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Portland State University Faculty Senate

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Faculty Senate, 3 January 2022

![Portland State University]

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 meeing. 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

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.

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 January 2022** 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, January 3rd***. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by* **noon** *on* **Monday, January 3rd.** *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.1-2, G.5-6)*
*   1. Roll call *will be effected through the online participants list*
*   2. Minutes of 6 December 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

  C. Discussion – budget forum no. 2

  D. Unfinished Business – *none*

  E. New Business
*   1. Curricular proposals (GC, UCC) – *Consent Agenda*
*   2. New forms for P&T Guidelines

  F.   Question Period

  G.   Reports from Officers of the Administration and from Committees
*   1. Overview of President's Strategic Investment Plan
     2. President's Report
     3. Provost's Report
     4. Report from ASPSU President
*   5. Final Report from Ad-Hoc Comm. to Craft Language on Diversity, Equity, and Inclusion for the Promotion & Tenure Guidelines – *Consent Agenda*
*   6. Midyear Report from Intercollegiate Athletics Board – *Consent Agenda*

  H. Adjournment

*See the following attachments.
Complete curricular proposals are available at the [Online Curriculum Management System](#).
A.1. Roster
A.2. Minutes for 12/6/21 – *Consent Agenda*
E.1.a-b. Curricular proposals (GC, UCC) – *summaries* – *Consent Agenda*
E.2. New P&T forms
G.1. Strategic Investment Plan
G.5. AHC-DEI-P&T Final Report
G.6. IAB Midyear Report

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]

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

The School of Business (SB) [4]

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

College of Education (COE) [4]

Name	Dept	Year	
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]

Name	Dept	Year	
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]

Name	Dept	Year	
Clark, Michael	ENG	2023	
Cortez, Enrique	WLL	2023	+
Jaén Portillo, Isabel	WLL	2024	
Limbu, Bishupal	ENG	2022	
Thorne, Steven	WLL	2022	+
Watanabe, Suwako	WLL	2024	

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

Name	Dept	Year	
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]

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

Library (LIB} [1]

Name	Dept	Year	
Mikulski, Richard	LIB	2023	+

School of Public Health (SPH) [2]

Name	Dept	Year	
Izumi, Betty	CH	2024	+
Labissiere, Yves	CH	2022	

School of Social Work (SSW) [4]

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

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

Name	Dept	Year	
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]

Name	Dept	Year	
Carpenter, Rowanna	UNST	2023	
Lindsay, Susan	IELP	2024	
Taylor, Sonja	UNST	2022	*+

All Other Faculty (AO) [9]

Name	Dept	Year	
Baccar, Cindy	REG	2024	
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: 22 December 2021

EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2021-22

Administrators

Adler, Sy	Interim Dean, College of Urban and Public Affairs
Allen, Clifford	Dean, 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)
Duh, Geoffrey	Academic Computing Infrastructure Committee
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
Oschwald, Mary +	Faculty Development Committee (co-chair)
Read, Sarah	Graduate Council
Recktenwald, Gerald	Library Committee
Shatzer, Liz	Scholastic Standards Committee
Taylor Rodriguez, Daniel	Faculty Development Committee (co-chair)
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako +	Academic Requirements Committee
York, Harry	Honors Council

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)
Gamburd, Michele +	Past Presiding Officer
Harris, Randi +	Chair, Committee on Committees
Holt, Jon	IFS (Sep. 2021-Dec. 2024)
Jaén Portillo, Isabel +	Advisory Council (2021-23)
Labissiere, Yves +	IFS (Jan. 2020-Dec. 2022); BoT
Limbu, Bishupal +	Steering Committee (2021-23)
Lindsay, Susan +	Steering Committee (2021-22)
Mbock, Nya	President, ASPSU
Reitenauer, Vicki +	Presiding Officer
Sager, Alexander	IFS (Jan. 2021-Dec. 2023) [also EPC co-chair]
Sanchez, Becky +	Advisory Council (2021-23); Steering Committee (2021-23)
Thorne, Steven +	Steering Committee (2020-22)
Voegele, Janelle	Advisory Council (2020-22)

Notes

+ Also an elected senator
Status: 22 December 2021

Minutes of the Portland State University Faculty Senate, 6 December 2021
DRAFT • (Online Conference) • DRAFT

Presiding Officer: Vicki Reitenauer

Secretary: Richard Beyler

Senators present: Ajibade, Baccar, Borden, Carpenter, Caughman, Chorpenning, Clark, Clucas, Colligan, Cortez, Cruzan, De La Vega, Donlan, Duncan, Dusicka, Eastin, Eppley, Farahmandpur, Feng (Wu-chang), Ferbel-Azcarate, Finn, Flores, Gamburd, Goforth, Harris, Heilmair, Heryer, Hunt, Izumi, Jaén Portillo, Kelley, Kennedy, Labissiere, Lafferriere, Law, Limbu, Lindsay, Luckett, Mikulski, Mudiamu, Oschwald, Rai, Reitenauer, Romaniuk, Sanchez, Smith, Taylor, Thieman, Thorne, Tretheway, Tuor, Watanabe, Webb, Wern, Wilkinson.

Alternates present: Christopher Shortell for Kinsella.

Senators absent: Erev, Gómez, Loney, Raffo.

Ex-officio members present: Beyler, Bowman, Burgess, Bynum, Chabon, Chaillé, Chivers, Comer, Duh, Emery, Estes, Feng (Wu-chi), Ford, Jeffords, Lambert, Mulkerin, Nadeau, Percy, Podrabsky, Read, Recktenwald, Toppe, Wooster.

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 1 November meeting** were **received** as part of the *Consent Agenda*.

B. ANNOUNCEMENTS

1. **Announcements from Presiding Officer**

   REITENAUER announced that Senate meetings would continue as on-line conferences for winter term. She expressed appreciation for colleagues' dedication and perseverance in coming through an intense term.

   REITENAUER said that the January meeting would include a reprise of November's budget forum. She also gave an overview of the current meeting's agenda.

2. **Announcements from Secretary**

   BEYLER reminded senators that Senate would follow the general University inclement weather policy should that become relevant.

3. **Announcement about DREAMers Support Services Center**

   REITENAUER recognized Óscar FERNÁNDEZ for a presentation regarding DREAMers at PSU. He in turn introduced Mayra CAPISTRÁN, graduate assistant for DREAMers support at PSU. CAPISTRÁN said that her role is support and programming for undocumented students or students from mixed-status families that will enhance retention and academic success.

   FERNÁNDEZ said that they were in the process of creating a DREAMer Center– currently in the implementation stage with a report that went to the President; they are working with the Student Fee Committee on details of the budget.

FERNÁNDEZ asked senators to consider a question he had frequently been asked by DREAMers about participating in research or programs such as EXITO. Federally funded research is blocked to them. He suggested earmarking dollars to support DREAMers who want to participate in these high-impact practices.

KELLY agreed that many DREAMers want to participate in research, and that we should look for ways to facilitate that. LABISSIERE appreciated the work being done to make visible the needs of an underrepresented but invisible segment of our students. It is important to deliver on our equity goals. PERCY also expressed thanks for the work to support people who are living under uncertainty while trying to be successful. They are working to create a physical office, probably in Smith Center. There are also planned cultural support centers for Middle Eastern-North African and South Asian students.

C. DISCUSSION: Research at PSU

JAÉN PORTILLO, chair of Ad-Hoc Committee on Interdisciplinary Teaching and Research, highlighted three sections of the committee's report [see November meeting] that identified current obstacles to interdisciplinary teaching and research [ITR] practices. Perhaps the most important is the budget model, which in practice limits collaboration. Another barrier is the insufficient support and recognition for faculty implementing ITR. A third is the absence of central home for interdisciplinary studies, thus lack of systematic review of interdisciplinary programs, and missed opportunities for collaboration among units.

JAÉN continued to the committee's recommendations. First, build a budget model to foster collaboration rather than competition, while ensuring that these resources are distributed equitably. Review promotion and tenure guidelines to fully recognize and support ITR. Ensure that students understand and have access to interdisciplinary programs, with a central home to advertise and coordinate programs. Two options to carry this work forward are creation of a constitutional committee to foster ITR; and delegation to current committees who would work in parallel, but with someone to act as a coordinator among these groups.

It is important to take action, JAÉN concluded, because these issues have been identified multiple times–for example, the 2017 survey by the Academic Quality Committee, as well as the ad-hoc committee on program review in summer 2020. It is something we have known about for a long time now.

PODRABSKY summarized a report recently produced by Research and Graduate Studies [RGS]. The goal of RGS is create a culture of excellence in research, scholarship, and creative activities–to get more people involved in research that is meaningful to them. Early in 2021 the President charged RGS to study how we might advance research at PSU. It was an opportunity to collaborate with the newly formed Research Committee. They surveyed faculty, did focus groups with graduate students, and interviewed external partners as well as deans and other administrators. They also surveyed department chairs. This information can be found at the RGS website.

Basic questions were: How do we strengthen and expand research at PSU? How do we integrate research with our educational mission? What is the importance of partnerships and collaborations? What is the public impact of research? How do we talk about research as an institution, both internally and externally? What resources do we have now, and will we need in the future? How can we better integrate research into the fabric of the institution?

Unsurprisingly, PODRABSKY said, a central finding was that all stakeholders considered research central to our mission. Students and faculty value research, and chairs and deans identify research potential as critical for hiring and retaining faculty. The survey noted reciprocal relationships between our research, educational, and service missions, and their importance to the community. Several good areas for investment were identified.

The report also reveals barriers; PODRABSKY stated that only 30 out of 230 NSF grants had multiple primary investigators from PSU. Collaboration tends to be outside of the institution.

Areas of emerging strength, PODRABSKY said, include, among others, environmental and climate science, health and biomedical sciences, social justice, and computational science. NSF frequently asks for convergent research involving humanities, arts, natural science, social science–thinking about the same problems and coming up with solutions. The future of research is interdisciplinary, he concluded.

It seemed to REITENAUER that there is much interest among PSU faculty in helping our students engage collaboratively across disciplines. She asked what they saw as hopeful signs. JAÉN: faculty provided much evidence about activities already happening, but this went along with frustration at current barriers. Faculty are eager to collaborate, across the humanities and sciences. It is a question of reorganization and reflection on our practices. PODRABSKY observed that previously the response to interdisciplinarity tended to be "First we need strong disciplines," but now there seemed less apprehension about jumping into multidisciplinary or interdisciplinary work. People are ready to do it–many graduate students, for example–but the structures need care. JAÉN agreed with the observation about students.

FORD, speaking from the perspective of the Library faculty, asked how to move forward with interdisciplinary work for co-curricular faculty, where the conventional support of a course buyout is unavailable. REITENAUER: how do we allow for the time investment in these cases? JAÉN: we need to understand better what resources to invest in.

PODRABSKY: we have the tools, but maybe don't use them as much [as we could]. During his time as department chair, he could alter people's teaching loads to allow them to do this kind of work. If we are intentional, we have that ability now. We need to think more flexibly.

THORNE observed that under the condition of [academic program review and curricular adjustment], many colleagues are nervous about SCH [student credit hours]. It is a constraint we all feel. When he was a Penn State–not a very innovative university–one course he taught was cross-listed in five departments. Team teaching within and potentially across departments was relatively easy. In Europe as well as at Penn State, with a two-two schedule and a 25% appointment in another department, you could teach there, interact with graduate students substantively there, while keeping your main line and tenure home. He saw little evidence of that happening [at Portland State]. We should think about this certainty in PhD programs that are inter-departmental or maybe cross-college programs. At the University of Arizona, a PhD program in second language acquisition has faculty members from seventeen collaborating departments across five colleges. This is a way could concretely begin. PODRABSKY agreed that the easiest place to start would probably be graduate programs. With support of Faculty Senate, this is a great idea.

CRUZAN: SCH comes up again and again. Would it be feasible to gave each participant full SCH for their units? That would be a way to really encourage collaboration.

REITENAUER wondered how to communicate about efforts already going on. There are many [colleagues] who are not contractually expected to do research but do so anyway–often research that is not funded. How can we find out about this research and creative achievement that is happening underground?

MULKERIN reminded senators of the work done on the budget model when David MADDOX was here: one of the [budget] pools was for research and collaboration. She thought this provided an opportunity to look at how to strengthen that pool.

LABISSIERE said that at the recent Interinstitutional Faculty Senate meeting, a major topic of discussion with HECC [Higher Education Coordinating Commission] Executive Director Ben CANNON was budget models: how to support curricular innovations, etc., and how HECC can work with campuses on this. Faculty from across the campuses shared similar struggles with the SCH issue.

KELLEY referred to the President's Convocation comments on climate change and on racial equity. These were opportunities to put values and visions into concrete practice.

JAÉN reiterated the importance of creating a central structure so we can change our distribution practices. We are operating in a zero-sum game; that is the biggest obstacle for collaboration. Investment is key, namely support for practices that are happening organically from faculty and students. Rather than just creating another center, etc., we need to support those efforts. PODRABSKY said that RGS would gather together faculty groups interested in some of these research topics. We are in an era when it can seem easier to do a web search for potential collaborators than to walk across the Park Blocks. We may have to put in a little time and effort identifying our colleagues–we have world-class researchers here.

E. NEW BUSINESS

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

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

2. **Elimination of program: Undergraduate Certificate in Revitalizing Endangered Indigenous Languages** (UCC) – *Consent Agenda*

   Elimination of the Undergraduate Certificate in Revitalizing Endangered Indigenous Languages (on mortarium since 2015-16) was approved as part of the *Consent Agenda*, there having been no objection before the end of announcements.

F. QUESTION PERIOD – *none*

1. **Question to Provost with regard to internationalization**.

   Senator RAI submitted the following question to the Provost [December Agenda Attachment F.1]:

   > How is PSU advancing our internationalization vision and goals as we move forward with academic program reduction and reorganization? How does the administration propose to invest in international and global education and research, partnerships, and community outreach at PSU?

JEFFORDS responded: The University continues to focus on bringing more international students to PSU and also working with academic units and faculty to support their internationalization goals. Much of this work is done out of the office that used to be Office of International Affairs but is now reorganized as the Office of Global Engagement and Innovation [OGEI]. That office is working actively to advance international goals. Among their tasks are assisting academic units to internationalize curriculum, and supporting the Internationalization Council. OGEI oversees the Collaborative Online International Leaning program [COIL], which gives students an opportunity to participate in international virtual learning environments, expanding the demographics of students who can have international experiences. OGEI collaborates with RGS to help faculty find international research funding opportunities and partners. It also supports international scholars and students who come to PSU.

A large project taken up recently, JEFFORDS said, is to work with partners in MCECS and CLAS to launch a new partnership with the Nanjing University of Posts and Telecommunication[NJUPT]. There are over 200 students enrolled in the program in Nanjing and it is off to a quite successful start.

Regarding the second question, JEFFORDS said that they have an opportunity to get good information about this: Internationalization Council recently sent a survey to department chairs, to ask about current levels of international engagement and also to get feedback about where chairs would like to se additional investments from University around internationalization of the curriculum. She looked forward to receiving these ideas coming from across the institution.

Many faculty had questions, JEFFORDS knew, about international student enrollments. They have gone up slightly this fall; the numbers are still not large, but they are moving in the right direction. The University began a partnership last year with a group called Study Portals that advertises our programs to students all around the world in targeted ways, and helps recruit those students. As things settle down from the pandemic, we hope to see the benefits of that partnership.

OGEI has set up a new database that chronicles international engagement, JEFFORDS said, and is participating in a study of BIPOC students' involvement in global learning.

PERCY commented about NJUPT that eventually some of our faculty will go to teach there, and a portion of those students will come to PSU during their junior and senior years. It's an example of a rich partnership.

G. REPORTS

1. President's report

PERCY said he is a strong supporter of interdisciplinary initiatives. The problems we face today are multi-dimensional and complex; we can only solve them by bringing to bear different disciplines and perspectives. He appreciated KELLY's mentioning climate change response, an action he remains excited about. He hopes to have dialogues at the winter symposium.

PERCY recognized that the IPEB budgeting process was build around SCH. Though it may have had advantages, it seemingly discouraged many people. We are smart enough to get beyond it, he thought–to create a system for accountability that doesn't impede us.

An example is the Emergency Management program, which involves faculty across the campus. Credit hours flow to the people offering the courses. Hence the prefix code for the program seemingly generates hardly any SCH–they are going to the units offering the courses. Does it really matter where they are, if they are contributing to our mission?

PERCY thanked PODRABSKY for the report on research; he was glad that URC was actively involved in [producing] it; he appreciated the comments today. We can find specific areas where we can reduce or remove barriers.

He was absent in November when Senate passed the motion regarding academic freedom to teach and research race and gender justice and critical race theory, which included asking the administration to create a statement. PERCY said that they are aligned in approach and vision. They are working on a statement. They need to make sure they don't violate any relevant state or local laws in making such a statement.

PERCY thanked Senate for enabling multiple venues to discuss the budget situation. It is important in times of challenge, when we're doing financial sustainability work. He has learned more than he thought there was to know about the complex elements of the budgeting process. He knew Budget Committee had also been working on these. In addition to these welcome conversations, they are working on a new financial website which would include key elements of the budgeting process. He would like everyone to feel comfortable understanding the basics: how we estimate enrollment and tuition revenue, how reserves work, clarification of terms, comparison of budgeted with actual expenditures and revenues. Earlier today he discussed with BC one-time investments they hope to make on key priorities. They reflect what they had heard from the faculty about the importance of trying to grow revenue, not just simply cut. Faculty want decisions to be based on evidence; we need to make sure we study the impact of these investments.

PERCY shared that over the last year he has seen growing appreciation for what PSU does in the community, how we translate knowledge into practice and how we are involved in problem-solving. An example was the investment of the Meyer Memorial Trust in our STEM partnerships. We are on the verge of a new agreement with Metro [government] to support work implementing the new housing bonds program. The University Relations Office is working on agreements with [other] units of local government to fast track research or knowledge application projects. The State provided $1 million to support the Build EXITO project. The Center for Women's Leadership received $1 million. HECC granted over $800 thousand to support high impact practices for students of color. We are having conversations about significant state support for our work on homelessness and on cyber security. At the Federal level we received an earmark for expanding our work on cyber security.

PERCY thanked faculty for coming through a challenging year, often with personal sacrifice. Though the tough part isn't over, or not as much as we hoped, we kept our students learning through the fall term, kept research operations and governance going. He and all the campus leadership appreciated the great work to meet these challenges.

2. **Provost's report**

JEFFORDS seconded the gratitude expressed by PERCY.

JEFFORDS reported that for the upcoming winter term, the schedule looks similar to fall, with about 65% of classes in-person. They continue to hear from students that they value having in-person classes available, as well as options for online and remote classes. They are gathering data on learning outcomes in these multiple modalities. She reminded faculty who have not done so to submit book orders; there have been some stories from bookstore around the country about supply-chain problems impacting deliveries.

Following up on the previous announcement of plans to conduct a search for the Vice Provost for Student Success, JEFFORDS reported that HR has approved the position description and they have been granted a waiver to conduct an internal search. Yves LABISSIERE and Michele TOPPE are co-chairing the search. By January they hope to have gathered a pool of individuals to consider.

JEFFORDS addressed a question she'd received about colleges that currently have interim deans. In the Library, colleagues are discussing the process and weighing pros and cons of national versus local searches. COE and CUPA are undergoing a number of internal conversations about the organization of the college, which she thought are best concluded before beginning a search for a new dean.

JEFFORDS reported that there were 32 Reimagine PSU proposals. She characterized them as exciting, broad-ranging, and affirming of the University's commitments and values. She expected to fund the majority of these proposals; they might ask colleagues who may not have known about another similar concept to work collaboratively.

3. **Report from Interinstitutional Faculty Senate**

LABISSIERE reported on the meeting of Institutional Faculty Senate at the end of November. IFS invited HECC Executive Director CANNON to talk about their priorities. He said that during 2022 a main goal will be stakeholder engagement. He will work with campuses to develop a comprehensive vision for higher education and craft a legislative agenda. HECC is highly interested in ideas to improve access and outcomes for Oregon learners and workers. He will discuss with the provosts strategies for transformation and innovation around the delivery of instruction. He also anticipated conversations about proposals to address equitable student success. Another HECC priority will be affordability for post-secondary-age learners. Finally, HECC would work on a strategic roadmap for increasing public investment to meet education goals.

IFS also discussed the budget model, LABISSIERE said, with various representatives talking about the pain points they were having. Representatives also talked about interdisciplinary learning, and how a budget model could support collaboration.

LABISSIERE reported that IFS is tracking three bills in the legislative short session. The first is SB 233, which deals with the transferability of credits. As senators would remember, last year IFS formed a Transfer Council, on which members from PSU are serving, to do work connected with this. The bill would require a common numbering system for introductory and lower-level courses with similar learning outcomes. HB 2590 funds student success for underrepresented students; what's being discussed now is what exactly what "underrepresented" means. The third is SB 551, regarding health care for part-time workers; there is an attempt to extend that to include vision and dental.

IFS further had a robust conversation, LABISSIERE said, about strategies to face the challenges their institutions are facing. Budget models appeared over and over as a topic. Another topic was the talk about potential changes to how trustees are selected.

CHORPENNING asked if he could share any more about potential changes to the selection of trustees. LABISSIERE: one of the ideas is for board members to be elected.

BEYLER urged senators to look at the reports on the Consent Agenda: the monthly AHC-APRCA report; a report from Graduate Council on a topic which had generated some intense conversation, namely, the application of diversity, equity, and inclusion in the classroom; and a report of the Ad-Hoc Committee on Constitutional Definitions. The latter might seem to be sheer wonkiness, but in fact embodies fundamental, philosophical questions of shared governance. If we take the duties and responsibilities of Faculty seriously, such as authority over the curriculum as reflected in the motion on academic freedom voted last month, it is crucial to take these matters of definition seriously. Senate might return to this topic in various ways in the upcoming terms.

The following reports were received as part of the Consent Agenda [see the **respective December Agenda Attachments**]:

4. **Final Report of Ad-Hoc Committee to Consider Definitions of Faculty, Department, and Program in the Faculty Constitution**
5. **Report of Graduate Council with regard to ongoing concerns with accountability for OCMS DEI question classroom implementation**
6. **Monthly Report of Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments**

H. **ADJOURNMENT –** The meeting was **adjourned** at 4:49 p.m.

7 December 2021

TO: Faculty Senate

FROM: Sarah Read, Chair, Graduate Council

RE: January 2022 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 course or program proposals, as well as Budget Committee comments on program proposals, at the [Online Curriculum](#) [Management System (OCMS) Dashboard](#).

College of Liberal Arts and Sciences

New Courses

E.1.a.1

- *CR 531 Improvisational Conflict Resolution, 2-4 credits
  An experiential opportunity to learn and explore various dimensions of improvisational techniques that are useful in conflict resolution settings. The class will use a variety of activities, techniques and exercises to develop improvisational skills and to assess the potency and application of these skills in professional contexts. No performance experience is expected or required – just an opportunity to learn, grow and improve your craft. Preparation in communication skills and the analysis of complex problems expected. This course may not be repeated for credit.

E.1.a.2

- *CR 532 Power and Conflict Resolution, 2-4 credits
  The dynamics of power and status within conflict scenarios. Analysis of phenomena at the micro (interpersonal, intergroup) and macro (social, political) dimensions of these issues. Relationship to issues of gender, race, culture, leadership and other areas where the phenomena of power and status are at play. Students receive theoretical and practical grounding in these concepts. Preparation in communication skills and analysis of complex phenomena expected. This course may not be repeated for credit.

E.1.a.3

- *CR 533 Love and Conflict Resolution, 2-4 credits
  Exploration of love as an important basis of encouraging engagement, fostering connection, and bridging the differences that are inevitable in our relationships. An understanding of the richness of this kind of love will both expand our perceptions of the complexities of conflict, and provide concrete tools to resolve and transform conflict – personally,

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* 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.

academically, and professionally. This course may not be repeated for credit.

E.1.a.4

- *CR 552 Technology and Global Affairs: A Peace and Conflict Studies Perspective, 4 credits
Hi-tech organizations, their instruments, their power, and mode of operation, in both the public and private sector, will be analyzed from the vantage point of how they contribute globally to peace and security and/or to polarizations and conflict. Topics include: technology and globalization; digital economies; hi-tech organizations; post-truth in social media; challenges to democracy; the surveillance state; the surveillance corporation; national security and citizen rights; cyber wars; cyber peace.

E.1.a.5

- *Hst 571 Chicanx Labor History in the USA, 4 credits
A study of the development and growth of Chicanx labor movements in the 20th century. The first part of the course will focus on movements prior to 1960, and the second will focus on case studies of key labor movements after 1960 focused on labor organizing, community, collective bargaining, and the growing diversity within Latinx working-class communities. Race, class, gender, ethnicity, and immigration status will be discussed. Also offered for undergraduate-level credit as ChLa 471 and Hst 471 and may be taken only once for credit.

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* 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.

7 December 2021

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: January 2022 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 proposals, as well as Budget Committee comments on program proposals, at the [Online Curriculum Management System (OCMS) Curriculum Dashboard](#).

College of the Arts

Change to Existing Program

E.1.b.1
- B.F.A. in Art Practice – Revising structure of requirements

New Courses

E.1.b.2
- Art 355 Video Installation, 4 credits
  Focuses on the creation of artworks that combine video technology with three-dimensional elements such as sculpture, projection, performance, sound, and site-specific installation. Students will study historical and contemporary examples of video installation and create their own works of video installation art. Prerequisite: Art 257 or permission of instructor.

E.1.b.3
- Des 335 Screen Printing for Design, 4 credits
  Studio course exploring screen printing as part of a design practice. Methods of image preparation to prepare an image for the screen printing process, as well as color mixing, layering shapes and color, scale, halftones and transparency will be covered. Students will develop a body of work while refining skills as a screen printer. Current and historical references will be investigated. No previous screen printing experience is required. Prerequisite: Upper-division standing in the graphic design major and Des 210; or instructor approval.

* 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.

Change to Existing Courses

E.1.b.4
- Art 271 Introduction to Printmaking: Etching, 4 credits – change description and prerequisite

E.1.b.5
- Art 392 Intermediate Painting, 4 credits – change title to Painting and change prerequisite

E.1.b.6
- Art 439 BFA Vertical Lab II: Collaboration and Presentation Strategies, 4 credits – change prerequisite

E.1.b.7
- Des 290 History of Modern Design, 4 credits – Change title to Histories of Graphic Design and change description

E.1.b.8
- Des 300 Digital Page Design II, 4 credits – change prerequisite

E.1.b.9
- Des 310 Digital Imaging and Illustration II, 4 credits – change prerequisite

E.1.b.10
- Des 340 Interaction Design Principles, 4 credits – change prerequisite

E.1.b.11
- Des 441 Interface Design, 4 credits – change prerequisite

E.1.b.12
- Mus 129 Desktop Music Production, 4 credits – change grading option

E.1.b.13
- Mus 228 Sound Design, 4 credits – change grading option

Drop Existing Courses

E.1.b.14
- Mus 125 Guitar Workshop, 2 credits

E.1.b.15
- Mus 126 Guitar Workshop, 2 credits

E.1.b.16
- Mus 127 Guitar Workshop, 2 credits

E.1.b.17
- Mus 128 Recording Live Sound, 4 credits

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

E.1.b.18
- Mus 229 Recording Theory, 4 credits

E.1.b.19
- Mus 325 Guitar Workshop, 2 credits

E.1.b.20
- Mus 326 Guitar Workshop, 2 credits

E.1.b.21
- Mus 327 Guitar Workshop, 2 credits

School of Business

New Course

E.1.b.22
- Fin 457 Real Estate Investment, 4 credits
  Study of fundamental concepts and analytical techniques of commercial real estate investment and finance. Includes characteristics of commercial real estate markets and real estate as a financial asset, real estate investment strategies, pro-forma statements, mortgage financing and underwriting, real estate private equity and real estate investment trusts (REITs). Places heavy emphasis on real world application and quantitative analysis to make real estate investment decisions. Prerequisite: Fin 319.

Maseeh College of Engineering and Computer Science

Change to Existing Course

E.1.b.23
- ME 321 Engineering Thermodynamics I, 4 credits – change prerequisite

Drop Existing Course

E.1.b.24
- CE 454 Urban Transportation Systems, 4 credits

Honors College

New Course

E.1.b.25
- Hon 360 Honors Writing for Transfer Students, 4 credits
  Honors Writing for Transfer Students is the required entry point for transfer students entering the Honors College at the junior level. This course introduces transfer students to ways of thinking about the urban experience, introduces and develops the basic writing and research tools necessary for upper-level seminar work in Honors and for the senior thesis, and provides working examples of disciplinary

* 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.

scholarship. This is a writing intensive course and fulfills 4 credits of the third year requirement for transfer students. Class size limited to 24. Prerequisite: Transfer students entering the Honors College at the junior level.

College of Liberal Arts and Sciences

New Courses

E.1.b.26

- ChLa 471 Chicanx Labor History in the USA, 4 credits
  A study of the development and growth of Chicanx labor movements in the 20th century. The first part of the course will focus on movements prior to 1960, and the second will focus on case studies of key labor movements after 1960 focused on labor organizing, community, collective bargaining, and the growing diversity within Latinx working-class communities. Race, class, gender, ethnicity, and immigration status will be discussed. This is the same course as Hst 471 and may be taken only once for credit. Also offered for graduate-level credit as Hst 571 and may be taken only once for credit. Prerequisite: Upper-division standing.

E.1.b.27

- *CR 431 Improvisational Conflict Resolution, 2-4 credits
  An experiential opportunity to learn and explore various dimensions of improvisational techniques that are useful in conflict resolution settings. The class will use a variety of activities, techniques and exercises to develop improvisational skills and to assess the potency and application of these skills in professional contexts. No performance experience is expected or required – just an opportunity to learn, grow and improve your craft. Preparation in effective communication and analyzing complex materials is expected. This course may not be repeated for credit. Prerequisite: Upper-division standing.

E.1.b.28

- *CR 432 Power and Conflict Resolution, 2-4 credits
  The dynamics of power and status within conflict scenarios. Analysis of phenomena at the micro (interpersonal, intergroup) and macro (social, political) dimensions of these issues. Relationship to issues of gender, race, culture, leadership and other areas where the phenomena of power and status are at play. Students receive theoretical and practical grounding in these concepts. Course involves reading and writing as well as role plays and simulations. Preparation in communication skills and analysis of complex phenomena expected. This course may not be repeated for credit. Prerequisite: Upper-division standing.

* 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
- *CR 433 Love and Conflict Resolution, 2-4 credits
Exploration of love as an important basis of encouraging engagement, fostering connection, and bridging the differences that are inevitable in our relationships. An understanding of the richness of this kind of love will both expand our perceptions of the complexities of conflict, and provide concrete tools to resolve and transform conflict – personally, academically, and professionally. This course may not be repeated for credit. Prerequisite: CR 301U.

E.1.b.30
- *CR 452 Technology and Global Affairs: A Peace and Conflict Studies Perspective, 4 credits
Hi-tech organizations, their instruments, their power, and mode of operation, in both the public and private sector, will be analyzed from the vantage point of how they contribute globally to peace and security and/or to polarizations and conflict. Topics include: technology and globalization; digital economies; hi-tech organizations; post-truth in social media; challenges to democracy; the surveillance state; the surveillance corporation; national security and citizen rights; cyber wars; cyber peace. Prerequisite: CR 301U.

E.1.b.31
- *Hst 471 Chicanx Labor History in the USA, 4 credits
A study of the development and growth of Chicanx labor movements in the 20th century. The first part of the course will focus on movements prior to 1960, and the second will focus on case studies of key labor movements after 1960 focused on labor organizing, community, collective bargaining, and the growing diversity within Latinx working-class communities. Race, class, gender, ethnicity, and immigration status will be discussed. This is the same course as ChLa 471 and may be taken only once for credit. Also offered for graduate-level credit as Hst 571 and may be taken only once for credit. Prerequisite: Upper-division standing.

New Prefix

E.1.b.32
- PIAA (Pacific Islander and Asian American Studies)

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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.

Changes to Existing Courses

E.1.b.33
- Bi 302 Human Anatomy and Physiology, 4 credits – change prerequisite

E.1.b.34
- Bi 303 Human Anatomy and Physiology, 4 credits – change prerequisite

E.1.b.35
- Ling 101 Pre-Entry Program Grammar/Writing, 8 credits – change prefix to IELP

E.1.b.36
- Ling 104 Pre-Entry Program Reading, 6 credits – change prefix to IELP

E.1.b.37
- Ling 106 Pre-Entry Program Speaking/Listening, 4 credits – change prefix to IELP

E.1.b.38
- Ling 111 Grammar/Writing Level 1, 8 credits – change prefix to IELP

E.1.b.39
- Ling 114 Reading Level 1, 4 credits – change prefix to IELP

E.1.b.40
- Ling 116 Speaking/Listening Level 1, 4 credits – change prefix to IELP

E.1.b.41
- Ling 121 Grammar/Writing Level 2 (low-intermediate), 8 credits – change prefix to IELP

E.1.b.42
- Ling 124 Reading Level 2 (low-intermediate), 4 credits – change prefix to IELP

E.1.b.43
- Ling 126 Speaking/Listening Level 2 (low-intermediate), 4 credits – change prefix to IELP

E.1.b.44
- Ling 131 Grammar/Writing/Level 3 (intermediate), 8 credits – change prefix to IELP

E.1.b.45
- Ling 134 Reading Level 3 (intermediate), 4 credits – change prefix to IELP

* 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.46
- Ling 136 Speaking/Listening Level 3 (intermediate), 4 credits – change prefix to IELP

E.1.b.47
- Ling 142 Advanced English Grammar for Non-native Speakers, 4 credits – change prefix to IELP

E.1.b.48
- Ling 143 Guided Research Writing for Non-native Speakers, 4 credits – change prefix to IELP

E.1.b.49
- Ling 144 Academic Reading for Non-native Speakers, 4 credits – change prefix to IELP

E.1.b.50
- Ling 147 Understanding Academic Lectures, 4 credits – change prefix to IELP

E.1.b.51
- Ling 152 Grammar and Editing for Academic Writing for Non-native Speakers, 4 credits – change prefix to IELP

E.1.b.52
- Ling 153 Independent Research Writing for Non-native Speakers, 4 credits – change prefix to IELP

E.1.b.53
- Ling 154 Advanced Academic Reading for Non-native Speakers, 4 credits – change prefix to IELP

E.1.b.54
- Ling 155 Discussion Skills for Non-native Speakers, 4 credits – change prefix to IELP

E.1.b.55
- Ling 156 Public Speaking for Non-native Speakers, 4 credits – change prefix to IELP

E.1.b.56
- Ling 170 Skills Enhancement, 2 credits – change prefix to IELP

E.1.b.57
- Ling 171 Pathways Introduction Seminar, 2 credits – change prefix to IELP

E.1.b.58
- Ling 172 Pathways Intermediate Seminar, 2 credits – change prefix to IELP

* 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.59
- Ling 173 Pathways Final Seminar, 2 credits – change prefix to IELP

E.1.b.60
- Ling 453 Graduate Preparation: Research and Writing for Non-native Speakers, 4 credits – change prefix to IELP

E.1.b.61
- Ling 454 Graduate Preparation: Reading Strategies for Non-native Speaker, 4 credits – change prefix to IELP

E.1.b.62
- Ling 456 Graduate Preparation: Oral Communication for Non-native Speakers, 4 credits – change prefix to IELP

E.1.b.63
- Ling 457 Writing Workshop for Multilingual Graduate Students, 2 credits – change prefix to IELP

E.1.b.64
- Phl 324U Introduction to Formal Logic I, 4 credits – change description

E.1.b.65
- Phl 325U Introduction to Formal Logic II, Predicate Logic, 4 credits – change description

Undergraduate Studies

New Prefix

E.1.b.66
- Intensive English Language Program (IELP)[1]

College of Urban and Public Affairs

New Course

E.1.b.67
- CCJ 336 Applied Crime Mapping, 4 credits
  Introduces the technical and analytical skills used in crime mapping using Geographic Information Systems (GIS) – a combination of hardware and software used to map spatial patterns. In this course, we develop and build the skills needed to interpret, create, analyze and communicate spatial patterns of crime. We consider what features make a useful crime map by critically analyzing existing maps of crime patterns, identifying elements that aid in clear communication and

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[1] See associated course changes under the College of Liberal Arts and Sciences

* 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.

easy interpretation, and apply these features in crime maps made for presentation, communication and analysis.

Changes to Existing Course

E.1.b.68

- Intl 343U Commodity Chains in Latin America: From Silver to Cocaine, 4 credits – change title to Commodity Chains in Latin America and change description

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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.

Revision of Promotion & Tenure Appraisal Signature Sheet and Recommendation Form for Tenure-Track Faculty

Motion presented by the Steering Committee

Appendix III, Part 2 of the PSU Promotion and Tenure Guidelines (appraisal signature sheet and recommendation form for tenure-track faculty review) is hereby revised according to the following text. (The current text is appended below.)

2. APPRAISAL SIGNATURE SHEET AND RECOMMENDATION FORM

Tenure Track Faculty Review:
Promotional and/or **Tenure,** or **Emeritus/a**

Name: _____
<div style="display:flex; justify-content:space-between;">Last   First   Middle</div>

PSU ID: _____ College or School/Dept or Prog: _____

Date of First Appointment at PSU: _____ Current Rank: _____

Date of Last Promotion: _____ and/or most recent Review: _____

_____ Date of Departmental P&T guidelines under which the faculty member has elected to be reviewed under, pursuant to the PSU-AAUP 2018 May 04 MOA Supplemental Letter of Offer Correction CORRECTED EXECUTED.

FACULTY MEMBER STATUS: *please indicate below the candidate's **current** employment status with a check(s)below.*

   _____ TTF- Tenure Track-Probationary/**Annual**

   _____ TTF- **Tenured**

FACULTY MEMBER IS BEING REVIEWED FOR: *please indicate with a check(s)below.*

   _____ Tenure

And/Or Promotion to:

   _____ TTF Associate Professor

   _____ TTF Professor

   _____ TTF Emeritus

   _____ TTF Emerita

For HR/OAA tracking purposes only: For Faculty being considered for Tenure Review, please indicate as appropriate Academic Year(s) of approved tenure clock adjustment(s).

   _____ Number of TCA(s) on file (including AAUP MOU RE: COVID-19)

Using the Appraisal Signature Sheet on page 2, each voting member of the Departmental Committee and each reviewing Administrator is required to sign and indicate their vote or recommendation regarding the type(s) of review indicated above

Note: Please use N/A when a faculty member is **not** being considered for **both** Promotion **and** Tenure Review.

If more space is needed for committee membership, please attach an additional page. **Print Names Clearly Below:**	**SIGNATURES:**	**PROMOTION** Positive or Negative **"P" or "N" or "N/A"**	**TENURE** Positive or Negative **"P" or "N" or "N/A"**	**DATE:**
Committee's Recommendation:				
COMMITTEE MEMBERS:				
COMMITTEE CHAIR:				
DEPARTMENT CHAIR:				
DEAN:				
PROVOST/VICE PROVOST:				
PRESIDENT:				

I have been apprised of the recommendations indicated above and have been given the opportunity to review my file <u>before</u> its submittal to the Dean's Office.

_____

*Faculty Signature: [**Print name**]*   *Date*

2. APPRAISAL SIGNATURE SHEET AND RECOMMENDATION FORM

For implementation in the forthcoming Academic Year 20_____

Name_____
                Last   First   Middle

College or School/Dept._____

Date of First Appointment at PSU_____   Current Rank_____

Date of Last Promotion_____   Tenure Status_____
                                                  (Fixed Term or Annual or Tenured)

Total Tenure Related FTE_____
(complete for Annual appointments only)

FACULTY MEMBER IS BEING REVIEWED FOR: *please indicate with a check(s):*
  ☒ PROMOTION TO_____ *(indicate rank)* AND/OR ☐ TENURE

Approval Date of University P&T Guidelines used: _____ Approval Date of Department P&T Guidelines used: _____

Each voting member of the Departmental Committee and each reviewing Administrator is required to sign and indicate their vote or recommendation.

(For tenure recommendations, please use **P** to indicate positive, **D** to indicate deferral and **T** to indicate termination. For promotion recommendations, please use **P** to indicate promotion or **D** to indicate deferral).

NOTE: When a faculty member is not being considered for **both** promotion **and** tenure, one of the **VOTE/REC** columns below should be left **blank.**

SIGNATURES	PROMOTION VOTE/REC	TENURE VOTE/REC	DATE
COMMITTEE RECOMMENDATION:			
COMMITTEE MEMBERS*:			
COMMITTEE CHAIR:			
DEPARTMENT CHAIR:			
DEAN:			
PROVOST/VICE PRESIDENT:			
PRESIDENT:			

*If more space is needed for committee membership, please attach an additional page.

I have been apprised of the recommendations indicated on this form and have been given the opportunity to review my file before its submittal to the Dean's Office.

_____
     Faculty Signature   *Date*

Portland State
UNIVERSITY

President's Strategic Investment Plan
2021-23

Over the past two years, the federal government provided support to higher education institutions to respond to the pandemic. A significant portion of the relief funds received by PSU went to our students, some went to auxiliary units to cover a portion of the direct losses due to the pandemic. PSU was also able to recover lost tuition dollars from this period. These funds augmented the central reserves. This creates an opportunity for the university to make limited strategic investments which will propel PSU forward toward achievement of our academic and financial goals.

In devising this Strategic Investment Plan, the President met with vice presidents to discuss strategic needs and opportunities within their divisions. All requests were judged against alignment with the following university priorities which, together, represent a Guidestar to investment decisions:

1. Prioritizing student success,
2. Advancing racial justice,
3. Pivoting engagement to advance community relations, and
4. Supporting fiscal sustainability and new revenue generation.

In addition, in identifying strategic investment elements, campus leaders and the President reflected upon and discussed the ideas and interests they have heard from faculty and staff over the past two years, chief among them finding ways to advance growth as a component of achieving financial sustainability, as opposed to exclusive reliance on budget cuts. In addition, faculty and staff have expressed their deep commitment to promoting racial justice and equity, advancing research, and providing faculty and staff with time and resources to support planning and implementing change.

It is important to recognize that these funds in central reserves are one-time only, *not* recurring funds. Consequently, they cannot be used to support ongoing budgets and expenditures. As a result, the President and campus leadership assessed that it was best to utilize these one-time funds to advance efforts that had already been under discussion across numerous campus bodies and that would yield the highest impact for advancing our commitments to student success, racial equity and justice, and financial sustainability.

- "Seed" and jump start initiatives that will generate new funding while supporting campus priorities;

- Test and assess pilot projects that explore new ideas.

Strategic investments will be made over the next 24-30 months, crossing three budget cycles. Each investment will be assessed against established metrics to ensure it is achieving the identified goals and impact. Reports will be provided annually to campus about the progress of these plans. For ease of presentation, the investments are classified under specific campus priorities, but many of them have the potential to create impacts that advance *multiple* priorities.

<u>Student Success ($8 million)</u>

1. *Expand faculty capacity to generate new enrollments* - Increasing enrollment is a critical component of the university's financial sustainability goals. A number of units have waiting lists of students who cannot be admitted to the university due to faculty shortages. One-time funds may be requested by such units with the expectation that units will cover the ongoing faculty costs through increased revenues generated by new enrollments.

2. *Expand online academic programs* - The expansion of remote learning in response to the pandemic highlighted the value of flexible learning modalities. Investments will support faculty to develop new online degree programs and certificates.

3. *Advance Curricular and pedagogical innovation* - Retention and graduation are PSU's highest priority. This investment supports faculty development and innovation through participation in workshops and other learning opportunities to advance student success.

4. *Expand professional education programs* - As the needs of employers and communities change, PSU can translate knowledge in application and practice through professional programs to attract new students and support regional workforce development.

5. *Expand mental health services* - Student mental well-being is essential to success. The pandemic dramatically increased the number of students seeking services. This investment will support expansion of access to mental health programs during hours SHAC is not open.

6. Other key initiatives: *Technology to advance student success and cybersecurity, Advance multicultural retention, Last mile degree completion, Pilot programs* - to streamline access to emergency funds for students, promote early career assessment for students who enter PSU without a designated major pathway, and seeding development in IELP for new English language programs.

<u>Racial Justice and Equity ($1.3 million)</u>

1. *Multicultural Centers for Dreamers and MENASA* - One time investments will support the build out of these two new multi-cultural centers for students.

2. *Other Racial justice initiatives* - In addition to the $1.5 million previously committed by the President, investments will support development of tribal relations, new academic programming

and faculty development for the new Racial and Ethnic Studies requirement and planning for an Asian American and Pacific Islanders Studies program.

<u>Enrollment growth ($1.35 million)</u>

1. *Sustaining full energy in enrollment growth:* To support institution-wide enrollment growth, these funds will enable pilots to expand enrollments in California, to increase marketing of PSU programs, and to increase outreach to Oregon high schools and community colleges.

2. *Expand connections to Employers for Workforce Development* - Align with employers in Portland and Oregon to ensure that employers are aware of PSU's array of academic programs.

<u>Community Engagement to Revitalize Our Region ($450,000)</u>

1. *Revitalizing downtown and community connections* - Support our regional vibrancy and PSU's commitment to "Let Knowledge Serve the City" through expanded on and off-campus activities.

2. *Building partnerships with BIPOC communities* - Partnerships are mutually beneficial; supporting the community supports recruitment and retention.

<u>Research Investment ($1.9 million)</u>

1. *Advance Computational Science* - Investment will support one-time startup costs for faculty being hired in the computational sciences cluster.

2. *Expansion of undergraduate research* (pilot) - The investment will support a pilot project to expand research opportunities for undergraduates working with faculty and staff.

3. *Exploration of climate change as a signature PSU program* - Investment will support assessment of campus-wide, multidisciplinary programming to respond to the climate crisis.

4. *Grow research contract processing capacity* - Investment will support the hiring of additional contract specialists for sponsored projects.

<u>Financial Sustainability ($450,000)</u>

1. *Funding for Support Services review* - To parallel efforts to review and seek efficiencies in academic programs across the campus, the university is engaged in a study and review of support services and administration across the campus to identify possible innovations and operational changes that can generate efficiencies without harming campus priorities and mission.

Final report: Ad-Hoc Committee to add DEI language to P&T guidelines

December 17, 2021

Committee: Amanda Byron, Esperanza De La Vega, Priya Kapoor, Alma Trinidad, Sonja Taylor

Consultants: Anita Bright, Gina Greco, Roberta Hunte, Ame Lambert, Ted Van Alst, Khalil Zonoozy

Executive Summary

As a group, we have developed a systematic process for working through existing language in order to determine what needs to be changed, what needs to be kept and what might need to be emphasized. In this process, we have discovered some obsolete language and where relevant, changes have been suggested to bring the P&T documents up to date. In order to build on our process, we also examined the P&T guidelines of several "sister" institutions as well as other institutions of higher education who are considered leaders in the work of advancing equity within promotion and tenure processes. We found a few particular examples with useful language and have been making connections where our own language seems to fall short.

This being said, we have discovered that there is already much language that already exists within the P&T guidelines that create a foundation for equitable practices. We questioned why this language has not been brought more into practice across the campus and feel that in many cases it would be helpful for those in leadership positions to make sure that the values represented in the guidelines come to life in the practices of our various departments. While language is important, we have spent a great deal of time discussing the difference between bringing DEI language to our P&T Guidelines and truly bringing equity to the practice of promotion and tenure. For equity to be present in our process, we must uphold the broad definition of scholarship that is already described in our institutional documents. We must celebrate the different pathways our scholars take to work on their scholarly agendas and we must acknowledge that the diversity we are trying to foster in our institution will necessarily result in faculty narratives that look different compared to what has come before. We acknowledge that change is uncomfortable, but we should not let that deter us from walking our talk, celebrating the accomplishments of our colleagues and learning from each other to explore the different possibilities that await an institution of higher learning that embraces new ways of advancing scholarship.

1.0   Acknowledgement

We acknowledge that the way scholarship has been defined historically has privileged specific activities that may or not be a major part of a faculty job description or scholarly agenda. This emphasis on a particular way of defining scholarship has led to inequities and sometimes harm for faculty who go through the promotion and tenure process. The complexity and diversity of what scholarship means to our community, state, and nation as we continue to evolve and meet each moment, requires us to move away from long-held beliefs and the old canon of what counts for scholarship in the academy. Much of the groundwork for this has been developed in our existing guidelines. We argue that our definition of scholarship should be expanded in practice as well as in policy. The university has recently moved to recognize more faculty work done in service of developing civic engagement practices, consonant with our university motto 'Let

knowledge serve the city.' However, much scholarly work includes emotional labor that remains hidden and sometimes invalidated for faculty who engage in an ethos of care practices in pursuit of excellence in their role as mentor and guide on the road to student success and civic engagement. The shared understanding of teaching and learning as scholarly work requires us to include other components such as practicing the ethos of care in an institute of higher education. When we recognize the hidden work that benefits our communities, faculty's scholarship in research, service, and teaching can serve as exemplars of an expanded and inclusive definition that is meaningful and timely for our campus community and greater society.

This committee acknowledges that we have concerns, we worry about how this interpretation might be quantified and that the essential message may be lost. We suggest imagining scholarship as a mosaic rather than discrete buckets that different aspects might fall into.

2.0   Committee Charge and Overview of Activities

The goal / charge of this Ad Hoc Committee is to identify and recommend where Diversity Statements be included in all materials as faculty go up for review. Currently, this language can be found in the adjunct's handbook, but it is not in any of the Promotion guidelines for NTTF nor in the Promotion and Tenure guidelines for TTF.

- DAC task force was concerned about and explored the recruitment and retention of diverse faculty.
- It was noted that many diverse faculty had left CLAS and other departments at PSU recently, and there was a need to address this concern.
- The DAC committee was meant to be advisory for the president and in June 2020, they provided a report – which in general pointed to a root cause for a lack of retention was the **campus climate and** the need for **feeling a sense of belonging in our campus environment.**
- Additionally, the Campus Climate Reports also noted that students wanted more diverse faculty and people with whom they could connect with.

Committee Narrative:

In our first meeting, it was noted that different departments give more weight to scholarship and how many publications a faculty member has in order to be promoted or granted tenure. It was suggested that we go back to the PSU mission statement and that all faculty being reviewed could maybe speak about their interpretation and provide evidence for the various parts of the PSU mission. In our second meeting, we discussed the use of language used in our P & T guidelines, as well as alignment with the PSU mission and vision. In our third meeting, we discussed the tension between "academic freedom" and equity.

Our committee noted that sometimes protecting "academic freedom" has created barriers to equity. Simultaneously, there has been new language about Academic Freedom approved by the senate. We wondered if this statement will help guide our recommendations. We discussed different faculty workloads and the equity of what we are asking different faculty to do given a diversity of circumstances. Our next meeting was spent largely discussing logistical issues of our task, as well as revisiting and confirming themes from previous meetings. We noted that the value of equity is articulated differently in different departments and we discussed how the tenure and promotion process has been particularly painful for faculty who are first generation college graduates and/or come from historically underrepresented communities. In our meeting

prior to spring break, we discussed the extension of our timeline and a progress report to senate by the end of spring term. We also talked about different definitions of equity. We met again after the Time 2 Act Symposium and felt inspired to continue in our process and recognize the importance of administrative and union support as we strive to realize our goal and vision of racial justice at PSU.

We completed a draft report for the May 1 senate meeting and asked for additional time to complete our task. Our request was granted and we are scheduled to turn in this complete report by the end of fall term/end of 2021. Our return to campus this fall has been fraught with unexpected challenges and a reduction in capacity that made coming together challenging. We kept coming back to the unspoken expectations that are in the promotion and tenure process and we struggled with how to craft language that would address invisible barriers to equity. Ultimately, we understand that this is still only the beginning of a process that will continue in all parts of our institution.

Scholarship At Portland State University
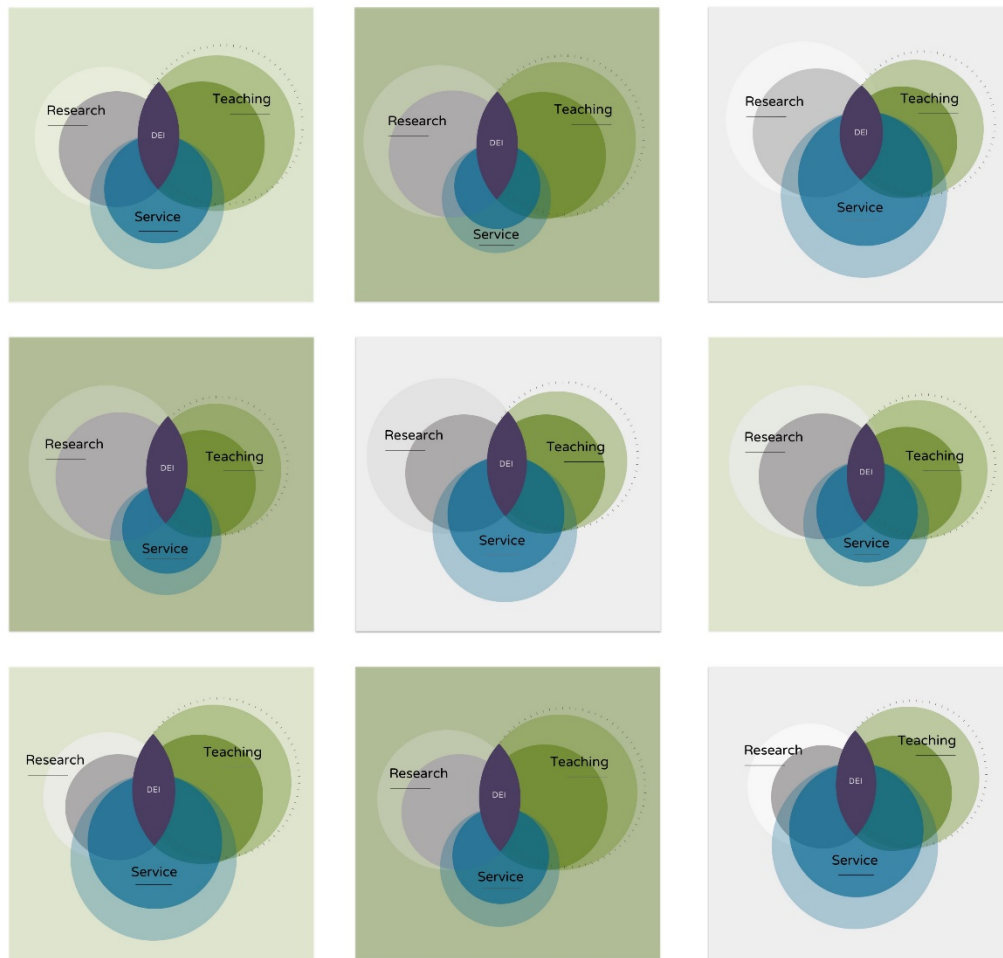
We offer some specific suggestions for the P&T guidelines and we offer some practical suggestions from an individual to administrative level. Our list of suggestions is meant to be generative and is by no means exhaustive.

When focusing on this work, we held onto these guiding principles:

"Let knowledge serve the city"
"Make the invisible visible"
"Develop a culture of care"

Specific suggestions for practice:

Individual level
- Reflect on work related to DEI and equity lens and think about ways to highlight in one's review process.
- Request advocacy through process (pilot program for new SGRN faculty, can they support faculty in other departments)

Department level
- Create equity lens modeled on University Equity lens to use during promotion and tenure process.
- Distinguish scholarship as an umbrella that houses research, teaching and service. This is done at the university level, but some departments conflate research and scholarship.
- Review committees should acknowledge and highlight work already being done to advance equity and inclusion in their review letters and suggest specific actions or directions faculty might take to embed DEI practices in their work more fully.
- Chairs recognize DEI related feedback in review letters and include in their letters of support.
- Consider invisible emotional labor as part of the service component of a faculty member's scholarly agenda
- Establish process to appeal negative reviews

Administrative/University level
- Use existing administrative review of select portfolios from different departments to check for alignment with university policies; provide feedback to departments to work toward better alignment.
- Provide departments with University Equity Lens framework
- Support departments in their development of P&T DEI lens
  - Training for review committees related to above suggestions?
  - Offer feedback on drafts?
- Acknowledge and support recognition for DEI related work that advances equitable practices in Faculty members scholarly agenda in promotion letters

P&T Guideline language change suggestions

Page	Current P&T Guidelines	Proposed edits [text to be added is <u>underlined</u>] [text to be deleted is ~~struck through~~]
4	**I. INTRODUCTION** **Para 1** Policies and procedures for the evaluation of faculty are established to provide the means whereby the performance of individual faculty members and their contributions to collective university goals may be equitably assessed and documented. In the development of these policies and procedures, the university recognizes the uniqueness of individual faculty members, of the departments of which they are a part, and of their specific disciplines; and, because of that uniqueness, the main responsibility for implementation of formative and evaluative procedures has been placed in the departments[1].	**I. INTRODUCTION** **Para 1** Policies and procedures for the evaluation of faculty are established to provide the means whereby the performance of individual faculty members and their contributions to collective university goals may be equitably assessed and documented. In the development of these policies and procedures, the university recognizes the uniqueness of individual faculty members, of the departments of which they are a part, and of their specific disciplines; and, because of that uniqueness, the main responsibility for implementation of formative and evaluative procedures has been placed in the departments[1]. <mark>However, departments/units must ensure that their promotion and tenure guidelines are aligned with and include the spectrum of scholarship articulated in the institutional guidelines. Further, departments/units must develop an equity lens for use in promotional assessment/evaluation.</mark>
4	**Para 2** Departmental guidelines should set forth processes and criteria for formative and evaluative activities which are consistent with the department's academic mission. For example, departmental guidelines might identify evaluative criteria which are appropriate to the discipline, or might delineate which activities will receive greater or lesser emphasis in promotion or tenure	**Para 2** Departmental guidelines should set forth processes and criteria for formative and evaluative activities which are consistent with the department's academic mission, <mark>as well as with the mission and vision of the university as an institution.</mark> For example, departmental guidelines might identify evaluative criteria which are appropriate to the discipline, or might delineate

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	decisions. They should also include appropriate methods for evaluating the interdisciplinary scholarly activities of departmental faculty. The Deans and the Provost review departmental procedures in order to ensure that faculty are evaluated equitably throughout the university.	which activities will receive greater or lesser emphasis in promotion or tenure decisions. They should also include appropriate methods for evaluating the interdisciplinary scholarly activities of departmental faculty. The Deans and the Provost review departmental procedures in order to ensure that faculty are evaluated equitably throughout the university.
4	**Para 3:** Evaluation instruments provide a means for gathering information that can provide a basis for evaluation, but these instruments do not constitute an evaluation in themselves. "Evaluation" is the process whereby the information acquired by appropriate instruments is analyzed to determine the quality of performance as measured against the criteria set by the department	**Para 3:** Evaluation instruments provide a means for gathering information that can provide a basis for evaluation, but these instruments do not constitute an evaluation in themselves. "Evaluation" is the process whereby the information acquired by appropriate instruments is analyzed to determine the quality of performance as measured against the criteria set by the department, ==included in the job description and connected with the specific scholarly agenda of the faculty in question.==
4	**Para 4:** Policies and procedures shall be consistent with sections 580-21-100 through 135 of the Oregon Administrative Rules of the Oregon State System of Higher Education. However, Oregon Senate Bill SB 270 (2013) establishes a Board of Trustees (BOT) of Portland State University. The BOT assumes governing control of PSU from the State Board of Higher Education (SBHE) on July 1, 2014. The administrative rules and policies of the SBHE, including those regarding promotion and tenure, may be replaced by PSU-specific policies after this transition occurs. It is anticipated that these Guidelines would then be	**Para 4:** Policies and procedures shall be consistent with sections 580-21-100 through 135 of the ==PSU Standards.== ~~Oregon Administrative Rules of the Oregon State System of Higher Education. However, Oregon Senate Bill SB 270 (2013) establishes a Board of Trustees (BOT) of Portland State University. The BOT assumes governing control of PSU from the State Board of Higher Education (SBHE) on July 1, 2014. The administrative rules and policies of the SBHE, including those regarding promotion and tenure,~~

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	revised to correct obsolete references to SBHE and Oregon University System rules and policies.	~~may be replaced by PSU-specific policies after this transition occurs. It is anticipated that these Guidelines would then be revised to correct obsolete references to SBHE and Oregon University System rules and policies.~~	
5	**II. SCHOLARSHIP** **A. Overview of Faculty Responsibilities** **Para 2:** The task of a university includes the promotion of learning and the discovery and extension of knowledge, enterprises which place responsibility upon faculty members with respect to their disciplines, their students, the university, and the community. The University seeks to foster the scholarly development of its faculty and to encourage the scholarly interaction of faculty with students and with regional, national, and international communities. Faculty have a responsibility to their disciplines, their students, the university, and the community to strive for superior intellectual, aesthetic, or creative achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the faculty ranks. Scholarly accomplishments, suggesting continuing growth and high potential, can be demonstrated through activities of: • Research, including research and other creative activities, • Teaching, including delivery of instruction, mentoring, and curricular activities, and • Community outreach.	**II. SCHOLARSHIP** **A. Overview of Faculty Responsibilities** **Para 2:** The task of a university includes the promotion of learning and the discovery and extension of knowledge, enterprises which place responsibility upon faculty members with respect to their disciplines, their students, the university, and the community. The University seeks to foster the scholarly development of its faculty and to encourage the scholarly interaction of faculty with students and with regional, national, and international communities. Faculty have a responsibility to their disciplines, their students, the university, and the community to strive for superior intellectual, aesthetic, or creative achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the faculty ranks. Historically the terms scholarship and research have often been conflated resulting in an undervaluing of contributions in teaching and community outreach. It is critical that we consciously work on emphasizing the diverse mosaic of scholarly contributions from our faculty Scholarly accomplishments, suggesting continuing growth and high potential, can be demonstrated through activities of: • Research, including research and other creative activities,	

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		• Teaching, including delivery of instruction, mentoring, and curricular activities, and • Community outreach.
5	**Para 3:** All faculty members should keep abreast of developments in their fields[2] and remain professionally active throughout their careers.	**Para 3:** All faculty members should keep abreast of developments in their fields[2] and remain professionally active throughout their careers. <mark>As faculty progress in their careers, the amount of time devoted to different aspects of scholarship may shift. This dynamic process of growth is essential for our growth as an institution and for the academy as a whole.</mark>
6	**Para 1:** Effectiveness in teaching, research, or community outreach, when it is part of a faculty member's responsibilities, must meet an acceptable standard as determined by the faculty in each unit and approved by the University. In addition, each faculty member is expected to contribute to the governance and professionally-related service activities of the University, school/college, and department, as appropriate. All tenure-track faculty have a further responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s).	**Para 1:** Effectiveness in teaching, research, or community outreach, when it is part of a faculty member's responsibilities, must meet an acceptable standard as determined by the faculty in each unit and approved by the University. In addition, each faculty member is expected to contribute to the governance and professionally-related service activities of the University, school/college, and department, as appropriate. All tenure-track faculty have a further responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s). <mark>Standards for effectiveness should be clearly articulated and reviewed through an equity lens in order to account for the hidden and/or unrecognized labor required for developing culturally responsive and culturally sustaining practices.</mark>
7	**3. <u>The Uses of a Scholarly Agenda</u>** **Para 3:** The primary use of a scholarly agenda is developmental, not evaluative. An individual's contributions to knowledge should be evaluated in the	**3. <u>The Uses of a Scholarly Agenda</u>** **Para 3:** The primary use of a scholarly agenda is developmental, not evaluative. An individual's contributions to knowledge should be evaluated in the

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	context of the quality and significance of the scholarship displayed. An individual may include a previously agreed upon scholarly agenda in his or her promotion and tenure documentation, but it is not required. A scholarly agenda is separate from such essentially evaluation-driven practices as letters of offer, annual review of tenure track faculty, and institutional career support-peer review of tenured faculty, and from the consideration of individuals for merit awards.	context of the quality and significance of the scholarship displayed. An individual may include a previously agreed upon scholarly agenda in his or her promotion and tenure documentation, but it is not required. A scholarly agenda is separate from such essentially evaluation-driven practices as letters of offer, annual review of tenure track faculty, and institutional career support-peer review of tenured faculty, and from the consideration of individuals for merit awards. ==In order to clarify the distinction between scholarly agenda and the evaluation process of annual review, faculty members must have access to mentors and advocates for developing their review process and they must have avenues for redress if there are disputes or discrepancies in the process that result in denial of tenure and/or promotion in rank.==
12	**Para 2: 2. Research & Other Creative Activities (Research)** A significant factor in determining a faculty member's merit for promotion is the individual's accomplishments in research and published contributions to knowledge in the appropriate field(s) and other professional or creative activities that are consistent with the faculty member's responsibilities. Contributions to knowledge in the area of research and other creative activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in evaluating research and other creative activities:	**Para 2: 2. Research & Other Creative Activities (Research)** A significant factor in determining a faculty member's merit for promotion is ==often== the individual's accomplishments in research and published contributions to knowledge in the appropriate field(s) and==/or== other professional or creative activities that are consistent with the faculty member's responsibilities. Contributions to knowledge in the area of research and other creative activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in evaluating research and other creative activities:
14	**Para 2:** To ensure valid evaluations, departments should appoint a departmental committee to devise formal methods	**Para 2:** To ensure valid evaluations, departments should appoint a departmental committee to devise formal methods

for evaluating teaching and curriculum-related performance. All members of the department should be involved in selecting these formal methods. The department chair[4] has the responsibility for seeing that these methods for evaluation are implemented.	for evaluating teaching and curriculum-related performance. All members of the department should be involved in selecting these formal methods. The department chair[4] has the responsibility for seeing that these methods for evaluation are implemented. <mark>When review committees are formed, they should take time to review university and department guidelines to check for alignment and note any changes they might suggest to work toward deeper alignment with university mission and vision, particularly around questions of equity.</mark>

To: Portland State University Faculty Senate

Subject: Fall Report

From: Intercollegiate Athletics Board

Date: December 17, 2021

Members 2021-22 Academic Year:

David Burgess, Chair, (OIRP); Toeutu Faaleava (MCNAIR); Bruce Irvin (CS); J.J. Vazquez (FILM); Derek Tretheway (MME).

Ex-officio Members:

Linda Williams, Interim Director of Athletics; Dana Cappelucci, Associate Athletics Director; Brian Janssen, Faculty Athletic Rep., & Director, SALP.

Faculty Senate charges the board to:

1. Serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University's program in men's and women's intercollegiate athletics.

2. Report to the Faculty Senate at least once each year.

I.   **FY 2021 Year-End Actuals: $217,576 budget surplus (credited to cash deficit)**

FY21 Expenses, not including tuition remissions of $4,347,700

Actual $8,944,693

Actual expenses by major category:

- Employee cost (salary/benefits)   52%   ($4,610,578)
  - *This is a $728,071 reduction from FY20 due mainly to workshare program*
- Scholarship aid (room, board & fees)   17%   ($1,539,768)
- Overhead, Admin., Supplies & Operations   12%   ($1,057,641)
- Travel   9%   ($794,697)
  - *This a $752,531 reduction from FY20 due to cancelled and reduced sport seasons*
- Facilities debt service & Leases/rental fees   4%   ($363,391)
- All other   6%   ($578,619)

FY21 Revenue, not including tuition remissions of $4,347,700

Actual $9,162,269

Actual revenue by major category:

- Student fee (student fee committee)   41% $3,538,047
- E&G funds (institutional support)   27% $2,387,803
  - *Decrease of 73k from FY20*
- Lottery   13% $1,127,397
- NCAA distributions   8% $706,281
- Stott/Viking Pavilion (auxiliary funds)   5% $446,728
- Foundation (contributions)   4% $321,666
- HEERF   2% $184,229
- Game guarantees   2% $137,722
- Sponsorship/licensing   1% $94,171
- Ticket sales   0.4% $32,225
- All other   2% $186,000

II. **FY22 Budget:**

FY 22 Adopted Budget - Expenditures, not including tuition remissions

$10.7 mil

- E&G $2.37 mil
  (took the same % decline as the rest of campus)
- Auxiliary enterprises $7.83 mil
  (includes the expected cash deficit of *2.9 mil)
- Restricted Funds $0.50 mil

  *2.9 mil cash deficit (budget) likely will be around 2.5 mil; due to anticipated revenue decreases from fees, ticket sales, sponsorship and foundation contributions.

III. **Long-term deficit**

From fiscal year 2012 to 2020 the athletics department accumulated a negative cash balance of just over $5 million. The annual average annual negative cash balance over these years was $561,480.

At the October 14ᵗʰ Board meeting a **one-time transfer of central reserves** was approved to cancel out this negative cash balance ($5,053,320).

Two other auxiliaries in addition to the athletics department also received a one-time transfer by action of the Board: University Place Hotel ($4.6 mil) and the Business Accelerator ($0.9 million).

IV. E&G revenue

University E&G Support for Athletics – FY 12 through 22

Report Type	Fiscal Year	Athletics' E&G Support (millions)	% of University Total E&G Rev. Going to Support Athletics	PSU's Total E&G Rev. (millions)
Budget	FY22 *	2.37	0.73%	325.6 ***
Actuals	FY21	2.39	0.71%	336.7
Actuals	FY20	2.41	0.72%	346.4
Actuals	FY19	2.37	0.68%	349.4
Actuals	FY18	2.29	0.68%	335.2
Actuals	FY17	2.26	0.69%	326.3
Actuals	FY16 **	1.41	0.45%	317.0
Actuals	FY15 **	1.13	0.39%	293.7
Actuals	FY14	2.28	0.80%	283.5
Actuals	FY13	2.20	0.82%	267.8
Actuals	FY12	2.13	0.81%	264.2

* Total University adopted all funds expenditure budget by division
** Lower amounts in FY15 and 16 reflect the attempt to make the dept. more self-supporting which was found not to be sustainable.
The E&G funds were restored as a strategic investment in FY17.
*** FY22 Revenue, All Funds Budget

V. AD search

Search comm being formed by President's Office.

VI. New Coach Hires

a. **Jason Diffee –** Football: For Special Teams Coordinator, Jason Diffee, 2021 marks his 6ᵗʰ year at PSU. He spent two years as a student assistant coaching special teams under Nick Whitworth. Diffee graduated from PSU in 2017 with a bachelor's degree in History.

b. **Chris Foss –** Men's Basketball: Assistant Coach Foss served a successful tenure at Northwest Nazarene University before coming to PSU in August 2021. Foss graduated from the University of Oregon in 2011 with a bachelor's degree in Journalism.

c. **TJ Harris –** Women's Basketball: Assistant Coach Harris joined the Vikings in June 2011 after coaching and playing at multiple levels of basketball. Harris graduated from Northern Arizona University with a M.Ed. in Educational Leadership (2020) and a B.A. from the University of Great Falls (now the University of Providence).

d. **Beth Mounier –** Women's Basketball: Assistant Coach Mounier joined the Vikings in June 2011 after serving on the staff at Stanford (2018-2019) and UC San Diego (2019-2021). Mounier graduated from UC San Diego, where she played from 2014-2017 and earned her B.A. in Communications (2017).

e. **Bill Winter II –** Women's Golf: Head Coach Winter was hired in August 2021 after spending 11 seasons as the Head Coach of the men's golf team at the University of Portland (2001-2011).

VII. Graduate Success Rate (GSR)

The percentage of students, (the GSR cohort), who complete a BA/BS within six years.

PSU's student athletes have an impressive trend in improvement for successfully graduating their student-athletes within the 6-year time frame. The women teams have improved by 20% over the last 5 years with a GSR of 91% for the 2020-21 report year. Over the last 5 years the men's teams have improved by 27% with a GSR of 80% for the 2020-21. Overall PSU's student athletes rank in the top 3rd of Big Sky schools with the latest GSR of 85%.

Graduate Success Rate (GSR)
Portland State Vikings

Cohort Year	GSR Rpt Year	Men	Women	All
2014-15	**2020-21**	80	91	**85**
2013-14	**2019-20**	77	93	**85**
2012-13	**2018-19**	77	91	**84**
2011-12	**2017-18**	66	89	**77**
2010-11	**2016-17**	65	83	**74**
2009-10	**2015-16**	63	76	**69**
2008-09	**2014-15**	60	72	**66**
Improvement rate (5-year)	2015-16 to 2020-21	**27%**	**20%**	**23%**

GSR Rpt Year – 2020-21

WS	76
EWU	79
Sac St	80
MSU	81
SUU	81
Mont	82
NAU	83
UI	84
PSU	**85**
IS	86
UNC	89
UC Davis	92
Big Sky Avg	**83**

VIII. Academic Achievement

The student-athletes navigated the unique and challenging year of 2020-21 while achieving a combined **cumulative GPA of 3.39** for all men's and women's teams combined.

The **Women's Tennis team** had the highest GPA for 2020-21; (**3.87**).

IX. Big Sky Conference Academic Honors

(Spring 2021) **82 students** were placed on the Spring 2021 Academic All-conference Teams. To be eligible, a student-athlete must have participated in at least half of the team's competitions, achieved a 3.2 cumulative grade point average, and completed at least one academic term at their current Big Sky institution.

Women's Golf
Jasmine Cabajar - Sr – Pre Clinical Health Studies
Mariana Garcia Rosette – Fr. – Bus Management
Katie Harris – So. – Econ and Political Science
Windy Huang – Jr. - Finance
McKenna Maser – Sr. - Supply Chain & Log Mgmt
Mari Nakamura – Fr. – Environmental Studies
Franca Polla – Fr. – Psychology
Valerie Hernandez – Sr. – Marketing

Softball
Ariana Abalos - Sr. - Public Health Studies
Hannah Bell - Jr. - Public Health Studies
Marissa Bruno - Gr. – Ed. Leadership and Policy
Alexa Cepeda - Fr. - Undecided
Olivia Dean - Jr. - Business: Management
Shea Garcia - Fr. - Political Science
Olivia Grey - Fr. - Political Science
Taylor Gunesch - Gr. – Ed. Leadership & Policy
Emily Johansen - Fr. - Film
Rachel Menlove - Sr. - Public Health Studies
Ashlyn Monroe - Sr. - Public Health Studies
Julia Perkins - Fr. - CCJ
Logan Riggenbach - Fr. - Science
Bailey Rose - Fr. - Business: Management
Haley Schimmel - Sr. - Sociology
Katie Schroeder - Sr. - Community Health
Hannah Sisul - Jr. - Public Health Studies

Men's Tennis
Nikola Dimitrijevic - So. - Music: Performance
Matteo Fortini - Jr. - Supply Chain & Log Mgmt
Tommy Hsu - Jr. - Applied Health and Fitness
Bryan Husin - Gr. - Real Estate Development
Nils Plutat - Jr. - Supply Chain & Log Mgmt
Oliver Richards - Fr. - Applied Health and Fitness
Sam Roberts - Jr. - Mathematics and Economics

Women's Tennis
Lotti Meszaros - Sr. - Business: Management
Jacinta Milenkoski - Sr. – Pol. Sci./ Psychology
Makoto Ohara - Fr. - Business Administration
Ashley Ramirez - Sr. - Business: Management
Emily Rees - Jr. - Science
Capucine Sanoner - Fr. - Applied Health and Fit
Gerda Upeniece – Sr. - Business: Management

Women's Outdoor Track and Field
Cheyenne Abbett - So. – Advertising Mgmt
Laura Beghin - So. - Applied Health & Fitness
Lottie Bromham - Fr. Sex., Gen Queer Studies
Phoebe Brown - Jr. - Public Health Studies
Sammy Burke - Jr. - Applied Health & Fitness
Megan Cornett - Sr. - Art: Graphic Design
Margot Desmond - Fr. - Business: Accounting
Ceil Dunleavy - Sr. - Supply & Logistics Mgmt
Saville Feist - So. - Environmental Sciences
Kaila Gibson - Gr. - Public Administration: Health
Phoebe Jacques - Jr. - Art: Graphic Design
Sophie Jones - So. - Sociology
Hailey Lewetag - Fr. - Applied Health & Fitness
Tatum Miller - Fr.- Art: Graphic Design
Savanna Milroy - Sr. - Public Health Studies
Presley Robison - Fr. - Business: Management
Monica Salazar - Jr. - Public Health Studies
Kameron Smith - Sr. - Business: Management
Weronika Stanczak - Fr. - Applied Health & Fit
Hunter Storm - Jr. - Biology
Abi Swain - Fr. – Architecture

Men's Outdoor Track and Field
Keynan Abdi – Jr. – Geography
Truett Bostwick – Fr. – Advertising Mgmt.
James Bottrill – Jr. – Science
Jordan Gloden – Jr. – Mathematics
Zach Grams – So. – CCJ
Brandon Hippe – Jr. – Computer Engineering
Cody Jones – Sr. – English
Sam Lingwall – So. – Public Health Studies
Braden Masanga – Sr. – Chemistry
Rashid Muse – So. - Psychology
Clinton Omondi – Sr. – Social Science
Evan Peters – So. - Mathematics
Luke Ramirez – Jr. – Arts and Letters
Tom Richardson – Gr. – Real Estate Dev
Jack Rubalcave – Sr. – Business: Marketing
Jean Rwandika – Sr. – Civil Engineering
Drew Seidel – Jr. – Electrical Engineering
Kelly Shedd – So. - Business: Finance
Josh Snyder – Jr. – CCJ
Andy Solano - Sr. - Mathematics
Ian Vickstrom - Jr. - Architecture
Zac Witman - So. – Social Science

X.   Competition Results - 2021-2022 – Fall Sports

Football: (5-6) 4-4 Big Sky Conf.

Women's Volleyball: (18-10), **3rd place Big Sky Tournament**

Men's Cross-country: Big Sky Championships, 8k – Team 6th place

Jordan MacIntosh, **14th place** (out of 81 runners)

Women's Cross-country: Big Sky Championships, 5k - Team 3rd place

Katie Camarena, **4th place**

Women's Cross-country: NCAA Championships, 5K

Katie Camarena is the first Viking to qualify for the NCAA Division I Cross Country Championships. She placed 70th overall out of 250 runners.