Portland State University

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Faculty Senate Monthly Packet March 2023

Portland State University Faculty Senate

Faculty Senate, 6 March 2023

Portland State
UNIVERSITY

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.

The meeting includes introduction of a proposed
amendment to the Faculty Constitution

www.pdx.edu/faculty-senate

PORTLAND STATE UNIVERSITY FACULTY SENATE

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

Faculty Senate will convene on **Monday, 6 March 2023** at **3:00 p.m.** in **Cramer Hall 53**.

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Mon., Mar. 6th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Mon., Mar. 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, E.4, F.1, G.5)*
*   1. Roll Call
*   2. Minutes of February 6th meeting – *Consent Agenda*
*   3. OAA Response Senate actions of February 6th – *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. Update on Presidential search (B. Berry)

  C. Discussion – *none*

  D. Unfinished Business – *none*

  E. New Business
*   1. Curricular proposals: graduate (GC), undergraduate (UCC) – *Consent Agenda*
*   2. New program: BA/BS in Business Economics (UCC)
*   3. New program: BA/BS in Chicano-Latino Studies (UCC)
*   4. Program elimination: Undergraduate Certificate in Contemporary Turkish Studies (UCC) – *Consent Agenda*
*   5. Allowing use of "extra" courses in interdisciplinary majors towards UNST upper-vision clusters (ARC)
*   6. English language pathway for Portland Institute Nanjing (ARC)
*   7. Proposed amendment to Faculty Constitution (first reading): Institutional Assessment Council

  F. Question Period
*   1. Written response to Question to Provost from February meeting – *Consent Agenda*

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

3. Provost's regular monthly report
4. Monthly report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment
* 5. Notification of program moratorium: MPA-Health Administration (EPC) – *Consent Agenda*

  H. Adjournment

*See the following attachments
A.1. Roster
A.2. Minutes for 2/6 – *Consent Agenda*
A.3. Summary of 2/6 Senate Actions & OAA Response – *Consent Agenda*
E.1.a-b. Curricular proposals: graduate (GC), undergraduate (UCC)
E.2. BA/BS in Business Economics
E.3. BA/BS in Chicano-Latino Studies
E.4. Program elimination: UG Cert. in Contemporary Turkish Studies (UCC) – *Consent Agenda*
E.5. Proposal regarding interdisciplinary majors and UNST clusters (ARC)
E.6. PIN English pathway proposal (ARC)
E.7. Proposed constitutional amendment: IAC
F.1. Response to Question to Provost from Feb.
G.5. Notification of moratorium: MPA-HA (EPC)

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2022-23

Steering Committee

Rowanna Carpenter, Presiding Officer
Vicki Reitenauer, Past Presiding Officer • Lindsey Wilkinson, Presiding Officer Elect
Matt Chorpenning (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, Nathanial	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 +

School of Public Health (SPH) [1]

Izumi, Betty	CH	2024 +

School of Social Work (SSW) [4]

Chorpenning, 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
Burke, Taylor	Dean of Student Life
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
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 Commitee (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
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: 6 February 2023

Presiding Officer: Rowanna Carpenter

Secretary: Richard Beyler

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

Senators absent: Greenwood, Hunte, Lafrenz, Raffo.

Ex-officio members present: Beyler, Bowman, Bull, Burgess, Chabon, Chaillé, Chivers, Collenberg-Gonzales, Comer, Estes, Ford, Harris, Herrera, Jeffords, Labissiere, Lambert, Lubitow, Mulkerin, Podrabsky, Reitenauer, Sager, Sanchez, Toppe, Wooster.

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

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call**.

2. **Minutes of 9 January meeting**, with the correction that PERLMUTTER was present, were **approved** as part of the *Consent Agenda*.

3. **OAA response to January Senate actions** was **received** as part of the *Consent Agenda.*

4. **Procedural: Presiding Officer may move any item** – *Consent Agenda*

   As PERCY was out of town, CARPENTER read written comments from him as part of her announcements (item B.1), in lieu of the President's report (item G.1).

B. ANNOUNCEMENTS

1. **Announcements from Presiding Officer**

   CARPENTER said that in response to the December resolution [2022.12.05 E.3] President PERCY had agreed to provide the budget information requested and plan with Senate a convening to discuss that data and priorities moving forward. Conversations about priorities and opportunities were also underway in the various Faculty committees. She urged senators to attend the upcoming presidential search forums.

   CARPENTER read a written statement from PERCY–who was attending a Big Sky Conference meeting–in lieu of his regular report. PERCY stated they have created a planning committee for the budget symposium, consisting of Vice President for University Relations and Chief of Staff Kevin NEELY, Presiding Officer Rowanna CARPENTER, Presiding Officer Elect Lindsey WILKINSON, Budget Committee Co-Chairs Jill EMERY and Jennifer ALLEN, Vice Provost for Academic Budget and Planning Amy MULKERIN, and Senior Internal Communications Manager Anny RUBY. He also announced that a search for the Vice President for Research is underway, timed so that the new President will have a chance to consult on candidates.

2. **Announcements from Secretary** - *none*

3. **Presidential search update**

The PO called on PSU Trustee Benjamin BERRY, Chair of the Presidential Search Advisory Committee, for an update. As had been communicated to campus, the first of the three finalists had withdrawn. BERRY said this was not uncommon in high-level searches. He reiterated that [the committee] is enthusiastic about the all the candidates invited to campus. He encouraged everyone to attend the forums and submit feedback. Answering a question from KELLY, Caitlyn PHIPPS said that curriculum vitae and other materials from the candidate would be posted about 24 hours before their visit.

DONLAN: Would whoever had withdrawn be replaced by another finalist? BERRY: The committee focused on top-level candidates, of whom there were [originally] three, now two. He believed the campus would be excited to see these candidates.

CARPENTER recognized Lynn SANTELMANN (LING), who asked about the timing of the campus forums on Tuesday and Thursday mornings, the most popular time for teaching. PHIPPS responded that the candidates had about twenty meetings on their agenda; they knew that there would be many people on campus on Tuesday and Thursday, but that it would be impossible to find a time to suit everyone's schedule.

4. **Update on Summer Scholars Program**

CARPENTER reminded senators that when the Summer Scholars Program, originally the Summer Bridge Program, had been created, Senate asked to be updated when there was information about how the students were doing. Shoshana ZEISMAN-PEREYO and Andrea GARRITY would now provide that update.

JEFFORDS made some framing remarks: the creation of the Summer Bridge Program was connected to a change in the admissions policy during the pandemic, authorized by Faculty Senate. There would be a later conversation about that policy; Academic Requirements Committee would be coming forward with a recommendation. She wished to clarify that although the topics are related, the conversation about the admissions policy was distinct from this current discussion of the summer program.

As context GARRITY noted that with the admission policy change, the percentage of students admitted with GPAs between 2.5 and 2.99 doubled between 2020 and 2021. [For presentation slides, see **February Minutes Appendix B.4**.] In terms of outcomes, GPA declined across all groups, but particularly the 2.5-2.99 GPA group. Retention rates remained generally the same. Looking at students enrolled in the summer program vs. those who were not, we saw differences in persistence rates.

ZEISMAN-PEREYO noted that students enrolled in the summer program, who came in with a high school GPA below 3.0, were retained at basically the same rate as first-years generally. This group was very diverse, more so than the incoming first-year class (generally). They are continually doing assessment through peer mentors, faculty partners, the scholars themselves. In feedback last summer, 90% of the scholars said the course improved time management, 83% study skills, almost 95% understanding of college expectations, and almost 91% understanding of their own strengths, interests, and values. They also surveyed scholars four weeks after the program. 82% agreed or strongly agreed that they belong at PSU, 69.5% that they fit in, 82% that they feel

comfortable here, 85% that they've made at least one friend they will keep in touch with, and 84% that they have a good idea of how to build connections.

Other outcomes this fall, according to ZEISMAN-PEREYO, were a 84.6% course completion rate, 2.7 GPA, 12% rate of academic warning, 91% fall to winter persistence rate for first-year and 93% percent for transfer scholars. They have increased outreach during the academic year with a cross-departmental retention team, special events, a financial support specialist, and priority registration. 50% of the scholars requested financial aid assistance, and 40% used priority registration.

In changes for 2023, ZEISMAN-PEREYO said, the program has been reduced from our weeks to three, which should help attendance, and the credits from five to four. They are then creating a one-credit workshop for fall, winter, or spring. They have made the difficult decision, reducing administrative hurdles, to provide free housing only for those students who are going to have a [housing] contract for the academic year. They are working with University Studies to pilot a new freshman inquiry course.

ROMANIUK asked about the format of the Exploring Pathways course. ZEISMAN-PEREYO: The idea is to expose scholars to ways of knowing within a pathway. This year they will do the course three days a week for the three weeks. Faculty are recruiting from disciplines with the pathway. ROMANIUK: Is there advising participation? ZEISMAN-PEREYO: It would be good to get pathway advisors to participate a little within the course and in the one-credit workshops.

RAI asked about the structure of the Academic Success course, and whether they intended to follow retention rates over two and three years. ZEISMAN-PEREYO said the course works on empowerment and motivation strategies and study skills. They have students reflect on UNST goals. There is a lot of introspection, but they also talk about campus resources. She added that she would like to follow retention rates in later years.

CHIVERS: Thee shift to three days a week for three weeks seems to mean the same amount of contact time [in Exploring Pathways], for fewer credits. ZEISMAN-PEREYO said the credits will stay the same for this course; the other one will have fewer.

WATANABE asked about examples of support that students need. ZEISMAN-PEREYO: it's mixed. Some students need to know how to manage holds on their account. Some want advice on courses to take next term.

C. DISCUSSION

1. Discussion of Intercollegiate Athletics Board report (January meeting)

CARPENTER noted that athletics often comes up in the context of budget discussions. The Intercollegiate Athletics Board functions as faculty governance for our athletics program; therefore, it seemed appropriate for the IAB chair, David BURGESS, and Athletic Director John JOHNSON to present to Senate and be able to answer questions.

BURGESS gave an overview of our student athletes and of the fiscal year 2022 budget. [The IAB mid-year report was repeated as **February Agenda Attachment C.1**; for presentation slides, see **Minutes Appendix C.1**.] There are about 300 student athletes, with majors in every unit and identifying many different populations. 62% are from out of state, and 10% are international students.

In FY22, BURGESS said, the real dollar expenditure was $12.2 million, with $3.9 million in fee and tuition remissions. Revenue streams are in four areas: external, student fee, E&G [education and general budget], and central reserves. External funding comes from Oregon Lottery funding, which is meant only for sports programs; NCAA and Big Sky Conference contributions; and game guarantees, which are mostly non-conference football games. 26%, or $3.1 million for AY22, comes form the Student Fee Committee. They use a funding model based on enrollment and game attendance. As enrollment has declined, money from student fees has declined. 23% or $2.8 million is E&G support, in two categories: $2.2 million direct funding for athletics, and $587,000 for the Peter Stott Center. The direct funding has been about the same for fifteen to twenty years. In FY15 and 16 there was an experiment to reduce E&G funding in hopes athletics would find revenue in other areas, but after two year this was deemed unsustainable and disruptive. The ratio between athletics expenditure and total institutional expenditure at PSU is 1.7%. The average in the Big Sky Conference is 3.4%.

$2.5 million or 21% is central reserve funding, BURGESS said. This has been higher than normal for a couple of years largely because of the pandemic. Events revenue has not been there as usual. In FY22 it was anticipated that athletics would have a $3 million cash deficit, but this was reduced to $2.5 million. With the exception of a couple of years, there's a history of a negative cash balance. With outliers removed, the average cash deficit is about $280,000 per year.

BURGESS reviewed expenditures: 45% goes towards labor, 41% general operations and events, 14% student aid. The latter is about $1.7 in real dollars, mainly scholarships towards room and board–thus much of it going back into our own dorms. 79% of student athletes get direct athletic aid; the other 21% rely on normal aid, help from their parents, or their own funds. Athletic aid covers about 68% of the full cost of attendance, meaning that 32% comes from other sources. About 15 of 300 athletes are on full scholarship.

In answer to a question from CARPENTER, BURGESS summarized the functioning of IAB. There are five faculty and three student members, and consultants from the Athletics and FADM. IAB reports to both Faculty Senate and the President. The Board monitors but does not decide or approve the athletics budget: its role is advisory. JOHNSON said that the IAB is a sounding board from the perspective of the institution. They want athletics to be incorporated within and be an assistance to the University.

CRUZAN asked about data for athletes' retention, persistence, GPAs, etc., compared to the student body at large. BURGESS: The average GPA [for athletes] is 3.34. 18% have a 4.0 GPA, 44% are 3.5 GPA or above. Student athletes have higher retention and graduation rates than the general student population.

RAI asked about alumni support. BURGESS was still waiting for information on FY22. Possibly due to the pandemic, there didn't seem to be much funding from donations. In the past there was a range, but around $1 million for athletics from donors and the Foundation. JOHNSON had researched comparisons with other Big Sky Conference and west coast institutions. Information for the few years before the pandemic included monies for classroom, etc. With estate gifts, we may not see the money for a while. They are developing fundraising principles to help not only athletics but the institution as a

whole. He noted that athletics is not a major: every athlete is a major somewhere else on campus. In fundraising they want to work as a team.

INGERSOLL said that athletes bring positivity. They contribute to persistence and retention. They are bring a higher percentage of BIPOC students. They include students who wouldn't be at PSU if we didn't have an athletic program.

ZEISMAN-PEREYO asked if a deficit is normal with universities' athletic programs. JOHNSON, referring to the Athletic Futures study, compared PSU to other Big Sky schools, other Division I schools in the region, including football vs. non-football since that has been part of the discussion. Historically we are at the bottom or second from the bottom [in Big Sky] for institutional aid to athletes. All Big Sky schools, and 60-75% across the country, support athletics with university and student funds. There are only about ten schools nationally that get the big numbers you see on TV. There are about 300 Division I schools like us that use university support to make it work. We are near the bottom in the percentage of institutional funds that we spend [on athletics].

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS

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

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

2. Bulletin language on definition of student credit hour (EPC)

ANDERSON, on behalf of EPC and co-chair JANSSEN, said that Registrar BACCAR had brought to their attention that we didn't have sufficient clarify around definition of credit hours, particularly with curricular innovations. For the sake of accreditation and other reasons, it would be helpful to have this clarified and documented, with higher visibility across campus. There had been through discussion between EPC and the Registrar's Office; they now wished to seek formal Senate approval.

RAI/EMERY **moved** approval of the language for definition of the student credit hour to appear in the *Bulletin* as specified in **February Agenda Attachment E.2**.

FINN liked the clarification about what we as faculty needed to provide, but felt the language was still confusing from the student perspective. It could lead students to think we are creating a hard cap of expectations. ANDERSON thought that it would be hard to simplify any further. There was, for example, variation across disciplines in internships, etc. BACCAR: What's currently in the *Bulletin* is minimalistic. They are always being asked to interpret it. The goal is be more explicit. We don't want to hide it from students. The material on pages 4-5 [in the proposal] is meant for faculty behind the scenes. FINN was concerned that the previous definition was in terms of student effort. With different modalities there's been a lot of ambiguity, which he realized they were trying to address. He found that students sometimes still had the [mistaken] notion that asynchronous classes [require] less effort. He wanted to make sure this was clearly called out. CARPENTER: Was he proposing that we ask for further clarification rather than voting

on this today? FINN thought should note this as a community and move forward. He thought it likely there will be iterative changes. ANDERSON in the interest of clarity welcomed any questions or comments before we moved to a vote.

The *Bulletin* language on definition of the credit hour as stated in **February Agenda Attachment** E.2 was approved (42 yes, 4 no, 3 abstain, vote recorded by online survey).

F. QUESTION PERIOD

1. Question to Provost

*The question to the Provost appeared as **February Agenda Attachment F.1**. A written version of the response appeared as **March Agenda Attachment F.1**.*

JEFFORDS, answering the question about the mentoring program, said that the invitation was shared with PSU faculty and staff in order to expand opportunities for students, particularly BIPOC students. The invitation was just that: a request and not a requirement. Many staff, in particular have expressed a desire to have opportunities to engage with students in supporting their learning journeys, especially for staff who don't, on a regular basis, have many interactions with students. As of last week, 62 people had signed up for the program, reflecting broad interest across the PSU community. They recognized that not everyone has time to participate. No one should feel pressured to participate, to volunteer, to engage in this process. They recognized that many people have schedules that would not permit them to participate in this. They are not pressuring anyone to participate. They will seek ongoing feedback as this program goes forward, both for mentors and mentees, so that we can assess the impact of these efforts. They will continue an assessment process and a learning process as we seek to increase student persistence and graduation, goals that we all share. They want to ensure that we consider all the avenues we can for supporting students, and they believe that this is one that could be a strong contributing factor going forward.

LAMBERT reiterated from the last meeting that the pieces around labor were outside her scope, but the program is one that she initiated, so she welcomed these questions. If any tomatoes needed to be thrown, it should be in her direction. She took responsibility for the work that she does. She said that this will be the fourth in institution where she had oversight of a mentoring program for students all backgrounds, [but] prioritizing minoritized students. It is a third institution where she would had the honor of helping it start from scratch. That is context from past experience, but recognizing that this this institution is different, we will learn, we will assess things as we go along. If she were only interested in reaching out to minoritized folks, she could do a targeted recruitment. But the invitation specifically says that you do not have to be minoritized to mentor students. It went out to all members of the campus community because there is room for all members of the campus community to participate.

From past experience, LAMBERT said some [faculty and staff] were already doing this work and welcomed the opportunity to connect to the institutional apparatus and be recognized for work they're already doing. There were [also] minoritized folks who work in programs with low diversity, and saw this as an opportunity to have regular contact with minoritized students. Some students might want an affinity mentor. There were also minoritized folks for whom identity is not their main thing, not the way they lead, but

who found this to be an accessible gateway to contribute to diversity, equity, and inclusion efforts. Overwhelmingly at the her three three previous institutions, LAMBERT said, the folks who've engaged have been staff, faculty, and administrators from dominant groups looking for a tangible way to engage.

LAMBERT believed that equity is a multiplier: doing one thing delivers many ancillary benefits. In past she had seen people looking for something, wanting to do something concrete. They wanted to understand better the things that are impacting the experiences of minoritized folks on campus. These programs as a great feeders for each other, for people wanting to engage across campus. Another ancillary benefit is that it's like ethnographic research. As you take on additional students, the second year student is able to also mentor the first year student, and so on. You start to learn these different things about your mentees. It can lead to wider institutional conversations.

They are doing a soft launch, LAMBERT said. There were seven pairs connected last week; the mentors got together Friday for two hours, for a rich conversation about managing expectations for students. There are Vice Presidents and the President is a mentor. It is an opportunity for administrators, staff, faculty to be in the same space. She believed that as we emerge from the pandemic, folks are feeling a kind of a drift. She felt a need for places where to perform unofficially, where she could focus on serving as nothing else. From past experience she felt that the program would benefit not only students, but also the person who is mentoring. It's always reciprocal,

LAMBERT appreciated the concern about exploitation of minoritized employees. She co-signed what the Provost had said. Minoritized folks say no all the time. Equity and justice work is often undervalued. She was often in conversation with minoritized employees about how this work aligns with their values. Because they've had hard experiences they want to make sure that their lives of those who come after them are a little different. They are always making decisions about how to balance work in a way that is meaningful and purposeful. Something like mentoring is purposeful to everybody that engages without crossing over to the line of exhaustion. It [aids in] understanding systems. [But] minoritized folks also [sometimes] tell her no. It is always an invitation. She respected when people don't have capacity, or the project at hand is not a priority.

RUTH said the question was primarily for JEFFORDS as someone who could speak to labor issues. The question was with reference to the degree to which we are exploiting adjunct faculty. We're not treating them in a way where they should be volunteering their labor in any way. We have ever fewer faculty who should be able to do something like this; they then have additional service in their departments, etc., with fewer full-time and more contingent faculty. The question spoke to issues we have around service and our exploitation of contingent faculty. CHIVERS, who originally asked the question and asked her [RUTH] to join in, said that in her department there are three part-time faculty for every full-time faculty member. There would unlikely be much bandwidth to volunteer. We all agree, RUTH said, that racial and social justice is important, that we want inclusive student success. But she wanted to hear about the labor issue. JEFFORDS responded that the labor issues raised by the question are complex. At a Budget Committee meeting this morning, they discussed the increasing proportion of contingent faculty, as brought up by CRUZAN. She hoped the issue would receive in-depth discussion at the budget symposium.

CHIVERS saw LAMBERT's presentation to the Board of Trustees about the percentage of our student body that identifies as BIPOC or minoritized. What proportion of our full-time and part-time faculty do? LAMBERT said they are working to get updated data. The last numbers put us a little over 30%, the largest proportion in the state. The 2020 cohort [of new faculty] was majority BIPOC; this year's is half-and-half.

G. REPORTS

1. President's report

As PERCY was out of town at a conference, brief written comments were read by CARPENTER as part of the Presiding Officer's announcements (item B.1).

2. Provost's report

JEFFORDS wished to update Senate on the Program Review and Reduction Process [PRRP]. She had discussed it with BC this morning. The process is coming to a close. She acknowledged and expressed gratitude to all units who participated, especially those in Phase III. The reports were exceptional, comprehensive, deliberative, thoughtful, and reflective. In a number of cases they provided models that will help across the institution as we think through financial challenges. She would meet in person with all the units. She looked forward to talking with APRCA [Ad-Hoc Committee on Program Review an Curricular Adjustment] and other relevant Senate bodies. She was meeting regularly with the deans, talking across colleges there are not any unintended consequences from outcomes based on the reports. They are on track to complete the process this month. She hoped to give a more precise update on outcomes at the next Senate meeting.

JEFFORDS was aware of many question relating to recent presentations and the Board's Finance and Administration Committee meeting. She would be sending a message about the budget tomorrow, but wished to highlight a couple of things. It's clear, she said, that enrollments are declining. That is similar to many comprehensive, especially regional institutions. That is the state to which we need to adapt. As the President has said, we continue to do everything we can to enroll new students, and to retain and increase the persistence and graduation of students who are enrolled. Having these projections doesn't mean we stop working, but it's important to be realistic about possible outcomes. What would it mean for us to operate as a smaller institution?

JEFFORDS said she knew there was a great deal of stress, with people having fewer colleagues in their units to do the work, and that this is creating difficult circumstances for many members of this community. She looked forward to the conversations being hosted jointly with Senate leadership to talk jointly about to address those circumstances. We need to focus on enrolling and graduating new students, she said. Some opportunities are in new cross-disciplinary degree programs drawing on multiple strengths at PSU. We should focus on flexible modalities. Students have told us clearly that they have multiple reasons for choosing different modalities. We want to be respectful of ways they can most effectively access their education. We hear from students a strong interest in exploring career options; this is a place where we have a real opportunity to serve our students. Only together can we craft a future of sustainability as an institution.

Big numbers in budget reports seem daunting, JEFFORDS said, but she wished to highlight that we have accomplished a good deal. This last academic year we had savings

of about $3.5 million through multiple methods. Some came through the retirement transition program. She thanked AAUP and Senate for their partnership in developing that program. There have been new faculty hires in areas that have expanding enrollments. We are developing new degree programs that can attract new students: business technology and analytics, interior design, sustainable apparel design, and human services. We are participating in a strategic hiring freeze. We continue the support service review, and will soon be sharing more the report on particular developments.

3. **Monthly report of AHC-APRCA**

REITENAUER, also on behalf of co-chair ESTES, summarized the report of the Ad-Hoc Committee on Academic Program Review and Curricular Adjustment [**February Packet Attachment G.3**]. They had two meetings last week, with JEFFORDS joining as guest to talk about the timeline of the final phase of PRRP. The reports of units in Phase III have been submitted to the Provost, but as yet were not public, hoping to keep some confidentiality and not putting plans under discussion at risk. Steering Committee now invited the units to share at least some of what it in their reports, if they wish.

Moti HARA, chair of the Educational Leadership and Policy Department, described its three programs: Education Administration, Post-Secondary Adult Education, and Leadership in Sustainability Education. They are also home to a First Nations Administrators and Knowledge Keeper Program. In PRRP they took the opportunity to reclaim who we were and our mission as a department: preparing educational leaders to the best ability, for the next generation. The Phase II and III narratives were developed collaboratively, resulting in a strategic document describing initiatives already completed, currently in place, and planned for the months and years ahead.

HARA said they are establishing a pipeline for each of the three program areas. Their main operation is at the master's level, but they want to expand to the undergraduate level, and retool certificate programs tailored to students' needs, especially workforce development. They want to convey opportunities directly to students, thinking carefully about modalities. It was reaffirming to hear JEFFORDS and Dean COLL call it a very strong report, because they took a lot of time and effort putting it together. It is a roadmap for sustainability. They would be happy to make the report public. They are moving forward with curricular planning at the master's, undergraduate, and doctoral level.

Priya KAPOOR, Chair of the Department of International and Global Studies, said they are primarily a BIPOC, queer, foreign-born faculty. They stand for interdisciplinarity, involving scholars in history, communication, geography, political science, economics, international development, and in the past sociology, anthropology, and English. They have experienced a deficit of budget attrition, retirement and non-replacement of faculty, and diminishing administrative staff. The charge that Faculty Senate wanted them to have was to own the process. She wanted to change the narrative of deficit to a narrative of agency. They have worked hard at and are proud of their report.

KAPOOR said that the focus was on majors; elective enrollment was not as much of an issue. Directed to make do with existing resources, they had to strategically map interests and existing faculty resources towards the goal. They want to make the degree is adequately flexible. They have reduced core credits and opened up to more non-departmental courses. They have created a BS track. Much of their curriculum connects

to the Race and Ethnic Studies Requirement. They have dropped five certificates and two tracks, leaving two major tracks, a minor, and three certificates. This is a story of creativity and collaboration. Despite diminishing numbers of faculty, certain departments can be good stewards of certain academic areas. Black Studies has voted to adopt the African Studies certificate. Political Science has agreed to adopt the Middle East Studies Certificate and other certificates. They have voted to merge with the Political Science Department, with whom they have traditionally shared students and faculty hires. They are exploring, for future consideration, the option of creating a School of Global Studies.

Lynn SANTELMANN, Chair of the Department of Applied Linguistics, said that they were asked they would fulfill goals with no additional resources for the foreseeable future. They were also asked to consider possible reorganizations with Anthropology, Communication, Speech and Hearing Sciences, and World Languages. In the Phase II report, they suggested joint degrees with World Languages, a degree in computational linguistics, an interdisciplinary applied language science program, and working across the university to strengthen student success through discipline-specific language education.

SANTELMANN said that after conversations with JEFFORDS and Dean ROSENSTIEL, they selected to pursue further, first, a joint bachelor's degree with Computer Science. It's an area of growth in both fields (see Chat GPT) with increasing demand for scholars and workers; it would combine the strengths of the departments to create a program unique in the Pacific Northwest. It makes efficient use of current courses and resources and is truly interdisciplinary. Over the summer they will work with CS on specifics.

The second direction, SANTELMANN said, was to meet with World Languages and Literature to explore closer connections, possibly creating a larger unit of World Language, Literature, and Linguistics. They hope that with some time and resources, they can develop programs and structures that leverage the strengths of both departments to increase students' understanding and skills for a multilingual world. They have continued work to streamline and update their undergraduate curriculum, allowing more courses from other departments and adding a course related to diversity, equity, and inclusion. They appear to have stabilized their undergraduate enrollment for now.

REITENAUER thanked the chairs who cared to speak for sharing their reports. On behalf of APRCA, she looked forward to coming to a close with PRRP and supporting our units.

DONLAN asked if there was anything faculty senators could do assist in their further efforts. KAPOOR wouldn't attempt to answer specifically, but said they all currently want to see the end of this two-year process. There have been gains, and she wanted to change the narrative to one of gains, but there have been several losses as well. More than anything else, she wanted faculty across campus to know the details of PRRP and take more interest in the faculty who have gone through it.

SANTELMANN said there are likely to be further changes coming up. Faculty Senate needs to work toward having every unit on campus begin to think strategically. It was clear, from meetings she had been in over the summer, that units in Phase III and even Phase II were thinking very differently from people who hadn't had to go through that. It's not an equitable process to make only some units go through that.

H. ADJOURNMENT – The meeting was **adjourned** at 5:09 p.m**.**

February 6, 2023

Summer Scholars Programs

Presented by Andrea Garrity, MS Soc., Director of Student Success &
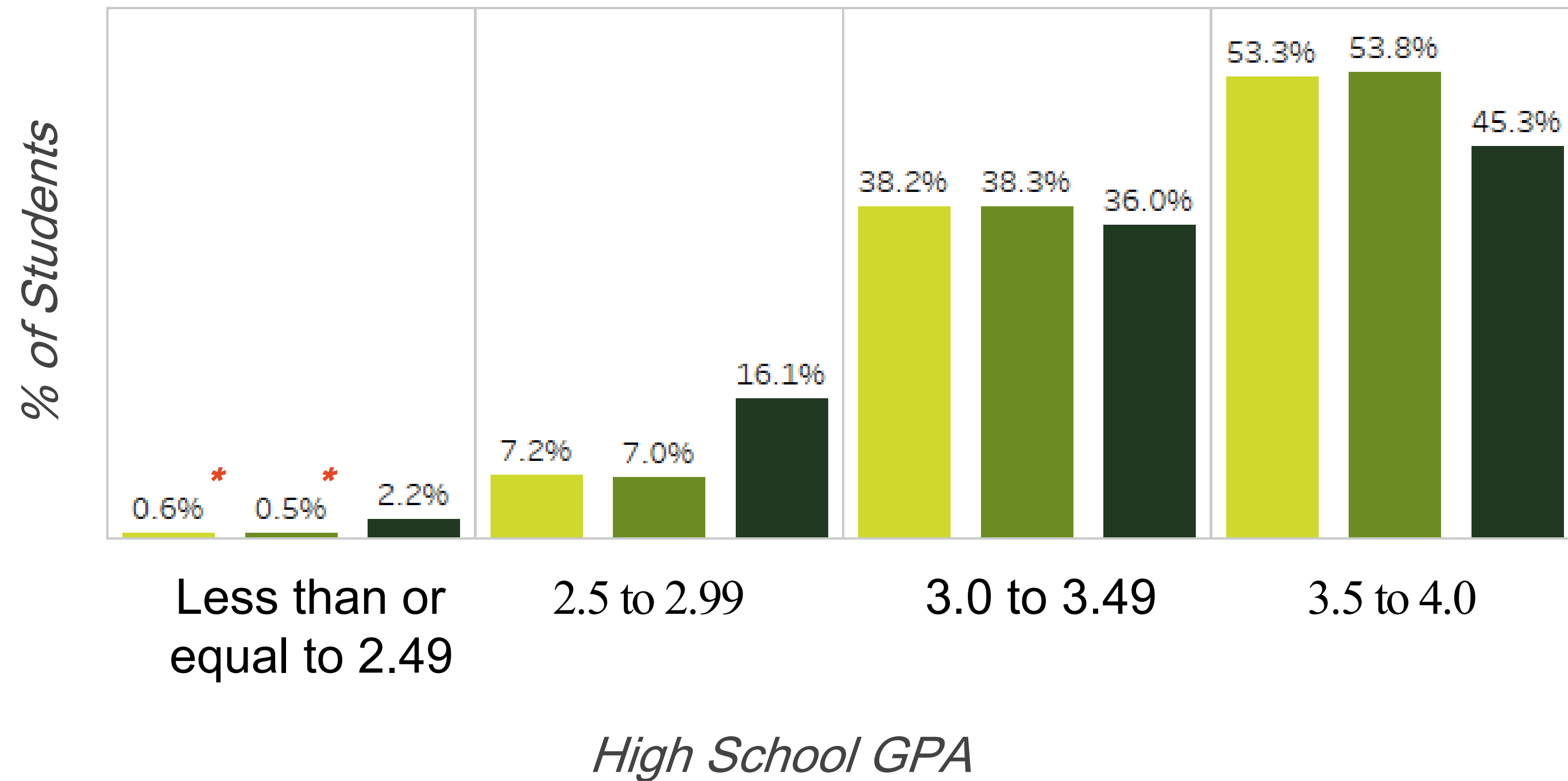Shoshana Zeisman -Pereyo, Ed.D., Executive Director, Student Learning Initiatives

Portland State
UNIVERSITY

Outcomes of Fall 2021 New FY Students

High School GPA Below a 3.0

HS GPA

HIGH SCHOOL GPA

High School GPA Range by Cohort Year

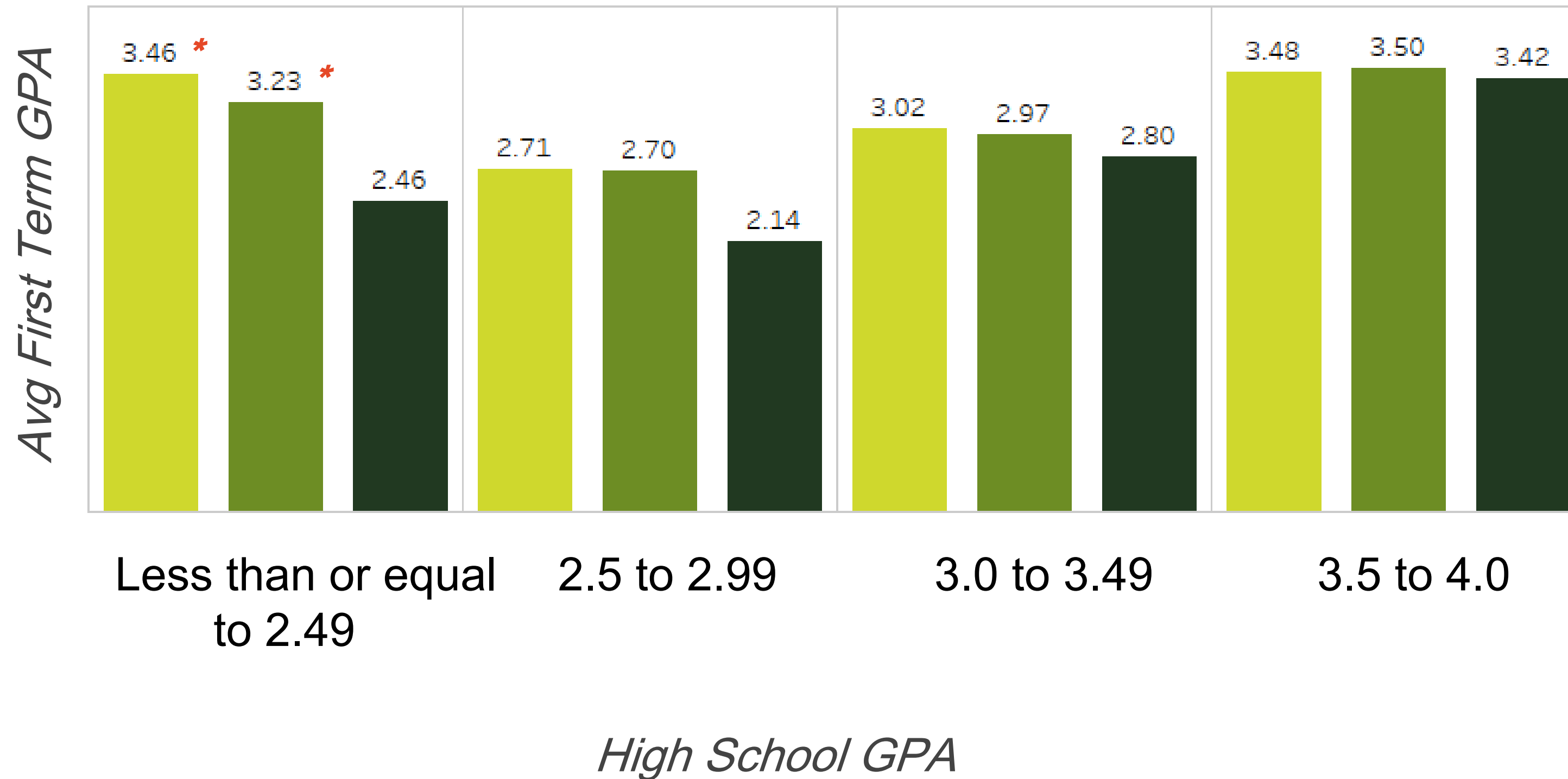

The percentage of new full-time first-time students with a 2.5 to 2.99 high school gpa more than doubled in the Fall 2021 cohort year.

High School GPA

* Small N, interpret with caution

Fall 2019 (1,603 students)

Fall 2020 (1,464 students)

Fall 2021 (1,626 students)

Created by Cori Watkins & Michael Smith; November 2022

3

Relationship between GPA

HS GPA & FIRST TERM GPA

In general, students in the Fall 2021 cohort had lower average first term GPAs regardless of their high school GPA, compared to the Fall 2019 and Fall 2020 cohorts.
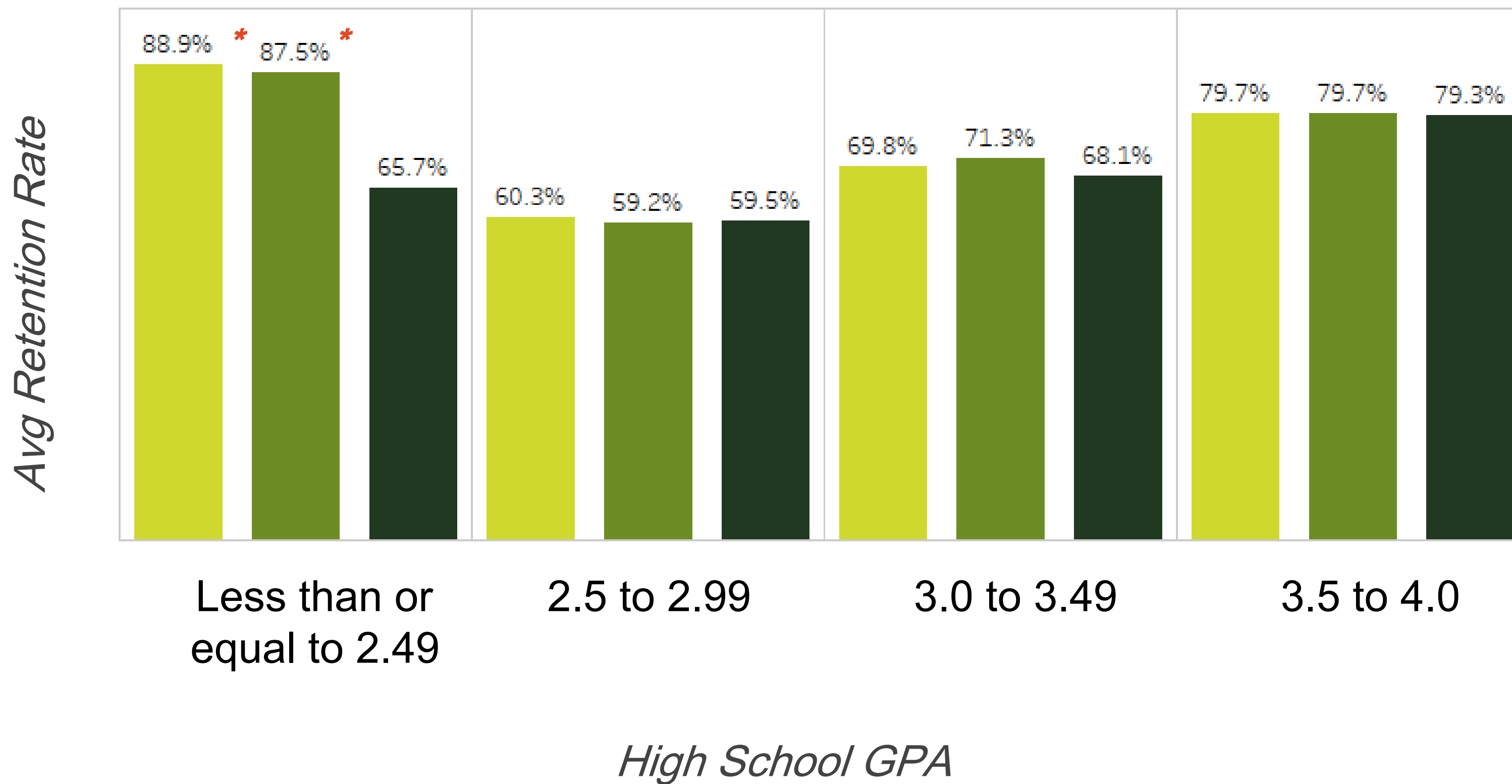
The largest gap in first term GPA between cohorts was seen in students with a 2.5 to 2.99 high school GPA.

Fall 2019 (1,603 students)

Fall 2020 (1,464 students)

Fall 2021 (1,626 students)

Small N, interpret with caution

Created by Cori Watkins & Michael Smith; November 2022

4

Retention

ONE YEAR RETENTION RATE

Average Fall to Fall Retention Rate by High School GPA & Cohort Year

Avg Retention Rate

Less than or equal to 2.49	88.9% *	87.5% *	65.7%
2.5 to 2.99	60.3%	59.2%	59.5%
3.0 to 3.49	69.8%	71.3%	68.1%
3.5 to 4.0	79.7%	79.7%	79.3%

High School GPA

* Small N, interpret with caution

Students in the Fall 2021 cohort retained from Fall to Fall at very similar rates to both the Fall 2019 and Fall 2020 cohorts.

Fall 2019 (1,603 students)
Fall 2020 (1,464 students)
Fall 2021 (1,626 students)

Created by Cori Watkins & Michael Smith; November 2022

Section Title

Findings 2021-2022 AY

Bridge Course	# Students	1YR Retention Rate	Diff
Not Enrolled in Bridge	175	54.3%	
Enrolled in Bridge	122	68.9%	14.6%

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SBSP 2022 Cohort

Summer Bridge Scholar Demographics 2022

43.3%

Hispanic or Latinx

10.2%

Black or African American

7%

Asian American or Pacific Islander

56.7%
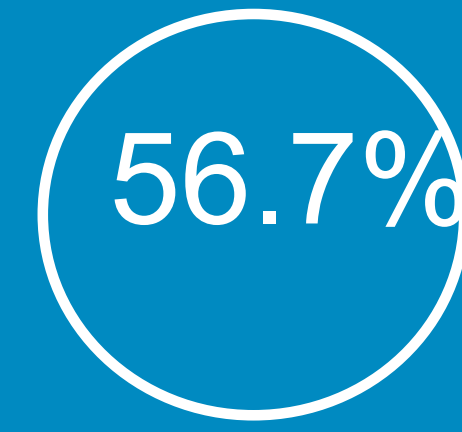
First-Generation College Student

SBSP 2022

UNST 194 Student Assessment

THIS COURSE HELPED ME….

- Improve my skills in managing multiple commitments and timelines - 90%
- Improve my study skills - 83.4%
- Improve skills in understanding college expectations - 94.7%
- Deepen my understanding of my strengths, interests, and values - 90.7%
- Provide skills and knowledge that I will use in other contexts - 94%

% of agree and strongly agree, n=151

Connection to PSU

I FEEL LIKE…

- I belong at PSU - 82.1%
- I fit in at PSU - 69.5%
- I am comfortable at PSU - 82.1%
- I have made at least one friend through the SBSP that I will keep in touch with in the fall - 85.4%
- I have a good idea of how to find and build connections at PSU - 84.1%

% of agree and strongly agree, n=151

SPSB 2022

SPSB 2022 Fall Outcomes

- 84.6% Fall term completion rate
- 2.77 average fall term GPA
- 31 scholars on academic warning (12%)
- **91% fall-to-winter persistence rate (first- year)**
- **93% fall to-winter persistence rate (transfer)**

Ongoing support

AY Engagement & Additional Support

Retention team

- An cross department team working together to support the scholars
- 2 events in winter term
- Multiple points of contact - targeted, engaged, and positive
- Student Success Advocacy and Financial Support Specialist to provide proactive and holistic support

Priority Registration

- Scholars filled out form to receive priority registration
- 50% of scholars requested Financial Aid assistance
- 40% of scholars requested supported in registering for classes
- All scholars who asked to be connected with services, resources, or other units were connected through email, text, or phone call

Changes for 2023

Changes 2023

Changes for Summer 2023:

- Reduce the program from 4 weeks to 3 weeks: August 28th - September 14, 2023
- Courses will include the following:
  - UNST 199: Academic Success (2 credits) - TWR 10:00 - 11:50
  - UNST 199: Exploring Pathways @ PSU (2 credits) - TWR 1:00 - 2:50
- 1 credit workshop during the fall, winter and spring terms
- Housing: Only available to those with AY contracts, out of state students, and those outside of the Portland metropolitan area
- FRINQ FIG for some scholars

Other Components:

- Peer Mentors
- Engagement activities
- Introduction to campus and resources
- Early orientation and registration
- Priority Registration

THANK YOU

PSU Athletics' Budget FY 2022

Total Real Dollar Expenditure:

$12,176,530

David Burgess, IAB Chair; 5-3434
Jan, 2023

PSU Athletics' Budget FY 2022

Total Valuation:

Total Real Dollar Expenditure:

$12,176,530

+

Tuition and Fee Remissions:

$3,940,437

Jan, 2023

PSU Athletics' Budget FY 2022

$12,176,530

What are the main revenue streams that make up this total for FY22?

Jan, 2023

PSU Athletics' Budget FY 2022

$12,176,530

External Funding	**$ 3,668,177**	**30%**
Student Fee Committee	**$ 3,115,627**	**26%**
E&G Support	**$ 2,827,526**	**23%**
Central Reserve Funding	**$ 2,563,922**	**21%**

Jan, 2023

PSU Athletics' Budget FY 2022

External Funding	**$ 3,668,177**	**30%**
Student Fee Committee	$ 3,115,627	26%
E&G Support	$ 2,827,526	23%
Central Reserve Funding	$ 2,563,922	21%

- Oregon Lottery (1.17mil)
- NCAA and Big Sky Conf. (1.02mil)
- Game Guarantees (988k)
- Sponsorships and Royalties (249k)
- Ticket Sales (234k)

Jan, 2023

PSU Athletics' Budget FY 2022

External Funding	$ 3,668,177	30%
Student Fee Committee	**$ 3,115,627**	**26%**
E&G Support	$ 2,827,526	23%
Central Reserve Funding	$ 2,563,922	21%

Controlled and managed by the student fee committee; based on student enrollment and game attendance formula

Declining enrollment's impact ➡️

SFC History

Year	Allocation	YOY Change
2012	3,906,150	
2013	3,796,759	-2.8%
2014	3,702,909	-2.5%
2015	3,438,094	-7.2%
2016	3,373,536	-1.9%
2017	3,505,559	3.9%
2018	3,589,443	2.4%
2019	3,669,903	2.2%
2020	3,503,213	-4.5%
2022	3,353,818	-4.3%
2023	3,115,627	-7.1%

Jan, 2023

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PSU Athletics' Budget FY 2022

External Funding	$ 3,668,177	30%
Student Fee Committee	$ 3,115,627	26%
E&G Support	**$ 2,827,526**	**23%**
Central Reserve Funding	$ 2,563,922	21%

- Budgeted Direct E&G Funding: $2,240,516
- Indirect E&G Funding; mainly Peter Stott Center support: $ 587,010

Jan, 2023

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PSU Athletics' Budget FY 2022

- ## Budgeted Direct E&G Funding: $2,240,516
- ## Indirect E&G Funding; mainly PSC support: $ 587,010

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

% of Total E&G Rev budgeted to athletics has remained relatively constant in recent years

* 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.

Jan, 2023

Context: (FY 2019) How does PSU compare to other Big Sky Schools?

Total Institutional/Governmental Support*
Compared to
Total Institutional Expenses**

When comparing PSU to the median average, it ranks third in terms of total institutional expenses at $438 million. In terms of institutional/government support, Portland State ranks seventh in the conference. Portland State allocates the lowest percentage of its total institutional expenses to athletics, with only 1.73%. Portland State is the only institution to allocate less than two percent to athletics.

Big Sky Revenue – Institutional Support v. Total Institutional Expenses (FY2019)			
Institution	**Total Institutional Expenses***	**Institutional/Government Support***	**Pct**
Portland State University	$ 438,221,588	$ 7,602,641	1.73%
California State University – Sacramento	$ 442,852,925	$ 18,463,686	4.17%
Eastern Washington University	$ 194,721,404	$ 11,283,329	5.79%
Idaho State University	$ 223,859,759	$ 6,871,380	3.07%
Montana State University	$ 410,675,938	$ 9,677,073	2.36%
Northern Arizona University	$ 527,722,364	$ 16,095,019	3.05%
University of Idaho	$ 375,434,196	$ 10,332,914	2.75%
University of Montana	$ 281,885,348	$ 6,885,199	2.44%
University of Northern Colorado	$ 189,054,675	$ 10,626,904	5.62%
Weber State University	$ 223,841,742	$ 7,394,100	3.30%
Average (Mean)	**$ 330,826,994**	**$ 10,523,225**	**3.43%**
Average (Median)	**$ 328,659,772**	**$ 10,004,994**	**3.06%**
Rank	**3**	**7**	**10**

Data from the Knight Commission on intercollegiate Athletics

* Includes E&G funding, lottery funds, and tuition & fee remissions
** Academic spending; includes functional classifications of expenditures for instruction, research, public service, academic support, student services, institutional support, operations and maintenance, and scholarships and fellowships.

Source: Portland State University Operational Review, September 2021, pp 124

PSU Athletics' Budget FY 2022

External Funding	$ 3,668,177	30%
Student Fee Committee	$ 3,115,627	26%
E&G Support	$ 2,827,526	23%
Central Reserve Funding	**$ 2,563,922**	**21%**

The anticipated reserve funding was set at $3,007,569; Athletics reduced the needed amount by $443,647

Jan, 2023

PSU Athletics' Budget FY 2022

Cash balance history

Cash Balance History	Cumulative Cash Balance	Change from Prior Year	Additional Support from University per Board to clear negative cash	HEERF Reimbursement
2012	$124,643	$124,643		
2013	($479,131)	($603,774)		
2014	($1,434,954)	($955,823)		
2015	($4,256,152)	($2,821,198)		
2016	($3,766,409)	$489,743		
2017	($3,891,995)	($125,586)		
2018	($4,053,907)	($161,912)		
2019	($4,179,484)	($125,578)		
2020	($5,054,425)	($874,941)		
2021	$0	*$42,605*	$5,011,821 **	$184,229
2022	$0	($2,601,440)	$2,601,440	$0
2023 (estimated)	$0	$0	$3,000,000	$0

10 Year Average	($765,587)	($279,153) Avg with outliers removed

**(In the Board minutes of June 8th 2021 meeting F&A Comm)

Jan, 2023

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PSU Athletics' Budget FY 2022

Total Real Dollar Expenditure:

$12,176,530

- Where does this money go?
  - 45% Labor Expenses
  - 41% General Operations
  - <mark>14% Direct Aid To Students</mark>

Jan, 2023

PSU Athletics' Budget FY 2022

- 45% Labor Expenses

How Many Employees (Fall 2022*)

• Administration	4
• Coaches	39 (11 were part-time)
• Staff	21
• Temp. hourly wage agreement	35
• Student employees (event staff)	41

* Nov 2022, employee census file
Jan, 2023

PSU Athletics' Budget FY 2022

Total Real Dollar Expenditure:

- 45% Labor Expenses
- 41% General Operations
- **14% Direct Aid To Students**

These scholarship funds are mainly granted for room and board expenses

$1,687,895

Jan, 2023

PSU Athletics' Budget FY 2022

Number of Student Athletes (Fall 2021)

273

Unit of Primary Major:
- CLAS 34%
- SB 24%
- SOPH 19%
- CUPA 10%
- COTA 5%
- MCECS 5%
- COE 3%
- SSW 1%

BIPOC*:
- American Indian 2%
- Asian 6%
- Black 25%
- Hisp/Lat 17%
- Pacific Islander 10%

Legal Sex:
- Male 57%
- Female 43%

*Duplicated; students are counted in each group they identify with.
Jan, 2023

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PSU Athletics' Budget FY 2022

Number of Student Athletes with Direct* Athletic Aid (Acad Yr 2021-22)

215 (79%)

Average percent of full cost of attendance covered by direct athletic aid:

68%

Percent of student athletes with full cost of attendance scholarships using only direct athletic aid:

8%

* Includes tuition/fee remissions and athletic scholarships

Jan, 2023

Portland State
UNIVERSITY

To: Susan Jeffords, Provost

From: Portland State University Faculty Senate
(Rowanna Carpenter, Presiding Officer; Richard Beyler, Secretary)

Date: 10 February 2023

Re: Summary of Faculty Senate Actions

At the regular meeting on 6 February 2023, Faculty Senate **approved** under the **Consent Agenda** the curricular proposals for changes to course, dropped courses, changes to programs, and changes to University Studies clusters listed in February Agenda Attachment E.1.

> **02-14-2023—OAA concurs with the curricular proposals for changes to courses, dropped courses, changes to programs, and changes to University Studies clusters.**

Senate also **voted to approve** language on the definition of the student credit hour to appear in the PSU *Bulletin*, as given in February Agenda Attachment E.2.

> **02-14-2023—OAA concurs with the approved language on the definition of the student credit hour.**

Best regards,

Rowanna Carpenter
Presiding Officer

Richard H. Beyler
Secretary to the Faculty

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

9 February 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: March 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 Course

E.1.a.1
- *Art 528 KSMoCA: Museum and Community, 4 credits – change title to Art with Kids: Museum and Community at KSMoCA

Drop Existing Courses

E.1.a.2
- *Mus 574 Midi Applications, 2 credits

E.1.a.3
- *TA 540 Advanced Acting Studio, 1-4 credits

E.1.a.4
- *TA 555 Directing II, 4 credits

School of Business

Change to Existing Program

E.1.a.5
- Graduate Certificate in Real Estate Investment and Finance – revise core requirements and increase minimum credits from 18 credits to 19 credits

Changes to Existing Courses

E.1.a.6
- *RE 539 Real Estate Valuation I, 4 credits – change title to Real Estate Valuation, change description and prerequisite

E.1.a.7
- *RE 539S Real Estate Valuation I, 4 credits – change title to Real Estate Valuation, change description and prerequisite

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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.

E.1.a.8
- RE 573 Real Estate Economics, 4 credits – change title to Real Estate Economics & Market Analysis, change description and remove from cross-listing

Drop Existing Course

E.1.a.9
- *RE 559 Real Estate Valuation II, 3 credits

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.10
- M.A. in Teaching English to Speakers of Other Languages –allow P/NP grading option for Ling 566

E.1.a.11
- P.S.M. in Applied Geoscience – revise requirements and reduce minimum credits from 48 credits to 45 credits

Changes to Existing Courses

E.1.a.12
- *Geog 575 Digital Compilation and Database Design, 4 credits – change title to Spatial Database Design and Applications, change description and prerequisite

E.1.a.13
- *Geog 580 Remote Sensing and Image Analysis, 4 credits – change title to Fundamentals of Remote Sensing, change description and prerequisite

E.1.a.14
- *Geog 581 Digital Image Analysis I: Introduction, 4 credits – change description and prerequisite

E.1.a.15
- *Geog 596 Introduction to Spatial Quantitative Analysis, 4 credits – change description

E.1.a.16
- Ling 521 Applied English Grammar, 4 credits – change grading option

E.1.a.17
- Ling 566 Culminating Workshop for TESOL and Applied Linguistics, 4 credits – change grading option

* 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.

College of Urban and Public Affairs

Changes to Existing Courses

E.1.a.18
- *PS 560 Political Development in Modern Turkey, 4 credits – remove from cross-listing

E.1.a.19
- *PS 561 Politics of Economic Reform in Modern Turkey, 4 credits – remove from cross-listing

Drop Existing Courses

E.1.a.20
- *Intl 560 Political Development in Modern Turkey, 4 credits

E.1.a.21
- *Intl 561 Politics of Economic Reform in Modern Turkey, 4 credits

E.1.a.22
- USP 536 Policy Evaluation Methods, 3 credits

E.1.a.23
- USP 573 Real Estate Economics, 4 credits

E.1.a.24
- USP 625 Green Buildings II, 3 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.

9 February 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: March 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](#).

College of the Arts

Change to Existing Program

E.1.b.1
- B.A./B.S. in Sonic Arts and Music Production – revise requirements

New Courses

E.1.b.2
- MuEd 243 Music Technology for Educators, 2 credits
  Students will gain experience with music technologies including music apps, presentation systems, notation software, and Digital Audio Workstations (DAWs), and MIDI/Music toys. All experiences will be framed within the pedagogical principles and strategies for incorporating a variety of technologies into the K-12 music classroom. Prerequisite: MuEd 201.

E.1.b.3
- Mus 146 Music Technology Lab II, 1 credit
  The second in a sequence of lab classes that introduce students to increasingly complex projects using notation and digital audio softwares. MUS 146 focuses mostly on key digital audio workstation functions. This is a required course in the PSU Sonic Arts and Music Production program. Prerequisite: Mus 145.

E.1.b.4
- Mus 147 Music Technology Lab III, 1 credit
  The third in a sequence of lab classes that introduce students to increasingly complex projects using notation and digital audio softwares. MUS 147 focuses on the use of effects and compositional tools in digital audio workstation software. This is a required course in the PSU Sonic Arts and Music Production program. Prerequisite: Mus 146.

* 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.
+ This course is part of the Common Course Numbering work required by Senate Bill 233

E.1.b.5
- Mus 307 Music History: The Delta and Deep South Blues, 2 credits
  Study of musical and cultural features of the blues, with emphasis on Delta and Southern blues repertory, their origins in African American culture, and musical legacies of the blues in American rock and popular music. Prerequisite: Mus 205.

E.1.b.6
- Mus 357 History of Electronic Music, 4 credits
  Explores multiple chronologies of musical works, from 1914 onward. Musique concrète, dub, elektronischemusik, techno, computer music, hip-hop, algorithmic music, glitch, drone, noise and dance music(s) emerge, sometimes simultaneously, in locations half the world apart. Students will listen for traces of the material methods and technologies that were used by artists to realize these works, as well as considering the social and cultural contexts in which these musical practices were formed.

E.1.b.7
- Mus 378 World Music: Native American Traditions, 4 credits
  Study of the major Native American musical cultures. Explores history, social and cultural contexts, instrument types, and structural organization of the music.

Change to Existing Courses

E.1.b.8
- ArH 358U Medicine and Magic in Romanesque Art, 4 credits – change title to Representing Medicine and Magic in Medieval Art and change description

E.1.b.9
- Art 328 KSMoCA: Museum in a Public School, 4 credits – change title to Art with Kids: Running a Museum in a Public School (KSMoCA)

E.1.b.10
- *Art 428 KSMoCA: Museum and Community, 4 credits – change title to Art with Kids: Museum and Community at KSMoCA

E.1.b.11
- COTA 135 Artist as Citizen: A Survey of Art Activism, 2 credits – change credit hours to 4 credits

E.1.b.12
- COTA 235 Artist as Citizen: Social Justice Movements, Artistic Response and Impact, 2 credits – change credit hours to 4 credits and change prerequisite

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.
+ This course is part of the Common Course Numbering work required by Senate Bill 233

E.1.b.13
- COTA 335 Artist as Citizen: Engage in Art Activism, 2 credits – change credit hours to 4 credits

E.1.b.14
- Des 111 Design Thinking, 4 credits – change title to Design Process, change description and prerequisite

E.1.b.15
- Des 310 Digital Imaging and Illustration II, 4 credits – change prerequisite

E.1.b.16
- Des 335 Screen Printing for Design, 4 credits – change prerequisite

E.1.b.17
- Des 341 Interactive Media II, 4 credits – change prerequisite

E.1.b.18
- Des 342 Interactive Media II, 4 credits – change prerequisite

E.1.b.19
- Des 343 Creative Coding, 4 credits – change description and prerequisite

E.1.b.20
- Des 345 Introduction to Motion Graphics for Designers, 4 credits – change prerequisite

E.1.b.21
- MuEd 328 Introduction to Music Education, 2 credits – change course number to MuEd 201 and change description

E.1.b.22
- Mus 111 Music Theory I, 3 credits – change description

E.1.b.23
- Mus 112 Music Theory II, 3 credits – change description

E.1.b.24
- Mus 113 Music Theory III, 3 credits – change description

E.1.b.25
- Mus 145 Music Technology Lab, 1 credit – change title to Music Technology Lab I, change description and repeatability

E.1.b.26
- Mus 187 Yoga, Relaxation and Flexibility for Musicians, 1 credit – change to 2 credits

E.1.b.27
- Mus 245 SAMP I: Audio Recording, 3 credits – change prerequisite

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.
+ This course is part of the Common Course Numbering work required by Senate Bill 233

E.1.b.28
- Mus 304 Music History: Medieval, Renaissance, and Baroque, 4 credits – change prerequisite

E.1.b.29
- Mus 305 Music History: Classical and Romantic, 4 credits – change prerequisite

E.1.b.30
- Mus 306 Music History: 20th Century, 4 credits – change prerequisite

E.1.b.31
- *Mus 474 Midi Applications, 2 credits – change course number to Mus 243, change title to Digital Technology for Musicians, and change description

Drop Existing Courses

E.1.b.32
- TA 134 Workshop Theater: Scenery, Costume & Lighting Production I, 1 credit

E.1.b.33
- TA 145 Acting Workshop, 1-4 credits

E.1.b.34
- TA 146 Acting/Playwriting Workshop, 3 credits

E.1.b.35
- TA 234 Workshop Theater: Scenery, Costume & Lighting Production II, 1 credit

E.1.b.36
- TA 252 Stage Makeup, 2 credits

E.1.b.37
- TA 253 Workshop Theater I, 1-3 credits

E.1.b.38
- TA 312 Scene Painting, 3 credits

E.1.b.39
- TA 317 Theater Technologies, 2 credits

E.1.b.40
- TA 326 Pattern Development, 1-4 credits

E.1.b.41
- TA 327 Costume Technology, 1-4 credits

E.1.b.42
- TA 346 Stage Dialects, 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.
+ This course is part of the Common Course Numbering work required by Senate Bill 233

E.1.b.43
- TA 361 Theater Appreciation, 4 credits

E.1.b.44
- TA 421 Costume Design, 3 credits

E.1.b.45
- TA 430 Scene Design 2, 4 credits

E.1.b.46
- TA 435 Lighting Design 2m, 4 credits

E.1.b.47
- *TA 440 Advanced Acting Studio, 1-4 credits

E.1.b.48
- *TA 455 Directing II, 4 credits

E.1.b.49
- TA 466W Development of Dramatic Literature, 3 credits

School of Business

New Course

E.1.b.50
- Mgmt 456 Interpersonal Power and Influence at Work, 4 credits Managers need to learn new skills to be able to accomplish organizational goals with and through employees. The purpose of this course, then, is to teach students in a very real way the skills they will need to stimulate, influence, and lead employees to achieve their potential and accomplish organizational goals. Students will participate in exercises and discussions. In addition, students learn through the application of these skills with a term-long project. Prerequisite: BA 302.

Changes to Existing Courses

E.1.b.51
- Actg 421 Taxation, 4 credits – change course number to Actg 395

E.1.b.52
- BTA 420 Systems Analysis and Design, 4 credits – change prerequisite

E.1.b.53
- Fin 431 Financial Markets & Institutions, 4 credits – change repeatability

E.1.b.54
- *Fin 439 Real Estate Valuation I, 4 credits – change title to Real Estate Valuation 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.
\+ This course is part of the Common Course Numbering work required by Senate Bill 233

Drop Existing Course

E.1.b.55
- *RE 459 Real Estate Valuation II, 3 credits

Maseeh College of Engineering and Computer Science

Changes to Existing Course

E.1.b.56
- ETM 347U Introduction to Product Design, 4 credits – change description

College of Liberal Arts and Sciences

Change to Existing Program

E.1.b.57
- B.A./B.S. in Science – add option to a core requirement and add two new tracks to the major

Changes to Existing Courses

E.1.b.58
- *BSt 411 African American History Seminar, 4 credits – change prerequisite

E.1.b.59
- *BSt 413 Slavery, 4 credits – change prerequisite

E.1.b.60
- BSt 414 Racism, 4 credits – change prerequisite

E.1.b.61
- BSt 415 Race, Justice, and Punishment, 4 credits – change prerequisite

E.1.b.62
- BSt 419 African American Women in America, 4 credits – change prerequisite

E.1.b.63
- *BSt 420 Caribbean Literature, 4 credits – change prerequisite

E.1.b.64
- *BSt 421 African American Writers, 4 credits – change prerequisite

E.1.b.65
- *BSt 422 African Fiction, 4 credits – change prerequisite

E.1.b.66
- *BSt 425 Black Cinema: the 1970s, 4 credits – change prerequisite

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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.
+ This course is part of the Common Course Numbering work required by Senate Bill 233

E.1.b.67
- *BSt 426 Contemporary African American Cinema, 4 credits – change prerequisite

E.1.b.68
- *BSt 430 Black Political Thought, 4 credits – change prerequisite

E.1.b.69
- *BSt 440 Caribbean Studies, 4 credits – change prerequisite

E.1.b.70
- BSt 444 Food Justice, 4 credits – change prerequisite

E.1.b.71
- *BSt 450 Topics in African/Caribbean History and Culture, 4 credits – change prerequisite

E.1.b.72
- *BSt 466 History of the Black Panther Party, 4 credits – change prerequisite

E.1.b.73
- *BSt 467 African Development Issues, 4 credits – change prerequisite

E.1.b.74
- *BSt 484 African American Community Development, 4 credits – change prerequisite

E.1.b.75
- *BSt 489 Afro-Latino@ Narratives, 4 credits – change prerequisite

E.1.b.76
- Ch 222 General Chemistry II, 4 credits – change prerequisite

E.1.b.77
- Ch 228 General Chemistry Laboratory, 1 credit – change prerequisite

E.1.b.78
- Ch 229 General Chemistry Laboratory, 1 credit – change prerequisite

E.1.b.79
- Ch 335 Organic Chemistry II, 4 credits – change prerequisite

E.1.b.80
- Ch 336 Organic Chemistry III, 4 credits – change prerequisite

E.1.b.81
- Ch 338 Organic Chemistry Laboratory II (nonmajors), 2 credits

E.1.b.82
- Ch 339 Organic Chemistry Laboratory II (chem majors), 3 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.
+ This course is part of the Common Course Numbering work required by Senate Bill 233

E.1.b.83
- +Comm 100 Introduction to Communication, 4 credits – change course number to Comm 100Z and change description

E.1.b.84
- +Comm 218 Interpersonal Communication, 4 credits – change course number to Comm 218Z and change description

E.1.b.85
- +Comm 220 Public Speaking, 4 credits – change course number to Comm 111Z and change description

E.1.b.86
- *Geog 475 Digital Compilation and Database Design, 4 credits – change title to Spatial Database Design and Applications, change description and prerequisite

E.1.b.87
- *Geog 480 Remote Sensing and Image Analysis, 4 credits – change title to Fundamentals of Remote Sensing, change description and prerequisite

E.1.b.88
- *Geog 481 Digital Image Analysis I: Introduction, 4 credits – change description and prerequisite

E.1.b.89
- *Geog 496 Introduction to Spatial Quantitative Analysis, 4 credits – change prerequisite

E.1.b.90
- +Mth 105 Excursions in Mathematics, 4 credits – change course number to Mth 105Z, change title to Math in Society, and change description

E.1.b.91
- +Mth 111 Introductory College Mathematics I, 4 credits – change course number to Mth 111Z, change title to Precalculus I: Functions, and change description

E.1.b.92
- +Mth 112 Introductory College Mathematics II, 4 credits – change course number to Mth 112Z, change title to Precalculus II: Trigonometry, and change course description

E.1.b.93
- +Stat 243 Introduction to Probability and Statistics I, 4 credits – change course number to Stat 243Z, change title to Elementary Statistics I, and change course description

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.
+ This course is part of the Common Course Numbering work required by Senate Bill 233

E.1.b.94
- $^+$Wr 121 College Writing, 4 credits – change course number to Wr 121Z, change title to Composition I, and change description

E.1.b.95
- $^+$Wr 227 Introductory Technical Writing, 4 credits – change course number to Wr 227Z, change title to Technical Writing, and change description

College of Urban and Public Affairs

Changes to Existing Courses

E.1.b.96
- *PS 460 Political Development in Modern Turkey, 4 credits – remove from cross-listing

E.1.b.97
- *PS 461 Politics of Economic Reform in Modern Turkey, 4 credits – remove from cross-listing

E.1.b.98
- UPA 425 CUPA Dean's Seminar, 4 credits – change title to Urban and Public Affairs Seminar

Drop Existing Courses

E.1.b.99
- *Intl 460 Political Development in Modern Turkey, 4 credits

E.1.b.100
- *Intl 461 Politics of Economic Reform in Modern Turkey, 4 credits

E.1.b.101
- USP 498 Introduction to Finance and Real Estate, 3 credits

E.1.b.102
- USP 499 Real Estate Finance and Investments, 3 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.
+ This course is part of the Common Course Numbering work required by Senate Bill 233

DATE: 9 February 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: B.A./B.S. in Business Economics

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

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

PROPOSAL SUMMARY FOR
College of Urban and Public Affairs
B.A./B.S. in Business Economics

Effective Term
Fall 2023

Overview of the Program

The B.A./B.S. in Business Economics combines existing courses from the Department of Economics, the School of Business, and the Fariborz Maseeh Department of Mathematics and Statistics in a new program that will allow students to acquire highly marketable skills without double majoring in business and economics. The program is composed of a total of 75-76 credits drawn from existing courses in economics (40 credits); business (24 credits); and mathematics and statistics (11-12 credits). This program will be housed in the Department of Economics. Letters of support from the School of Business and the Department of Mathematics and Statistics are included in the full proposal.

Evidence of Need

Students have trouble choosing between business and economics degrees because each discipline has a skill set that is highly marketable and interesting. Business economics is a recognized degree across the U.S., and students majoring in business economics typically enter the workforce straight after graduation. If students double major in order to obtain a background in macroeconomics, econometrics, accountancy, finance, marketing and management, time to graduation is increased by at least 1 year over a specialized program in business economics. There are significant costs to delayed graduation including direct costs in terms of tuition and fees and indirect costs including loss of work experience and wages. All students, especially first-generation students, benefit from degrees such as business economics that provide clear pathways from college graduation to realistic career goals.

The full proposal includes an externally conducted market viability report which was commissioned by Dr. Stephen Percy when he served as Dean of the College of Urban and Public Affairs. The report focuses on the external market for "business economics" and "managerial economics" degrees as well as our local institutional competitors for students interested in these majors. Because of institutional interest at the time, it also focuses on an online degree. Due to the experience of individual units during the pandemic, great strides have been made towards moving more of the required courses to a remote format for some sections. The report states that growing employer demand indicates an opportunity to launch an online bachelor's-level business economics program at Portland State University.

The current labor shortage experienced in Oregon and nationwide has led to severe shortages in skilled labor markets and historically low unemployment. For this reason, we anticipate that the demand for graduates of this program will meet or exceed the expectations from the Market Viability Report which was commissioned pre-pandemic.

Course of Study

The BA/BS in business economics requires a minimum of 75 credit hours to complete the following requirements. The major prepares students for employment in business, finance, government and the not-for-profit sector.

A. Foundations of Business and Economics (28 credits)

- BA 101: Introduction to Business and World Affairs (4)
- EC 201: Principles of Microeconomics (4)
- EC 202: Principles of Macroeconomics (4)
- BA 211: Fundamentals of Financial Accounting (4)
- BA 213: Decision Making with Accounting Information (4)
- EC 311: Microeconomic Theory (4) *or* EC 415: Microeconomic Theory with Calculus (4)
- EC 312: Macroeconomic Theory (4)

B. Other Required Courses (23-24 credits)

- MATH 251: Calculus I (4)
- STAT 243: Introduction to Probability and Statistics I (4) *or* STAT 451: Applied Statistics for Engineers and Scientists I (4)
- STAT 244: Introduction to Probability and Statistics II (4) *or* STAT 452: Applied Statistics for Engineers and Scientists II (3)
- EC 469: Introduction to Econometrics (4)
- EC 420: Money and Banking (4) *or* EC 440: International Trade *or* EC 441: International Finance
- EC 314U: Public and Private Investment Analysis (4)

C. Electives (24 credits)

Complete 12 credits of 300- and 400-level coursework in economics and 12 credits of 300- and 400- level coursework in business in addition to courses used to satisfy requirements listed in A and B.

D. Other requirements

Students must satisfy all university requirements for either a BA or BS degree; satisfy a major residency requirement of a combined total across business and economics of 24 credits in courses numbered 300 and above from PSU; and maintain a 2.5 grade point average in the major. All courses used to satisfy major requirements must be taken for a letter grade and must be graded C- or better. EC 403 (Honors Thesis) cannot be used to satisfy the requirements for the B.A./B.S. in Business Economics.

9 February 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: B.A./B.S. in Chicano/Latino Studies

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

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

PROPOSAL SUMMARY FOR
College of Liberal Arts and Sciences
B.A./B.S. in Chicano/Latino Studies

Effective Term
Fall 2023

Overview of the Program

The CHLA Program is submitting this proposal to offer the Bachelor of Arts and Bachelor of Science degree in Chicano/Latino Studies. Chicano/Latino Studies (CHLA) is a multidisciplinary and interdisciplinary unit. CHLA is devoted to the exploration and analysis of the histories, politics, experiences, and cultures of Chicanx/Latinx populations in the United States. CHLA seeks to explore Chicanx/Latinx experiences through an interdisciplinary and multidisciplinary approach to center the lived experiences and the production of knowledge of Chicanx/Latinx communities. Faculty examine how race, ethnicity, language, sexuality, gender, and other social identities intersect in Chicanx/Latinx communities and within the larger U.S. landscape.

At its core, CHLA employs a decolonial, anti-racist, anti-sexist framework to challenge centuries of white supremacy, settler colonialism, and other systems of oppression that have impacted how Chicanx/Latinx communities live, work, create, and thrive.

The goals and objectives of the degree are the following: provide students with intellectual and critical tools, social consciousness, and critical thinking skills to benefit their communities and peers; empower students through the critical examination of Chicanx/Latinx experiences, histories, and lived realities. Given that our discipline is richly interdisciplinary, there will be no concentrations offered, solely the BA/BS degree in Chicano/Latino Studies.

Evidence of Need

Aligning with PSU's priority to act on equity and racial justice, CHLA's course curriculums center conversations and critically analyze readings about systems of oppression and social justice. We make it our priority to remind students that everyone's social justice journeys are different and that we all have a responsibility to educate ourselves to ensure we are striving for a more just society. In addition to curriculum, CHLA students are regularly encouraged to attend lectures and forums on and off campus to engage in conversation with other communities about local conversions regarding inequities and social injustices. Furthermore, as CHLA faculty, we also hold each other accountable to make sure we act on equity and racial justice. In addition to joining and contributing to DEI committees and events, we present lectures and facilitate workshops frequently about cultural empowerment, racism, and other topics of social justice.

According to a 2016 report by the Oregon Community Foundation, Oregon's Latinx population is growing at a faster rate than the national rate. 12% of the state's population is now Latinx, representing a 72% growth since 2000. We believe that a CHLA major is important and vital to address this crucial growth.

As the largest ethnic minority in the state, we question to what extent the University is serving this community. CHLA thus holds a key role in serving a population that is young, growing, and contributes to the changing demographics in our state. As the first Oregon public university to hold a major in CHLA, Portland State University could stand out in offering a major where the fastest growing demographic can truly find a home.

Course of Study

The BA/BS in Chicano/Latino Studies has a 52 credit requirement. In addition to meeting the general University degree requirements for completing a B.A. or B.S., candidates enrolled in the Chicano/Latino Studies major must meet the 52-credit minimum. At least 24 of the total 52 credits required for the major must be taken in residence at Portland State University. Students interested in declaring a major in Chicano/Latino Studies should see the program undergraduate advisor or the program director for assistance with Chicano/Latino Studies course selection.

24 credits of core courses in CHLA:

CHLA 201 Intro to CHLA (4 cr);
CHLA 301U Chicano/Latino Communities (4 cr);
CHLA 302U Survey of Chicano/Latino Literature (4 cr);
CHLA 303U Chicana/Latina Experience (4 cr);

CHLA 305 Latinx Youth Cultures (4 cr);
and
CHLA 360 Bilingualism in U.S. Latinx Communities (4 cr);

OR

SPAN 301/301H Third Year Spanish Heritage (4 cr);
and
SPAN 302/302H Third Year Spanish Heritage (4 cr);
recommended for BA Students

28 credits of upper division electives:
Two 400-level courses in CHLA (8 cr);
20 credits of any 300 and 400 level course with the prefix CHLA, BST, NAS, WS, and GRN

Total Credits: 52

9 February 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: Elimination of the Undergraduate Certificate in Contemporary Turkish Studies

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 the Budget Committee comments on program proposals, at the [Online Curriculum Management System (OCMS) Curriculum Dashboard](#).

College of Urban and Public Affairs

Eliminate Existing Program

- Undergraduate Certificate in Contemporary Turkish Studies – the program has been on moratorium (admission suspended) since fall 2021

Portland State University Faculty Senate Motion
6 March 2023

Allowing interdisciplinary majors to use "extra" courses from their major towards their Upper Division Cluster

Motion presented by the Academic Requirements Committee

Students majoring in Arts & Letters, Social Science, Science, and Urban & Public Affairs will be allowed to use courses that are applicable to those majors to fulfill their Upper Division cluster instead of the major requirements. The relevant text in the Bulletin will changed as follows (text to be added is underlined):

> Students might choose a cluster to broaden their perspective, allowing them the opportunity to take classes of interest outside their major, or students can choose a cluster to complement their major area of study. In either event, Upper-Division Cluster courses may not be used to fulfill a student's major requirement. In addition, students cannot take cluster courses in their major or courses cross-listed with their majors <u>except for those in the following majors: Arts & Letters, Social Sciences, Sciences, and Urban & Public Affairs</u>. The Upper Division Cluster theme completed is recognized as a note on the student transcript.

Background, rationale, and preliminary discussions

The PSU Bulletin states the following about the Upper Division Cluster:

> Students might choose a cluster to broaden their perspective, allowing them the opportunity to take classes of interest outside their major, or students can choose a cluster to complement their major area of study. In either event, Upper-Division Cluster courses may not be used to fulfill a student's major requirement. In addition, students cannot take cluster courses in their major or courses cross listed with their majors.

This proposal will allow students majoring in Arts & Letters, Social Science, Science, and Urban & Public Affairs to use courses that are applicable to those majors to fulfill their Upper Division cluster instead of the major requirements.

Reason for the proposal:
Unlike majors that are from within a single department (e.g., English), courses that are applicable to these four majors are taught by multiple departments (e.g., all arts and letters disciplines), and are "owned/managed" by the Colleges and not single departments. For students from those majors, their choice of cluster courses is limited because they are not allowed to choose courses from the wide variety of departments in those majors, which can cause confusion, particularly if the course is cross-listed. They often inadvertently choose cluster courses that are applicable to the major, and, therefore, not allowed towards their cluster.

Students choose these majors either because they intentionally wish to study the intersections of departments (for example taking courses in political science,

community development, economics and child, youth and family studies to prepare for a career in family law) or because they have met a barrier in completing their major requirements, and changing to one of these majors allows them to finish their degree. In either case, the current policy requires them to take courses outside of those broad disciplines. This frequently results in having to take extra cluster courses. As a consequence, graduation may be delayed, they may choose to leave PSU entirely, or additional expenditure for tuition may incur.

As an example, a student majoring in Social Science cannot use *any* course from *any* social science department towards their cluster. If they would like to choose Families and Society as a way to "complement their major area of study" and prepare for a career in social work or education, only about one-third of the classes in that cluster would be allowed. A Psychology major, on the other hand, would only be restricted from choosing three PSY courses in that cluster

Justification:
Students who pursue one of the listed majors are, by definition, already "broadening their perspective" outside of a single discipline, and in this sense, allowing them to use cluster courses from their interdisciplinary areas is in alignment with the mission of Upper Division Cluster. While there is certainly benefit to students taking courses in an even broader array of subjects, we do not currently require students from single discipline majors to choose cluster courses from a different academic distribution area than that which represents their major. Biology majors can choose the science-heavy Global Environmental Change or Science in Social Context; English majors could complete the Examining Popular Culture cluster with courses that are within the arts and letters distribution.

The proposed change, if approved at the Faculty Senate, will be applied only to the following majors.
CLAS-Arts and Letters
CLAS-Social Sciences
CLAS-Sciences
CUPA-Urban & Public Affairs

This proposal has the support of the Degree Requirements office, Advising & Career Services Leadership team, the University Studies Council, and the Budget Committee. If approved, we would work with the Office of the Registrar and University Studies to change the language in the PSU Bulletin as well in DARS effective Fall 2023.

Attachments:
UNST Council memo
Budget Committee memo

To: Faculty Senate Steering & ARC

From: The FS Budget Committee

RE: Endorsement of the Proposal to allow interdisciplinary majors to use "extra" courses from their Major Towards their Upper Division Cluster

The faculty senate budget committee met with the chair, Suwako Watanabe and other members of the Faculty Senate Academic Requirements Committee on Oct 3, 2022 to review their proposal to allow for interdisciplinary majors to use "extra" courses from their major towards their Upper Division Cluster. We discussed the financial impacts both to students and to the University. After a lengthy discussion on the number of students this may impact, the complexity of the petition processes in place, and the best efforts of advisors to steer students towards the best avenues for degree completion, it is felt this change will be financially beneficial to the campus overall.

The Faculty Senate Budget committee endorses the plan and language change laid out by the Faculty Senate Academic Requirements Committee to provide an easier pathway for students to reach degree completion through the use of "extra" course credits for interdisciplinary majors in these areas: CLAS-Arts & Letters, CLAS-Social Sciences, CLAS-Sciences, and CUPA-Urban & Public Affairs.

To: Academic Requirements Committee (ARC)

From: University Studies Council (UNST Council)

December 16, 2022

Re: Proposal to allow students declaring interdisciplinary majors to use courses from their major to fulfil the junior cluster course requirement

The University Studies Council met on December Sth and unanimously approved the ARC proposal to allow students dectaring interdiscipiinry majors to use courses from their majors to fulfill the 12 hours of junior cluster courses requirement, a part ofthe University Studies core curriculum.

This approval addresses the following interdisciplinary degrees: CLAS-Arts and Letters, CLAS-Social Sciences, CLAS-Sciences, and CUPA-Urban & Public Affairs. This exemption, taking junior cluster courses in the students' majors, addresses a significant problem whereby students unintentionally take more courses than they need in order to graduate. The limited junior cluster courses interdisciplinary students encounter leads to excessive petitions, which is unequitable due to the fact thatthe students may not even know that they can file petitions.

The main concem of the UNST Council is a question of equity in regards to whether students in the major discipines are constrained by the parameters of the junior cluster requirement, while students inthe interdisciptinary degrees are unconstrained by them. However, the Council agrees that this exemption promotes college success and supports retention efforts at the higher division level of undergraduate education at Portiand State University.

The UNST Council recognizes that the review of this proposal has been delayed due to the pandemic. The UNST Counel thanks Suwako Watanabe for submiting the proposal again and taking time to attend the Council meeting on December Sth to answer questions and address the concerns of the University Studies Council.

KWSC/12-14-22

Portland State University Faculty Senate Motion
6 March 2023

Portland Institute Nanjing English Pathway

Motion presented by the Academic Requirements Committee

Portland Institute Nanjing (PIN) transfer students are required to meet one of the following requirements in order to demonstrate English language proficiency:

1. Minimum test scores from exam such as TOEFL or DET, as defined by the PSU Admissions Office (https://www.pdx.edu/admissions/international/english-language-proficiency)

   OR

2. All of the following criteria:

   a. Completion of all 3 courses of the PINE sequence (PINE 100, Public Speaking for Electrical Engineering; PINE 101, Composition I; PINE 102, Composition II) with a grade average of 75 / C or better.

   b. Completion of at least three PSU-taught **Disciplinary courses** and one PSU-taught **General Education** course with grade average of 70 / C- or better.

Students not meeting language requirements

If students do not meet the language requirements at the time they apply for transfer, they can be admitted with an English language hold and will be required to register as an IELP pathway student or submit a passing language proficiency test score before receiving their I-20

Background, rationale, and preliminary discussions

On behalf of the Portland Institute Nanjing (PIN) program in the Maseeh College of Engineering & Computer Science, the Academic Requirement Committee would like to submit a proposal regarding the English language proficiency requirement for the international transfer students enrolled in the PIN program. The students complete the first two years in China and transfer to PSU, thus they are considered to be international transfer students, and it is proposed that the students in the PIN program are allowed to meet the English language proficiency requirement through one of the designated English proficiency tests or completing designated PSU courses modeled after the IELP's Pathway Program.

According to the Bulletin and the information about IELP Pathway on the website, at Portland State University, undergraduate international transfer students are allowed to directly take courses in their major only after demonstrating English language proficiency. PSU allows a few options to do this:

1. minimum test scores from exam, such as TOEFL or DET (https://www.pdx.edu/admissions/international/english-language-proficiency);

2. associate's degree from the U.S. with GPA of 2.5 or an average 75 (Chinese numerical scale) and 8 credits of college writing with a C- or better grade, or a bachelor's degree from an English-speaking country;

3. completion of PSU's Intensive English Language Program's Pathway Program. The Pathway Program is a 6- or 9-month program that satisfies the undergraduate English requirement.

The proposed English Language Requirement for PIN Program transfer students (general admission) is as follows:

Students are required to meet one of the following requirements in order to demonstrate English language proficiency:

1. minimum test scores from exam such as TOEFL or DET; (https://www.pdx.edu/admissions/international/english-language-proficiency)

OR

2. <u>All</u> of the following criteria:

    a. Completion of all 3 courses of the PINE sequence (PINE 100, 101, 102) with GPA of 75 / C or better;

    b. Completion of at least 3 PSU-taught Disciplinary courses and 1 PSU-taught General Education course with GPA of 70 / C- or better.

More detailed background for the proposed requirement can be found in the proposal below. The Academic Requirements Committee reviewed the proposal, and we are happy to support the proposed English proficiency requirements to be applied to the PIN Program starting in Fall 2023.

Portland Institute Nanjing English Pathway Proposal

PSU's Maseeh College of Engineering and Computer Science partners with Nanjing University of Posts and Telecommunications (NJUPT) on a joint education program. The Portland Institute Nanjing (PIN) was established in 2021 and offers dual degrees in Electrical and Computer Engineering at undergraduate and graduate levels. Articulation pathways allow students admitted to the program to transfer to PSU to continue or complete their degree. Upon fulfilling graduation requirements of both institutions, students are awarded PSU and NJUPT degrees. In Nanjing, the Maseeh College provides instruction for a third of the curriculum and the institute aims to foster research collaboration between faculty.

The Portland Institute Nanjing (PIN) curriculum was designed to prepare students to study at PSU after completing two years of study in China. Part of that curricular design is building the Academic Communication skills of the students systematically. Our model for this design is based on the IELP Pathway Program for undergraduate students, with learning outcomes that map directly to that program.

We would like PSU to recognize successful completion of the undergraduate PIN curriculum prior to transferring to Portland State as a demonstration of academic English proficiency equivalent to the IELP Pathway Program. Successful completion of those courses demonstrate the students' academic readiness and English proficiency. By allowing students to immediately begin courses in their major, these students could graduate at the end of two years from PSU. By setting a minimum GPA for PSU-taught courses at NJUPT, students could be more motivated to reach for higher grades and be more engaged in classes before transferring to PSU. Although the PIN program currently includes both graduate and undergraduate students, this proposal focuses on a proposed pathway for undergraduate PIN transfer students only.

2+2 Transfers: Students who successfully complete 2 years of study at Portland Institute Nanjing will be able to transfer to Portland State University with at least 90 credits that satisfy graduation requirements of a BS in Electrical Engineering or Computer Engineering. Students will have taken:

- 21 transfer credits of PSU-taught **General Education** courses. These 5 courses use English as the medium of instruction and are taught by PSU faculty: Public Speaking for Electrical Engineering, Composition I, Composition II, Critical Thinking, Science and Society;
- Over 20 transfer credits of Electrical Engineering (**Disciplinary**) courses. These 5 courses use English as the medium of instruction and are taught by PSU Electrical Engineering faculty.

All PSU-taught classes at NJUPT are also designed by PSU faculty: former and current faculty from IELP, instructors from the Philosophy Department, and Maseeh College of Engineering and Computer Science's Electrical Engineering Department. All assignments, exams, and grades are administered by PSU faculty.

3+1 Transfers: Students who successfully complete 3 years of study at PIN will be able to transfer an additional 23 credits of classes that are taught in English by PSU faculty.

PSU and PIN Transfer Requirements

ECE's requirements for transfer into the program major are a minimum grade of C and a minimum GPA of 2.25, in the courses listed here.

If students do not meet these minimum requirements, they can be considered for a general admissions transfer, and can retake the courses required for selective admission to ECE once at Portland State. Minimum PSU requirements for transfer students are a cumulative grade point average (GPA) of at least 2.25, and the completion of WR121 or equivalent with a grade of C- or better. Composition I and Composition II will serve as an equivalent for WR121.

CLAS Transfer courses

NJUPT Course names	Language of instruction	Semester Credits	Instructor	PSU Course(s)	Term Credits
University Physics (1+2)	Chinese	8	NJUPT	PH 211, 212, 213	12
Linear Algebra and Analytic Geometry	Chinese	3	NJUPT	MTH 261	4
Advanced Mathematics A (1+2)	Chinese	12	NJUPT	MTH 251, 252, 253, 254	16
PINE 100: Public Speaking for Electrical Engineering	English	3	PSU	COMM 220	4
PINE 101, 102: Composition I, II	English	6	PSU	WR 121 + WR LD	9
PINP 320: Critical Thinking	English	3	PSU	PHL 320U	4
PINP 307: Science and Society	English	3	PSU	PHL 307U	4

Language Requirements

The IELP has been in communication with the PIN Pathway Proposal creators and has reviewed the proposal and related curricular documents. IELP stands in support of the PIN Pathway as equivalent to the IELP Pathway Program based on:

* documented equivalency of the student learning outcomes

* provision for students to take courses for their major in English

* established minimum grading requirements for participant completion

Current PSU Language Requirements for International Students

At Portland State University, undergraduate international transfer students are allowed to directly take courses in their major only after demonstrating English language proficiency. PSU allows a few options to do this:

1. minimum test scores from exam, such as TOEFL or DET (https://www.pdx.edu/admissions/international/english-language-proficiency);
2. associate's degree from the U.S. with GPA of 2.5 or an average 75 (Chinese numerical scale) and 8 credits of college writing with a C- or better grade, or a bachelor's degree from an English-speaking country;
3. completion of PSU's Intensive English Language Program's Pathway Program. The Pathway Program is a 6- or 9-month program that satisfies the undergraduate English requirement.

Proposed English Language Requirements for PIN Program Transfer students (general admission)

The English language requirements for PIN transfer students meet or exceed the current standards for PSU transfer students. Students are required to meet one of the following requirements in order to demonstrate English language proficiency:

minimum test scores from exam such as TOEFL or DET; (https://www.pdx.edu/admissions/international/english-language-proficiency)

OR

All of the following criteria:

Completion of all 3 courses of the PINE sequence (PINE 100, 101, 102) with GPA of 75 / C or better.

Completion of at least 3 PSU-taught **Disciplinary** and 1 PSU-taught **General Education** course with GPA of 70 / C- or better.

Students not meeting language requirements

If students do not meet the language requirements at the time they apply for transfer, they can be admitted with an English language hold and will be required to register as an IELP pathway student or submit a passing language proficiency test score before receiving their I-20.

Appendix 1: Comparison between IELP Pathway and Proposed PIN Pathway

The following table compares the required courses in IELP's 9-month Pathway Program with the courses that will be taught in the first 2 years in the PIN program.

Source: IELP Pathway Program Courses: https://www.pdx.edu/english-language-programs/psu-pathway-program-courses

The aim of the IELP Pathway program is to ensure that students are prepared to take and succeed in PSU courses that students take for their major study. PIN students at NJUPT will be taking courses in their major with English as the medium of instruction. Successful completion of those courses demonstrates the students' ability to take courses in their major at PSU.

In addition to building core concepts in Electrical and Computer Engineering, the PIN program has been designed to integrate the development of Academic English and Communication skills as a part of the core curriculum. English skills are developed through both stand alone Academic English classes and through the core STEM courses using a content based approach to Academic English development

Pathway Courses IELP	PIN Courses Taught by PSU Instructors
Term 1	
Understanding Academic Lectures	Academic Culture and English (ACE) Summer Program, Intro to Computer Hardware, Fundamentals of Circuits Analysis
Guided Research Writing	Composition I
Advanced English Grammar	Composition I and II
Academic Reading and Vocabulary	Critical Thinking Introduction to Computer Hardware
American Culture and Academic Life	Academic Culture and English (ACE) Summer Program
Pathway Seminar	Tutorials

Term 2	
Grammar and Editing	Composition I and II
Independent Research Writing	Composition II
PSU Class	Intro to Computer Hardware
PSU Class	Fundamentals of Circuits Analysis
Pathway Seminar	Tutorials
Term 3	
Discussion Skills/Public Speaking	Critical Thinking, Science and Society, Public Speaking for Electrical Engineering
Advanced Academic Reading and Writing	Science and Society Composition II
PSU Class	Signals and Systems I
PSU Class	Signals and Systems II Statistics
Pathway Seminar	Tutorials

Appendix 2: Example Student Learning Outcomes from IELP and PIN Pathway Courses

The following list is an example of student learning outcomes expected of students who complete the IELP pathway and sample SLOs from PIN course syllabi.

Broad overview of what students should be able to do:

1. **Comprehend lectures in English**

   - use a note taking system
   - be able to distinguish rhetorical moves and speaker stance in a lecture
   - use lecture notes to prepare for course assignments / tests

2. **Participate in course discourse**

   - ask and answer questions in lecture format
   - participate in group projects
     - small group discussion
     - collaborative project planning and execution
   - able to work with classmates in a variety of classroom dynamics
     - lab
     - pair and small group discussions during class
   - communicate with professors
     - email
     - office hours
   - present ideas to the class
     - individual presentation
     - group presentation

3. **Reading and writing**

   - comfortable reading 3 to 10 page articles (non-adapted)
     - can independently identify key themes and topics from articles
     - can independently connect themes and topics across multiple articles
     - use a variety of strategies to engage with complex material
   - has read one or more full length non-fiction texts
     - demonstrated comprehension through a variety of assignments / activities requiring textual response (beyond fill the blank, multiple choice type activities)
   - Able to respond to written and spoken material through writing that is X words or longer
     - can write a detailed summary
     - can write a summary statement
     - response connecting personal experience to ideas in reading
     - response connecting other knowledge on topic to the reading
     - response that states an opinion and/or critique of ideas in the reading
   - Able to write two or more 3- to 6-page papers with an introduction, thesis, supporting points and conclusion - that uses 3 to 6 credible sources on a topic
     - Knows how to develop a thesis

- ○ Knows how to write supporting points within the body of the essay that logically link to the thesis
- ○ Able to paraphrase material from sources
- ○ able to document source material (in text and reference list) using a standard documentation system
- ○ able to develop paragraphs with relevant explanations and use of source evidence
- Able to find appropriate, credible source material to write a 4 to 6 page research paper

4. Vocabulary

- Receptive knowledge of Academic Word List words
- Productive knowledge of Academic Word List sublists X - Y

Amendment to the Constitution of the Portland State University Faculty
Introduced 6 March 2023

Institutional Assessment Council (IAC)

Proposed Amendment to the Faculty Constitution

The Constitution of the Portland State University Faculty is hereby amended to create the Institutional Assessment Council (IAC), to be constituted beginning Fall 2023, by inserting the following text into Article IV, section 4(4) in the appropriate alphabetical order, and renumbering other committee listings accordingly:

Institutional Assessment Council. This council shall consist of: three faculty members from the College of Liberal Arts and Sciences (one from each of its divisions), one from each of the other divisions, one graduate student and one undergraduate student. The Committee on Committees shall endeavor to appoint faculty members who have some experience with undergraduate and graduate level assessment or curriculum development in their programs. Additionally, voting ex-officio members shall include, but not limited to: Director of Assessment and Research (UNST), Accreditation and Compliance Coordinator (OAA), Director and Associate Director of Teaching, Learning and Assessment (OAI), Director of Assessment and Evaluation (OHSU/PSU SPH), Director of Assessment and Accreditation (COE), and faculty with formal assessment roles at the college or division level. The IAC Chairperson(s) shall update the list of voting ex-officio members annually, and provide the Committee on Committees an updated IAC membership roster by June 1 of each year. Consultants shall include the following or their representatives: Student Activities and Leadership Programs, Graduate School, Undergraduate Curriculum Committee, Office of Institutional Research and Planning. The Chairperson(s) shall be chosen from Council membership.

The committee shall:

1. Create principles and recommendations for assessment planning that are sustainable and learning-focused, and reflect our DEI values and priorities.
2. Provide support aimed at enhancing the quality of student learning through assessment activities.
3. Design frameworks for promoting and supporting assessment long term, both at program and institutional levels, including interdisciplinary programs.
4. Serve as the primary advisory mechanism for institutional assessment planning.
5. Coordinate with OAA and the Assistant and Associate Deans group the implementation of Annual Assessment Updates.
6. Make recommendations on the policies guiding assessment initiatives and choices guiding institutional assessment.
7. Act in liaison with appropriate committees.
8. Report to the Faculty Senate at least once a year.

Background and rationale

Background: The Institutional Assessment Council was formed as an Administrative Committee in 2008, in response to the need for leadership and

expertise in institutional assessment. The Council has worked to promote greater understanding of program and institutional assessment, advocated for assessment initiatives, and established institutional structures that support effective, sustainable assessment practices. This proposed constitutional amendment would establish the Institutional Assessment Council as a Constitutional Committee as governed by the provisions of the Faculty Constitution.

Rationale: In March 2019, a report from the Northwest Commission on Colleges and Universities (NWCCU) assessed Portland State to be not in compliance with program assessment of student learning. In the Faculty Senate discussion of this report, concerns were expressed about the need for greater involvement of the Senate in assessment (Minutes of the PSU Faculty Senate, 4 February 2019, p. 51). Since that time, the University has made progress in addressing NWCCU's concerns; however, questions remain about faculty oversight and constitutional involvement in assessment. In light of increasing expectations from NWCCU for evidence of activities to assess student learning, it is important that faculty have determination over initiatives connected to institutional assessment, as well as the development of institutional policy connected to assessment.

The following faculty senators endorse the amendment, pursuant to Article VIII of the Faculty Constitution:

1. Matt Chorpenning
2. Enrique Cortez
3. Jill Emery
4. Tim Finn
5. Isabel Jáen Portillo
6. Sybil Kelley
7. Nadine Sterling
8. Sonja Taylor
9. Chien Wern
10. Lindsay Wilkinson

Procedural note from Secretary:

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

Office of Academic Affairs

Post Office Box 751   503-725-3422 tel
Portland, Oregon 97207-0751   503-725-5262 fax

Portland State
U N I V E R S I T Y

Date: February 14, 2023

To: Richard Beyler, Secretary to the Faculty

From: Susan Jeffords, Provost and VP of Academic Affairs

Subject: Question to Administrators - Provost Response

Thank you for this question. I appreciate the opportunity to clarify the request sent to PSU faculty and staff from Global Diversity and Inclusion regarding the employee mentor program for BIPOC students. As we seek to increase student persistence and graduation, we want to ensure that we consider multiple avenues to support students.

First, let me clarify a few points.

- This invitation was shared with PSU faculty AND staff in order to expand opportunities for students—particularly BIPOC students—to become more engaged with PSU and for them to benefit from the experiences of PSU staff and faculty through mentoring opportunities.
- This invitation was just that—a request—and not a requirement. Many staff, in particular, have expressed a desire to have opportunities to engage with students in supporting student learning journeys. To date, several dozen people have signed up for this program, reflecting an interest by members of the PSU community.
- We recognize that many do not have the time to participate. This is ok. No one should feel pressured to participate.
- We will seek ongoing feedback from participants—both mentors and mentees—so that we can assess the impact of these efforts.

 The question also asked whether those teaching part- me would be expected to serve as mentors. The intention of this program is to allow PSU employees, either as part of their service commitments or with the approval of their supervisors, to include this in their effort. We acknowledge the concerns regarding part- me faculty expressed in the question. Broader conversations relating to contingent faculty would require a more comprehensive discussion at the institutional level among stakeholders. We look forward to having these conversations.

 CC: Rowanna Carpenter, Faculty Senate Presiding Officer

Portland State
UNIVERSITY

Notification of a Program Moratorium (Suspension of Admission)

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

CC: Sy Adler (CUPA)
       Laura Hickman (CUPA)
       Masami Nishishiba (PA)

From: Andreen Morris (OAA)

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

Date: 8 February 2023

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

If you have any questions, please contact me at andreen@pdx.edu.

Type of Program Notification: Moratorium (Suspension of Admission)
Program Title: M.P.A. Health Administration
Effective Term: Spring 2023
School/College: College of Urban and Public Affairs
Department/Division: Public Administration

BANNER and Web Information:	
BANNER Code: PAHA	Description: Public Administration: Health
CIP Code: 44.0401 Public Administration	Display on Web: No

Program Approvals:
Educational Policy Committee Review Date: 11/18/2022
Graduate Council Review Date: 10/26/2022
Provost Approval: 11/22/2022
NWCCU Acknowledgement Date: 1/22/2023