Upper division standing.

E.1.b.3

- Comm 325 Business and Professional Communication, 4 credits  
This dynamic and interactive fully online course introduces the basics of professional communication in the workplace – including interpersonal and small group communication, interviewing and presentations. You will be challenged to use this course to make better sense of your current life situation, and to transform your experiences into working knowledge. You will assess and make sense of information to influence your communication style and ultimately empower your professional communication – which will support a more

productive and collaborative communication process. Prerequisite: Upper division standing.

#### E.1.b.4

- \*CR 451 Conflict Analysis and Strategic Mediation, 4 credits  
Surveys international disputes through a conflict transformation lens. Topics drawn from diverse conflicts world-wide, including international models and national policies. Case studies will be examined and developed in order to build skills for diagnosing conflict and for developing actionable strategies for peace building. Prerequisite: CR 301U.

#### E.1.b.5

- WS 430 Visionary Feminism, 2 credits  
In this seminar, students will explore their relationship to feminism as visionaries and change agents. They will understand contributions of various feminisms to social and personal transformation, explore the effects of gender, difference and equity in their lives and apply an intersectional lens to an analysis of their experience and examine their goals for the future. Prerequisite: Upper-division standing.

### **Change Existing Course**

#### E.1.b.6

- \*CR 443 Nationalism and Democracy in a Post-9/11 World, 4 credits – change title to Nationalism versus Democracy since 9/11 and change description

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

#### **New Courses**

#### E.1.b.7

- \*PS 484 Conservatism, 4 credits  
Studies classical and contemporary works of conservative political thought, with a focus on how these theories have been applied to political practice. Prerequisite: Upper-division standing.



# APRCA Faculty Senate Report

October, 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](https://www.pdx.edu/faculty-senate/academic-program-reduction-and-curricular-adjustments-ad-hoc-committee) at <https://www.pdx.edu/faculty-senate/academic-program-reduction-and-curricular-adjustments-ad-hoc-committee>. In April 2021, Faculty Senate extended the charge of the committee to June 2022.

## Committee accomplishments and ongoing tasks

1. Article 22 process for the Intensive English Language Program (IELP).
  - a. At a Special Faculty Senate Meeting on March 15, 2021, the President provided a budget presentation. In addition, faculty from the IELP presented information about their program.
  - b. A 30-day comment period began on March 16. The President and APRCA opened separate forums for feedback. The APRCA feedback form received 102 comments and uploaded documents. APRCA and Faculty Senate Steering synthesized the material into a report, which was shared with the President on April 19 and reported to Senate at the May meeting and in the May packet.
  - c. The President provided on May 11<sup>th</sup> a Preliminary Plan for program reduction in IELP.
  - d. A second 30-day comment period opened (through June 11 for the President's form, May 25<sup>th</sup> for the APRCA form). APRCA crafted a [Report on comments on President's Art. 22 Provisional Plan for IELP](#), which was shared with the Senate for the June meeting. This report summarizes the 18 comments and one document received through the Faculty Senate comment form as well as two other documents received independently.
  - e. The President's final plan was finalized on June 14<sup>th</sup>, 2021 and was implemented starting June 15<sup>th</sup>. It is available here [IELP Final Plan - DRAFT 6/14/21 \(pdx.edu\)](#)
  - f. APRCA will update its website in the near future to reflect developments from the end of Spring Term 2021.

## Summary of work 2020-21

- Principles and procedures had been finalized by the committee; feedback had been gathered through surveys, meetings, and website forms but not yet fully incorporated. It is not yet clear how these will inform the relevant review processes.
- Collaboration with Provost's Program Reduction committee had been established but not yet fully articulated.
- IELP Article 22 hearings had come and gone; President's proposal was offered, feedback gathered and IELP program reviewed. The President's final plan was finalized on June

14<sup>th</sup>, 2021 and was implemented starting June 15<sup>th</sup>. It is available here [IELP Final Plan - DRAFT 6/14/21 \(pdx.edu\)](#)

- The remit for APRCA was extended for the academic year 2021-22
- All APRCA reports for the 2020-21 may be found here [Academic Program Reduction and Curricular Adjustments, Ad-Hoc Committee on | Portland State University \(pdx.edu\)](#)

#### Scope of work 2021-22

In conversation with the Provost, the co-facilitators of APRCA learned that:

- The language of “reduction” has been limiting for conversations, and that the Provost is now preferring “review”. To that end we will likely suggest that the R in APRCA be changed from Reduction to Review.
- The review process will be led at the College level during 2021-22. The precise role of APRCA and liaison between APRCA and college level processes have yet to be determined.
- APRCA is exploring how faculty will interact with Re-Imagine projects and their fellows.
- APRCA is working on the FAQs that were promised last year. We will announce their posting in due course.
- September has been full of updating the website, and meeting with the Provost as well as signaling resignations from the 2020-2021 committee to the other committees which send representatives including EPC, GC, and DEI.
- In November, we hope to be able to report much more fully on all these items and a more detailed scope of work, as well as membership of the committee.

# Reimagine Campus Safety Committee

**Want to help shape the future of safety and belonging at PSU?**

## Contacts

Wendy Willis - [wwillis@pdx.edu](mailto:wwillis@pdx.edu) Zachary Mettler - [zmettler@pdx.edu](mailto:zmettler@pdx.edu)

## Community Survey

- Survey will be live October 4 at this link:  
<https://consultations.oregonskitchentable.org/>
- The survey will ask for community feedback on draft *Scan QR code for survey (live Oct 4)* recommendations, weighing alternative options, sharing experiences, and prioritizing decisions.
- All responses will be anonymized and findings will inform final recommendations of the RCSC sent to the President's Office

## Community Listening Sessions

- Community Engagement Task Group wants to support PSU community and affinity groups throughout October in hosting community discussions about safety, security, welcoming, and belonging at PSU
- Specific discussion questions will be decided together community-by-community
- Discussions will be confidential and all identifiers will be removed when summarized and sent to full RCSC