

2-6-2023

Faculty Senate Monthly Packet February 2023

Portland State University Faculty Senate

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Faculty Senate, 6 February 2023



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

[pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/ Curriculum-Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard)

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

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

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

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 convene on **Monday, 6 February 2023** at **3:00 p.m.** in **Cramer Hall 53.**

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Mon., Feb. 6th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Mon., Feb. 6th**. Items on the Consent Agenda are automatically **approved** or **received** unless any Senator notifies the Presiding Officer and Secretary, no later than the end of Roll Call, of a request for separate consideration.*

AGENDA

- A. Roll Call and *Consent Agenda* (see also E.1)
 - * 1. Roll Call
 - * 2. Minutes of January 9th meeting – *Consent Agenda*
 - * 3. OAA Response Senate actions of January 9th – *Consent Agenda*
 - 4. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*
- B. Announcements
 - 1. Announcements from Presiding Officer
 - 2. Announcements from Secretary
 - 3. Presidential search update (B. Berry)
 - 4. Update on Summer Scholars Program (S. Zeisman-Pereyo, A. Garrity)
- C. Discussion
 - * 1. Midyear report of Intercollegiate Athletics Board
- D. Unfinished Business
- E. New Business
 - * 1. Curricular proposals: graduate (GC), undergraduate (UCC), University Studies cluster courses (USC) – *Consent Agenda*
 - * 2. *Bulletin* language on definition of student credit hour (EPC)
- F. Question Period
 - * 1. Question to Provost
- G. Reports from Officers of the Administration and from Committees
 - 1. President's report
 - 2. Provost's report
 - * 3. Monthly report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment
- H. Adjournment

***See the following attachments**

A.1. Roster

A.2. Minutes for 1/9 – *Consent Agenda*

A.3. Summary of 1/9 Senate Actions & OAA Response – *Consent Agenda*

C.1. IAB Midyear Report (originally submitted in January)

E.1.a-c. Curricular proposals: graduate (GC), undergraduate (UCC), UNST clusters (USC)

E.2. *Bulletin* definition of student credit hour (EPC)

F.1. Question to Provost

G.3. AHC-APRCA Monthly Report

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2022-23

Steering Committee

Rowanna Carpenter, Presiding Officer

Vicki Reitenauer, Past Presiding Officer • Lindsey Wilkinson, Presiding Officer Elect

Matt Chorpensing (2022-24) • Sybil Kelley (2022-24) • Bishupal Limbu (2021-23) • Becky Sanchez (2021-23)

Ex-officio: Richard Beyler, Fac. Sec. • Yves Labissiere, Fac. BoT & Sr. IFS Rep. • Sonja Taylor, Chair, CoC

College of the Arts (COTA) [4]

Colligan, George	MUS	2023 *
Heilmair, Barbara	MUS	2023
Heryer, Alison	A+D	2024
Ruth, Jennifer	FILM	2025

The School of Business (SB) [4]

Dimond, Michael	SB	2025
Finn, Timothy	SB	2024 +
Garrod, Nathaniel	SB	2025
Raffo, David	SB	2023

College of Education (COE) [4]

De La Vega, Esperanza	C&I	2024 +
Kelley, Sybil	ELP	2023
Thieman, Gayle	C&I	2024
vacant		2025

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

Anderson, Tim	ETM	2025
Dusicka, Peter	CEE	2023
Greenwood, Garrison	ECE	2025
Tretheway, Derek	MME	2024
Wern, Chien	MME	2024 +

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

Clark, Michael	ENG	2023
Cortez, Enrique	WLL	2023 +
Jaén Portillo, Isabel	WLL	2024 +
Knight, Bill	ENG	2025
Perlmutter, Jennifer	WLL	2025
Watanabe, Suwako	WLL	2024

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

Cruzan, Mitch	BIO	2023
Daescu, Dacian	MTH	2025
Goforth, Andrea	CHE	2023
La Rosa, Andres	PHY	2024 *
Sterling, Nadine	BIO	2025
Tuor, Leah	BIO	2025
Webb, Rachel	MTH	2024 +

College of Liberal Arts & Sciences—

Social Sciences (CLAS-SS) [6]			
Ajibade, Jola	GGR	2023	
Craven, Sri	WGSS	2025	
Ferbel-Azcarate, Pedro	BST	2024	
Lafrenz, Martin	GGR	2025	
Newsom, Jason	PSY	2023 *+	
Wilkinson, Lindsey	SOC	2024 +	

Library (LIB) [1]

Emery, Jill	LIB	2025 +
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School of Public Health (SPH) [1]

Izumi, Betty	CH	2024 +
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School of Social Work (SSW) [4]

Chorpensing, Matt	SSW	2023 +
Donlan, Ted	SSW	2024
Hunte, Roberta	SSW	2023 *
Martin, Staci	SSW	2025

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

Clucas, Richard	PS	2023
Davidova, Evguenia	IGS	2025
Eastin, Joshua	PS	2024
Endicott-Popovsky, Barbara	HCP	2023 *
Rai, Pronoy	IGS	2024 +

Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023
Lindsay, Susan	CIEL	2024
Taylor, Sonja	UNST	2025 +

All Other Faculty (AO) [9]

Baccar, Cindy	REG	2025
Constable, Kate	ACS	2025
Hanson, Courtney	GS	2023 *
Hunt, Marcy	SHAC	2023
Ingersoll, Becki	ACS	2025
Matlick, Nick	REG	2025
Mudiamu, Sally	OGEI	2024
Romaniuk, Tanya	ACS	2024
Zeisman-Pereyo, Shohana	TLC	2023 *+

Notes:

* Interim appointment

+ Committee on Committees (some TBD)

Total positions: 59 • Status: 26 September 2022

EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2022-23

Administrators

Adler, Sy	Interim Dean, College of Urban and Public Affairs
Allen, Clifford	Dean, School of Business
Bowman, Michael	Acting Dean, Library
Bull, Joseph	Dean, Maseeh College of Engineering and Computer Science
Bynum Jr., Leroy	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
Jeffords, Susan	Provost & Vice President for Academic Affairs
Johnson, Rick	Interim Dean, OHSU-PSU Joint School of Public Health
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
Neely, Kevin	Vice President for University Relations
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

Senate Officers and Other Faculty Officers

Baccar, Cindy +	Advisory Council (2022-24)
Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Presiding Officer
Chivers, Sarah	Adjunct faculty representative
Chorpenning, Matt +	Steering Committee (2022-24)
Ford, Emily	Advisory Council (2021-23)
Harris, Randi	Advisory Council (2022-24)
Holt, Jon	IFS (Sep. 2021-Dec. 2024)
Jaén Portillo, Isabel +	Advisory Council (2021-23)
Kelley, Sybil +	Steering Committee (2022-24)
Labissiere, Yves	IFS (Jan. 2020-Dec. 2022); BoT
Limbu, Bishupal	Steering Committee (2021-23)
Reitenauer, Vicki	Past Presiding Officer
Ruth, Jennifer +	Advisory Council (2022-24)
Sager, Alexander	IFS (Jan. 2021-Dec. 2023)
Wilkinson, Lindsey +	Presiding Officer Elect
Wing, Kierra	President, ASPSU

Faculty Committee Chairs

Allen, Jennifer	Budget Committee (co-chair)
Anderson, Tim +	Educational Policy Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Cellarius, Karen	University Research Committee
Chaillé, Peter	Undergraduate Curriculum Committee
Collenberg-Gonzalez, Carrie	Library Committee
Colligan, George +	General Student Affairs Committee
Comer, Kate	University Writing Council
Duh, Geoffrey	Academic Computing Infrastructure Committee
Emery, Jill +	Budget Committee (co-chair)
Estes, Jones	Academic Quality Committee
Harrison, Paloma	Scholastic Standards Committee
Herrera, Cristina	Race and Ethnic Studies Requirement Committee
Janssen, Mollie	Educational Policy Committee (co-chair)
Lubitow, Amy	Graduate Council
Oschwald, Mary	Faculty Development Committee (co-chair)
Robison, Scott	Academic Computing Infrastructure Committee (co-chair)
Taylor Rodriguez, Daniel	Faculty Development Committee (co-chair)
Thorne, Steven	Academic Computing Infrastructure Committee (co-chair)
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako +	Academic Requirements Committee
Willson, Kimberly	University Studies Council
York, Harry	Honors Council

Notes

+ Also an elected senator

Status: 24 October 2022

DRAFT Minutes of the Portland State University Faculty Senate, 9 January 2023 DRAFT

Presiding Officer: Rowanna Carpenter

Secretary: Richard Beyler

Senators present: Anderson, Baccar, Carpenter, Chorpenning, Clark, Clucas, Constable, Cortez, Craven, Cruzan, Daescu, Davidova, De La Vega, Dimond, Donlan, Dusicka, Eastin, Emery, Endicott-Popovsky, Finn, Garrod, Goforth, Greenwood, Hanson, Heilmair, Heryer, Hunt, Ingersoll, Izumi, Jaén Portillo, Kelley, Knight, La Rosa, Lafrenz, Lindsay, Matlick, Mudiamu, Newsom, Raffo, Rai, Romaniuk, Ruth, Sterling, Taylor, Thieman, Tretheway, Tuor, Watanabe, Webb, Wern, Wilkinson, Zeisman-Pereyo.

Alternates present: Caroline Miller for Colligan.

Senator absent: Ajibade, Ferbel-Azcarate, Hunte, Martin

Ex-officio members present: Adler, Beyler, Bowman, Bull, Burgess, Chabon, Chaillé, Chivers, Estes, Ford, Harris, Herrera, Jeffords, Knepfle, Labissiere, Lubitow, Mulkerin, Percy, Podrabsky, Reitenauer, Sager, Sanchez, Wagner, Wooster.

The meeting was **called to order** at 3:15 p.m. [*A technical problem caused a delay.*]

A. ROLL CALL AND CONSENT AGENDA

- 1. Roll call.**
- 2. Minutes of 5 December meeting** were **approved** as part of the *Consent Agenda*.
- 3. OAA response to December Senate actions** was **received** as part of the *Consent Agenda*.
- 4. Procedural: Presiding Officer may move any item – Consent Agenda**
Item G.3, Report from VP-GDI, was moved to precede item C.1, Discussion.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

CARPENTER hoped that voices from all around campus would be heard and considered as we make important decisions. On December 5th, Senate passed a resolution regarding PRRP [Program Review and Reduction Process] and strategic budgeting. In the official administrative response [**February Packet Attachment A.3**] President PERCY agreed to provide the kinds of information asked for, including the array of options being considered and potential costs and revenue thereof. He and Provost JEFORDS have also agreed to help sponsor a campus event where we can holistically consider our priorities, options, and how to align these. CARPENTER noted that the preliminary accreditation report received from NWCCU includes recommendations in the area of shared governance and participative planning.

- 2. Announcements from Secretary - none**
- 3. Presidential search update**

CARPENTER called on Trustee Benjamin BERRY, Chair of the Presidential Search Advisory Committee, for an update. There have been over 30 listening sessions with over

300 students, faculty, staff, and community members. The committee is actively reviewing candidates. They do not know how many finalists there will be, but anticipate campus visits in early February. An email with a tentative schedule has gone out. CARPENTER asked about the range of people the candidates will meet with during their visits. BERRY: candidates will each be here for two days, attending some twenty meetings. One of these will involve Senate leadership and other Faculty committees. There will also be campus-wide forums and other opportunities to meet the candidates and hear about them. ROMANIUK asked about the process for the 300 listening sessions in the fall—who was invited? BERRY said he would get a specific response about that from his administrative team. Caitlyn PHIPPS, Assistant Secretary to the Board, said that there were two open sessions for faculty, a community-wide forum, and some open sessions for students. They also met with Faculty Senate Steering Committee. For the campus visits, there will also be sessions for the various union partners.

4. Call for proposals for Faculty Development Grants

OSCHWALD, co-chair of the Faculty Development Committee, related that they are receiving applications for this year's Faculty Development Grants. Last year FDC received about 60 proposals and funded about 85% of them. There is a maximum of \$15,000 across two years. Proposals are due February 6th. One new feature is that summer salary is now eligible [for funding]. WILKINSON called attention to an incorrect link on the OAA website.

5. Pronoun Project

Vice Provost WAGNER (re-)introduced the Pronoun Project, discussed in an email to faculty in November, which allows people choose pronouns as used in various academic spaces on campus, and determine where those are shared and where not. She called on Associate Registrar Nicolle DUPONT to give an overview. [For presentation slides see **January Agenda Attachment B.5.**] Students, faculty, and staff can go to their Banner My Account tab to update and/or share their pronouns. For new and prospective students, it's a question in their application. For sharing of pronouns, they are prioritizing learning environments such as Canvas and the Banweb class list or attendance tracking. For faculty and staff, it is listed in the campus directory. Becca LAWRENCE, Asst. Vice Pres. for Equity and Compliance, GDI, clarified, in answer to questions, that this is not a policy but a project. It is asking people to respect pronouns [that people want to use] as we do nicknames. If in doubt, the simplest thing is simply to call someone by their name. Some people choose to go by initials versus a pronoun. Murph MURPHY, Director of the Queer Resource Center, said that QRC has resources in their office on in SMSU and on their website [see **slide 4.**] There is some anxiety; everyone sometimes gets things wrong, but with practice we can get them right. Being open to learning is appreciated.

JAÉN PORTILLO asked if there was any initiative to address the diversity of names, such [those containing] accents, which are very common in Hispanic names. The system currently cannot handle them correctly. DUPONT: The Registrar's Office is aware that there are limitations within certain systems. There has been some progress. For example, the accent in JAÉN is now applicable in our information system—she could reach out to Human Resources to update this. However, not every character available on a keyboard is available in the information system, and certain characters would break or bend

downstream systems. Testing of different systems is necessary. JAÉN: It can be updated in the Registrar's system, but then triggers a chain of errors, so practically it cannot be codified correctly.

6. Bookstore contract and requirements

Dean of the Library BOWMAN stated that there are changes for interactions with the Bookstore coming from two different strands: a new legislative mandate and new Bookstore oversight [see **January Agenda Attachment B.6.**] In last three legislative sessions there have been bills addressing textbook affordability. The current one, Oregon House Bill 2919, requires that students registering for a class be able to see the total cost of materials, and therefore that universities establish days by which textbook and other course materials costs are entered into the data system. Like other universities we are using our Bookstore's system. If there are no required course materials, there's a box to check that says so. There is also a place to enter items not from the Bookstore. He asked that faculty add course materials [information] by the deadline, making an entry for every course even if nothing is required or if materials are sourced elsewhere. This is so students can be informed about the costs of courses they are considering registering for.

Next is change in Bookstore management, BOWMAN said. Originally the Bookstore was a co-op. About fifteen years ago it became a foundation. About ten years ago the foundation determined it would be cheaper instead of running the store themselves to have an operator, which since May 2021 is Barnes & Noble College [BNC]. BOWMAN said we are now transferring responsibility from the foundation to the University.

The contract with BNC has a provision about exclusivity of provision of course materials, BOWMAN said. There are some exemptions: 1) things available for free on the web or Library electronic resources; 2) things placed on reserve, in either print or electronic format; 3) zero-cost degree pathway courses—that is, part of a project to create a major without extra costs for course materials; 4) materials not sold at the Bookstore, e.g., chemicals; 5) existing contracts with certain publishers for direct purchase or for a negotiated lower price, though in the latter case the Bookstore is allowed to see if they can find a comparable price. Some students, e.g., veterans or international students, require Bookstore purchases to get reimbursement.

BEYLER wished to clarify whether a book available as an e-book through the Library, but for which students had the option to purchase a hard copy, counted as zero-cost, and also that students could of course purchase materials elsewhere if they wanted to, once the order was placed with the Bookstore. BACCAR noted that it was mainly more experienced students who availed themselves of that option. BEYLER remarked that it was a challenge to always have book orders determined so far in advance—in some cases the syllabus was being revised up till the last minute. BACCAR acknowledged that there needed to be a fudge factor, such as for new hires. But she said we need to try as much as possible to make decisions. The students need to know [costs].

CLARK asked if there is a penalty for non-compliance. BOWMAN: it's something you're not supposed to do, but there are no repercussions spelled out. JEFFORDS: while there are no penalties outlined in the legislation, she would prefer that we not be the first institution [to be reprimanded].

7. Committee conversations

CARPENTER said that Steering Committee had heard throughout fall term about the need for conversations about our institutional context and priorities. Trying something new, Faculty committees would be invited to find time during winter term during one of their meeting to discuss a series of questions developed by a subcommittee of Steering Committee. Individual members will also be given opportunity to respond. Steering plans to pull the responses together and share that information with Senate, faculty at-large, the Board of Trustees, and potentially our next president.

Change to agenda order: item G.3, report from VP-GDI, was moved here to precede C.

G. 3. Report from VP-GCI Ame Lambert

LAMBERT wished to share an update on the Time to Act plan and start conversation about PSU's becoming a majority-BIPOC institution. [For presentation slides, see **January Minutes Appendix G.3.**] She reviewed the background: in 2020, like many institutions around the country, PSU was activated around issues of racial justice—but not aligned. When LAMBERT started here in August 2020, there were many wonderful ideas, but as many about how to bring them together. She heard frustration about rhetoric with little action. The initiative was therefore called Time to Act. A meeting in October 2020 was about listening and having a holistic experience. The plan launched in November included a section for implementation and accountability. We created a baseline equity scorecard, disaggregating how various groups are faring.

LAMBERT reported that 94% of year one goals have been completed or are in progress. A full update is forthcoming. On student success we've received internal and external funding to expand our outreach with culturally relevant high-impact practices and affinity-based supports. We established a Dreamer center and a [Mid-East and North African students] center last year. As exciting as these initiatives are, they take two to three years for full impact. We need impact right now. So we are launching an employee mentoring program: asking for volunteers to spend 30-45 minutes a week with students. From talking with students, she knew mentoring could have a dramatic impact. Other initiatives, LAMBERT said, were a pilot of the Modern Think survey on workplace [climate] and the national survey of student engagement. The President's Office increased funding for cultural education, scholarship, and service programs; and for trainings and workshops by various stakeholders. The third cohort of our [intercultural] immersion program was this past summer. OAI is producing a toolkit to support faculty efforts. We are also creating a Presidential Racial Justice Speaker program.

LAMBERT reported that the Association of Public and Land-Grant Universities recognized our efforts to support minority student success. When minority faculty join the institution, they're connected with various resources and support programs: affinity groups, guidebooks on navigating promotion and tenure, social events, etc. There are challenges both within the organization and in the larger community. The program is designed to help people find their home both within and beyond the university—to help with feelings of isolation. We launched a search advocate program, and are looking for a deeper understanding of exit interview data. Vandelda HOPES, OAA Chief of Staff, has been a Presidential Fellow looking at invisible labor.

People have been activated, LAMBERT said, around the idea that we should have a budget that reflects our values and drives our values. Last year the deans reported on what they were doing to support racial equity and support minoritized students' success. A take-away is that everyone is doing something, but we need greater alignment. However, autonomy is also important and we want to honor the difference in different departments and areas. There is room for solos, but we need a symphony. We have coalesced around the idea that we want to be a more representative campus, and around some best practices in hiring. We see that we are actually diversifying. We want folks owning the Time to Act plan and figuring out ways to scaffold it—this is showing up in departmental goals and plans.

LAMBERT stated that the plan centers on BIPOC voices and needs. Communities should get to design their futures, and should have access to critical resources to do that. Starting in June we hosted five affinity convenings.

Our goal, LAMBERT said, is the thriving of our students, our colleagues, and the community in which we are embedded. We are seeking equity. But there is also an opportunity to deepen our definition of access—creating more entry points, [and points for] people to stop out and come back.

LAMBERT said we want to proactively embrace our future as a majority-BIPOC student institution. In fall 2022 we passed the halfway mark for people of color, looking at single counts. If we look at multiple counts—when students can indicate identities—Native students go up to 4% and Pacific Islanders become almost 3%. Within two years will probably qualify as a Asian American, Native American, and Pacific Islander Student Serving Institution. We are already an emerging Hispanic Serving Institution. According to HECC data, we have 352 more Black students than any other Oregon public university, 84 more Native students, and 49 more Pacific Islander students. Many of these students are coming from the tri-county [Portland metropolitan] area. Most of us have never worked at such an institution. LAMBERT came here from an institution that worked hard to get to 18% BIPOC students. She was surprised to hear from students here that there was no critical mass. She believed we are still in catch-up mode: it has happened quickly, and we are still trying to make sense of our new reality.

Racial justice work, LAMBERT said, is not a special interest or a merely political initiative. It is values-driven, the reality of who we are and where we are going. As minoritized students go, so goes our student body and our financial health. Shared governance and shared futures go together. To use a business model, it's where our future growth will come from. What you do support minoritized people is the universal design idea. What you do to support minoritized people benefits the whole. For example, curb cuts for wheelchair access also benefits people using scooters and bicycles.

At the summit, LAMBERT continued, the people we brought in were amazed at how aligned respondents were in their vision. We leaned into the idea of representation in a complex way. It's about the relationship of people to power, to decision making, about how we support and infrastructure. This drives equity. LAMBERT hoped this becomes our reality in the future. In February there will be a kickoff to further conversations, and reflection on where we've come since 2020.

Return to regular agenda order.

C. DISCUSSION

1. PSU's future as a Hispanic-serving institution and majority-BIPOC campus

FORD asked if there is a budget for compensation or buy-outs to support faculty mentors in the program mentioned. LAMBERT: it is a volunteer effort for faculty to engage with students. There is funding for programming.

JAÉN PORTILLO emphasized aligning our funding with our priorities in order to create the resources that BIPOC students need. One essential resource is advising—guiding students through the paths and programs available to them. We currently have a gap in advising for our Hispanic student population. While we have several pathway advisors who are bilingual, they are overwhelmed, maxxed out. As a result, students can't really get the guidance they need in a timely way. Is there an initiative to examine and close this gap? LAMBERT: one thing [underway] is cohort-based programs in the administrative and academic units. We are trying to expand the capacity and cultural responsiveness of centralized advising and unified messaging, while recognizing specific efforts such as the GANAS program. JEFFORDS said that multilingual capacity has become prioritized in the hiring of new advisors.

CHIVERS observed that according to the literature on retention and graduation, contact time [between students and educators] is an important measurable factor. In her department, the ratio between part-time and full-time faculty is 3:1. Many adjuncts are hired to teach once or twice a term; others are hired as much as HR will allow, namely half-time. How can part-time educators promote contact time for students? In mentoring is the expectation that it will be done for free by just tenured faculty? LAMBERT said on labor issues she would have to defer to others. Her lens is that everybody does retention [work] every day. We all have to figure it out.

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS

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

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

2. Changing academic field designation of SPHC courses to social science and natural science (ARC)

WATANABE said that the Speech and Hearing Sciences Department had asked to change the [academic area] distribution of their courses from arts and letters to social science [or natural science for some courses]. The department used to be part of Speech Communication, whose courses automatically received the arts and letters designation. ARC supports the proposal. Christina GILDERSLEEVE-NEUMANN, Chair of SPHR, stated that their courses are better aligned with either social sciences or natural sciences.

FORD/RAI **moved** changing the academic area distribution of SPHR courses as specified in **January Agenda Attachment E.2**.

ROMANIUK wondered about implications for advising. SPHR course are currently under the Language, Culture, and Meaning pathway, which serves arts and letters subjects. The pathway working primarily with social science majors is Society and Identity. Has there been discussion of how this change would work for advising and connecting to those majors? GILDERSLEEVE-NEUMANN thought it would be good to further discuss this. Society and Identity might be a better match. However, many pathway advisors are familiar with the SPHR program, so perhaps a formal change would not be necessary. INGERSOLL noted that the pathways were initially created based on patterns of [students] changing majors, regardless of academic area distribution.

The proposal to change the academic area distribution of SPHR courses to social science or natural science given in **Attachment E.2** was **approved** (40 yes, 1 no, 3 abstain, vote recorded by online survey).

F. QUESTION PERIOD – *none*

G. REPORTS

1. President's report

Regarding financial sustainability PERCY had heard comments like: We're doing a lot of different things, but we don't know how they fit together—we don't see the common logic. He was preparing a report on how our efforts works together as a package. He appreciated the chance to meet with Budget Committee earlier today. The motion passed [in December] called for a symposium on budget issues—a significant amount of time to discuss budget planning, to do budgetary thinking for the future. He talked with the PO and BC about this, and would like to plan an event. What would be an effective use of our time? He would be willing to pull in an outside facilitator if that would be useful.

PERCY reported that Federal legislation again now allows for earmarks, or specialized grants for particular purposes. Our government relations people worked diligently and we received \$2 million to support low-cost or no-cost housing for students—one of their basic needs. It is connected also to efforts to bring more people back downtown. We also received \$750,000 startup money for a center for microplastics research.

2. Provost's report

JEFFORDS said that they are moving forward with PRRP. Reports from Phase III units are due on January 15th. She will read the reports and work with the units and their deans to move forward with actions based on them.

They are also, JEFFORDS said, moving forward with the hiring freeze instituted by the President in December. They have published on the [OAA] website timelines, processes, and materials related to the hiring pause.

JEFFORDS announced they are also moving forward with conversations about federated service centers, one of the recommendations from the support services review (Huron report). She asked Vice Provost MULKERIN to lead that work.

JEFFORDS solicited nominations for the PSU Excellence Awards.

Another recent action of the state legislature, JEFFORDS said, was establishment of the Transfer Council. She was serving as co-chair of this group. along with a community

college academic officer. An important part of the work over the last nine months or so is to develop common course numbering systems. PSU faculty and staff have participated in various subcommittees. Soon we will be seeing proposals for the first batch of common course numbers in communications, mathematics, statistics, and writing. UCC is reviewing the proposals.

As previously mentioned, we have received the preliminary accreditation report. JEFFORDS and PERCY would be at the upcoming NWCCU meeting for their formal vote. She did not anticipate any surprises. The commission did offer some suggestions, including several relating to opportunities for inclusive conversation around major decisions and budgeting. She and the President are looking forward to working with Senate to create those conversations.

Change to agenda order: item G.3, report from VP-GDI, moved above to precede item C.

4. Monthly report of AHC-APRCA

REITENAUER stated that the Ad-Hoc Committee on Academic Program Review and Curricular Adjustment had not undertaken new business since passage of the resolution [on PRRR and strategic budgeting] at the December Senate meeting. As mentioned by JEFFORDS, the deadline for Phase III reports is on January 15th. She will be meeting with the committee on the 18th, after the reports have been received by her office. She and co-chair ESTES have reached out to the five Phase III units; she knew that the units had been working collaboratively as well as individually. She asked if any of the members for those units wished to add anything at this point. KELLEY: We're tired.

5. Midyear report of IAB

The Midyear Report of the Intercollegiate Athletics Board [**January Agenda Attachment G.5**] was **received** as part of the *Consent Agenda*.

H. ADJOURNMENT – The meeting was **adjourned** at 5:02 p.m.

TIME TO ACT

3 YEAR RACIAL JUSTICE PLAN

Year 1 Update



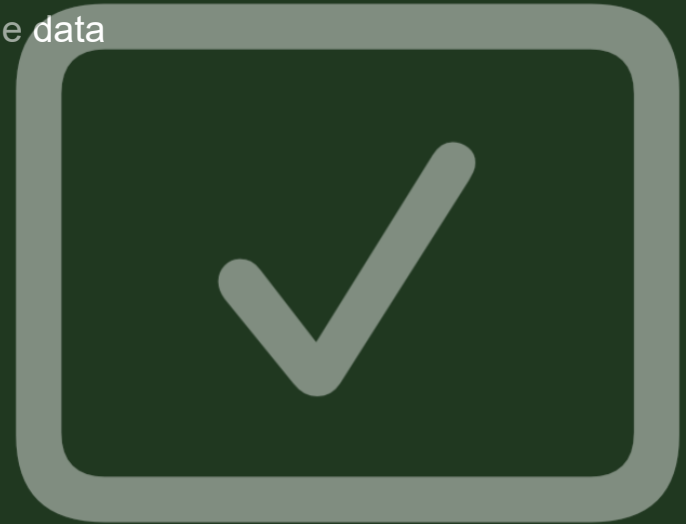
ACTING FOR A JUST AND EQUITABLE FUTURE

- Activated but not aligned
- Gap between rhetoric and Action
- Time to Act
 - October 2020 Summit: 600+, 1 day, virtual
 - No black lives matter statements (holistic experience with performing arts and asset based narratives)
- Five task forces:
 - Leadership & Infrastructure
 - Campus Climate & Intergroup Relations
 - Employee Access, Success & Equity
 - Education, Scholarship & Service
 - Student Access, Success & Equity

ACTING FOR A JUST & SUSTAINABLE FUTURE

- Short-term (3 years), high impact recommendations
- Grounded in work that has come before
 - Task force reports
 - Diversity action council committee recommendations
- Plan launched on November 8th, 2021
 - Implementation section and executive sponsors for accountability

- EQUITY SCORECARD
- Estele Bensimon (USC)
 - Metrics picked for each of the taskforce areas
 - Evolving document as we work to increase available data
 - Equity index: 1 represents equity



EQUITY INDEX FOR FIRST-TIME GRADUATION RATES FALL 2014 ENTERING FULL-TIME STUDENTS BY RACE/ETHNICITY

Equity index: six-year graduate rates

Unduplicated Race/Ethnicity	First - Time	Transfer
Asian	1.36	1.06
Black	0.70	0.92
Declined to Respond/Other	0.68	0.96
Hispanic/Latino	1.04	0.98
International Students	0.92	1.08
Multiple Ethnic/Race	0.95	1.04
Native American	0.57	0.84
Pacific Islander	1.09	1.09
White	0.98	1.00

ACTIONS TAKEN IN PROGRESS



94% OF YEAR 1 GOALS COMPLETED OR IN P

Student Access, Success and Equity

- Secured internal and external funding to expand outreach, high impact practices and affinity based supports
- MSI Designation efforts (AANAPISI and HSI Task Forces)
- Established Dreamer and MENASA Centers
 - **Impact in 2-3 years**
- **Launching an employee mentoring program (Invitation)**

Climate and Intergroup Relations

Modern Think Survey Pilot

National Survey of Student Engagement

Programming Funds



Education, Scholarship and Service

Variety of Trainings and workshops offered across campus

- Managers as coaches
- Trauma informed leadership
- Culturally responsive practices
- Becoming an Hispanic SERVING Institution
- College/school wide trainings and colloquia
- OAI workshop

Cohort III of Intercultural U completed this summer

OAI Toolkit

Presidential Speaker to launch this year



EMPLOYEE ACCESS, SUCCESS, AND EQUITY

OUR APLU RJE AWARD WINNING EFFORTS

- Welcome letter introducing affinity groups
- Book for TT faculty on navigating the tenure process.
- Connection to Partners in Diversity ‘Say Hey’
 - Hosted on campus in November
- New Faculty connection with senior administrators and tenured BIPOC faculty
- Employee welcome lunch in December 2020 and socials
- Monthly Connections
- PSU’s inaugural leadership academy launched January 6th and completed on August 4th
- Planned deeper Analysis of exit interview data (BFSAG)
- Search Advocate program



Leadership and Infrastructure

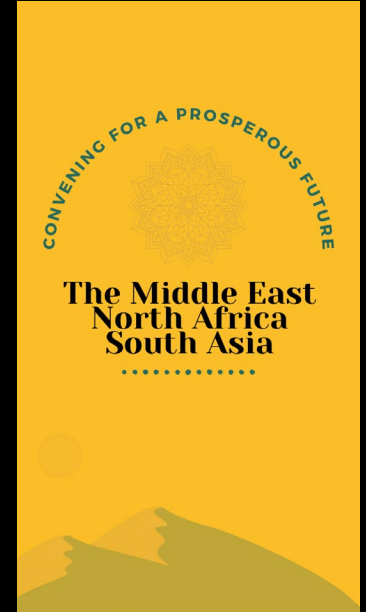
- Invisible Labor Presidential Fellow (Vanelda Hopes)
 - Ad hoc committee on equity in promotion and tenure processes
- Equity in budgeting
 - Vice presidents and Deans worked with their teams to report on how their budgets were supporting racial equity and minoritized student success
 - Everyone is doing something, but we need greater alignment and coalescing around a few critical things and best/next practice, while honoring autonomy and contextual realities/differences
 - Recruitment/hiring as exemplar
- More folks across campus implementing the Time to Act Plan
 - More specific goal setting guidance



LEADERSHIP & INFRASTRUCTURE

- **Leadership & Infrastructure Initiative 4:** Center BIPOC voices and needs (agency and self determination)
 - **Primary Objective:** For empowered BIPOC communities to design their futures with access to critical resources to make the future reality.
- **Leadership & Infrastructure Initiative 5:** Embed racial equity in community engagement activities
 - **Primary Objective:** Mutually beneficial and uplifting relationships between the institution and the BIPOC community. BIPOC Communities view PSU as an authentic anchor institutional and partner.

NOV. 4th MACROCONVENING FOLLOWED A SERIES OF AFFINITY CONVENINGS



GOAL

The holistic success and thriving of PSU students and employees from every background and the thriving of the community we are embedded in

That looks like:

Equitable retention, completion, advancement/mobility and success rates across groups.

Deepening our definition of access (our DNA)



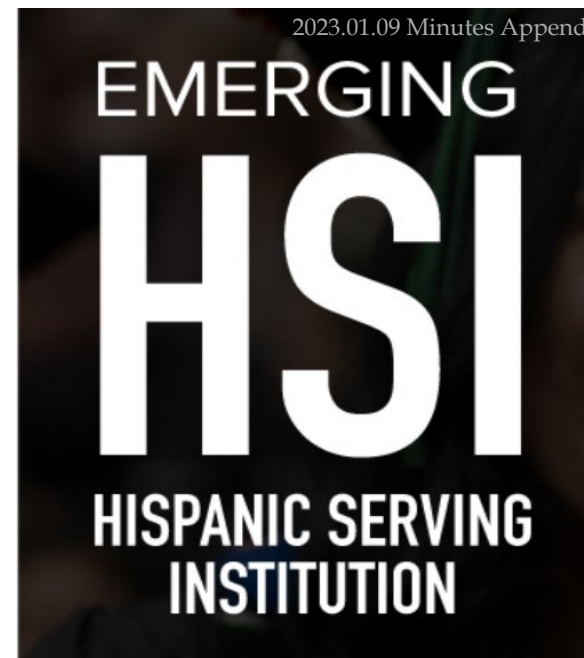


EMBRACING A MAJORITY STUDENT BODY FUTURE

DEMOGRAPHICS FALL 2022

Percentage	Race/Ethnicity
46%	White
5%	African American/Black
22.6%	Hispanic/Latinx
10.1%	Asian American
1.4%	Native American/Alaska Native
0.6%	Native Hawaiian/Pacific Islander
6.8%	Multiracial
4.2%	International
3.3%	Unknown/other

NOTE ON UNDUPLICATED VERSUS DUPLICATED



AANAPISI
Asian American and Native American
Pacific Islander-Serving Institutions

** Percentages are based on an overall student count of 11,200 (full -time undergraduates)
Unduplicated race percentages from Fall 2022 EOT factbook for full -time UG's*

SUPPORTING A PARADIGM SHIFT

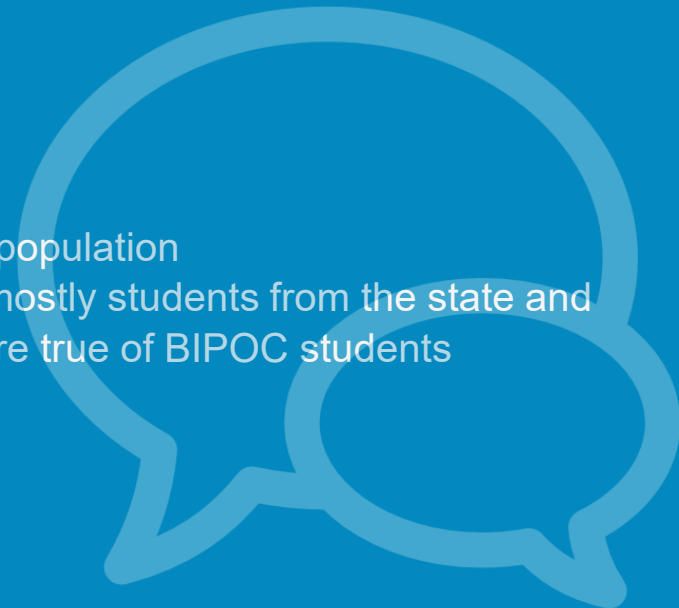
A new narrative/mental model

Emerging majority BIPOC student institution (not just MSI) means we will be:

- An AANAPISI
- An HSI

And that we have (fall '21 HECC data):

- 352 more black students than anyone
- 84 more Native students than anyone else
- 49 more Pacific Islander students than anyone else
- The total BIPOC student population exceeds the white population
- We are an urban serving anchor institution that serves mostly students from the state and really students from the tri county area. This is even more true of BIPOC students
- Most of us have never worked at such an institution
 - Same stories



THE REALITY

- The days of racial justice work ‘just’ being a special interest or even a values driven or moral responsibility [right thing to do] are over!
 - This is not political initiative
 - We are on the path to becoming a majority BIPOC institution (2nd majority BIPOC 1st year class: growth in all BIPOC populations)
- As minoritized students go, so goes the student body and our financial health
 - Returning to the idea of Shared Futures
- Business world analogy
 - Growth
 - Gaps

THE POINT

Our diversity should [has to] mean something (mission, values and justice).

We have an opportunity to make:

PSU the institution of choice for minoritized people [and by extension all people, because the changes you make to support minoritized people benefit all: university design, curb cut], in the Portland area and beyond, who want to be seen, valued, developed, and equipped to lead the future.

We want to be a place where people come to thrive!!

VISION

We aspire to make the vision created at the October 2020 summit a reality.

This vision centered around the theme of representation.

More than 70% of the responses from more than 600 attendees in the 2020 Equity Summit Dream Headline activity mentioned representation as the key driver to build the community that we want to see at PSU. To you, [PSU's campus] representation goes beyond demographic makeup: it is a rich concept of Presence, Relationship, Power, and Responsibility.



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



To: Susan Jeffords, Provost
From: Portland State University Faculty Senate
(Rowanna Carpenter, Presiding Officer; Richard Beyler, Secretary)
Date: 11 January 2023
Re: Summary of Faculty Senate Actions

At the regular meeting on 9 January 2023, Faculty Senate **approved** under the **Consent Agenda** the curricular proposals for new courses, changes to course, dropped courses, and changes to programs listed in January Agenda Attachment E.1.

01-12-2023—OAA concurs with the curricular consent agenda with the changes to new courses, changes to courses, dropped courses, and changes to programs.

Senate also **voted to approve** to change the academic area classification of Speech and Hearing Sciences (SPHR) courses as specified in January Agenda Attachment E.2.

01-12-2023—OAA concurs with the change in the academic area classification of Speech and Hearing Sciences (SPHR) courses.

Best regards,

A handwritten signature in black ink, appearing to read "Rowanna Carpenter".

Rowanna Carpenter
Presiding Officer

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

Richard H. Beyler
Secretary to the Faculty

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

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

To: Portland State University Faculty Senate

Subject: Fall Report

From: Intercollegiate Athletics Board

Date: December 13, 2022

Members 2022-23 Academic Year:

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

Ex-officio Members:

John Johnson, Director of Athletics; Matt Billings, Interim Deputy Athletics Director; Lindsay Meiggs, Interim Senior Women's Administrator.

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 2022 Year-End Budget to Actuals:**Key take away: anticipated cash deficit was \$300 k smaller than budgeted amount**

Budget:	\$10.7 mil	
• E&G	\$2.37 mil	
• Auxiliary enterprises	\$7.83 mil	(includes budgeted cash deficit of \$2.9 mil)
• Restricted Funds	\$0.50 mil	

Actual:	\$10.2 mil	
• E&G	\$2.24 mil	
• Auxiliary enterprises	\$7.50 mil	(cash deficit of \$2.6 mil covered by central fund transfer)
• Restricted Funds	\$0.50 mil	

Tuition remissions were budgeted at \$4.1 mil, actual remissions were \$3.9 mil

II. FY23 Budget:**FY 23 Adopted Budget - Expenditures, not including tuition remissions****\$10.74 mil**

• E&G	\$2.42 mil	(4.3% increase over FY22)
• Auxiliary enterprises	\$8.31 mil	
• Restricted Funds	\$ ---	

III. E&G revenue

E & G support for athletics:				
University E & G Support for Athletics - FY 14 through 23				
Report Type	Fiscal Year	Athletics' E&G Support Exp(millions)	% of University Total E&G Rev. Going to Support Athletics	PSU's Total E&G Rev. (millions)
Budget	FY23	2.42	0.70%	343.5*
Actuals	FY22	2.24	0.68%	330.0
	FY21	2.39	0.71%	336.7
	FY20	2.41	0.72%	335.4
	FY19	2.37	0.68%	349.4
	FY18	2.29	0.68%	335.1
	FY17	2.26	0.69%	326.3
	FY16**	1.41	0.45%	317.0
	FY15**	1.13	0.39%	293.7
	FY14	2.28	0.80%	283.5

* FY23 All Funds Budget; Total Revenue
** 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.

IV. 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 8% over the last 5 years with a GSR of 90% for the 2021-22 report year. Over the last 5 years the men's teams have improved by 20% with a GSR of 78% for the 2021-22. Overall PSU's student athletes rank in the top half of Big Sky schools with the latest GSR of 84%. Four PSU teams had a perfect 100% GSR: Women's Basketball, Women's Golf, Women's Tennis and Men's Tennis.

Graduate Success Rate (GSR)

<i>Cohort Year</i>	<i>GSR Rpt Year</i>	<i>Men</i>	<i>Women</i>	<i>All</i>
2015-16	2021-22	78	90	84
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

GSR Rpt Year - 2021-22

University	GSR
UNC	90
UI	89
Mont	87
IS	86
PSU	84
Sac St	83
UC Davis	83
SUU	82
MSU	81
NAU	81
EWU	80
WS	74
Big Sky Avg	83

V. Policy Review: Name, Image and Likeness (NIL) -

Portland State's NIL policy is in-line legally with Oregon Senate Bill 5. In brief student-athletes (SAs), are allowed to earn income associated with their name, image and likeness in relation to their participation in sports at any level with these provisions and restrictions:

- SAs may only earn compensation outside of official team activities
- Must disclose NIL agreements with the University
- May not infringe on institutional trademarks. Incidental use of logo allowed but logos on graphics without approval are not
- SAs may identify themselves as a PSU student-athlete but may not use NIL in a way that implies institutional sponsorship or endorsement
- SAs may autograph and sell previously licensed PSU-branded items but may not sell or autograph PSU-issued or owned property
- SAs have to rent department facilities like anyone other entity
- SAs may not miss required academic meetings, classes or athletically related activities to engage in NIL

The institution may not:

- Prohibit, prevent, or restrict a student-athlete from exercising their rights
- Penalize or retaliate against a student-athlete
- Prohibit a student-athlete from participating in an intercollegiate sport
- Impose an eligibility requirement on a scholarship or grant that requires a student athlete to refrain from exercising their rights; or prohibit a student-athlete from receiving food, drink, lodging or medical expenses or insurance coverage from a third party as compensation for use of the student-athletes NIL
- Compensate a current or prospective PSU student-athlete for their athletic performance or for use of their NIL

Portland State's objective for the NIL experience is to use the policy as an opportunity to educate SAs about personnel responsibility, branding, and financial literacy. In addition, it can be used by SAs to create and maintain professional connections and build stronger partnerships between the individual student-athlete and their community.

VI. New Coach Hires:

- a. **Terry Davis** – *Football, Assistant Coach - Director of Player Personnel/Recruiting*: Coach Davis's recruiting and coaching experience spans 23 years. Most recently Coach Davis spent three years as a recruiting coordinator for Washington State and three years at New Mexico State as a recruiter and assistant baseball coach. Davis earned his bachelor's degree from St. Catharine College in sports leadership.
- b. **Meghan Romoero (Ro)** – *Softball, Assistant Coach*: Coach Romoero joins the Viking coaching staff after three years as assistant coach at Colgate University in Hamilton, New York. Coach Romoero graduated from Colgate University in 2019 with a bachelor's in education where she also was a member of the Colgate softball team from 2015-2019 playing in-field position.
- c. **Megan Kritscher** – *Women's Basketball, Assistant Coach*: Coach Kritscher has 3 years of coaching experience prior to coming to Portland State: Southeastern from 2021-22 and William Jessup from 2019-21. Previous to coaching Megan played professionally overseas from 2013-2018 and was a student athlete at Sacramento State where she set the school record for block shots during her senior season. Coach Kritscher holds a BA in communications from California State University-Sacramento.

VII. Big Sky Conference Academic Honors

35 students were placed on the **Winter 2022 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.

Men's Basketball

Ian Burke	SR	Psychology
Michael Carter	GR	Black Studies
Jacob Eyman	SO	Social Science

Men's Indoor Track and Field

Zach Grams	SO	Crimlgy. & Crim. Just.
Jordan MacIntosh	GR	Urban Studies
Matt Moller	FR	Environmental Stud.
Harley Montgomery	GR	Taxation
Dom Morganti	GR	Bus. Admin.
Rashid Muse	SO	Psychology
Luke Ramirez	SR	Arts & Letters
Zach Salcido	SO	Psychology
Jake Schulte	GR	Civil & Env. Eng.
Drew Seidel	JR	Elec. & Comp. Eng.
Kelly Shedd	JR	Bus. Admin: Finance
Andy Solano	SR	Mathematics

Women's Basketball

Morgan Baird	SO	Int'l & Global Studies
Marina Canzobre	JR	Bus. Ad.: Ldr./Mgmt.
Savannah Dhaliwal	GR	World Lang.: French
Alaya Fitzgerald	FR	Appl. Hlth. & Fitness
Reilly Kelty	SO	Crimlgy. & Crim. Just.
Jenna Kilty	SO	Social Science
Esmeralda Morales	FR	Appl. Hlth. & Fitness
Syd Schultz	JR	Bus. Ad: HR Mgmt.
Itziar Ugarte	SO	Computer Science

Women's Indoor Track and Field

Katie Camarena	GR	Sustainable Food Sys.
Campbell Faust	FR	Bus. Ad: Tech.&Anlyt.
Sophia Hackett	FR	Biology
Maya Irving	FR	Psychology
Jalen Marcil	FR	Public Health Studies
Tatum Miller	SO	Art: Graphic Design
Dyllan Newville	FR	Public Health Studies
Emma Owen	FR	Civil Engineering
Hunter Storm	JR	Biology
Abi Swain	SO	Architecture

52 students were placed on the **Spring 2022 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.

Men's Outdoor Track & Field

Keynan Abdi	SR	Geography
James Bottrill	JR	Science
Zach Grams	SO	Crmlgy. & Crim. Just.
Brandon Hippe	JR	Computer Eng.
Sam Lingwall	JR	Earth Science
Harley Montgomery	GR	Taxation
Dom Morganti	GR	Bus. Admin.
Rashid Muse	SO	Psychology
Evan Peters	SO	Mathematics
Luke Ramirez	SR	Arts & Letters
Zach Salcido	SO	Psychology
Jake Schulte	GR	Civil & Env. Eng.
Drew Seidel	JR	Elec & Comp Eng
Andy Solano	SR	Mathematics

Softball

Alexa Cepeda	SO	English
Olivia Dean	JR	Bus. Ad: Mgmt./Lshp.
Shea Garcia	SO	Political Science
Olivia Grey	SO	Political Science
Natalia Martinez	FR	Bus. Ad: Mgmt./Lshp.
Kiara McCrea	FR	Social Work
Logan Rigggenbach	SO	Science

Men's Tennis

Sam De Vries	FR	Communication Stud.
Otto Holtari	GR	Finance
Tommy Hsu	SR	Appl. Hth. & Fitness
Nils Plutat	SR	Bus. Admin: Finance
Oliver Richards	SO	Public Health Studies

Women's Outdoor Track & Field

Olivia Brooks	GR	R.E. Property Mgmt.t
Phoebe Brown	SR	PH Stud.: Pre-Clinical
Sammy Burke	JR	Appl. Hlth. & Fitness
Abby Donde	FR	English
Campbell Faust	FR	Bus. Ad: Tech.&Anlyt.
Sophia Hackett	FR	Biology
Maya Irving	FR	Psychology
Sophie Jones	JR	Sociology
Jalen Marcil	FR	PH Stud.: Pre-Clinical
Natalia Martino	FR	Biology
Tatum Miller	SO	Art: Graphic Design
Dyllan Newville	FR	PH Stud.: Hlth. Prom.
Emma Owen	FR	Civil & Env. Eng.
Abi Swain	FR	Architecture
Madison Tafoya	FR	English

Women's Indoor Track and Field

Katie Camarena	GR	Sustainable Food Sys.
Campbell Faust	FR	Bus. Ad: Tech.&Anlyt.
Sophia Hackett	FR	Biology
Maya Irving	FR	Psychology
Jalen Marcil	FR	Public Health Studies
Tatum Miller	SO	Art: Graphic Design
Dyllan Newville	FR	Public Health Studies
Emma Owen	FR	Civil Engineering
Hunter Storm	JR	Biology
Abi Swain	SO	Architecture

Women's Tennis

Nika Beukers	FR	Bus. Ad: Mgmt./Lshp.
Maddie Egan	SO	Communication Stud.
Mariajose Hernandez Coronado	FR	Bus. Ad.: Marketing
Jacinta Milenkoski	SR	Political Science
Makoto Ohara	SO	Bus. Ad: Adv. Mgmt.
Emily Rees	SR	Science
Capu Sanoner	SO	Appl. Hlth. & Fitness

Women's Golf

McKenna Maser	SR	Bus. Admin.
Mari Nakamura	FR	Architecture
Mariana Garcia Rosette	SO	Bus. Admin.
Windy Huang	SR	Bus. Admin: Finance

VII. Competition Results - 2022-2023 – Fall Sports

Women's Soccer: (5-8-5) 4-2-2 Big Sky Conf. 1st round loss at Big Sky tournament

Football: (4-7) 3-5 Big Sky Conf.

Women's Volleyball: (18-13) 11-5 Big Sky Conf. **Runner-up at the Big Sky Championship**

Men's Cross-country: Big Sky Championships, 8k – Team 3rd place

Five runners finished in the top 25

Jordan MacIntosh, 12th place (out of 76 runners)

NCAA D1 West Regionals: 11th Place (out of 31 teams)

Jordan MacIntosh, 27th place (out of 217 runners) – 29:06.3 (10K)

Women's Cross-country: Big Sky Championships, 5k - Team 4th place

Four runners finished in the top 25

Alex Barbour, 13th place (out of 77 runners)

NCAA D1 West Regionals: 16th Place (out of 35 teams)

Alex Barbour, 56th place (out of 249 runners) – 20:23.1 (5K)

12 January 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: February 2023 Consent Agenda

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

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

College of the Arts

Change to Existing Courses

E.1.a.1

- *Arch 540 Professional Practice, 4 credits – change prerequisite

E.1.a.2

- Arch 580 Architectural Design Studio 7, 6 credits – change description

E.1.a.3

- Arch 581 Architectural Design Studio 8, 6 credits – change description

E.1.a.4

- Arch 582 Architectural Design Studio 9, 6 credits – change description and prerequisite

E.1.a.5

- Arch 584 Design Development Studio, 6 credits – change prerequisite

Drop Existing Courses

E.1.a.6

- TA 511 Introduction to Theater Research, 2 credits

E.1.a.7

- TA 514 History of Décor, 4 credits

School of Business

Change to Existing Program

E.1.a.8

- Graduate Certificate in Business Blockchain – revise requirements and reduce minimum credits from 18 credits to 16 credits

* 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.

Changes to Existing Courses

E.1.a.9

- *BTA 585 Blockchain Uses and Applications, 4 credits – change prerequisite

E.1.a.10

- *BTA 585S Blockchain Uses and Applications, 4 credits – change prerequisite

E.1.a.11

- *BTA 586 Emerging Topics in Blockchain, 2 credits – change credit hours to 4 credits

E.1.a.12

- *BTA 586S Emerging Topics in Blockchain, 2 credits – change credit hours to 4 credits

College of Liberal Arts and Sciences

Changes to Existing Course

E.1.a.13

- Stat 577 Categorical Data Analysis, 4 credits – change credit hours to 3 credits

School of Social Work

Change to Existing Program

E.1.a.14

- M.S.W. in Social Work – revise core requirement for Advanced Standing option

12 January 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: February 2023 Consent Agenda

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

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

School of Business

Change to Existing Programs

E.1.b.1

- Undergraduate Certificate in Business Blockchain – revise requirements and reduce minimum credits from 18 credits to 16 credits

E.1.b.2

- Pre-Baccalaureate Certificate in Consumer Retail – revise requirements

Changes to Existing Course

E.1.b.3

- *BTA 486 Emerging Topics in Blockchain, 2 credits – change credit hours to 4 credits

College of Urban and Public Affairs

Change to Existing Program

E.1.b.4

- B.A./B.S. in International and Global Studies – revise requirements, remove the African Studies track, remove the European Studies track, remove the Middle East Studies track

Changes to Existing Courses

E.1.b.5

- Intl 296 The United States and the World, 4 credits – change course number to Intl 202

* 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.6

- Intl 397 Theory and Policy in International Development, 4 credits – change course number to Intl 203, change title to International Development Strategies, change description, change prerequisite

E.1.b.7

- Intl 415 Global Studies Theories, 4 credits – change course number to Intl 204, change title to Global Studies Perspectives, change description, change prerequisite

12 January 2023

TO: Faculty Senate

FROM: Kimberly Willson-St.Clair, Chair, University Studies Council

RE: February 2023 Consent Agenda

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

You can read the full text of these proposals at the [University Studies Council Wiki: http://unstcouncil.pbworks.com/w/page/45865388/FrontPage](http://unstcouncil.pbworks.com/w/page/45865388/FrontPage).

Agenda Item	Course Number	Course Title	Cluster
E.1.c.1	Hst 371	Queerness and Difference in European History	Gender & Sexualities
E.1.c.2	JSt 336	Gender and Judaism	Gender & Sexualities
E.1.c.3	SOC 330	Sociology of Food	Healthy People/Healthy Places

Portland State University Faculty Senate Motion
6 February 2023

PSU Credit Hour Policy - Language for Bulletin

Motion presented by the Educational Policy Committee (EPC)

Faculty Senate approves the language/description of the PSU Credit Hour Policy (given below) for inclusion in the PSU Bulletin, in compliance with the federal financial aid definition imposed by the United States Department of Education's regulations [34 CFR 600.02 and 668.8, effective July 1, 2020] and the Northwest Commission on Colleges and Universities accreditation standards and policies.

New Bulletin Statement

Portland State University - Academic Credit Hour Policy

This credit hour definition is based on the traditional Carnegie unit and aligns with the Federal financial aid definition mandated by the United States Department of Education's (USDE) regulations [34 CFR 600.02 and 668.8, effective July 1, 2020] and the Northwest Commission on Colleges and Universities (NWCCU) standards and policies.

As the basic unit of measurement of educational accomplishment the credit hour is used to measure student progress toward a degree, which in turn enables PSU's programs to be eligible for Title IV Financial Aid programs under the Higher Education Act.

These definitions rely on the '50-minute' credit hour when considering in-class meeting times. The PSU standard class scheduling time grid provides sufficient in-class time for both 3 and 4 credit classes.

PSU Definition:

The credit hour is conceptually framed as an amount of student work (i.e. a reasonable approximation of the total time commitment required of the typical student) associated with achieving intended learning outcomes. Under PSU's quarter system, one academic credit is given for a minimum of three hours of student work **per week** (i.e. a 1:3 ratio).

- For standard class sections, the 1:3 ratio requires a minimum of 1 hour of classroom or direct faculty instruction and a minimum of 2 hours of out-of-class student work each week for 10-12 weeks.
- For other credit bearing activities - such as labs, internships, practica, studio work, projects, mentor sessions - 1 credit requires at least an equivalent amount of student work (i.e. 1:3 ratio). The academic unit determines the structure of such courses and in some cases, the credit hour ratio may be higher or lower than 1:3, based on commonly accepted disciplinary standards/practice within postsecondary education.

Student work includes time spent in:

- **Direct Instruction**, where the core/primary course content is delivered, typically by faculty during synchronous class meetings, but also includes guided learning through core material via asynchronous online delivery,
- **Outside of Class** study time, reading assignments, homework, papers, group work, exam preparation, etc., and
- **Other Academic Activities** - typically credit bearing course sections designed to review, discuss, practice or apply the course (and program) concepts delivered via direct instruction. Other Academic Activities include the following course types: laboratory, internships, practica, studio, projects, and other supplemental support sections like mentored inquiry.

Alternative Delivery Formats - Hybrid, Online - No Scheduled Meetings, Partial Term

Classes that do not use synchronous meeting/contact times (for example, hybrid or asynchronous online courses) - or only meet for a partial term (i.e. for fewer than the standard 10 weeks) - will meet the credit hour standard if the course content and outcomes cover the same material in the same depth as a standard 10-week synchronous version of the same course, and the amount of student work is the same. Regardless of the length of the course or the amount of time spent in synchronous learning, the course learning outcomes, subject matter/content covered, and amount of student work must be equivalent to the amount of work/learning associated with the standard 10-week course.

Transferring Credit Hours

PSU is on the quarter-system calendar and all credit hours listed in the PSU Bulletin and schedule of classes refer to quarter credits. Semester credits transferred to PSU from other accredited United States schools may be converted to PSU's credits by multiplying by 1.5 (e.g., 3 semester hours x 1.5 = 4.5 quarter credits). The 1.5 multiplication rule applies only to semester credits transferred from regionally accredited U.S. schools. Credits transferred from accredited schools outside the United States will be converted according to established international transfer credit guidelines and policies. PSU credits transferred out to a semester system institution may be converted by multiplying the number of quarter credits by .67 to determine the semester hour equivalent (e.g., 4 quarter credits x .67 = 2.68 semester credits).

Background, rationale, and preliminary discussions

The current policy statement in the Bulletin is not incorrect, but is very minimalistic and does not include some of the nuance and detail articulated in recent clarifications from the NWCCU standards and the DOE regs for Financial Aid eligibility. It also does not provide enough guidance to help units and curriculum committees apply the standards to emerging formats that do not use standard in-person seat time models.

The EPC, the OAA Curriculum and Accreditation Coordinators, and the University Registrar have worked together to create a policy statement, along with examples

that can guide units in establishing appropriate course credit hours. This rewrite aligns with the NWCCU and Federal Regs, and was informed by reviewing examples from other universities. The expectation is that this clarification will help PSU be more compliant, maintain a more uniform application of the standards, and will help answer the frequent questions received by the Registrar and OAA from faculty and chairs.

This re-write creates a comprehensive definition that addresses the following things:

- It makes clear that the credit hour is defined through the lens of the student's achievement, learning and effort. related to the course, not faculty workload.
- It provides explicit guidance on out-of-class expectations.
- It references the fact that the standards are externally required by federal regulations for Financial Aid and accreditation from NWCCU.
- It points out the need for regular evaluation for continued accuracy.
- It provides guidance for applying the standards to alternative, emerging delivery methods that do not follow the traditional in-person seat time model (i.e. online asynchronous, hybrid)
- It makes explicit the unspoken "50 minute" hour.
- Apart from the rewritten policy, numerous examples are provided to help people apply the standards to various course structures.

NWCCU Considerations

In accordance with the NWCCU policy, PSU faculty will determine the amount of work associated with a credit hour, by considering learning outcomes and by accounting for a variety of delivery methods, measurements of student work, academic calendars, disciplines, degree levels, and commonly established standards/practices within postsecondary education.

PSU periodically reviews the application of its policy on credit hours across the institution to assure that credit hour assignments are accurate, fair, equitable and reliable across degree levels, academic disciplines, delivery modes, and types of academic activities.

Supplemental Guidance and Examples that will be provided as a resource on the OAA Curriculum Management website - and linked to in the Bulletin copy.

Undergraduate and Graduate Level

There is no distinction in credit hour calculation between the graduate and undergraduate level. However, a course offered at both the undergraduate and graduate level (400/500 course) must include distinct requirements for undergraduate and graduate students. The syllabus must clearly specify how assessment of student work and the learning outcomes within the 500-level course provide a distinct graduate learning experience. The differences between graduate and undergraduate learning experiences should be clearly identifiable in both the stated learning outcomes and student evaluation sections of the syllabus. This

distinction cannot simply be that graduate students will perform “more work” or “that the graduate students will be held to a higher standard.”

Importance of following the established standards:

It is important to use the minimal guidelines/standards established by PSU and NWCCU, unless there is a compelling, solidly articulated, documented reason as to why/how variance is in line with commonly accepted practice within higher education. It is important to comply in order to avoid risk of:

- incorrectly inflating credit hours on courses where students are paying for instruction they are not getting,
- incorrectly under awarding credit, causing students to put in more time than necessary for the amount of credit they are getting,
- jeopardizing access to federal financial aid support,
- jeopardizing NWCCU and/or program accreditation, and
- inaccurately representing the amount of credit/learning to consumers of the transcript when students send transcripts to transfer institutions, graduate schools, employers and others.

Examples of full - term/10-week courses:

- Lecture - Seminar Type Credit - meeting fully in-person for 10 weeks
 - A 1-credit standard lecture class requires 30 hours of student work over the 10 week period, including a minimum of one- 50-minute class meeting or direct faculty instruction along with two hours of out-of-class work (i.e. study, reading, homework, papers, group work, exam preparation) - per week for 10 weeks- resulting in 30 hours.
 - A 3-credit standard lecture class requires 90 hours of student work over the 10 week period. This could take the form of 3 hours of direct faculty instruction via three 50-minute class meetings a week, along with 6 hours of required homework/class preparation time per week - resulting in 90 hours.
 - A 4-credit standard lecture class requires 120 hours of student work over the 10 week period. A class that meets 2 days a week for 100 minutes each period, along with 8 hours of required homework/class preparation time per week for 10 weeks will result in 120 hours.
- Lecture/Zero Credit Lab or mentored session combined
 - A 5-credit combined lecture/lab class requires 150 hours of student work over the 10 week period. In this case, the credit amount could be accounted for as follows:
 - Meets for lecture 2 days a week for 100 minutes each period, plus
 - 8 hours of homework/class preparation time per week, plus
 - a zero-credit, once a week meeting for a 3-hour lab for 10 weeks, with the lab credit rolling up to the lecture section.
 - A 5-credit combined lecture/mentored inquiry class requires 150 hours of student work over the 10 week period. Example as follows:
 - Meets for lecture 2 days a week for 100 minutes each period, plus

- 8 hours homework/class preparation time per week, plus
 - two zero-credit mentor inquiry sessions meeting 1 hour each time, plus
 - 1 hour of homework/class preparation time each week for the mentored session.
- Lab/Studio or Other Academic Activity - fully in-person for 10 weeks
 - A 1-credit lab needs a minimum of 30 hours of student work over the 10 weeks. This can be met with weekly 2 hour lab periods, along with an additional hour each week spent on pre-and post lab preparation work.
 - A 1-credit studio that meets weekly for 3 hours in the studio for 10 weeks does NOT require outside work.
- Practicum - for 10 weeks
 - A 3 - credit practicum requires 90 hours of work over the 10 week term. If the practicum requires 90 hours of onsite work experience over the term, then no outside preparation or work is required.
 - A 3-credit practicum that only requires 60 hours of onsite engagement across the term will also require 30 hours per term spent on related offsite work. For example - preparation, reading, and/or creation of reflection logs, portfolios or other artifacts to document learning.

Examples: Alternative course delivery formats, with reduced in-person, no in-person/synchronous component, or compressed term length.

- Five Week Compressed Timeline:
 - A 4-credit standard lecture class requires 120 hours of student work over the term. If the course meets across a compressed 5-week period the 1:3 ratio can be met by:
 - meeting 2 days a week for 200 minutes each period, and
 - including 16 hours of required homework/class preparation time per week.
 - A 3- credit practicum requires 90 hours of student work over the term. If the practicum occurs across a compressed 5-week period the 1:3 ratio can be met by requiring:
 - 14 hours of onsite engagement each week (for a total of 70 hours over the five weeks), and
 - 20 hours spent over the term on preparation and/or creation of reflection logs or other artifacts to document learning.
- One- or two-day workshops, short courses, field trips:

These types of courses will not qualify for academic credit unless there are extensive pre- and/or post- activities or assignments included to meet the required 1:3 ratio. For example, a 1 credit class meeting one weekend during the term will require 30 hours of student work. A course that meets one weekend (i.e. 4 hours on Friday afternoon and 6 hours on a Saturday) could meet the 30 hour requirement with the following components;

 - Meeting in class for 10 hours of direct instruction, plus
 - 10 hours of required reading prior to the class meeting, plus
 - 10 hours of post class writing, reading and homework assignments.

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To: Susan Jeffords, Provost
 From: Richard Beyler, Secretary to the Faculty
 Date: 24 January 2023
 Re: Question to Administrators

Faculty Senator Ruth and Ex-Officio Member Chivers have submitted the following question to the Provost as a Question to Administrators for the next Faculty Senate meeting on February 6th:

Question to Provost Susan Jeffords

Contact time between faculty and students is an empirical way in which to measure the effectiveness of our teaching and instruction. Research shows that contact time is a significant predictor of retention and graduation. In the department of urban studies and planning there are 15 full-time faculty and 45 part-time faculty. Part-time faculty members are not able to work more than .5 FTE and do not have access to health care or other benefits. Last senate, we learned about a program based on the importance of faculty-student contact that requires volunteer labor to succeed. A question about labor was referred to people above the paygrade of the speaker, presumably then to Provost Jeffords. Provost Jeffords, is it the expectation of administration that full-time faculty in this unit will mentor black, indigenous, and other students of color for free in order to meet the Provost / OAA's retention goals? Indeed, as of the latest data (Fall 2021) for PSU as a whole, there were 843 full-time faculty and 785 part-time faculty without healthcare or other benefits. As the university has grown its reliance on part-time faculty over the years, the service work for full-time faculty has grown proportionally, do you believe it is fair to ask for volunteer labor and to pin the success of an important mentorship program to retain students from marginalized communities to volunteer labor under these circumstances?

Per the Senate Bylaws, this will appear on the agenda for the February 6th meeting in section F. Please let the Presiding Officer or me know if you have any questions.

APRCA Committee Report to Faculty Senate – February 6, 2023

Committee Charge

Faculty Senate created the Ad-hoc Committee on Academic Program Reduction and Curricular Adjustments in October 2020 with the following charge: Focus holistically on PSU's collective future:

- Ensure faculty participation in meaningful, inclusive, and formative discussions of curricular adjustments related to budget reduction
- Recommend principles and priorities based on PSU's values and mission, with an emphasis on applying a diversity, equity, and inclusion lens, and share these with OAA to guide decision-making
- Plan and implement transparent communications, including but not limited to periodic town hall forums on budget information, regular campus-wide emails, and a website or Google Drive for material, including data on which decisions about reorganizing or eliminating programs are based
- Solicit input and feedback from faculty, including but not limited to implementing surveys and arranging other forums for gathering input and suggestions. Ensure input and involvement from Deans and Chairs/department heads. Facilitate communication with and incorporate input from students, staff, and other stakeholders
- Plan and implement meetings and interactions (preferably with professional mediation), including but not limited to meetings of Colleges/Schools
- Assist, if requested by OAA or AAUP, in contractually mandated retrenchment hearings arising from elimination of positions as per Article 22 of the PSU-AAUP Collective Bargaining Agreement

In April 2021, Faculty Senate extended the charge of the committee to June 2022. In May 2022, Faculty Senate further extended the charge of the committee to June 2023.

APRCA Guiding Principles and Priorities

In February 2021, as part of Phase 1 of the Program Review/Reduction Process (PRRP), the APRCA committee crafted a set of Guiding Principles and Priorities (GPP) to complement the driver and value metrics formulated by the Provost's Program Reduction Working Group. Among other things, the GPP outlines the importance of communication, transparency, and consulting with stakeholders before making decisions.

1. Equitable and meaningful engagement of all stakeholders
2. Focus on student access, quality learning experiences, and completion
3. Our work will change; let's make it for the better
4. Research and data informed decision making
5. Seek feedback prior to decision making
6. Devote resources to the Reimagining process
7. Transparent process and open communication with all stakeholders

Committee Membership

In 2022-2023, the committee had designees representing five key Constitutional committees, including Vicki Reitenauer (Steering), Mitch Cruzan (Budget), Peter Chaille (Undergraduate

Curriculum Committee), Natalie Vasey (Graduate Council), and Joan Petit (Educational Policy Committee). The committee also included five members appointed by the Committee on Committees: Jones Estes, Kellie Gallagher, Theresa McCormick, Michelle Swinehart (diversity advocate), and Derek Tretheway. In addition, four consultants were appointed by OAA: Sy Adler, Vanelda Hopes, Amy Mulkerin, and Jeff Robinson. Jones Estes and Vicki Reitenauer co-chair the Committee.

Report to Faculty Senate on February 6, 2023

Since the Committee's last written report to Faculty Senate for the December 5, 2022 meeting, APRCA has met once, on Wednesday, January 18, 2023.

Provost Susan Jeffords met with the Committee for the bulk of the meeting time. During the provost's visit, she shared, and the committee asked questions about, the following:

- The five units required to submit PRRP Phase III reports have done so. Provost Jeffords indicated that the reports were robust and reflective of productive approaches that the units are already doing. A lot of strong work went into the reports, which reflect innovative thinking around alternatives to current organizational arrangements and curriculum.
- The Provost has scheduled meetings over the coming weeks with each of the five units, as well as the deans (as a group). These meetings are scheduled to be concluded by February 15.
- Soon after these meetings conclude, the Provost will return to APRCA and the Budget Committee to discuss her take on the reports and the outcomes of PRRP she intends to propose.
- The Provost intends to confirm those proposed outcomes by March 1.

Following the Provost's visit, the Committee debriefed the conversation. One member noted that UCC and GC are continuing to do the work of curriculum review and presentation of proposed curricular changes to Faculty Senate, and that proposed changes (from both the scrutinized and other units) themselves have budgetary impacts and implications. How are these being considered as part of the overall aims of PRRP, especially for units that are not part of PRRP? Another member reminded us that "curricular" is part of the name of this ad hoc committee, and that this should be brought forward.

While APRCA as a committee has not seen the Phase III reports, some members of the Committee know about some of the proposed changes, and many of us have heard rumors about others. One member of the Committee wondered about issues of equity with regard to some of the changes we expect to be part of units' proposals, and how equity (as a significant element of APRCA's Guiding Principles and Priorities) are being taken into account at this stage of the process.

The next APRCA meeting will take place twice (on Wednesday, February 1 and Monday, February 6), to accommodate the schedules of Committee members, and will focus on the Faculty Committee Conversations initiated by Faculty Senate Steering Committee. While the Committee is not currently scheduled to meet with any of the scrutinized units, we welcome contact with any/all of the units, should they so desire it.

Respectfully submitted,

Jones Estes & Vicki Reitenauer, APRCA co-chairs
25 January 2023