

Portland State University

PDXScholar

Faculty Senate Monthly Packets

University Archives: Faculty Senate

6-5-2023

Faculty Senate Monthly Packet June 2023

Portland State University Faculty Senate

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

Let us know how access to this document benefits you.

Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet June 2023" (2023). *Faculty Senate Monthly Packets*. 401.

<https://pdxscholar.library.pdx.edu/senateminutes/401>

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

Faculty Senate, 5 June 2023



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

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

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:
Nominations for and election of Presiding Officer Elect
Nominations for and election of members of Steering Committee
Vote on 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, 5 June 2023** at **3:00 p.m.** in **Cramer Hall 53**.

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, June 5th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, June 5th**. 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.11-15, G.8-23)

- * 1. Roll Call
- * 2. Minutes of May 1st meeting – *Consent Agenda*
- * 3. Administrative Response to Senate actions of May 1st – *Consent Agenda*
- 4. Procedural: Presiding Officer may move or postpone any agenda item – *Consent Agenda*
- 5. Procedural: Vote on certain items may be combined into a single voting form – *Consent Agenda*

B. Announcements

1. Announcements from Presiding Officer
2. Announcements from Secretary

Nominations for Presiding Officer Elect

C. Discussion – *none*

D. Unfinished Business

- * 1. Proposed Constitutional amendment: revision of University Writing Council

Election of Presiding Officer Elect

Nominations for Steering Committee

E. New Business

- * 1. Curricular proposals: graduate (GC), undergraduate (UCC), University Studies Cluster courses (USC) – *Consent Agenda*
- * 2. Designate EPC as representatives of Senat on summer work group (Steering)
- * 3. New program: Grad. Cert. in Added Elementary Endorsement (COE via GC)
- * 4. New program: Grad. Cert. in Early Intervention Special Education (COE via GC)
- * 5. New program: Grad. Cert. in School Counseling (COE via GC)
- * 6. New program: Grad. Cert. in Special Education Added Endorsement (COE via GC)

Election of Steering Committee Members (2)

- * 7. New program: Grad. Cert. in Healthy and Efficient Buildings (MCECS via GC)
- * 8. New program: Grad. Cert. in Enterprise Analytics (SB via GC)
- * 9. New program: Business Minor in Advertising Management (SB via UCC)
- * 10. New program: Undergrad. Cert. in Global Scholar Pathway (HON via UCC)
- * 11. Program elimination: MEng in Engineering Management (GC)
– *Consent Agenda*
- * 12. Program elimination: Grad. Cert. in Mathematics for Middle School Mathematics Teachers (GC) – *Consent Agenda*
- * 13. Program elimination: Undergrad. Cert. in Asian Studies (UCC)
– *Consent Agenda*
- * 14. Program elimination: Undergrad. Cert. in European Studies (UCC)
– *Consent Agenda*
- * 15. . Program elimination: Undergrad. Cert. in Latin American Studies (UCC)
– *Consent Agenda*
- * 16. Accept transfer credits to fulfill University Studies Upper-Division Cluster requirements (USC)
- * 17. Movement of Department of International and Global Studies into Department of Political Science to create Department of Politics and Global Affairs (EPC)
- * 18. Two-year extension of the temporarily reduced GPA requirement for admission (ARC)
- * 19. Resolution urging the Administration to join the PSU Faculty to protect students' pathways to degree completion (Steering, AHC-APRCA, BC, UCC)

F. Question Period

G. Reports from Officers of the Administration and from Committees

1. President's report
2. Provost's report
3. Report from C. Gómez (Dir. Community & Civic Impact) on minority serving efforts across campus, including prospective HSI and AANIPISI status
4. Annual (Final) report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment
- * 5. Academic Quality Committee memo on Attend Anywhere
- * 6. Educational Policy Committee memo to Provost on moratoriums
- * 7. Notification of program moratorium: BA/BS in International and Global Studies: Asian Studies – *Consent Agenda*
- * 8. Notification of program moratorium: BA/BS in International and Global Studies: Latin American Studies – *Consent Agenda*
- * 9. Annual report of Academic Appeals Board – *Consent Agenda*
- * 10. Annual report of Academic Computing Infrastructure Committee
– *Consent Agenda*
- * 11. Annual report of Academic Quality Committee – *Consent Agenda*
- * 12. Annual report of Academic Requirements Committee – *Consent Agenda*
- * 13. Annual report of Budget Committee – *Consent Agenda*
- * 14. Annual report of Committee on Committees – *Consent Agenda*
- * 15. Annual report of Faculty Development Committee – *Consent Agenda*
- * 16. Annual report of Graduate Council– *Consent Agenda*

- * 17. Annual report of Honors Council – *Consent Agenda*
- * 18. Annual report of Institutional Assessment Council – *Consent Agenda*
- * 19. Annual report of Intercollegiate Athletics Board – *Consent Agenda*
- * 20. Annual report of Race and Ethnic Studies Requirement Committee – *Consent Agenda*
- * 21. Annual report of Undergraduate Curriculum Committee – *Consent Agenda*
- * 22. Annual report of University Studies Council – *Consent Agenda*
- * 23. Annual report of University Writing Council – *Consent Agenda*

H. Adjournment

***See the following attachments:**

- A.1. Roster
- A.2. Minutes for 5/1 – *Consent Agenda*
- A.3. President's response to Senate resolution of 5/1 – *Consent Agenda*
- D.1. Constitutional amendment: UWC charge
- E.1.a-d. Curricular proposals: graduate (GC), undergraduate (UCC), UNST cluster courses (USC)– *Consent Agenda*
- E.2. EPC as Senate summer representatives (Steering)
- E.3. Grad. Cert. in Added Elementary Endorsement (GC)
- E.4. Grad. Cert. in Early Intervention Special Education (GC)
- E.5. Grad. Cert. in School Counseling (GC)
- E.6. Grad. Cert. in Special Education Added Endorsement (GC)
- E.7. Grad. Cert. in Healthy & Efficient Buildings (GC)
- E.8. Grad. Cert. in Enterprise Analytics (GC)
- E.9. Business Minor in Advertising Management (UCC)
- E.10. Undergrad. Cert. in Global Scholar Pathway (UCC)
- E.11. Elimination of MEng in Engineering Management (GC) – *Consent Agenda*
- E.12. Elimination of Grad. Cert. in Math for MS Math Teachers (GC) – *Consent Agenda*
- E.13. Elimination of Undergrad. Cert. in Asian Stud. (UCC) – *Consent Agenda*
- E.14. Elimination of Undergrad. Cert. in European Stud. (UCC) – *Consent Agenda*
- E.15. Elimination of Undergrad. Cert. in Latin American Stud. (UCC) – *Consent Agenda*
- E.16. Transfer credits for UNST cluster requirements (USC)
- E.17. Move of IGS into PS to create GPA (EPC)
- E.18. Extension of reduced GPA admission requirement (ARC)
- E.19. Protecting students' pathways to degree completion (Steering et al.)
- G.4. AHC-APRCA Annual Report'
- G.5. AQC memo on Attend Anywhere – *Consent Agenda*
- G.6. EPC memo on moratoriums – *Consent Agenda*
- G.7. Moratorium: BA/BS in IGS: Asian Stud. – *Consent Agenda*
- G.8. Moratorium: BA/BS in IGS: Latin American Stud. – *Consent Agenda*
- G.9. AAB Annual Report – *Consent Agenda*
- G.10. ACIC Annual Report – *Consent Agenda*
- G.11. AQC Annual Report – *Consent Agenda*
- G.12. ARC Annual Report – *Consent Agenda*
- G.13. BC Annual Report – *Consent Agenda*
- G.14. CoC Annual Report – *Consent Agenda*
- G.15. FDC Annual Report – *Consent Agenda*
- G.16. GC Annual Report – *Consent Agenda*
- G.17. HC Annual Report – *Consent Agenda*
- G.18. IAC Annual Report – *Consent Agenda*
- G.19. IAB Annual Report – *Consent Agenda*
- G.20. RESRC Annual Report – *Consent Agenda*
- G.21. UCC Annual Report – *Consent Agenda*
- G.22. USC Annual Report – *Consent Agenda*
- G.23. UWC Annual Report – *Consent Agenda*

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2022-23

Steering Committee

Rowanna Carpenter, Presiding Officer

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

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

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

College of the Arts (COTA) [4]

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

The School of Business (SB) [4]

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

College of Education (COE) [4]

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

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

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

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

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

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

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

College of Liberal Arts & Sciences—

Social Sciences (CLAS-SS) [6]

Ajibade, Jola	GGR	2023
Craven, Sri	WGSS	2025
Ferbel-Azcarate, Pedro	BST	2024
Lafrenz, Martin	GGR	2025
Newsom, Jason	PSY	2023 *+
Wilkinson, Lindsey	SOC	2024 +

Library (LIB) [1]

Emery, Jill	LIB	2025 +
-------------	-----	--------

School of Public Health (SPH) [1]

Izumi, Betty	CH	2024 +
--------------	----	--------

School of Social Work (SSW) [4]

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

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

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

Other Instructional Faculty (OI) [3]

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

All Other Faculty (AO) [9]

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

Notes:

* Interim appointment

+ Committee on Committees

Total positions: 59 • Status: 1 April 2023

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

Administrators

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
Hickman, Laura	Acting Dean, College of Urban and Public Affairs
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 Committee (2022-24)
Ford, Emily	Advisory Council (2021-23)
Harris, Randi	Advisory Council (2022-24)
Holt, Jon	IFS (Sep. 2021-Dec. 2024)
Jaén Portillo, Isabel +	Advisory Council (2021-23)
Kelley, Sybil +	Steering Committee (2022-24)
Labissiere, Yves	IFS (Jan. 2020-Dec. 2022); BoT
Limbu, Bishupal	Steering Committee (2021-23)
Reitenauer, Vicki	Past Presiding Officer
Ruth, Jennifer +	Advisory Council (2022-24)
Sager, Alexander	Advisory Council (2021-23), IFS (Jan. 2021-Dec. 2023)
Wilkinson, Lindsey +	Presiding Officer Elect
Wing, Kierra	President, ASPSU

Faculty Committee Chairs

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
Dahlin, Jennifer	Scholastic Standards Committee (co-chair)
Emery, Jill +	Budget Committee
Estes, Jones	Academic Quality Committee
Harrison, Paloma	Scholastic Standards Committee (co-chair)
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: 29 May 2023

ROSTER FOR 2023-24

Steering Committee

Lindsey Wilkinson, Presiding Officer

Rowanna Carpenter, Past Presiding Officer • _____, Presiding Officer Elect

Matt Chorpensing (2022-24) • Sybil Kelley (2022-24) • _____ (2023-25) • _____ (2023-25)

Ex-officio: Richard Beyler, Fac. Sec. • Nadine Phoenix, Chair, CoC • Alex Sager, Sr. IFS • _____, Fac. BoT

College of the Arts (COTA) [4]

Boyle, Antares	MUS	2026
Heryer, Alison	A+D	2024
Ruth, Jennifer	FILM	2025
Schay, Mari	MUS	2026

The School of Business (SB) [4]

Dimond, Michael	SB	2025
Finn, Timothy	SB	2024 +
Garrod, Nathaniel	SB	2025
Sanchez, Becky	SB	2026

College of Education (COE) [3]

De La Vega, Esperanza	C&I	2024 +
Farahmandpur, Ramin	ELP	2026
Thieman, Gayle	C&I	2024

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

Anderson, Tim	ETM	2025
Aryafar, Ehsan	CS	2023
Greenwood, Garrison	ECE	2025
Tretheway, Derek	MME	2024
Wern, Chien	MME	2024

College of Liberal Arts & Sciences– Arts & Letters (CLAS-AL) [5]

Greco, Gina	WLL	2026
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) [6]

Daescu, Dacian	MTH	2025
Lafferriere, Gerardo	MTH	2026
La Rosa, Andres	PHY	2024 *
Phoenix, Nadine	BIO	2025 +
Tuor, Leah	BIO	2025
Webb, Rachel	MTH	2024

College of Liberal Arts & Sciences–

Social Sciences (CLAS-SS) [6]

Craven, Sri	WGSS	2025
Ferbel-Azcarate, Pedro	BST	2024
Gamburd, Michele	ANT	2026
Kerns, Jennifer	HST	2026
Lafrenz, Martin	GGR	2025
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]

Blajeski, Shannon	SSW	2026
Martin, Staci	SSW	2025
vacant (2)		

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

Eastin, Joshua	PS	2024
Golub, Aaron	USP	2024 *
Leymon, Mark	CCJ	2026
Nishishiba, Masami	PA	2026
Smallman, Shawn	IGS	2025 *

Other Instructional Faculty (OI) [3]

Gallagher, Kellie	IELP	2026
Lindsay, Susan	CIEL	2024
Taylor, Sonja	UNST	2025

All Other Faculty (AO) [9]

Baccar, Cindy	REG	2025
Constable, Kate	ACS	2025
Harris, Randi	TRSRC	2026
Ingersoll, Becki	ACS	2025
Kennedy, Karen	ACS	2026
Matlick, Nick	REG	2025
Mudiamu, Sally	OGEI	2024
Romaniuk, Tanya	ACS	2024
Tenty, Crystal	TLC	2026

Notes:

* Interim appointment

+ Committee on Committees

Total positions: 56 • Status: 29 May 2023

DRAFT Minutes of the Portland State University Faculty Senate, 1 May 2023 DRAFT

Presiding Officer: Rowanna Carpenter

Secretary: Richard Beyler

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

Alternates present: Charles Weber for Anderson, Eowyn Ferey for Mudiamu, Carlos Mena for Raffo.

Senators absent: Baccar, Eastin, Endicott-Popovsky, Hunte.

Ex-officio members present: J. Allen, Beyler, Bowman, Burgess, Bynum, Chabon, Chaillé, Chivers, Comer, Dahlin, Estes, Ford, Harris, Herrera, Jeffords, Knepfle, Lambert, Limbu, Lubitow, Mulkerin, Percy, Podrabsky, Reitenauer, Sager, Sanchez.

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

A. ROLL CALL AND CONSENT AGENDA

- 1. Roll call**
- 2. Minutes of 3 April meeting** were **approved** as part of the *Consent Agenda*.
- 3. OAA response to April Senate actions** was **received** as part of the *Consent Agenda*.
- 4. Procedural: Presiding Officer may move or postpone any item** – *Consent Agenda*

*An item for nominations for Presiding Officer Elect was inadvertently omitted from the printed agenda. **Without objection**, it was added after Announcements (after item B.2).*

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

CARPENTER thanked those who had attended the Spring Symposium, a conversation about budget issues. Outcomes would be forwarded to incoming President CUDD. The focus was on how to have a more collaborative, inclusive budget process.

CARPENTER announced that Julie Schmidt, Executive Director of AAUP, would be on campus May 17th for a presentation and discussion about shared governance, particularly in the context of current attacks on academic freedom in other states.

CARPENTER reminded members that with an already full agenda for June, it may be necessary to have a continuation of the meeting on June 12th.

2. Announcements from Secretary

BEYLER reviewed procedures for nomination and election of Senate officers. Both current and newly elected senators are eligible for these positions. Voting for officers, at the June meeting, will be by continuing and newly elected senators. Nominations, including self-nominations, may be submitted in writing to the Secretary; nominations will

also be taken from the floor at the next meeting. He urged senators to consider which colleagues they thought would be effective in these positions, and to consider whether they would be willing and able to self-nominate. He noted that the ballot survey for Faculty elections was currently in the field, with the deadline at the end of the week.

Added agenda item

NOMINATIONS FOR PRESIDING OFFICER ELECT

There were no nominations from the floor.

C. DISCUSSION – none

D. UNFINISHED BUSINESS

1. Eliminate validation for expired graduate coursework (GC) – postponed from April

RAI/EMERY **moved** approval of the policy change to eliminate the validation process for expired graduate credits, as specified in **May Agenda Attachment D.1**.

LUBITOW said that Graduate Council had concerns about the onerous and unequal ways graduate students were validating expired credits. Courtney HANSON and Beth HOLMES (GS) investigated the situation and drafted a proposal, approved by GC, to streamline the process and also reduce faculty labor.

HANSON gave an overview: there is a seven-year age limit on credits for master's degrees (but not for doctoral degrees). There is a process to validate expired credits for three more years: the students take a test, and there is a \$50 fee. Eliminating the validation process would mean that the only way to request use of expired courses would be by petition. Most schools do not have a validation process; some use a petition of some kind. This was the case for ten out of twelve comparator schools. Moreover, the majority of students at PSU who obtain use of expired coursework already do so by petition. There are concerns about equity with two different mechanisms being used to address the same issue. While some departments use the validation process by default, most students are submitting a petition with departmental support, which is less time, effort, and cost. If approved, this change would take effect immediately, though students now already planning to use validation could continue that until Fall 2023.

The elimination of the validation process for expired graduate credits, as specified in **Attachment D.1**, was **approved** (43 yes, 2 no, vote recorded by online survey).

E. NEW BUSINESS

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

The changes to programs, new courses, changes to courses, dropped courses, courses added to University Studies Junior Clusters, and courses approved for the Race and Ethnic Studies Requirement listed in **May Agenda Attachment E.1** were **approved** as part of the *Consent Agenda*, there having been no objection before the end of roll call.

2. Intervention for students on academic probation (SSC)

Jennifer DAHLIN (SSC co-chair) gave an overview: ZEISMAN-PEREYO (Director, The Learning Center) approached Scholastic Standards Committee about a potential intervention for students on academic warning. The proposal includes a registration hold

unless completion of academic coaching. Currently, there is no intervention for students on academic probation beyond their being limited to 13 credits for future terms. About 100 students per term fall into this category. The average number of terms for students to return to good standing is 1.76. SSC was in agreement. Their only concern was whether the Learning Center staff is adequately prepared to offer the coaching. ZEISMAN-PEREYO said that they are. Another provision is that students have to achieve a 2.0 [overall] GPA or earn 2.25 in that term to return to good standing.

ZEISMAN-PEREYO said that they found that we are losing students on academic warning. For students on probation, the next step is dismissal, with no stopgaps. The intervention to meet with an academic coach will enable them to turn things around.

HANSON clarified that this is a program for undergraduates, not graduate students.

ZEISMAN-PEREYO continued: academic coaching differs from advising. Advisors help students navigate their path from their entry to PSU to graduation—motivation, study skills, time management. Academic coaches say: How are you doing? What are the barriers? Many different things can trip students up; we can point to resources to deal with barriers they are facing. It's not always academic issues. Coaches know when to refer students to others who are better equipped to deal with specific problems.

THIEMAN wondered if academic coaches mirror the diversity of our undergraduates. ZEISMAN-PEREYO said they try their best to hire coaches who mirror the student population, and they allow students to choose the coach they would like to meet with.

INGERSOLL/WATANABE **moved** approval of the proposal for intervention for students on academic probation, as specified in **May Agenda Attachment E.2**.

The academic intervention proposal given in **May Agenda Attachment E.2** was **approved** (42 yes, 3 no, 1 abstain, vote recorded by online survey).

3. Study abroad and in-residence credits requirement (ARC)

KELLEY/INGERSOLL **moved** approval of the policy change on how study-abroad credits may be used to meet the requirement for in-residence credits for undergraduate degrees, as specified in **May Agenda Attachment E.3**.

Academic Requirements Committee Chair WATANABE said that this proposal came to ARC from the Education Abroad Office of OGEI. The concept is to put a limit of 45 credits—about one year—applied from student abroad programs to degree requirements. This is motivated by Federal scholarship and financial aid guidelines. At the same time, the proposal looks at the in-residence credit requirement: 45 of the last 75 credits have to be taken at PSU. If the study abroad is a program that has an agreement with PSU, the restriction does not apply.

MATLICK clarified that there is an important distinction in the types of study abroad programs. Study abroad led by PSU faculty (internal programs) will continue to not have an [in-residence] restriction on them. The consideration here is about non-PSU faculty programs. For financial aid reasons, most students don't go over the limit. It is therefore a kind of bookkeeping to ensure this, necessary for accreditation and financial aid reasons. These credits will then be excluded from the PSU in-residence requirement, which ensures that students who want to do study abroad can do so.

The policy regarding study abroad and the in-residence credits requirement stated in **May Agenda Attachment E.3** was **approved** (unanimously, vote recorded by online survey).

4. Proposed constitutional amendment: University Writing Council Charge

CARPENTER reminded senators that the proposed amendment to the Faculty Constitution [**May Agenda Attachment E.4**] would be introduced today and voted on at the next meeting.

University Writing Council Chair COMER said that currently the Council is tasked with a vague set of supervisory functions. PSU has a very decentralized writing ecology. We are operating as a writing across the curriculum campus, but without a writing across the curriculum program or coordinator. This issue comes up in external reviews and action plans by the University. In the absence of a coordinator, which we do not anticipate having, we are trying to have UWC become a body that can ensure we continue to make improvements and, specifically, updating the University's writing requirement and courses that fulfill that requirement. The current charge lacks mechanisms or procedures to audit writing intensive courses (WIC) and decide how we can support them.

Many colleagues, COMER knew, find the PSU writing requirement inscrutable, because general education writing happens in three separate units, and very differently for different students. This results in many petitions; both advisors and students can be confused. The proposal works towards shared authority over that general education [writing] curriculum rather than a siloed curriculum. They would like to develop a mission and vision for writing at PSU, with a coherent requirement and revitalized WIC program. They wish to revise the charge so that UWC has the power to make recommendations to Faculty Senate to ensure that students have adequate and even excellent writing instruction at PSU.

A Senator commented that the proposal seemed similar to that for the Race and Ethnic Studies Committee. COMER agreed. She noted also that the revision would ensure that the Library and Honors College would be represented on UWC.

5. Resolution calling for shared governance in critical decisions (Steering)

WILKINSON introduced the resolution calling for shared governance in critical decisions [**May Agenda Attachment E.5**] on behalf of Faculty Senate Steering Committee. It is in response to what Steering sees as a lack of shared governance, including a lack of consultation and communication with relevant stakeholders in two recent decisions: the decision to remove the COVID vaccine requirement and the decision to move to armed patrols for campus police officers. Steering worried that this lack of communication around decision making erodes trust between faculty and administration, and moves us in the wrong direction in regard to strengthening shared governance practices at PSU.

The resolution, WILKINSON continued, calls on the current and future PSU administration to engage in more collaborative governance practices when making decisions that affect the campus community, make sure we engage with relevant stakeholders, provide adequate information, and collaborate with relevant oversight bodies such as the University Public Safety Oversight Committee. The resolution calls on UPSOC to report to Faculty Senate in Fall 2023 on the [Campus Public Safety Office's]

progress toward resuming unarmed patrols, and other proactive measures related to campus public safety.

CLARK/WATANABE **moved** approval of the resolution on shared governance in critical decision making stated **May Agenda Attachment E.5**.

ZEISMAN-PEREYO asked if the resolution was in any sense enforceable. CARPENTER said a resolution like this is helpful in terms of conversations with administrators. It indicates that this is something the Senate has said, not just the PO or other particular individuals. It carries weight. Enforceable, maybe not, but it means we have made ourselves clear. WILKINSON added that there is at least one concrete action we can follow up with: the report from UPSOC. It is mainly a means of support as we move forward with our incoming President.

THIEMAN appreciated this resolution to support shared governance. She wondered, though, about times when critical decisions needed to be made quickly. The campus security decision was made, she understood, after a series of incidents, and to her understanding there was extensive communication. How can we have communication and also recognize the timeliness of some decisions that have to be made for public safety? WILKINSON acknowledged the value of the question. Even when you have to make quick decisions, there can be [more or less] transparency and clarity about the data.

REITENAUER: There may have been necessity to make a quick decision, but UPSOC was not consulted nor informed until the decision had already been made. How to handle emergent situations is a good question, but in this precipitating case there was a breakdown in consultation and sharing of information.

CHORPENNING: No one on Steering disputes the right of University administrators to make critical decisions quickly, if need be. In this instance, it's unclear the extent to which CPSO patrolled unarmed since 2020. Also it's reported that the decision was made in February, and then communicated to us in April. That issue is central to the resolution. It is a critical decision. He had heard from students who decided to attend PSU because had unarmed patrols. This is Senate saying, please let's proceed more carefully.

CARPENTER added that part of the intent is to strengthen the role of bodies like UPSOC so that can play the oversight role they were designed to do.

FORD said that neither of these decisions was brought to Advisory Council, an elected body that exists to give advice to the President.

JAÉN PORTILLO said there is a misconception that shared governance is fine until we need to make a decision quickly, and then we can put it on the side. In fact, there are very fast ways for the administration to consult with Steering Committee and for Steering Committee to put into motion communication with other governance bodies. Consultation and collaboration are essential in the University.

The resolution on shared governance in making critical decisions, stated in **May Agenda Attachment E.5**, was **approved** (40 yes, 4 no, 2 abstain, vote recorded by online survey).

Before proceeding to reports, CARPENTER noted that the business items and consent agenda represented the work of five different Faculty committees. She wished to call

attention to this work going on often behind the scenes. She thanked all those who helped bring the work forward.

F. QUESTION PERIOD – *none*

G. REPORTS

1. President's report

PERCY appreciated the Symposium last week. We are on the way to thinking about planning and budgeting, he believed. Clearly people want information to be able to digest it. We need to create dashboards or explanations. He also appreciated the conversation today about decision making: situations where you have little time to make a critical decision, but also want to consult with people. Something we can do is figure out key groups to regularly consult in certain situations. Some consultations may need to be confidential. He appreciated conversations with the PO and POE.

Regarding campus patrols, PERCY said, a lesson learned is that despite his best efforts and those of his communications team, not everyone came away with an understanding that this is not meant to be permanent. Our policy on unarmed patrols remains in place, but supervisors can make decisions to respond to circumstances. He was aware of and concerned about the impact this has on people. We are committed to going back to unarmed patrols. He will communicate that preference to the next administration. He will be meeting with [CPSO] Chief HALLIBURTON regularly every two weeks. Also he is meeting once a month with UPSOC. They have been working mostly independently, but he was sure they will be willing and able to meet with him. He would make a change in the UPSOC charter to say that they will be consulted if there is a new policy or any significant change in practice. In a case like this we would go to UPSOC go get feedback and share information. They operate confidentially.

PERCY said he is fast-tracking communication with the Reimagine Campus Public Safety Committee. This includes cyber-security. He urged everyone to complete the training, a notice of which went out recently. Following on a suggestion from the Reimagine group, he would be introducing training on what to do in a bystander or observer situation—how to be safe for self and colleagues.

CPSO has changed their staffing, PERCY noted, to concentrate armed patrol officers in evening and weekend shifts and deploy the unarmed patrols for the day shifts. They are working with the Portland Police Bureau to enhance their response. They continue to work on lighting and safety features. They are working to increase vitality downtown.

There were good conversations at the Symposium, PERCY said, though there will be many more after that. We can work on transparency: what do people want to know? Then we can find processes to bring that forward. The report, which we will get soon, he will share with the Executive Council, but also invite others to look at it and provide input.

PERCY said is working with a group to get over impediments to interdisciplinary connectivity. An ad-hoc committee a couple of years ago had a very important report. One barrier in the instructional area has been aggregation of student credit hours. He was pleased to say, thanks to work of David BURGESS and the OIRP team, there is a new system that aggregates SCH by the unit that offers the course. It would be available in Banner, he believed. It will become easier and follow and summarize this information.

One of the best things to do as President, PERCY said, had occurred this past week when he signed many promotions, tenure decisions, and continuous appointments. There are wonderful people giving to the institution. He congratulated everyone that did it.

PERCY announced that they are in the final stages of recruiting a new Executive Director for Tribal Liaisons. Earlier today HECC has sponsored a wonderful event looking for strategies to create wrap-around support for the academic achievement of our Native American and Indigenous students. It's morally what we need to do, and is also good for us in many different ways. At PSU we have the largest number of Native American / Indigenous students of any Oregon public university, but we hope for more. Scholarship support from the legislature is an exciting development.

PERCY noted the recent and upcoming visits of finalists for Vice President of Research and Graduate Studies. It is a strong set of candidates. He thanked Jason PODRABSKY for his work as Interim Vice President. PERCY wanted to continue the positive movement in our research. He will be working with the new {resident to make sure the appointment is someone [CUDD] feels can be effective in the job.

PERCY appreciated the attention given to AAUP bringing someone to campus to take about academic freedom. Every month he is on a Zoom call with presidents of other urban universities. They talked about what's happening. What are you doing? What strategies do you have? In the last two meetings, the conversation has been largely about states seeing major criticisms of DEI work, questions about what can taught in in the curriculum, and possibly abandoning tenure. These are challenging times for academic freedom PERCY said. It is a dangerous trend, and we need to pay attention to it.

RAI offered thanks for the SCH work; it is a big deal. PERCY said he understood the concerns, but the solution was very technical, working through the HR system.

KELLEY asked if more information would be shared about interdisciplinary work since the report a couple of years ago. PERCY: Yes, a group is putting together a report that he can bring to you, including some proactive efforts going forward. There's a lot of work to be done—for example, [is it] campus-level promotion and tenure guidelines that recognize interdisciplinary work, or do departments do that? We should talk about how to get support people, how to apportion workload. How do we find people to do the work? Can we use technology to build community? How do we find ways to make community that don't involve a long survey—to be able to say: I'm interested in what you're doing; it relates to my work. KELLEY: Some in the room are hitting on these issues—for example, the Sustainable Food Systems Certificate. There are structural things that make that work hard. Students are coming, even without any marketing. PERCY noted that when he was Dean of Urban and Public Affairs they created an undergraduate degree to which all departments contributed. Another example is Emergency Management and Community Resilience. The challenge is, who does the administration, marketing, etc.? If we don't figure that out, it can fall apart quickly.

RUTH asked what the university presidents are saying about what is going on in Texas and Florida, and about attempts to abolish tenure in Texas and Georgia. What can be done? Christina Paxson, President of Brown University, wrote an opinion piece in the *New York Times* about how this is an assault on academic freedom. There are discussions around the Calvin Report, in which many presidents, chancellors, and administrators are

in effect saying we have to maintain neutrality. But the report itself says that if something is undermining the mission of a university, then presidents should speak up. Have they discussed a petition? She knew there was a range of attitudes. PERCY believed some presidents are being coached to keep a low profile, which is frustrating to them. They are trying to figure out if these things have legs or not, what is contentious in state legislatures. They are very worried. If DEI work is problematic, for example, can it be done in a different way? Judith RAMALEY hold him of an organization of former university presidents, which he will be joining, trying to speak to these things. RUTH: PEN America is organizing that.

SAGER noted that we have an interdisciplinary general education program, with faculty from cross campus, in many disciplines, which should be part of the conversation.

2. Provost's report

JEFFORDS joined PERCY in acknowledging the impressive dossiers of faculty going forward for promotion this year. The opportunity to read the dossiers is a wonderful chance to look across the institution and see the extraordinary work being done in department, unit, programs, in all parts of the University. She finds it affirming about the value of the work we do and the quality of the experiences that we can offer students. She congratulated everyone who successfully achieved promotion, and also thanked all those who participated in the process by reviewing, providing feedback, writing letters—a team of hundreds of people who participate in the process annually. It is one of the high points of the year, JEFFORDS said, to read all the files.

Apropos of the search for VP-RGS mentioned earlier, JEFFORDS noted that they let each candidate know that if they are interested in the position they must be able to support and enhance interdisciplinary research. She was excited to have strong finalists.

Other searches underway, JEFFORDS said, are Dean of the School of Public Health, which result they hope to announce soon; and Dean of the Library, beginning in the fall. She thanked Michael BOWMAN, who has done an exceptional job as Interim Dean, and who generously agreed to stay on until they are able to complete the appointment.

JEFFORDS wished to clarify an issue which had come up in conversations with the Presiding Officer. We use the term “program review” in two different ways. One was as a component of the Program Review and Reduction Process [PRRP]. A second way throughout the history of the institution was the cyclical review for each department, which is one of the chief ways we can affirm to our accreditors that we are actively engaged in assessment and making continuous improvement in our academic programs. Generally these take place every seven years; they are detailed, thorough, deliberative, and reflective. They also take an enormous amount of time, and not everyone saw an immediate value. They were put on hiatus during the pandemic. Prior to that Gigi HARRIS as a Provost's Fellow did a scan of other institutions' practices and provided a report. She would now like to take up this practice again, working collaboratively with Senate to make the process more meaningful for academic units.

JEFFORDS said her office is finalizing the report on PRRP. They are in the middle of thinking about how to appoint two Provost's Fellows who can help share the knowledge and learning of that process.

JEFFORDS called attention to programs that OAI is putting together on AI and ChatGPT. She herself had been learning much about how it can be used, both positively and negatively, in higher education.

In the OAA budget process, JEFFORDS reported, they have completed all the IPEB [Integrated Planning for Enrollment and Budget] with the units, with the participation of the Faculty Budget Committee. They have received guidance from FADM relating to overall budget reductions. As of now, the overall budget reduction for OAA for FY 24 is just over \$3 million. We carry forward a deficit from this year's budget, to which that is added, bringing us to \$14.3 million that we are funding from reserves. That's a big number, so we will have some challenges going ahead.

3. Report from Interinstitutional Faculty Senate

SAGER recalled to senators the presentation about Transfer Council [at the April meeting]. PSU is a transfer-friendly institution. He had heard that some universities have had to change the credit structure because it doesn't align with the community colleges, or even upend their general education. There have been concerns about degree programs where prerequisites are needed. SAGER thought there had been a lot of good work. If your department is one with one of the common big transfer courses, there are opportunities almost weekly to participate in these conversations or attend meetings, to see what HECC is doing and look for our needs at the University.

Another major topic at IFS, and indeed around the country, SAGER reported, is university boards. There have been some institutions and some states where boards have taken troubling actions, IFS colleagues are concerned about these actions. There have been interesting developments around adding a graduate student and a second undergraduate student to boards. There was a conversation about governance in our own board, which he was heartened to hear.

A third topic, which SAGER found potentially concerning, because we have not figured out the implications, is that community colleges can now grant applied baccalaureate degrees. For example, Chemeketa is offering a leadership and management degree; Mt. Hood, cybersecurity; Lane, business. There have been questions about oversight. Do these programs get input from the universities? His understanding is that this has been a HECC[-driven] process. There has recently been representation from the Provosts Council. We have a [relatively] small pool of students in Oregon, and we are competing for the same students. There is an incentive for some of the community colleges to offer these applied baccalaureates; meanwhile, for many of our rural colleagues, they are already having trouble finding faculty to teach in some of these programs, and are being stretched even thinner. There is reason to think, SAGER said, that there should be more coordination between community colleges and universities.

In this connection, SAGER announced, IFS passed a motion in support of bridge funding for technical and regional universities. He was interested to learn that PSU is considered to be among the regionals. At University of Oregon and Oregon State, enrollment is going up; at the other four-year institutions, enrollment is going down. The resolution was in response to significant layoffs and large budget cuts, especially at Western Oregon and Southern Oregon universities. There was recognition at IFS that these regional institutions serve many otherwise underserved students, and they are hurting—in crisis.

SAGER said there had been interesting conversations around dual credit programs. We have Senior Inquiry through University Studies, the Challenge Program, and various summer camps where high school students can get university credit. The issue is how full credit is distributed. Much of it is provided for community colleges, and depends on which school district you go to. There are many places not served by dual credit. How can we provide more access throughout the state?

Another conversation, SAGER said, is about higher education in prisons. Pell grants have returned for incarcerated students—a major change, since they were eliminated in the '90s. There have been efforts throughout Oregon, but largely at Portland State. There is a 2+2 program with Chemeketa and PCC, and PSU will be the only four-year institution that's ready for Pell [in this kind of program]. The Department of Corrections is proving technology, and there's a move to offer online classes, which would be a game-changer.

4. Monthly report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment

REITENAUER (Co-Chair of AHC-APRCA) said she did not have so much a report as an update on where the committee is going. She and Co-Chair ESTES developed a critical reflection that they invited current and past members of the committee to complete, as well as faculty and chairs from all of the units involved in Phases II and III of PRRP. They received a robust response. They will analyze the data for themes, and draft a report for discussion with committee members next week.

REITENAUER said that she and ESTES had been approached, not in the context of the group meeting, by a faculty member who felt that their unit was being pressured to effectively go through a reduction process in ways that circumvent Senate processes. They have been in further conversation with CARPENTER.

REITENAUER stated that AHC-APRCA has not been apprised of what has happened with the fifth unit that was part of Phase III. The clock running down on this academic year, there is some concern about what will ultimately happen, the more so after reading the reflection submitted by the chair of that unit.

CLARK was concerned about the program [alluded to as being pressured into reductions]: was the pressure internally or externally motivated? REITENAUER: How are you defining internal and external? It was reported to her that the communication came from the Dean; she did not know if it originated someplace else.

LA ROSA asked where comments or questions can be submitted for the final report. REITENAUER said they could be sent to her. The survey form was emailed to the chairs of the units involved, and chairs were asked to share it with interested faculty.

DONLAN thanked REITENAUER for responding to faculty, from his position as Vice President for Grievances and Academic Freedom with AAUP. He was approached by faculty members who were very concerned.

KELLEY said that REITENAUER's remarks gave her pause. The Provost talked about the other kind of program review that we will be enmeshed in; [it feels as though] we have to go through this all again. She was also concerned about the Provost's Fellows who are supposedly contributing to the report. The narrative about transparency is a lot of broken mirrors. Who are the fellows, and how is that communicated? She was in one of

the five Phase III units, and this was the first she had heard about it. It was problematic that other units not involved in the process to begin with were now feeling pressure.

BURGESS noted that the cyclical program review mentioned by JEFFORDS was something we'd been doing for fifteen or twenty years. All programs cycle through every seven years. It's a peer review process for the department. Departments can ask for whatever metrics they want; it's driven by the department, not the Provost's office. It's not a new process. KELLEY was familiar with it. Her point was that we have a process which is in line with shared governance. Then a section of campus had to go through this other process, and probably will be asked to do it again. BURGESS: The Provost's Fellows we have also had for many years. They don't always study program review; they study whatever—either the Provost gives them a brief, or they pursue something they're interested in. CARPENTER said there are two things happening: Provost's Fellows chosen as described, and then Provost's Fellows coming out of PRRP. She gave feedback to the Provost that the terminology was confusing that then we have to be clear what we are talking about. PERCY noted that program review [in the sense described] does not evaluate budgetary matters; also, some accrediting bodies require specialized evaluation. He conceded that the terminology might have been confusing.

CARPENTER noted that Steering has been discussing issues around budget and curriculum, and specifically situations in which budget reductions make certain programs impossible to deliver. Appropriately, we should go through shared governance to reduce or eliminate programs. Steering continues to push on this issue.

5. Annual Report of Scholastic Standards Committee – Consent Agenda

The Annual Report of the Scholastic Standards Committee [May Agenda Attachment G.5] was **received** as part of the *Consent Agenda*

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

Office of the President

Post Office Box 751 503-725-4419 tel
Portland, Oregon 97207-0751 503-725-4499 fax
www.pdx.edu

Response to the PSU Faculty Senate Resolution of May 1, 2023:
Resolution Calling for Shared Governance in Critical Decisions

Dear Faculty Senate:

As university President I wanted to respond to the May 1, 2023 Resolution calling for shared governance in critical decisions. I appreciate the thoughtfulness of this resolution.

Let me start by saying that I believe strongly in effective shared governance with the faculty. While I might not always get it right, it is a principle with which I strongly agree. I hope that it is evident that during my presidency I have sought to collaboratively work with the Faculty Senate regarding many issues and policy decisions for which important ideas and feedback have been obtained.

The specific instances which you identify as examples of insufficient shared governance focus on the elimination of the Covid-19 vaccination policy and the change in practice regarding armed patrol. The decision to end the vaccine mandate was based on extensive work by the Incident Management Team that made recommendations to the President and Executive Council. The decision was made based on evidence from local, state and federal authorities about effective response to the disease and guidance about the effectiveness of mandates. It was clear that the original vaccines—which were what we were requiring—were of greatly diminished value. We also understood that the mandate placed an additional burden on newly enrolling students and raised question about how to proceed with the very limited number of employees who did not comply with our mandate.

In retrospect, we could have informed relevant stakeholders about the decision and explore the issue of timing and rollout of the decision. In the future, we think we should do that with relevant stakeholders. In the case of change of practice regarding unarmed patrol, this situation necessarily needed a relatively rapid response making consultation more of a challenge. I understand the important question of consultation and the sensitivity surround campus safety and armed patrol. I want to report that we are making an important change in the context of campus safety. I am asking the University Public Safety Oversight Committee (UPSOC)—which is now working with the implementation team to review and modify the overall UPSOC charge—to modify the charge to state that our Campus Public Safety Office (CPSO) will consult with UPSOC not only on policy (which is part of the current charge) both on *and* any significant change in practice.

When I met with the Faculty Senate Steering Committee, and through communications I received from the team implementing the Reimagine Campus Safety report, I heard many expressions about the need for and value of greater communication with the campus community concerning our safety situation as well as about CPSO. As a result, I have constituted a committee—including representatives from CPSO, UPSOC, University Communications, and the Reimagine Campus Safety Implementation—to develop and create plans to implement a more regularized communication plan regarding campus safety.

I concur that there is value in UPSOC having the opportunity to appear before the Faculty Senate. I believe an invitation has been extended to and accepted by UPSOC. We believe that an annual presentation to the Faculty Senate by UPSOC makes good sense. It could also possibly include the CPSO Chief or a member of his leadership team.

I see an important connection between the sentiments and requests in this Faculty Senate Resolution to the very significant symposium that we hosted together last month. The idea for the symposium arose from the Faculty Senate with a request for providing more opportunity for input and consultation in campus budgeting. I am very pleased that the idea of the symposium was generated by the Faculty Senate, that we planned the program very collaboratively, and that some very good feedback was obtained.

In addition to actions identified here, and in the context of our very useful symposium, the Provost and I are committed to finding ways to enhance communications with the Faculty Senate. I am forwarding this response and your Resolution to incoming President Cudd so that she is aware of our dialogue and the sentiments and requests of the Faculty Senate.

Respectfully,

A handwritten signature in blue ink, appearing to be 'Sh', with a long horizontal flourish extending to the right.

Stephen Percy
President

May 16, 2023

Proposed Revision to University Writing Council Charge in PSU Faculty Constitution

Introduced to Faculty Senate 1 May 2023 - Voted on 5 June 2023

BASED ON THE RECOMMENDATIONS OF THE UNIVERSITY WRITING COUNCIL, THE UNDERSIGNED FACULTY SENATORS ENDORSE THE FOLLOWING AMENDMENT TO THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY:

ARTICLE IV. ORGANIZATION OF THE FACULTY

4) Standing Committees and Their Functions

q) University Writing Council

This Committee shall consist of eight Faculty members, including not more than four from the College of Liberal Arts and Science, and including representatives from the Library and Intensive English Language Program; four voting ex-officio members (or their designees): the Director of Composition, the University Studies Writing Coordinator, the Director of the Honors College, and the Director of the Writing Center; and a student member. Members will serve for two-year terms, with the possibility of continuing. The Committee shall:

1. Oversee, assess, and make recommendations regarding writing curricula across campus, including the University Writing Requirement and Writing-Intensive Courses.
2. Establish guidelines for, evaluate, and recommend approval of courses that fulfill the University Writing Requirement and Writing-Intensive Courses, in accordance with disciplinary best practices, student needs, and Oregon legislation.
3. Review, at its own initiative or at the request of appropriate individuals or faculty committees, campus-wide writing resources, practices, and support for students, and suggest needed changes to the appropriate administrators or faculty committees.
4. Consult with the Registrar to approve transfer articulations and evaluate ARC petitions relevant to the University Writing Requirement.
5. Recommend suitable policies and standards for writing pedagogy and curricula to the Faculty Senate, its appropriate committees, and relevant administrative officers.
6. Recommend suitable policies and standards for University-level investments and initiatives pertaining to writing to the Provost and President.
7. Act in consultation with appropriate Faculty Senate committees.
8. Report at least once a year to the Senate, outlining committee activities.

Background and Rationale

This revision of the UWC charge clarifies oversight of the University Writing Requirement (including Writing Intensive Courses) and promotes collaboration across units that shape writing curricula and instruction at PSU. The University Writing Committee operated on an ad hoc basis for many years before officially becoming a Faculty Senate Committee in 2014, following the Writing Intensive Course (WIC) program's defunding during the summer of 2013 without consultation with Faculty Senate. The UWC was formalized to ensure collaborative, informed decision-making about writing across campus.

The UWC has since become an important nexus within PSU's decentralized writing ecology. Nevertheless, despite multiple external reviews and action plans calling for investment in Writing Across the Curriculum, responsibility for writing curricula and assessment remains unevenly distributed across/within units. As a result, there is no shared vision for the [University Writing Requirement](#), which is often confusing for students and advisors; the [Writing Intensive Course](#) designation has become outdated and underutilized.

Given the high stakes of written communication in students' academic, professional, personal, and public lives—including transfer articulation of Writing courses—PSU should articulate and uphold high standards for writing pedagogy across campus. At this moment of declining enrollment, students' writing knowledge and skills should be understood as central to retention and future success.

The UWC ultimately bears the responsibility for ensuring the quality of writing instruction at PSU. This amendment clarifies the UWC's authority over writing across the curriculum, in consultation with Composition, University Studies, the Honors College, and other stakeholders. This amendment to the Senate's charge is designed to support those efforts in a spirit of shared governance.

Roster updates include an ex-officio role for the Director of the Honors College, one of three units (along with English and University Studies) that house General Education writing, and representation from the Library as central to writing across the curriculum.

Per Article VIII, this proposed constitutional amendment is endorsed by the following Faculty Senators:

- | | |
|-------------------------------|-----------------------------------|
| 1. Matt Chorpenning (SSW) | 9. Isabel Jaén Portillo (CLAS-AL) |
| 2. Michael Clark (CLAS-AL) | 10. Jennifer Perlmutter (CLAS-AL) |
| 3. Enrique Cortez (CLAS-AL) | 11. Nadine Phoenix (CLAS-Sci) |
| 4. Esperanza De La Vega (COE) | 12. Sonja Taylor (OI) |
| 5. Jill Emery (LIB) | 13. Rachel Webb (CLAS-Sci) |
| 6. Tim Finn (SB) | 14. Chien Wern (MCES) |
| 7. Sybil Kelley (COE) | 15. Lindsey Wilkinson (CLAS-SS) |
| 8. Jason Newsom (CLAS-SS) | |

Procedural note: The proposed constitutional amendment was introduced to Faculty Senate at the May meeting. It appears for a vote at the June meeting. A two-thirds majority is required for passage.

Appendix: Existing UWC charge in [Faculty Constitution](#)

This Committee shall consist of eight Faculty members, including not more than four from the College of Liberal Arts and Science, and including a representative from the Intensive English Language Program; three voting ex-officio members: the Director of Rhetoric and Composition, the University Studies Writing Coordinator, and the Director of the Writing Center; and a student member. Members will serve for two-year terms, with the possibility of continuing. The Committee shall:

1. Make recommendations to Provost and other administrators on such matters as writing placement, guidelines, and staffing for teaching writing in University Studies, writing-intensive courses, and composition courses.
2. Offer recommendations for improving writing instruction across the university.
3. Initiate assessment of the teaching and learning of writing at PSU.
4. Support training of faculty, mentors, and WIC Assistants teaching writing.
5. Advise on budgeting writing instruction.
6. Act in liaison with appropriate committees.
7. Report at least once a year to the Senate, outlining committee activities.

4 May 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: June 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

New Course

E.1.a.1

- Mus 579 Wellness for Musicians, 2 credits
Musicians will learn to prevent injury and create a healthy lifestyle, focusing on the “Big Seven” wellness categories: Community, Self-Reflection, Nutrition, Exercise, Creativity, Sleep/Rest and Environment. Students explore course topics through lectures, journaling, essays, discussions, master classes, a research project and movement activities. Topics of study include: relationship with self, community and environment, nutrition, yoga, exercise, breathing, meditation, sleep and rest, hearing loss prevention, practice techniques, Body Mapping and the Alexander Technique.

School of Business

Change to Existing Programs

E.1.a.2

- Graduate Certificate in Athletic & Outdoor Industry—revise requirements

E.1.a.3

- Graduate Certificate in Business Intelligence and Analytics – revise core curriculum and reduce minimum credits from 21 credits to 17 credits

E.1.a.4

- M.B.A. in Business Administration – revise core and electives, revise Finance option coursework, add new course to waiver policy, and reduce minimum credits from 62 credits to 60 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.

E.1.a.5

- Master in Real Estate Development – change name to M.S. in Real Estate

E.1.a.6

- M.S. in Applied Data Science for Business—revise certificate options and add capstone requirement

E.1.a.7

- M.S. in Finance—add certificate option

New Courses

E.1.a.8

- BA 531 Leadership Challenges and Insights, 2 credits
Presents a detailed but flexible framework for leading others. In BA 521, we focused on the emotional intelligence of effective leaders. In this course, we turn our attention to the specific leadership behaviors that drive high morale and excellent business results. Specific topics include: Leading by example, visionary leadership, leading change, driving positive results, and bringing out the best in others. We will also discuss common leadership mistakes that can derail one's ability to lead effectively. Prerequisite: BA 521.

E.1.a.9

- BA 550 Special Topics in Advanced Leadership, 1-4 credits
Selected topics in Advanced Leadership for Career Advancers. Potential topics include Global Leadership, Executive Dilemmas and Decisionmaking, Leading Corporate Sustainability Initiatives. Prerequisite: BA 521.

E.1.a.10

- BTA 511 Business Data Management with SQL, 4 credits
Provides students the opportunity to have exposure to solving the business problem by analyzing data using SQL.

E.1.a.11

- BTA 512 Business Data Analytics with Python, 4 credits
Provides students the opportunity to have exposure to solving the business problem by analyzing data using Python.

E.1.a.12

- BTA 525 Applied Data Science for Business Capstone Consulting Experience, 4 credits
Provides students the opportunity to have a significant, hands-on experience that builds upon the foundation of the core of the MS-ADSB program. Students, operating as part of a consulting team, work closely with a client to help to solve a digital transformation oriented

business problem. The scope of the project is ~600 hours of research as a group on the behalf of the client.

E.1.a.13

- BTA 553 Enterprise Data Visualization for Decision Making, 4 credits
Provides students the opportunity to have exposure to solving the business problem and presenting solutions using current visualization tools.

E.1.a.14

- Mgmt 535 Principles of Sustainability in the Athletic & Outdoor Industry, 4 credits
Equips students with practical working knowledge of the critical issues, organizations, and tools related to sustainability in the global apparel, textiles, and footwear industry through the athletic and outdoor sector lens. Topics will include raw materials, manufacturing, chemistry, circularity, degrowth, reporting, etc. Guest speakers from sustainability leadership roles across the industry will supplement lectures and small group discussions.

E.1.a.15

- Mgmt 557 Business Law and Corporate Governance, 2 credits
Provides an overview of the legal system and how the rules within that system impact corporate governance and board and executive decision making. We will also consider a shifting view of the role of the corporation from shareholder focused to a broader stakeholder focus.

Changes to Existing Courses

E.1.a.16

- BA 526 MBA International Experience, 4 credits – change credit hours to 5 credits

E.1.a.17

- BA 527 MBA Domestic Business Experience, 4 credits – change credit hours from 4 credits to 2 credits, change repeatability

E.1.a.18

- *Fin 573 Investment Analysis and Portfolio Management, 4 credits – change title to Student Managed Stock Fund, description, credit hours from 4 credits to 2 credits, prerequisite, repeatability, grading option, and instructional method

College of Education

Change to Existing Program

E.1.a.19

- M.A./M.S. in Education: Counselor Education – revise School Counseling specialization

* 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.

New Courses

E.1.a.20

- Coun 556 Counseling Children in schools, 3 credits
Theoretical overview of growth and development of children. Emphasis on translating theory into practice through a "person-environment interaction" conception of counseling, consultation, and educational intervention in school settings.

E.1.a.21

- Coun 557 Counseling youth in schools, 2 credits
Theoretical overview of growth and development of youth. Emphasis on translating theory into practice through a "person-environment interaction" conception of counseling, consultation, and intervention in school settings. This course will specifically focus on the uniqueness of adolescent development, including identity development, peer influences, and specific adolescent issues. Appropriate counseling strategies and theories for adolescents will be introduced.

E.1.a.22

- ECED 590 Action Research Proposal, 3 credits
Designed to help educators see themselves as researchers so that they can conduct research in educational settings that contribute to the improvement of education. Knowledge of accessing and using research literature, the range of educational research paradigms and using appropriate research methods included. Students will develop a proposal for an action research project related to improving educational outcomes for all learners. This is the same course as CI 590 and may be taken only once for credit.

E.1.a.23

- ECED 591 Action Research Implementation, 3 credits
Implementation of action research project designed in CI 590/ECED 590. Discuss issues related to implementation of action research project designed in CI 590/ECED 590. Learn skills to analyze data collected during implementation of action research proposal from surveys, interviews, focus groups, observation, journaling, writing and concept maps. Develop critical thinking abilities to analyze, synthesize and evaluate research results. Present final project in written paper. This is the same course as CI 591 and may be taken only once for credit. Prerequisite: ECED 590 OR CI 590.

Changes to Existing Courses

E.1.a.24

- CI 590 Action Research Proposal, 3 credits – add cross-listing with ECED 590

* 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.25

- CI 591 Action Research Implementation, 3 credits – add cross-listing with ECED 591, change description and prerequisite

E.1.a.26

- Coun 526 Effective Teaching, 2 credits – change title to Effective teaching in school counseling, description, credit hours from 2 credits to 3 credits, repeatability

Maseeh College of Engineering and Computer Science

New Courses

E.1.a.27

- CE 515 Machine Learning Methods for Civil and Environmental Engineers, 4 credits
Fundamentals of supervised learning and common machine learning models including linear and logistic regression, support vector machines, artificial neural networks, and decision trees/random forests; Hands-on implementation using Python-based tools such as Scikit-Learn, Keras, and TensorFlow.

E.1.a.28

- CE 575 Ecohydrology, 4 credits
Use of deterministic and probabilistic tools to model water, carbon, and nutrient fluxes through soils, plants, and the atmosphere. Will cover the fundamentals of rainfall interception and partitioning, soil moisture and biogeochemistry, plant water use and photosynthesis, and transport through the atmospheric boundary layer.

E.1.a.29

- *CS 518 Cultural Competence in Computing, 3 credits
Students will learn about different identities (e.g., race, ethnicity, gender, class, sexuality, and ability), understand how algorithmic bias in technology affects different identities, and learn how to create accessible and equitable products and more inclusive communities at school, in industry, and beyond. Prerequisite: Admission to the program.

E.1.a.30

- ECE 550 Post-Silicon Functional Validation, 4 credits
Post-silicon validation is an essential part of IC design and manufacturing process. This course presents major concepts and methods for post silicon validation, along with comparison to pre-silicon validation techniques. Topics covered include validation tools and methods after a design is implemented in silicon, writing a validation plan, how to choose and use a validation tool, white-box and black-box validation, and automation of testing. In addition to class

* 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.

lectures and discussions, students will work on multi-step projects in phases utilizing techniques learned in the class. Prerequisite: Graduate standing in ECE or permission of instructor.

Changes to Existing Courses

E.1.a.31

- *CE 595 Sustainable Transportation in the Netherlands, 5 credits – change title to Sustainable Transportation Abroad and change description

E.1.a.32

- *CS 591 Introduction to Computer Security, 3 credits – change description and prerequisite

E.1.a.33

- *CS 596 Network Security, 3 credits – change prerequisite

E.1.a.34

- ETM 522 Communication and Team Building, 4 credits – change title to Leveraging Human Capital and change description

E.1.a.35

- ETM 527 Competitive Strategies in Technology Management, 4 credits – change title to Data Mining for Business and change description

E.1.a.36

- ETM 555 Technology Marketing, 4 credits – change description

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.37

- M.A./M.S. in Psychology – add 45 credit a non-thesis option

E.1.a.38

- P.S.M. in Environmental Science and Management—restructure program to make it stackable (two certificates required) and increase minimum credits from 47 credits to 48 credits

New Courses

E.1.a.39

- G 521 Anatomy and History of Disasters, 4 credits
This is survey of major natural disasters (both geological and weather related ones) that affect humans, focusing on causes, effects, recovery, planning and prediction. Many case histories will be covered with an emphasis on the Pacific Northwest.

E.1.a.40

- *Geog 544 Political Ecologies of the Western US, 4 credits
Local dynamics of socio-environmental change are situated within broader political, economic, and ecological processes at the regional and global scales. This course takes a regional political ecology approach to study the Western US, a region which has undergone significant and rapid social and environmental changes in recent decades. The course covers topics such as water and hydro-social politics, land management, Indigenous studies, exurban development, energy, agri-food systems, environmental restoration, and the Anthropocene.

E.1.a.41

- *Wr 534 Science Writing, 4 credits
Prepares students to be effective writers and communicators about science for both scientific and public audiences. Students will study a variety of genres of scientific writing, including scientific research reports, research posters, research proposals, science journalism, science non-fiction, and various digital genres (e.g., blogs and websites). Using these examples, they will learn rhetorical and stylistic strategies for writing about science for multiple audience types.

Changes to Existing Courses

E.1.a.42

- Soc 537 Qualitative Data Analysis, 4 credits – change description

E.1.a.43

- Soc 538 Integrating Qualitative and Quantitative Methods, 4 credits – change description

E.1.a.44

- *Soc 544 Race, Ethnicity, and Nationality, 4 credits – change description

E.1.a.45

- *Soc 548 Sociology of Education, 4 credits – change description

E.1.a.46

- Soc 592 Qualitative Methods, 4 credits – change description

E.1.a.47

- Soc 593 Quantitative Methods, 4 credits – change description

E.1.a.48

- Soc 637 Qualitative Data Analysis, 4 credits – change description

E.1.a.49

- Soc 638 Integrating Qualitative and Quantitative Methods, 4 credits – change description

* 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.

School of Public Health

New Course

E.1.a.50

- *PHE 528 Stress, Food and Health, 4 credits
This survey course is designed to provide students with basic information concerning the interaction of biological, psychological, behavioral, social and cultural processes that function in the intersection of food, eating behaviors, and short- and long-term health outcomes. A particular emphasis will be placed on the impact of stress and social determinants on these relationships. In this course we will explore the complicated determinants of eating and physical activity behaviors and identify key leverage points for effective interventions for promoting healthy eating.

Changes to Existing Courses

E.1.a.51

- CPH 511 Research Methods and Evidence-based Practice, 3 credits – change title to Introduction to Research Design

E.1.a.52

- CPH 611 Research Methods and Evidence-based Practice, 3 credits – change title to Introduction to Research Design

School of Social Work

New Course

E.1.a.53

- SW 573 Practice Skills for the Treatment of Substance Use Disorders, 3 credits
Direct practice skills for the conceptualization, assessment and treatment of substance use disorders within social work are centered in this practice focused elective. Building on the theoretic foundations introduced in SW 571 Substance Use and Misuse, the course will review and critique screening and assessment tools (including ASAM, SBIRT, DSM-5), evidence based treatment modalities (CBT/DBT, Integrated Care, Case Management, MAT and harm reduction) and address ethics, self-care and recovery in practice. Prerequisite: SW 571.

College of Urban and Public Affairs

Change to Existing Programs

E.1.a.54

- Graduate Certificate in Emergency Management and Community Resilience – consolidate elective lists and revise core courses

E.1.a.55

- Master of Urban and Regional Planning – revise requirements to reflect changes in course credit hours

E.1.a.56

- M.S. in Criminology and Criminal Justice – reduce core requirement and increase elective requirement

E.1.a.57

- M.S. in Emergency Management and Community Resilience – revise core and skills/methods requirements, add elective section, and reduce minimum credits from 53 credits to 45 credits

Changes to Existing Courses

E.1.a.58

- EMCR 520 Anatomy and History of Disasters, 4 credits – change course number to EMCR 521 and add cross-listing with G 521

E.1.a.59

- EMCR 560 Climate Resiliency Planning, 3 credits – change description

E.1.a.60

- USP 520 Applied Demographic Methods I, 4 credits – change title to Demographic Methods: Population Dynamics and change description

E.1.a.61

- USP 525 Design Analysis in Planning, 2 credits – change description, change credit hours from 2 credits to 3 credits

E.1.a.62

- USP 542 Land Use Implementation, 3 credits – change description

E.1.a.63

- USP 553 Legal Processes in Urban Planning, 1 credit – change title to Foundations of Planning Law, change description, and change credit hours from 1 credit to 2 credits

E.1.a.64

- USP 560 Climate Resiliency Planning, 3 credits – change description

E.1.a.65

- USP 561 Affordable Housing Development Workshop, 5 credits – change credit hours from 5 credits to 1-5 credits and change repeatability

E.1.a.66

- USP 584 Negotiation in the Public Sector, 4 credits – change credit hours from 4 credits to 2-4 credits

4 May 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: June 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 Art Practice—change name of program to Art & Design, restructure requirements, and reduce minimum credits from 88 credits to 68 credits

Change to Existing Courses

E.1.b.2

- ArH 486 American Art and Architecture 17th through 19th Centuries, 4 credits – change course number to ArH 386 and change description

E.1.b.3

- ArH 487 American Art and Architecture 17th through 19th Centuries, 4 credits – change course number to ArH 387 and change description

School of Business

Change to Existing Programs

E.1.b.4

- B.A./B.S. in Business Administration – change name of Supply and Logistics Management concentration to Global Supply Chain Management

E.1.b.5

- Undergraduate Certificate in Entrepreneurship—revise requirements

Changes to Existing Courses

E.1.b.6

- *BTA 485 Blockchain Uses and Applications, 4 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.

E.1.b.7

- *Fin 473 Investment Analysis and Portfolio Management, 4 credits – change title to Student Managed Stock Fund, change description, credit hours from 4 credits to 2 credits, prerequisite, repeatability, grading option, and instructional method

Maseeh College of Engineering and Computer Science

Change to Existing Program

E.1.b.8

- B.S. in Computer Science – Replace elective requirement and revise science requirement

New Course

E.1.b.9

- *CS 418 Cultural Competence in Computing, 4 credits
Students will learn about different identities (e.g., race, ethnicity, gender, class, sexuality, and ability), understand how algorithmic bias in technology affects different identities, and learn how to create accessible and equitable products and more inclusive communities at school, in industry, and beyond. Prerequisite: Admission to the program.

Changes to Existing Courses

E.1.b.10

- CE 351 Introduction to Transportation Engineering, 4 credits — change prerequisite

E.1.b.11

- *CE 495 Sustainable Transportation in the Netherlands, 5 credits – change title to Sustainable Transportation Abroad and change description

E.1.b.12

- *CS 491 Introduction to Computer Security, 4 credits – change description and prerequisite

E.1.b.13

- *CS 496 Network Security, 4 credits – change prerequisite

College of Liberal Arts and Sciences

Change to Existing Program

E.1.b.14

- Postbaccalaureate Certificate in Black Studies—revise requirements, reduce credit hours from 36 credits to 16 credits, and change

certificate type to "Undergraduate Certificate: Earned at completion, admission to required"

New Courses

E.1.b.15

- Bi 448 BIO-CHEM CURE, 3 credits

A novel, discovery-oriented, collaborative research course that will provide you with an idea of what 'research' actually looks like. You will learn how to approach scientific questions, propose hypotheses, and design studies. This is the same course as Ch 448 and may be taken only once for credit. Prerequisite: General Chemistry sequence (lecture/lab) CH 221/227, 222/228, 223/229 OR Principles of Biology sequence BI 211/214, 212/215, 213/216.

E.1.b.16

- Ch 448 BIO-CHEM CURE, 3 credits

A novel, discovery-oriented, collaborative research course that will provide you with an idea of what 'research' actually looks like. You will learn how to approach scientific questions, propose hypotheses, and design studies. This is the same course as Bi 448 and may be taken only once for credit. Prerequisite: General Chemistry sequence (lecture/lab) CH 221/227, 222/228, 223/229 OR Principles of Biology sequence BI 211/214, 212/215, 213/216.

E.1.b.17

- *Geog 444 Political Ecologies of the Western US, 4 credits

Local dynamics of socio-environmental change are situated within broader political, economic, and ecological processes at the regional and global scales. This course takes a regional political ecology approach to study the Western US, a region which has undergone significant and rapid social and environmental changes in recent decades. The course covers topics such as water and hydro-social politics, land management, Indigenous studies, exurban development, energy, agri-food systems, environmental restoration, and the Anthropocene. Prerequisite: Upper division standing.

E.1.b.18

- *Wr 434 Science Writing, 4 credits

Prepares students to be effective writers and communicators about science for both scientific and public audiences. Students will study a variety of genres of scientific writing, including scientific research reports, research posters, research proposals, science journalism, science non-fiction, and various digital genres (e.g., blogs and websites). Using these examples, they will learn rhetorical and stylistic

* 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.

strategies for writing about science for multiple audience types.
Prerequisite: Upper-division standing.

E.1.b.19

- WS 335U Women in African History, 4 credits

Surveys the rich and deeply layered history of African women, especially from an African perspective. We will examine the historical forces that shaped, and continue to shape, African women's lives, as well as the ways in which African women have been agents in the making of their own histories. This course illuminates the critical role which African women, of varying nationalities, classes, ethnicities, religions, and regions, have played in African and global history. This is the same course as BSt 301U and Hst 301U and may be taken only once for credit.

E.1.b.20

- WS 368U Gender and Sexualities in Africa, 4 credits

Examines gender and sexualities in Africa from an African perspective. We will explore, among other things, the complex, and oftentimes contradictory, meanings attached to gender and sexuality in various African contexts, the notions of gendered and sexualized identifications, the different historical and social constructions of gender and sexualities in African societies. The course asks how sub-Saharan African contexts challenge Western or Global North conventional conceptualizations of gender and sexualities. Expected Preparation: A general knowledge of African history is recommended. This is the same course as BSt 368U and may be taken only once for credit

Changes to Existing Courses

E.1.b.21

- BSt 301U Women in African History, 4 credits – add cross-listing with WS 335U

E.1.b.22

- BSt 368U Gender and Sexualities in Africa, 4 credits – add cross-listing with WS 368U

E.1.b.23

- Hst 301U Women in African History, 4 credits – add cross-listing with WS 335U

E.1.b.24

- Phl 301U Ancient Philosophy, 4 credits – change description

E.1.b.25

- Phl 303U Early Modern Philosophy, 4 credits – change description

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

E.1.b.26

- Phl 317U Philosophy of Art, 4 credits – change description

E.1.b.27

- *Soc 444 Race, Ethnicity, and Nationality, 4 credits – change description

E.1.b.28

- *Soc 448 Sociology of Education, 4 credits – change description and prerequisite

School of Public Health**New Course**

E.1.b.29

- *PHE 428 Stress, Food and Health, 4 credits

This survey course is designed to provide students with basic information concerning the interaction of biological, psychological, behavioral, social and cultural processes that function in the intersection of food, eating behaviors, and short- and long-term health outcomes. A particular emphasis will be placed on the impact of stress and social determinants on these relationships. In this course we will explore the complicated determinants of eating and physical activity behaviors and identify key leverage points for effective interventions for promoting healthy eating. Prerequisite: Upper-division standing.

School of Social Work**New Course**

E.1.b.30

- CFS 462 Child Life and the Hospitalized Child, 4 credits

Introduces students to the role of the Child Life Specialist and to the hospitalized child and their developmental needs. Students will examine best practices for working with families and application of family centered care. Students will obtain a basic knowledge of stress reduction, coping theories and play therapies. Prerequisite: Upper-division standing, or permission of the instructor.

College of Urban and Public Affairs**Change to Existing Programs**

E.1.b.31

- B.A./B.S. in International and Global Studies – move program to the Department of Political Science

E.1.b.32

- Minor in International and Global Studies – move program to the Department of Political Science

E.1.b.33

- Undergraduate Certificate in African Studies – move program to the Department of Black Studies

E.1.b.34

- Undergraduate Certificate in Global Studies – move program to the Department of Political Science

E.1.b.35

- Undergraduate Certificate in International Development Studies – move program to the Department of Political Science

E.1.b.36

- Undergraduate Certificate in Middle East Studies – move program to the Department of Political Science

Changes to Existing Courses

E.1.b.37

- USP 302 Theory and Philosophy of Community Development, 4 credits – change course number to USP 432

E.1.b.38

- *USP 496 Affordable Housing Finance, 3 credits – change prerequisite

4 May 2023

TO: Faculty Senate

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

RE: June 2023 Consent Agenda

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

You can read the full text of these proposals at the [University Studies Council Wiki](#).

Agenda Item	Course Number	Course Title	Cluster
E.1.c.1	Intl 314U/USP 314U	The Global City in Film	Popular Culture

Portland State University Faculty Senate Motion
5 June 2023

Designate Educational Policy Committee to represent Faculty Senate on a summer workgroup to develop an attendance policy and implementation plan

Motion presented by the Faculty Senate Steering Committee

In order to develop an attendance policy and implementation plan which will bring PSU into compliance with Department of Education Financial Aid requirements and timelines, members of the Educational Policy Committee shall represent Faculty Senate on a summer workgroup.

Background, rationale, and preliminary discussions

The Department of Education regularly audits institutions to ensure compliance with policies relating to the administration of financial aid. PSU has participated in this year's audit by providing materials to DOE and through meetings and responses to DOE inquiries. The audit identified several areas for PSU improvement, among them several issues relating to how financial aid is awarded for study abroad programs. One of the most significant findings of the audit relates to the expectation from DOE that institutions be able to verify the attendance of students receiving financial aid, in other words, that students receiving federal financial aid are indeed attending classes. Because PSU does not have a consistent and uniform policy for verifying student attendance, we have been found to be **non-compliant** in this area. Failure to remain in compliance **risks PSU's authorization to administer financial aid**. With the significant numbers of PSU students who rely on financial aid to support their education, this is a serious matter that requiring urgent attention. To remain in compliance and therefore eligible to disburse financial aid to students, PSU is required to have both a policy and a mechanism in place by fall term, 2023 by which we can document that students have initiated attendance in each course for which they are registered and for which they receive financial aid. If a student does not initiate attendance in each class, PSU must recalculate the student's eligibility and, if necessary, return some or all of their financial aid.

The Director of Financial Aid, the Registrar, and others have begun meeting with a number of stakeholder partners, including the Educational Policy Committee of the Faculty Senate, the AAUP, PSUFA, and GEU. A working group will be formed to work over the summer on the task of developing a plan for initiation of attendance and implementation of that plan. The Office of Academic Affairs will provide compensation for faculty who participate in the working group.

The policy and plan will be presented to Faculty Senate during fall term.

4 May 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Graduate Certificate in Added Elementary Endorsement

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

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

PROPOSAL SUMMARY FOR College of Education

Graduate Certificate in Added Elementary Endorsement

Certificate Type

Graduate certificate: Admission to graduate status required

Effective Term

Fall 2023

Overview of the Program

The Added Elementary Endorsement Program has been a part of the College of Education for years as a licensure-only program, meaning that upon successful completion of the program of study students would be recommended to the Oregon teacher licensing board (TSPC) to add an elementary teaching endorsement to their existing teaching license. This proposal would make the current Added Elementary Endorsement licensure-only program into a licensure + graduate certificate program.

The student pool for the Added Elementary Endorsement Graduate Certificate is currently licensed teachers in Oregon (e.g., secondary or special education teachers) who are looking to teach in an elementary classroom. The certificate is intentionally designed to build on students' previous teaching experience and knowledge in order to support students in applying their knowledge in the elementary classroom setting. Moreover, the objectives of the certificate are to support students in: (1) creating inclusive and equitable elementary learning communities, (2) learning the content knowledge needed for elementary teaching, (3) implementing research-based pedagogical practices needed for elementary teaching, e.g., planning and implementing effective, engaging, culturally sustaining instruction for individual students, small groups, and a whole class, and (4) designing, interpreting, and utilizing assessments to guide instruction. Students will be

taking courses already offered in the Graduate Teacher Education Program (GTEP) elementary program or Curriculum and Instruction Department.

Evidence of Need

To illustrate the market demand for this graduate certificate, the list below shows the number of program inquiries, applicants, and total enrollment in the Added Elementary Endorsement program for the past three academic years. As can be seen in the list, the number of applications does not match the number of inquiries. One reason for this is that students in licensure-only programs are not eligible for financial aid. Therefore, prospective students who inquire about the program often decide not to enroll in the licensure only program. Alternatively, students sometimes enroll in the master's degree version of the program so that they can qualify for financial aid, and then leave the program once they have met the added endorsement requirements. This means that these students do not receive a graduate certificate from PSU and we do not receive credit from HECC for their endorsement completion. One goal of adding a graduate certificate to this existing licensure program is to rectify this issue by accurately awarding completer status and supporting program applicants.

- Year: 2020-2021
 - Program Inquiries: 136
 - Program Applications: 9
 - Total Enrollment: 6
- Year: 2021-2022
 - Program Inquiries: 129
 - Program Applications: 17
 - Total Enrollment: 6
- Year: 2022-2023
 - Program Inquiries: 66
 - Program Applications: 7
 - Total Enrollment: 3

Also, it is important to note that this certificate program is able to run even with low numbers because the students enroll in the same sections of courses taken by other students in the elementary Graduate Teacher Education Program for initial licensure. The students in the Added Elementary program add to the SCH in already existing course sections, rather than requiring separate sections.

Course of Study

The Added Elementary Endorsement Graduate Certificate is earned by students who already hold a current Oregon teaching license and have completed the requirements for their Added Elementary endorsement as part of PSU's Graduate Teacher Education Program (GTEP) program.

Courses:

- ITP 536 Learning and Development (3 credits)
- ITP 538 Integrated Methods and Curriculum Design (4 credits)
- ITP 542 Integrated Elementary Science Methods (2 credits)
- CI 510 Guidance for Classroom Teachers (3 credits)
- ITP 540 Foundations of Literacy (4 credits)
- ITP 514 Educating for Equity and Social Justice (3 credits)
- ITP 539 Elementary Mathematics Methods (3 credits)
- ITP 541 Literacies in the Elementary Classroom (4 credits)
- ITP 534 Foundations of Culturally and Linguistically Responsive Practice (2 credits)
- ED 518 Inclusive Elementary Classrooms (2 credits)
- CI 509 Practicum (3 credits)

Total Credits: 33

4 May 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Graduate Certificate in Early Intervention Special Education

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

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

PROPOSAL SUMMARY FOR College of Education

Graduate Certificate in Early Intervention Special Education

Certificate Type

Graduate certificate: Admission to graduate status required

Effective Term

Fall 2023

Overview of the Program

The Early Intervention Special Education (EISE) Program is designed to prepare professionals to provide services for infants, toddlers, and young children and their families with developmental delays, social-emotional behavioral needs, and disabilities. Representative positions include supporting children in community preschool and care settings such as Head Start and Early Head Start by providing consultation to their teachers; providing consultation and support for families in their homes and other community settings; providing assessment and evaluation services; working as a cross-disciplinary team member; and providing service coordination. This proposal would make the current Added Special Education: Early Intervention Early Childhood Endorsement licensure-only program into a licensure + graduate certificate program.

Evidence of Need

To illustrate the market demand for this graduate certificate, the list below shows the number of program inquiries, applicants, and total enrollment in the Added Special Education: Early Intervention Early Childhood Endorsement coursework for the past three academic years. As can be seen in the list, the number of applications does not match the number of inquiries. One reason for this is that students in licensure-only programs are not eligible for financial aid. Therefore, potential inquiries often decide to not enroll in the licensure only program or enroll in the master's degree version

of the program in order to qualify for financial aid, and then leave the program once they have met the added endorsement requirements. This means that these students do not receive a qualification from PSU and we do not receive credit from HECC for their endorsement completion. One goal of adding a graduate certificate to this existing licensure program is to rectify this issue by accurately awarding completer status and supporting program applicants.

- Year: 2020-2021
 - Program Inquiries: 48
 - Program Applications: 3
 - Total Enrollment: N/A
- Year: 2021-2022
 - Program Inquiries: 37
 - Program Applications: 6
 - Total Enrollment: 6
- Year: 2022-2023
 - Program Inquiries: 21
 - Program Applications: N/A
 - Total Enrollment: 2

Additionally, we informally polled several local districts who expressed a need for more licensed teachers in Early Intervention/Early Childhood Special Education, and this program allows already licensed teachers to add this endorsement to their license.

Course of Study

- SpEd 509 Prac I: Supervised Field Experience (3 cr.)
- SpEd 509 Prac II: Supervised Field Experience (3 cr.)
- SpEd 580 Introduction to Early Intervention/Early Childhood Special Education (3 cr.)
- SpEd 581 Family Guided Early Intervention (3 cr.)
- SpEd 584 Assessment: EI/SE (3 cr.)
- SpEd 585 Instructional Strategies I: EI/SE (3 cr.)
- SpEd 586 Instructional Strategies II: EI/SE (3 cr.)

Total Credits: 21

4 May 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Graduate Certificate in School Counseling

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

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

PROPOSAL SUMMARY FOR College of Education

Graduate Certificate in School Counseling

Certificate Type

Graduate certificate: Admission to graduate status required

Effective Term

Fall 2023

Overview of the Program

This graduate certificate will allow students to become licensed school counselors while also adding to their education qualifications with a graduate certificate. Licensure programs like this certificate allows students to expand their professional credentials so that they can better serve students in schools.

The School Counseling Licensure program prepares individuals to work as counselors in school settings (P-12). Emphasis is placed on preparing school counselors to work with students to support them in the process of achieving academic, career, and personal/social success.

Students enrolled in the licensure-only option must be graduates from an accredited Master's program in counseling, psychology, or social work that required a clinical practicum focused on individual and group counseling skills. The program is designed to meet the requirements for the Preliminary School Counselor License approved by the Oregon Teacher Standards and Practices Commission.

Evidence of Need

To illustrate the market demand for this graduate certificate, the list below shows the number of program inquiries, applicants, and total enrollment in the School Counseling Licensure program for the past three academic years. One goal of adding a graduate certificate to this existing licensure program

is to hopefully increase total enrollment. It is also important to note that all of these students are enrolled into a subset of courses in an existing graduate degree program so they boost the total number of enrollments for the courses while maintaining the resources needed from PSU.

- Year: 2020-2021
 - Program Inquiries: 75
 - Program Applications: 8
 - Total Enrollment: 2
- Year: 2021-2022
 - Program Inquiries: 97
 - Program Applications: 11
 - Total Enrollment: 6
- Year: 2022-2023
 - Program Inquiries: 66
 - Program Applications: 18
 - Total Enrollment: 15

There is a pressing need for licensed School Counselors in the state of Oregon and nationwide. Changing this existing program to a graduate certificate will allow us to draw on the existing demand and student pool while also allowing graduates to add the PSU education credential to their resumes.

Course of Study

Required Courses (18 credits)

- Coun 504 Internship (9 credits)
- Coun 526 Effective Teaching (3 credits)
- Coun 589 Action Research (3 credits)
- Coun 596 Foundations of School Counseling (3 credits)

Note: Additional courses may be required for licensure, including:

- Coun 527 Counseling Individuals with Disabilities (3 credits)
- Coun 545 Youth Ecosystems in schools (3 credits)
- Coun 556 Counseling Children in schools (3 credits)
- Coun 557 Counseling Youth in schools (2 credits)
- Coun 576 Parents, Families, and Communities (3 credits)

4 May 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Graduate Certificate in Special Education Added Endorsement

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

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

PROPOSAL SUMMARY FOR College of Education

Graduate Certificate in Special Education Added Endorsement

Certificate Type

Graduate certificate: Admission to graduate status required

Effective Term

Fall 2023

Overview of the Program

The Special Education Added Endorsement (AddSPED) program is designed especially for Oregon teachers with general education licenses at the elementary and/or middle/secondary grade levels that want to add a special education endorsement to their current non-provisional license. AddSPED is a six-term part time program offered using a hybrid format that is designed with working teachers in mind. This proposal would make the current Special Education Added Endorsement (AddSPED) licensure-only program into a licensure + graduate certificate program.

Evidence of Need

To illustrate the market demand for this graduate certificate, the list below shows the number of program inquiries, applicants, and total enrollment in the Special Education Endorsement program for the past three academic years. As can be seen in the list, the numbers have increased every year but the number of applications does not match the number of inquiries. One reason for this is that students in licensure-only programs are not eligible for financial aid. Therefore, potential inquiries often decide to not enroll in the licensure only program or enroll in the master's degree version of the program in order to qualify for financial aid, and then leave the program once they have met the added endorsement requirements. This means that these students do not receive a qualification from PSU and we do not receive credit from HECC for their endorsement completion. One goal of adding a

graduate certificate to this existing licensure program is to rectify this issue by accurately awarding completer status and supporting program applicants.

- Year: 2020-2021
 - Program Inquiries: 8
 - Program Applications: 1
 - Total Enrollment: 10
- Year: 2021-2022
 - Program Inquiries: 15
 - Program Applications: 8
 - Total Enrollment: 11
- Year: 2022-2023
 - Program Inquiries: 41
 - Program Applications: 14
 - Total Enrollment: 12

There is a pressing need for Special Education teachers in the state of Oregon and nationwide. In fact, all of our local districts expressed a pressing need for more licensed teachers in Special Education, and this program allows already licensed teachers to add this endorsement to their license which has the possibility of increasing the number of Special Education teachers in the field.

Course of Study

- SpEd 509 Professional Practices Seminar 1 (3 credits)
- SpEd 509 Practicum II (3 credits)
- SpEd 512 Diagnostic Assessment (4 credits)
- SpEd 514 Legal and Ethical Foundations of Special Education (3 credits)
- SpEd 516 Classroom Assessment, Instruction, and Behavior Management (Secondary) (4 credits)
- SpEd 522 Comprehensive Individualized Assessment and Curriculum 1 (3 credits)
- SpEd 523 Comprehensive Individualized Assessment and Curriculum II (3 credits)
- SpEd 526 IEP and Collaborative Teaming (4 credits)
- SpEd 530 Families and Advocacy (3 credits)
- SpEd 532 Inclusive Practices (2 credits)
- SpEd 537 Reading Assessment & Instruction (Elementary) (4 credits)
- SpEd 548 Positive Behavior Support in the Classroom (3 credits)

Total Credits: 39

4 May 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Graduate Certificate in Healthy and Efficient Buildings

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

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

**PROPOSAL SUMMARY FOR
Maseeh College of Engineering and Computer Science
Graduate Certificate in Healthy and Efficient Buildings**

Certificate Type

Graduate certificate: Admission to graduate status required

Effective Term

Fall 2024

Overview of the Program

Humans are indoor creatures; we spend ~90% of our time indoors. Buildings also consume ~40% of the energy produced in the U.S. Despite these time and energy investments in our buildings, indoor environments are understudied relative to their impact on sustainability goals and our well-being. One reason for this disparity is that the connections between building design and operation, building energy use, indoor air pollution exposures, and health are only recently being discovered and acknowledged. As a result, there is a deficit of qualified engineers and scientists equipped with the skills to understand buildings as a complex system of interactions between humans, building mechanical and structural systems, and city-scale infrastructure.

The proposed certificate aims to develop students' engineering expertise in building science related to building mechanical systems, energy consumption, and indoor air quality. Core courses in the certificate relate to fundamental heat transfer processes occurring in building systems, design and operation of building environmental systems, energy modeling of buildings, and fate and transport of air pollutants (including airborne pathogens, like viruses) in indoor environments. Optional courses leverage existing strengths across PSU to allow students to explore their interest in Healthy and Efficient Buildings over a wide variety of relevant domains.

Evidence of Need

Feedback from current and former students has identified a demand for a coherent program that articulates the MME department offerings in the field of building science. It is expected that a formal certificate denoting completion of this emergent area of importance will compel enrollment in this certificate. There is also stronger than average demand for this career path compared to others.

The SARS-CoV-2 pandemic has highlighted the need for attention to our nation's building stock and accelerated the demand for qualified building engineers to address ventilation, air cleaning, energy consumption, and mechanical systems in a wide variety of commercial and residential buildings.

Portland, OR is renowned across the nation as a hub for green development. The "green cities" sector is identified by the City's economic development agency, Prosper Portland, as a critical growth sector for the city. Prosper Portland has estimated the Green Cities sector accounts for 20,000 jobs in the Portland, OR metropolitan area, spread over 1000 firms. Green Cities jobs growth rate in Multnomah County have increased by 10%, in excess of the national growth rate of 4%. See <https://webuildgreencities.com/about/>

The job outlook for mechanical engineers from 2020-2030 is strong, including a growth of 7%, or 21,000 additional jobs (US, Department of Labor). Importantly, this career path has much higher than average median pay, of \$90,160 (US, Department of Labor). The Healthy Buildings certificate offers an opportunity to serve as an economic elevator to the students who participate in this program, offering an on-ramp into mechanical engineering related building science jobs or as a means of differentiating their knowledge and demonstrate specific expertise in the field of healthy buildings and building science. While construction starts may be impacted by COVID-19, it is worth noting that this certificate offers a novel pathway by which students may demonstrate unique expertise – that is, by focusing on the role of buildings to impact health. The health-related market in the U.S. is enormous – U.S. health care spending in 2019 was \$3.8 trillion (U.S. Centers for Medicare and Medicaid Services, National Health Expenditure Accounts). The health and wellness markets are projected to reach \$1.1 trillion by the year 2027. As the current pandemic and recurring wildfires has brought into sharp focus how buildings impact our exposures to pathogens and other toxic compounds, it can be expected that practitioners that are knowledge in the health-related impacts of buildings will realize outside employment potential in the building services sector.

Quotations from local firms in support of expanding building science offerings at Portland State can be found in the full proposal.

Course of Study

The Healthy and Efficient Buildings certificate is a 16-credit program. Courses span topics related to indoor air quality, building mechanical systems, and building energy modeling. Note that conversations have been initiated with departments/instructors of the "optional" listed courses and/or the catalog has been reviewed to ensure these courses are regularly offered in the 3-year course projection.

Courses **required** as part of certificate:

- ME 521: Heating, Ventilating, and Air Conditioning Design Fundamentals, 4 credits
- ME 522: Building Energy Use Modeling, 4 credits
- ME 561: Buildings and Health: Indoor air quality, 4 credits

Choose **one** of the following course options to complete the certificate:

- ME 524: HVAC System Design and Controls, 4 credits
- ME 548: Applied Computational Fluid Dynamics, 4 Credits
- CE 517: Timber Design, 4 credits
- GEOG 542: Sustainable Cities, 4 credits
- USP 569: Sustainable Cities and Regions, 4 credits
- ETM 568 Energy Technology Innovations, 4 credits
- ME 547 Transfer and Rate Processes, 4 credits

4 May 2023

TO: Faculty Senate

FROM: Amy Lubitow
Chair, Graduate Council

RE: Graduate Certificate in Enterprise Analytics

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

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

PROPOSAL SUMMARY FOR School of Business

Graduate Certificate in Enterprise Analytics

Certificate Type

Graduate certificate: Admission to graduate status required

Effective Term

Fall 2023

Overview of the Program

Enterprise Analytics is a graduate certificate program that intends to provide the foundational analytical tools and application knowledge our graduate business students are expected to obtain during their school years at Portland State University. We plan to use this new Enterprise Analytics graduate certificate to replace the existing Human Resources Analytics (HRA) graduate certificate. We conducted an industry survey through a consulting firm in April 2022. Our current HRA certificate needs to offer a broader range of analytical tools and expand viewing business analytics issues beyond the lens of Human resources practitioners. Global companies that hire our graduate business students, including Daimler, Nike, Intel, Adidas, and Boeing, are expecting our students to be able to use modern analytics tools to analyze business issues at an enterprise level.

Evidence of Need

There are over 100,000 jobs available in the area called "Data analysis" and the average pay is \$46 per hour. The required skills call out specifically for Python, SQL, and Tableau (data visualization). The proposed new courses in the Enterprise Analytics graduate certificate meet these requirements.

Two market demands reports, generated on November 2022 for both Oregon and Washington states, are included in the full proposal.

Course of Study

The Enterprise Analytics Graduate Certificate program requires our graduate students to complete four courses and sixteen credits.

- BTA 511 Business Data Management with SQL (4 credits)
- BTA 512 Business Data Analytics with Python (4 credits)
- GSCM 521 Global Information, System, and Data Analytics (4 credits)
- BTA 553 Enterprise Data Visualization for decision making (4 credits)

4 May 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: Business Minor in Advertising Management

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

PROPOSAL SUMMARY FOR School of Business

Business Minor in Advertising Management

Effective Term

Fall 2023

Overview of the Program

The School of Business proposes a new *Business Minor in Advertising Management*

designed for and open to all non-business majors who are interested in working in the creative field of advertising. This minor will be offered in addition to the current advertising minors, which were designed for two specific majors, as part of the set of available business minors open to students across campus. As proposed, the Business Minor in Advertising Management follows the format of other business minors by emphasizing an applied approach to the basic functional areas of business, with the addition of a specialized set of coursework in advertising management.

The 100-, 200- and 300-level business courses in the proposed minor provide foundational business planning, marketing, financial analysis and management skills required to understand the language of business. The 300- and 400-level marketing classes include coursework in advertising strategy, integrated brand promotion, creative and media strategy with a focus on experiential learning. This combination will provide participants with the knowledge and skills needed to serve the market demand for skilled researchers, writers, account managers, creatives and strategists who can define brand identity and develop message strategy into clear and compelling communication to solve business problems.

The Business Minor in Advertising Management is well-suited to students majoring in the social sciences, liberal arts and sciences, architecture and fine and performing arts who are interested in applying skills and concepts learned in their majors to the business world, either as employees of a firm or as self-employed independent contractors.

Evidence of Need

According to the Bureau of Labor Statistics, employment in the \$154 billion U.S. advertising and promotion management field is expected to grow at a 10% annual pace over the next 10 years, which is faster than average job growth rates for other fields. Jobs in this field are well-paid (average salaries at \$131,000) and require a bachelor's degree. Oregon is one of the top five states in the nation for concentration of advertising and promotional management jobs, offering median salaries of \$102,000, and the Portland metropolitan region is the country's 10th largest market for advertising and promotional management jobs per population. A recent search on LinkedIn revealed approximately 900 open advertising, promotion and marketing positions in the Portland metro area. These positions require skills in advertising account management, consumer behavior, creative and media strategy and evidence of applied learning offered in the program.

Course of Study

Business Minor in Advertising Management (28-32 credits)

Required Courses: 16 credits

BA 101 Introduction to Business (4 credits)

BA 316U Essentials of Marketing (4 credits)

Mktg 340U Introduction to Advertising (4 credits)

Mktg 442 Creative Strategy (4 credits)

Finance Electives: 4 credits

Fin 218 Personal Finance (4 credits) or BA 306U Essentials of Finance (4 credits)

Media Electives: 4 credits

Mktg 441 Media Strategy (4 credits) or Mktg 448 Digital Media Planning & Design (4 credits)

Applied Electives: 4 credits

BA 346U Essentials of Entrepreneurship (4 credits), Mktg 443 Advertising Campaigns (4 credits), or Mktg 440 FIR Student Run Advertising Agency (4 credits, can be repeated; 8 credits recommended)

4 May 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: Undergraduate Certificate in Global Scholar Pathway

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

PROPOSAL SUMMARY FOR Honors College

Undergraduate Certificate in Global Scholar Pathway

Certificate Type

Undergraduate certificate: Earned with baccalaureate; admission to University required

Effective Term

Fall 2023

Overview of the Program

The Department of World Languages and Literatures (WLL) and the University Honors College (HC) at Portland State University propose a new collaborative program of study and certificate option within the University Honors College, which would be known as the "Global Scholar Pathway." The vision behind the Global Scholar Pathway is to increase the number of undergraduate Honors students who graduate with two-to-three years study of a foreign language and an intercultural/international learning experience. The humanities and foreign language/culture studies are an important part of the advanced academic literacies and future-ready curriculum that the Honors College seeks to develop, along with student research experiences. Second language and cultural competencies are increasingly valued skills across other academic disciplines and diverse career areas.

Integral components of the Global Scholar Pathway are:

- a) the recruitment and retention of a diverse student body through targeting and prioritizing historically underserved or excluded students,
- b) creating a curriculum that eliminates racism and contextualizes Euro/US-centric models of learning,

- c) creating an accountability structure between WLL and HC instructors to infuse instruction with equity, multi-cultural awareness, and cultural responsiveness and responsibility,
- d) broadening the scope of student inclusion and exposure to diverse sources of knowledge, ways of thinking, and engagement with the world, and encouraging culturally-responsive scholarship and creative work,
- e) infusing the program curriculum with a global equity framework to remove deeply-ingrained cultural biases, microaggressions, passive racism, and links to racial trauma, and
- f) building a shared language around equity and inclusion work across college and department boundaries to foster collaboration around inclusive pedagogies. In addition to these equity-informed goals, we believe that close collaboration between HC and WLL will result in a model that will consolidate, sustain, and distribute budget across humanities' programs of varying sizes and enrollments, create contexts for cross-disciplinary and international engagements, and have synergistic benefits toward advancing racial and cultural equity goals that can be sustained through expanded student enrollments and retention.

Evidence of Need

This proposed certificate program is developed with the support of the ReImagine PSU Initiative (<https://www.pdx.edu/academic-affairs/reimagine-psu>). This certificate program would address several goals of the ReImagine PSU initiative. This proposed certificate program in Honors would also align with PSU's Internationalization Initiative as reflected in work by Office of Global Engagement and Innovation and the Internationalization Council (<https://www.pdx.edu/international-affairs/internationalization-council>). Furthermore, the new initiative is informed by the latest Equity Task Force Recommendations and is aimed to advance PSU's racial equity goals as described in its document, "Time to Act: Plan for Equity & Racial Justice, 2021-2024" <https://drive.google.com/file/d/1FYiOEKOkG88pCJ5r0r6PF00kIfOAHlTc/view>)

Course of Study

In order to graduate with a Global Scholar Pathway certificate in the University Honors College students would need to meet the following requirements:

1. Two years of a language or equivalent* *PLUS*
2. 16 credits earned by pursuing one or more of the following:
 - a. 3rd-year of a language (4-12 credits)**

- b. English language coursework on an international culture (4-12 credits)
- c. COIL (Collaborative Online International Learning) course attached to PSU credit and confirmed by Honors faculty advisor (4-12 credits)
- d. Study Abroad (4-12 credits)
- e. Internship with an international component, with approval of Honors faculty advisor (100-300 documented hours, 100 hours = 4 credits)
- f. Thesis with an international component with an international component, with approval of Honors faculty advisor (4 credits)
- g. Credits by special arrangement for research or independent study with an international component, with approval of Honors faculty advisor (100 hours = 4 credits)

* Students who learned a language in another setting may demonstrate proficiency in other ways, either earning college credit for their prior learning or waiving the language requirement via a proficiency test. Details on alternate paths to demonstrate proficiency can be found on the World Languages and Literatures website on Second Language Requirements: <https://www.pdx.edu/world-languages/second-language-requirements>.

** Native speakers of a language would need to pursue an alternative language. Students earn credits for each term of the third-year language sequence completed.

Final Steps In Certifying That You Are An Honors Global Scholar: The Portfolio

In order to qualify for the program, coursework must have passing letter grades (A-F) or "Pass" grade (P/NP) in Degree Audit Reporting System (DARS) student audit.

All Honors Global Scholars will submit a **portfolio** documenting their successful completion of the program. There is no additional coursework associated with the portfolio. Portfolios showcase the coursework and activities relevant to each student's path to the certificate, such as the DARS report, advisor's assessment, documentation of relevant travel abroad experiences, COIL coursework, internships, research, thesis work, etc. Portfolios are expected to be organized, and to include a short essay (750-word maximum) synthesizing and reflecting on the international dimensions of their learning experience. As a portfolio may contain multiple media (essays, photos, videos), it may be submitted as a pdf document, Google site, or a video recording of a conference-style poster presentation (the submission of the video would count as the presentation). The portfolio completion will be tracked and confirmed by the Honors faculty advisor, who will provide final departmental approval.

4 May 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Elimination of the M.Eng. in Engineering Management

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

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

MASEEH COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Eliminate Existing Program

- M.Eng. in Engineering Management (this includes both the Project Management and Technology Management concentrations) – the program has been on moratorium (admission suspended) since fall 2014

* 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.

4 May 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Elimination of the Graduate Certificate in Mathematics for Middle School Mathematics Teachers

The following proposal has been approved by the Graduate Council and are 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](#).

COLLEGE OF LIBERAL ARTS AND SCIENCES

Eliminate Existing Program

- Graduate Certificate in Mathematics for Middle School Mathematics Teachers

* 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.

4 May 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: Elimination of the Undergraduate Certificate in Asian 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](#).

College of Urban and Public Affairs

Eliminate Existing Program

- Undergraduate Certificate in Asian Studies

* 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.

4 May 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: Elimination of the Undergraduate Certificate in European 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](#).

College of Urban and Public Affairs

Eliminate Existing Program

- Undergraduate Certificate in European Studies

* 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.

4 May 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: Elimination of the Undergraduate Certificate in Latin American 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](#)

College of Urban and Public Affairs

Eliminate Existing Program

- Undergraduate Certificate in Latin American Studies

Portland State University (PSU) Faculty Senate Motion
5 June 2023

Accept transfer credit to fulfill University Studies Upper-Division Cluster requirements

Motion presented by the University Studies Council (USC)

Effective Fall 2023, 1) allow courses (non-PSU) that directly articulate to junior cluster courses to articulate with the cluster designation (i.e., 300U courses) and apply to the cluster requirement, and 2) allow students to petition to transfer upper-division courses from other four-year institutions to PSU to meet cluster requirements (i.e., 300U courses).

Background and preliminary discussions

- These motions are one part of a multi-year conversation about upper-division clusters that started last year in the USC and will continue over the next few years (2021 - present). Outcomes of this process include the USC support of the Academic Requirements Committee (ARC) proposal, whereby a Senate-approved motion (at the March Senate meeting) to allow four, interdisciplinary majors to use "extra" courses from their majors toward the junior cluster requirement; and the USC's motion to allow undergraduate majors in the proposed, augmented elementary education degree of the College of Education to use 12 credits of Initial Teacher Preparation (ITP) 300U education courses to satisfy the junior cluster requirement. This exemption addresses the curricular impact of the 2 + 2 dual admittance agreements with the Metro community colleges, especially in regards to terminal, undergraduate degrees.
- In their recent report submitted to PSU, the external peer reviewers of the Northwest Commission on Colleges and Universities noted the Junior Cluster requirement as an area of concern:
 - "There was widespread agreement that the Junior Cluster is a potential barrier for transfer students. For example, transfer students who are required to enroll in the Junior Cluster may experience excess credits, redundant coursework, and increased time to degree." (2022, October)
- Per the Registrar's Office, in the last year, students transferred 1088 upper-division courses. 135 had discrete course numbers, with the rest being generic 'UD'. Of those, 23 showed up as a possible cluster course match (i.e., the course matched a discrete numbered course on a Cluster list, but without the U.) 112 courses matched discrete numbered courses but were not on the cluster list.

Rationale for Motions

- Pt. 1 Seeks to assist transfer students who may have taken courses that PSU already articulates to existing upper-division cluster courses.

- Pt. 2 Seeks to clarify and make clear an existing option. However, not all students understand the petition process. This helps make clear what the option is and how to access it.

Attached:


Budget Committee statement

ARC Statement

MEMO

Date: April 26, 2023

To: Pronoy Rai, UNST Council
Kimberly Willson, Chair UNST Council

From: Suwako Watanabe, Chair, ARC


Dear Pronoy,

I am writing this memo to inform you that the Academic Requirements Committee reviewed your proposal to modify the UNST Junior Cluster requirement and support the proposal. We agree that the proposed change to recognize transfer courses with “U” designation will help PSU students complete degree requirements in a timely manner. We also appreciate the additional language to indicate that a petition process is available for students to appeal that courses transferred from another four-year institution meet the Cluster requirement. Since a large proportion of our students are transfer and first-generation college students, the changes will make PSU an institution that serves such students more effectively. We appreciate the work that you and the UNST Council have done to meet the needs of our students in completing the general education requirements.

To: Faculty Senate Steering & UNST Council

From: The FS Budget Committee

RE: Clusters ARC Proposal

The faculty senate budget committee met with Pronoy Rai, Subcommittee Chair of the Reimagining Junior-level General Education Requirements of the University Studies Council, and Kim Willson-St.Clair, Chair of the University Studies Council on May 1, 2023. They presented a proposal regarding a motion to formalize student ability to transfer upper-division courses and empower departments to use articulation agreements to count external courses toward the cluster requirement, while allowing the consideration of student petitions. 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 current processes in place, and the equity for students to understand the avenues towards petition processes and degree completion, it is felt this change will have minimal financial impact.

The Faculty Senate Budget committee recognizes this change will lower barriers for a minimal number of students.

Alteration of an Academic Unit

Alterations include renaming of a unit and transferring the unit to a different school or college.

1. Identify the type of unit (see accompanying approval process flow chart and description for each):
 - a. College
 - b. School
 - c. Academic Department: Department of Political Science and Department of International and Global Studies
 - d. Academic Program:
 - e. Research/Membership Center/Institute
 - f. General Support or Public Service Center/Institute
2. Name of the unit: The curricular programs in the Department of International and Global Studies (DIGS) (Major in Global Studies, International Development (BA/BS), Minor in International and Global Studies, Certificates in Middle East Studies, Global Studies and International Development) will be transferred to the Department of Political Science (PS). Following the transfer of faculty and programs from DIGS, the name of the unit will become The Department of Politics and Global Affairs (PGA) and International and Global Studies will no longer be a department. The Chair of PS will become the Chair of PGA and will have administrative authority, but will assign someone to act as a program coordinator over DIGS programs. Our intention is to retain the INTL prefix for all DIGS courses and the PS prefix for PS courses, as PGA will continue to offer these degree programs. The department code in Banner for the combined unit will change to PGA. For now, DIGS will retain a separate website to guide its majors and minors as it is an informative comprehensive site that serves as a first step for students who need advising. We have assurance and support from the Interim Dean in CUPA, Jennifer Allen, that we will have guidance and a chance to consult with Communication and Public Relations professionals both in the CUPA Dean's office and at the University level in order to consolidate our websites and other marketing materials in the future. We are keen to make sure that students are directed to our change in the best and most effective way possible.
3. Provide a justification for the alteration, including its impact on the unit's objectives and outcomes.

The Department of International and Global Studies at Portland State University (PSU) has been included in Phase III of the Program Review and Reduction Process (PRRP), which makes its faculty and programs eligible for a recommendation for reduction based on budgetary concerns. An overarching goal of the PRRP is "...to strengthen the financial health of the university while maintaining our ability to meet the needs of students and sustain our academic mission." In December 2022 and January 2023, the full faculties of both the

DIGS and PS voted to transfer DIGS academic programs and three tenured faculty from DIGS. This goal was to reduce administrative costs, to serve the student body by maintaining existing academic programs, and to increase the potential for new academic program development. Three DIGS faculty members will transfer to PS to support the programs. In addition to cost savings, such a move will allow for important synergies and reduce curricular overlaps. This move reflects the fact that we already have shared faculty positions, and a large number of double majors, and will allow us to better offer DIGS' revised curriculum, and deepen teaching collaborations.

4. How will this alteration help Portland State University to achieve its goals (e.g., pedagogy, research, community service, diversity and inclusion)?

DIGS faculty have made changes to these programs in keeping with the requirements of the PRRP process. DIGS' Phase 2 and Phase 3 reports reaffirm a commitment to pedagogy, research, service in the community, diversity and inclusion in detail and are available for review.

5. What will happen to significant activities that are currently being performed by the unit?

All activities in service of the BA/BS in Global Studies and International Development; the Global Studies Minor; and the Certificates in Global Studies, International Development Studies, and Middle East Studies will continue in the Department of Politics and Global Affairs. The three tenured faculty members who are transferring from DIGS will continue to support these programs, in addition to PS faculty members who have expertise in relevant areas. We are confident that our faculty have the capacity to support both PS and DIGS academic programs, especially because the Provost has signed a Memorandum (attached) that supports our work to integrate and synergize our curricula.

6. Indicate the expected percentage of time and resources that will be allocated to each activity. Please include, if appropriate: courses to be offered, course development, research performed, community partnerships built, other (specify). This includes activities that will continue to be performed by this unit and those shifted to other units.

DIGS is moving its programs, including major, minor, and pertinent certificates to PS. All administrative staff positions are being consolidated. DIGS website lists all the current and future courses in our catalog. [Here is a](#) list.

7. Why is a change needed to achieve these outcomes?
 - a. What other units are impacted by this alteration? Meet with these units and include documentation on the outcomes of these meetings.

Both the Department of International and Global Studies, and the Department of Political Science will be affected by this alteration. The faculty of both departments voted to transfer from DIGS to PS the academic programs and three tenured faculty members. (An additional faculty member's FTE was already split .49 DIGS/.51 PS, with a tenure home in PS. Her .49 FTE has transferred as well.) One NTTF faculty member was also directly appointed to PS/PGA from DIGS to support DIGS programs.

The three tenured faculty that will transfer to PS received support from DIGS faculty in a vote that was finalized on January 20th).

In summary, DIGS has three 1.0 FTE tenure lines who will transfer to PS, one faculty member who is transferring 0.49 FTE to PS, and one NTTF faculty member who has been appointed directly to PS to support delivery of the curriculum.

- b. Why is a separate or changed identity and/or structure key to success in meeting the objectives and planned outcomes?

The changes included in this proposal were motivated primarily by the inclusion of the Department of International and Global Studies in Phase III of the Program Review and Reduction Process, and the threat of program reduction. There are significant synergies between PS and DIGS in terms of program overlaps—for example, both DIGS and PS have degree tracks in “International Development”—double-majored students, and shared faculty lines. We believe that transferring these programs is critical to maintaining and supporting them. Without the transfer, all programs included in this proposal are in danger of program reduction, which would be a tremendous loss to our students, to the College of Urban and Public Affairs, and to PSU.

- c. How will these outcomes be measured and assessed? What benchmarks will be used to determine the success of the unit?

At an administrative level, the success of this endeavor will be determined by future SCH generation, student retention, Major and Minor headcounts, and other metrics such as faculty and student feedback.

8. What is the proposed new structure of the unit? Examples include: Where will it be housed? Will it become a separate administrative unit? Will it have its own support staff? How will faculty become affiliated with the unit? Will faculty FTE be assigned to the unit? What is the likely faculty composition (% tenure-track, % fixed-term, % adjunct)? According to what rules will faculty be evaluated for P&T?

The programs in this proposal will be transferred from DIGS to PS, and the combined unit will be renamed the Department of Politics and Global Affairs. As PS is absorbing DIGS programs and faculty, no changes are necessary to the structure of PS (other than the name change), though in the near future we will be reviewing our curricula to better capitalize on our shared strengths and faculty expertise, and to reduce program overlaps. The Department of Politics and Global Affairs will continue to be housed in the College of Urban and Public Affairs. During the 23-24 academic year, the former-DIGS faculty will move their offices adjacent to the PS faculty, but no new office space is required.

Currently, the P&T documents will remain as is. However, the integration of the departments will require a more extensive conversation about how to incorporate interdisciplinarity, especially for faculty who have doctorates that are not in Political Science.

9. When would the change be enacted? What is the period of time for the unit to operate (if it is not permanent)? Describe how the unit may evolve or expand.

These program transfers would come into effect on June 16, 2023 at the end of academic year 22/23, and the tenure transfers would take place on September 16th 2023, at the beginning of the contract year 23/24.

10. What additional resources are needed for the change? What is the new level of resources needed to support the now smaller unit? What will happen to reassigned resources? What revenue will the unit generate?

a. Budget

Budgets for DIGS programs will be transferred to PS along with the programs and tenure lines. No new budgetary allocations are required for this program transfer. These moves are internal to CUPA. The Dean's Office is in support of this proposal.

b. Space

No new space is required for this transfer. The former-DIGS faculty will co-locate to the CUPA 6th floor (PS) during the 23-24 academic year. The goal for these moves is to make PGA space more functional and better aligned with the collaboration needs of the unit.

c. Staff

No new staff will be required for this transfer.

d. Support Services

No new support services will be required for this transfer.

11. List the individuals proposing the change and their affiliations.

Joshua Eastin, Chair of the Department of Political Science

Priya Kapoor, Chair of the Department of International and Global Studies.

Signatures

Request prepared by*: Joshua Eastin, Priya Kapoor

Date: 4/26/2023

Approved by*: Jennifer Allen

Title: Interim Dean, College of Urban and Public Affairs

Date: 4/26/2023

** Signatures are required of the immediate supervisor, and administrators at each level above that of the immediate supervisor, that approve the project prior to submission to EPC. Insert additional rows if needed.*

Reviewed by Budget Committee Chair: Jill Emery

Date: 5/5/23

Reviewed by Educational Policy Committee Chair: Tim Anderson

Date: 5/9/23

Reviewed by Presiding Officer representing Faculty Senate:

Date:

Approved by Provost:

Date:

Note from Secretary:

This version of the text is transcribed from the original proposal form.

Preparers' endorsements and Dean's approval per original proposal form.

BC chair review per email to Presiding Officer and Secretary, 5/5/23.

EPC chair review per email to Presiding Officer and Secretary, 5/9/23:

On April 28th, the EPC met and reviewed the proposal related for merging International Studies with Political Science. On April 28th, the EPC met and reviewed the proposal for merging International Studies with Political Science. The EPC noted that the process had been followed with faculty support from both departments. The rationale was well reasoned. The EPC recommended approval of the proposal without any dissent.

MEMO

Date: April 24, 2023

To: Shoshana Zeisman-Pereyo, Executive Director, Student Learning Initiatives
Erica Wagner, Vice Provost, Student Success

From: Suwako Watanabe, Chair, ARC 

Dear Shoshana,

This memo is to inform you that the Academic Requirements Committee reviewed the proposal to extend the temporary suspension of the 3.0 high school GPA requirement for incoming first-year students for two more academic years and are in support of the proposal. We value the supporting efforts such as the Summer Bridge Program to help the students with a lower GPA succeed at PSU, and we are pleased to see some evidence of better results with the appropriate interventions. Some of the ARC members expressed that it would be desirable if PSU will offer similar support programs for those admitted with the GPA range between 3.0 and 3.25. The ARC would like to express our appreciation for providing data to support the effect of the summer program.

Office of Academic Affairs

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



DATE: March 30, 2023

To: Academic Requirements Committee
ATT: Suwako Watanabe, Chair

From: Shoshana Zeisman-Pereyo
Executive Director, Student Learning Initiatives

Erica Wagner
Vice Provost, Student Success

Re: Two-year extension of the temporarily reduced GPA requirements

I. The context for Proposal

The Open for Fall, Open for All strategy to support incoming students impacted by the Covid-19 pandemic was approved by the Faculty Senate in the spring of 2020. A component of this strategy was to amend the incoming minimum GPA requirement for first-year students from 3.0 to 2.5. The goal of this change was based on various factors, mainly that the pandemic had potentially affected students' GPAs in a way that could not be quantified, and PSU did not want to turn students away that could be successful.

Simultaneously, PSU recognized that providing holistic support for students negatively impacted by the pandemic would be critical. In 2021, PSU received federal funding and state appropriations from the Oregon Legislature to create a program to ease incoming students' transition to college.

As the temporary suspension of the 3.0 high school GPA requirement for incoming first-year students will expire after the fall of 2023, we request the Academic Requirements Committee to **extend the requirement for two additional years. In addition, we request approving the provision that students admitted with a high school GPA of below 3.0 complete the requirements outlined below.**

II. Problem Statement

The Summer Scholars Program (formerly Summer Bridge) has proven to be an effective program for supporting students who arrive at PSU with GPAs lower than 3.0. Students who participate in the program persist at higher rates than those who do not and have lower rates of academic and financial holds. In contrast, first-year students admitted below a 3.0 high school GPA and who do not participate in the Summer Scholars Program are less likely to persist and are more likely to have registration holds and financial balances. Further, 1 in 2 students admitted with a below 3.0 HS GPA *and who do not complete the summer program* do not persist to the second year (Tables 1, 2). Finally, from an equity standpoint, while the lower GPA requirement has increased our BIPOC student population, these students are disproportionately represented when we look at financial balances, holds, and lower-than-average course completion rates (see data [here](#)).

In the program's first years, only 40% of students with less-than-3.0 GPAs participated. To support our mission of access and equity, we **strongly recommend** that students admitted with a GPA below 3.0 fulfill requirements that provide holistic support for student success.

III. Data

The following tables illustrate the effectiveness of the Summer Scholars Program and how the planned intervention will lead to improved persistence for students admitted with less than a 3.0 high school GPA.

AY 2021-2022

Group	# Students	% of Total	1 Year Retention	Difference in Retention vs. 3.0+
Less than 3.0 HS GPA - Summer Scholars	122	41%	68.9%	-5.5%
Less than 3.0 HS GPA - Not Summer Scholars	175	59%	54.3%	-20.1%
Less than 3.0 HS GPA Total	297	100%	60.3%	-14.1%
3.0+ HS GPA	1,322		74.4%	
Grand Total	1,619		71.8%	

Table 1: Fall 2021 retention rates of full-time first-year students

*Summer Scholars based on enrollment in UNST199; full-time students only

AY 2022-2023

Group	# Students	% of Total	F-2-W Retention	Diff in Retention vs. 3.0+	Avg. Fall GPA	Avg. Fall Credits Earned	Diff in credits vs. 3.0+
Less than 3.0 HS GPA - Summer Scholars	136	40%	87.5%	-5.5%	2.37	10.3	-1.9 credits
Less than 3.0 HS GPA - Not Summer Scholars	205	60%	81.5%	-11.5%	2.26	9.9	-2.3 credits
Less than 3.0 HS GPA Total	341	100%	83.9%	-9.1%	2.30	10.1	-2.1 credits
3.0+ HS GPA	1,278		93.0%		3.19	12.2	
Grand Total	1,619		91.1%		3.00	11.8	

Table 2: Fall 2022 retention rates of full E part-time first-year students

*Summer Scholars based on student attribute; full and part-time students

The tables above list outcomes from the 2021 and 2022 years of the Summer Scholars Program. For both years, students who participated in the program had better GPAs, credits earned, and retention outcomes than their peers who did not participate.

IV. Proposal:

We know that, with the right support, students can excel in college. Our research has shown that students with less than a 3.0 GPA who complete the Summer Scholars program persist at significantly higher rates than their peers. As such, **we propose that all first-year students with an incoming high school GPA below 3.0 will be conditionally admitted to the university.** Students will have access to the people, resources, and skills-building opportunities to make the most of their first year at PSU and gain full admission to the University.

Full admission requires each scholar to select and complete one of these three options:

1. Full participation in the Summer Scholars Program in the summer and participation of first-year support through the Scholars Workshop (1 credit fall, winter, E spring terms)
OR
2. UNST 194: College Success (3 credits) in the fall term + Scholars Workshop (3 credits: 1 credit fall, winter, E spring terms)
OR
3. ACCESS Program (3 credits) through OGD (participation and registration depending on eligibility) + Scholars Workshop (3 credits: 1 credit fall, winter, E spring terms)

The student agrees to complete certain activities, and PSU agrees to provide resources, connections, and skills-building to support their success.

If a student does not participate/successfully complete the Summer Scholars Program, they will be manually registered for option 2: UNST 194: College Success and UNST 199: Scholars Workshop in the fall. The Scholars Program Project Coordinator will check registration throughout the summer to ensure all students admitted to PSU below a 3.0 incoming HS GPA are enrolled in the Summer Scholars Program or UNST 194 in the fall.

If the student fails to complete one of the three options **by the end of first term**, their admission will be rescinded.

All communications with students admitted to PSU with less than a 3.0 high school GPA will be asset-based and focused on ensuring that students know that PSU is committed to them and their educational journey.

Additionally, all communications will be transparent about PSU's belief in them and how the Summer Scholars Program has been proven effective in helping students transition to college and throughout their first year at PSU.

Each scholar will be assigned to one of PSU's Student Success Advocates and be supported by the Scholars Retention Team. Additional benefits of participation include:

- Priority registration
- Timely workshops aimed at wellness, financial literacy, study skills, and other topics
- Direct connection to campus resources
- Technology when needed
- Emergency funds

Appeal Process:

Any first-year student admitted to PSU with an incoming high school GPA below 3.0 can appeal the Summer Scholars Program requirement. The appeal form can be emailed to any student that requests an appeal. A decision will be made based on the following criteria:

- Students who will have a final high school GPA above 3.0
- Non-traditional students who would be better served in the Transfer Scholars Program

All students who submit an appeal will find out within six weeks of submitting all necessary documentation.

A limited number of stipends will be available to students to replace lost income during the program. The program will also provide a letter to employers explaining the programming and asking for leniency with the student's work schedule.

Request

We hope the ARC will agree that the rationale and evidence supporting this request are compelling and will approve the petition. Thank you for your consideration.

V. Appendix

[Summer Scholars Website](#)

Portland State University Faculty Senate Resolution
5 June 2023

Resolution urging the Administration to join the PSU Faculty to protect students' pathways to degree completion

Resolution presented by the Faculty Senate Steering Committee, Ad Hoc Committee on Academic Program Review and Curricular Adjustment, Faculty Senate Budget Committee, and Undergraduate Curriculum Committee

Be it resolved that the PSU Faculty Senate urges the administration to join the PSU faculty in protecting our curriculum and our core DEI mission by ensuring that:

- established shared governance processes and structures for curricular/program review are followed and respected when considering reductions and adjustments based on budget reductions at university, college, and/or departmental levels;
- curricular reductions and adjustments based on budget reductions happening at university, college, and/or departmental levels are pursued *only after* using a focused DEI lens, namely the Guiding Principles and Priorities developed by APRCA; through careful collaborative review, in accordance with established shared governance processes, of the impact to programs, students, and the University's DEI goals and mission; and in compliance with the relevant articles of the Collective Bargaining Agreement of the American Association of University Professors, along with prior agreements made with AAUP to guarantee that personnel changes, including retirements, will not be used as justification for the closure of programs and/or degree pathways; and
- a comprehensive and fully transparent assessment of the financial impact of any and all reductions be provided to the Faculty Senate.

Background, rationale, and preliminary discussions

Whereas

- The curriculum is the primary responsibility of the PSU Faculty, who, according to the PSU Faculty Constitution, has power to act on the establishment, abolition, or major alteration of the structure or educational

function of departments or of programs.

- PSU strongly believes in shared governance values, and the PSU Faculty has created spaces to collaborate with the administration in reviewing our programs and looking for creative and effective solutions to face our current financial challenges.
- Curricular reductions need to be implemented only upon careful review and consideration of impact to programs, educational quality, student success, and our PSU mission.
- Ad-hoc course reductions and adjustments based on budget reductions are happening at college-department level yearly outside of Faculty Senate awareness, and are de facto reducing programs and threatening their structure and educational function.
- Any course reductions happening without careful review through a DEI (diversity, equity and inclusion) lens may disproportionately affect underrepresented students and threaten our PSU DEI goals, including our initiative to become a Hispanic Serving Institution.
- The Ad-hoc Committee on Academic Program Reduction and Curricular Adjustments has sought to provide a meaningful platform for collaboration around program review and reduction during AY 21, 22, and 23, and has issued a comprehensive report on its efforts.

2022-23 Annual Report to the Faculty Senate from the Academic Program Review and Curricular Adjustment Committee (APRCA)

Committee Charge

Faculty Senate created the Ad-hoc Committee on Academic Program Reduction and Curricular Adjustments in October 2020 with the following charge:

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

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

APRCA Guiding Principles and Priorities

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

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

Committee Membership

In 2022-2023, the committee had designees representing five key Constitutional committees, including Vicki Reitenauer (Steering), Mitch Cruzan (Budget), Peter Chaille (Undergraduate Curriculum Committee), Natalie Vasey (Graduate Council), and Joan Petit (Educational Policy Committee). The

committee also included five members appointed by the Committee on Committees: Jones Estes, Kellie Gallagher, Theresa McCormick, Michelle Swinehart (diversity advocate), and Derek Tretheway. In addition, four consultants were appointed by OAA: Sy Adler (through Winter term 2023), Vanelda Hopes, Amy Mulkerin, and Jeff Robinson (through Winter term 2023). J.R "Jones" Estes and Vicki Reitenauer co-chaired the Committee.

Committee Activities in AY23

Recording PRRP Failures to Follow APRCA Guiding Principles through Faculty Senate Resolutions

APRCA began the academic year following up on the June 13, 2022 motion submitted to, and overwhelmingly passed in, the Faculty Senate. Finding that OAA had not been upholding the Guiding Principles and Priorities in Phase II of PRRP, this motion, "[Foregrounding the APRCA Guiding Principles and Priorities for Program Review/Reduction Process](#)," requested a written response from OAA by September 16, 2022, identifying a detailed plan for how the Guiding Principles and Priorities would be upheld during Phase III of the PRRP. This motion also asked OAA to pause PRRP until APRCA and the Steering Committee could review, and the Faculty Senate approve, the OAA plan for incorporating the APRCA Guiding Principles and Priorities.

OAA made some adjustments to the PRRP timeline based on the passage of this Resolution but did not pause PRRP in order for Faculty Senate review or to approve its plan for the incorporation of the APRCA Guiding Principles and Priorities in Phase III. The plan was submitted to the Faculty Senate on September 30, 2022. Finding that OAA's plan for Phase III insufficiently responded to the June 13 resolution, APRCA, along with the Faculty Senate Steering Committee, submitted the motion "[Responding to the Provost's Program Review and Reduction Process Phase III Report and Calling for a Strategic Budget Process](#)." Senators overwhelmingly passed this motion on December 5, 2022. Specifically, Provost Jeffords' Phase III plan neglected to answer central questions, such as the range of options being considered by the deans and OAA for the five units under scrutiny; the process for decision making, including the benchmarks for successful proposals; and how such decisions will have moved PSU forward strategically in resourcing our faculty and academic staff to serve our students. Notably, as of this writing, neither Provost Jeffords nor President Percy has provided the information requested through this Resolution, despite the President's commitment to do so made during his regular report to Faculty Senate immediately following the passage of this Resolution.

Supporting Phase III Programs

APRCA provided support to the five Phase III units as they wrote their Phase III reports and waited for decisions from Provost Jeffords by meeting collectively and individually with departments; inviting departments to express their concerns at monthly Faculty Senate meetings; pushing for transparency regarding decision-making; and pushing back on inconsistencies between the administration's rhetoric and actions.

Providing a Platform for OAA to Report on PRRP

Provost Jeffords met with APRCA several times in AY23 to update the Committee on the PRRP and, in March, to report broadly on the outcomes of the Process for four out of the five units subjected to Phase III.

Advocating for Long-term Budget Planning

APRCA continued the collaboration with the Faculty Senate Budget Committee that began in AY 2021-2022. Fluctuations in how the administration discussed PRRP, sometimes describing it as curricular reform (as reflected in APRCA's charge) and other times as a budgetary exercise (reflected in both oral and written communications from the Provost) are reflective of the challenges to faculty governance created by a fundamentally opaque budget model and an absence of meaningful and reliable transparency on the part of the administration.

Participating in Renewed Efforts towards Shared Governance

In February, APRCA participated in the Faculty Senate Committee Conversations, hosting two conversations for Committee members and collecting members' comments through the survey developed by the Faculty Senate Steering Committee and officially reporting members' insights back to Steering.

Critical Reflection towards Future Action (AY 2021-2023)

Near the end of Phase III of the PRRP (note: as of this writing, the outcome of Phase III for one of the scrutinized units, Conflict Resolution, has not been shared with APRCA nor made public), APRCA administered a survey to past and current Committee members, as well as a related survey to unit heads and faculty members of the 18 units targeted in Phase II and/or III of the PRRP, in order to surface insights and learning towards potential future activities focusing on curricular adjustments, program review, and/or program reduction. In all, nine past and current members of APRCA responded to the survey questions, either by completing the original Google form or providing comments directly in email form to the Committee chairs. Eight of these responses came from members appointed by the Committee on Committees, and one came from a consultant to the Committee from OAA. In terms of timing and length of Committee service, note the following:

- Two responses came from members who have served across all three years of APRCA's existence (i.e., AY21-23)
- One came from a member who served in AY21 and AY22
- Two came from members who served in AY22 and AY23
- One came a member who served in AY22 only
- Three came from members who have been serving in AY23 only

Of the 15 surveys returned by unit heads and faculty members, six of the respondents came from units subjected to only Phase II of the PRRP, with nine respondents representing units subjected to Phases II and III. Overall, eight respondents are faculty members, and seven are unit heads. From the units subjected to Phase II only, four of the respondents are unit heads, and two are faculty members; from the units subjected to Phases II and III, three are unit heads and six are faculty members.

Following the submission of feedback via the surveys and direct emails, the Committee chairs analyzed the data for themes. The full Committee met to discuss and confirm the themes and to make the recommendations included at the end of this report.

Among the themes that emerged across the groups are the following:

1. **Failure of the PRRP to adhere to the rationale put forth by OAA and to guiding principles set forth by APRCA.** In articulating her vision for the PRRP toward garnering the involvement of faculty through Faculty Senate, Provost Jeffords asserted that the purpose of this curricular adjustment effort was to stimulate and incentivize collaboration within and among units (including units from Colleges and Schools across campus), and that faculty involvement in that process

would be a key driver of the process. Not only was there a failure to facilitate collaboration across units, but the competition at the heart of the process as designed and executed by OAA set individual faculty within at least some units against each other (reported in a number of cases and ways) and set several units against other units across campus with which they hoped to innovate. This competition has been described as a form of “divide and conquer” that appeared to be fundamental to the administration of the PRRP.

2. **Deepening demoralization among faculty**, made progressively worse for the five units targeted in Phase III, and generalized beyond the additional units subjected to Phase II only. This demoralization has continued to erode trust among faculty in the administration, reflected in the cynicism lacing many of the comments, especially those from unit heads and faculty subjected to PRRP. Several respondents noted that PRRP will contribute to long-term faculty disengagement from which, they worry, the institution cannot recover.
3. **Wasted time, energy, money and goodwill**, with no virtually no material benefit identified as attributable directly to PRRP and much relational loss to show for it, including the loss of at least one faculty member who cited the stressors related to being in a Phase III-targeted unit as a key factor in their decision to renounce their tenure and leave the University.¹ In the view of respondents, the negative outcomes of the process far outweigh any positive impacts. Among these negative outcomes are the lost scholarship and focus on teaching that faculty in scrutinized units experienced as they necessarily turned their attention to saving their unit, a heretofore invisibilized cost named by several heads of scrutinized units. In other words, grant proposals and articles went unwritten and students were unrecruited or not retained, in addition to the sheer cost of the labor of faculty, staff, and administrators dedicated to this Process.

In terms of time, the University has squandered three years that could have been used in the generative and collaborative Process that was promised to the Faculty by OAA. The lack of a vision or strategic plan to guide PRRP from the beginning ensured that the outcomes would also lack vision and strategy, resulting in a lost opportunity to address the University's fiscal challenges in a strategic and comprehensive manner. Overall PSU is significantly *worse off* due to the random loss of faculty through retirements and resignations as well as the lack of any kind of strategic plan to revitalize the curriculum, with numerous academic programs (both those subjected to Phases II and III of the PRRP and not) hanging in the balance.

4. **The role of APRCA** has been complex, but there is a shared sense that APRCA was not able to fulfill its Faculty Senate charge as originally imagined. Instead, respondents from both groups commented that, at best, APRCA in its first year provided a platform for the Article 22 proceedings involving the Intensive English Language Program and generated a robust and aspirational set of Guiding Principles and Priorities. Beyond the first year, APRCA at best provided triage and sincere efforts at harm reduction for the various impacts of administrative decisions and, at worst, provided cover to the administration for a process that largely circumvented principles of shared governance.

Themes Specific to Departments/Programs

1. Projected negative impacts on future enrollment, in part due to lost opportunities to pursue student recruitment by focusing critical attention on PRRP.
2. In some cases, APRCA helped Phase II and III units process and think through their reports.

¹ During discussions about this report, an APRCA member noted that, as far as we know, no faculty members have been directly separated from the University due to administrative decision-making.

3. Trauma experienced individually and collectively, including but not limited to units subjected to Phases II and III
4. Exploitation of faculty labor, as faculty back-burnered scholarly projects and focus on teaching to respond to the demands of PRRP
5. Unit heads and faculty members identified that inconsistent and disingenuous application of dashboard criteria from Phase I (e.g., inclusion of revenue-generating units and exclusion of deficit-generating units from Phase II; utilizing non-weighted averages to calculate department/program metrics) contributed to the lack of trust and outright cynicism (expressed by both unit heads and faculty and members of APRCA).
6. Benefits to individual units: While the majority of comments from respondents of scrutinized units aligned with the themes identified above, there were a few comments that pointed toward limited benefits:
 - a. Several respondents from scrutinized units reported that being subjected to PRRP brought faculty together in strategic conversation and planning in ways that have led to positive outcomes in their units, including new curricular possibilities.
 - b. One department chair noted that their unit, which had recently completed a “regular” program review at the start of the PRRP, was able to use that review as the basis for their PRRP report, minimizing the labor required to respond.
 - c. While not reported in the surveys, APRCA learned that OAA "Re-Imagine funds" were helpful to some scrutinized units.

Themes Specific to APRCA Committee Members

1. It has become clear to Committee members that, from the very beginning, APRCA was never in a position to meet its charge. In the absence of a formal strategic plan (or even a clear and collective strategic vision) to which curricular decisions could be (and should have been) tethered, there was no way APRCA could “focus holistically on PSU’s collective future” or “recommend principles and priorities based on PSU’s values and mission,” as two elements of APRCA’s charge read. Without a strategic vision, there could be no clear objectives for the PRRP, leading to an incoherent and inconsistent process.

APRCA also lacked the institutional standing to “ensure faculty participation in meaningful, inclusive, and formative discussions of curricular adjustments related to budget reduction.” In order to meet this aspect of its charge, APRCA (and the PSU Faculty) necessarily relied on OAA to create the conditions for this sort of faculty engagement, which never happened.

2. Loss of impact from APRCA in/on the PRRP in each successive year: After the creation of the APRCA Vision and Guiding Principles and Priorities, it became increasingly clear that what the statements called for would not happen. For example, APRCA repeatedly implored the administration to create the conditions for collaboration to occur across academic units and to facilitate campus-wide conversations as one aspect of these conditions, which never came to pass.
3. APRCA did continue to push for transparency and more reasonable timelines throughout the process.
4. Early APRCA work, such as the Guiding Principles and Priorities and the idea for early retirement options, were co-opted by OAA but never consequentially applied during the PRRP.

5. Questions remain about who was responsible for PRRP decisions. In APRCA meetings, Provost Jeffords frequently said that decision making was “up to the deans,” yet in campus-wide communications indicated that it was up to the Provost’s Office. The deans were largely silent in public settings about their role in the Process. APRCA members remain unsure of exactly where, how, when, why, and by whom decisions related to PRRP were made.

Recommendations

After the significant and strong work done by the 2020 Summer APRCA Research Committee and the creation and adoption of the Guiding Principles and Priorities in 2021, APRCA’s role was limited to reacting to mitigate the damage of initiatives, processes, and timelines brought by OAA. In the words of a member of APRCA serving as a consultant appointed by OAA, “While there is often alignment on our challenges, there are differences in how to address them. More work could be done to have a joint vision on how to engage to address our challenges.”

Given that a regular program review process for all academic units was in place before APRCA and is apparently being revised, and given the continuing financial challenges facing the University, APRCA recommends the following:

- Even though the PRRP as advanced in these past several years nears its conclusion, we implore the administration to follow APRCA’s Guiding Principles and Priorities when engaging with units around budget cuts outside the PRRP (or any administrative budget-cutting initiative that impacts curriculum). Indeed, at the time of this writing, APRCA and Steering have learned of programs of study in danger of de facto elimination due to budget cuts, in what appears to be, in effect, a shadow PRRP.
 - To underscore our call to administration to suspend this practice, we have co-sponsored the “Resolution Urging the Administration to Join the PSU Faculty to Protect Students’ Pathways to Degree Completion” with Faculty Senate Steering Committee², to be taken up by the Faculty Senate at its June 2023 meeting.
- We refer to Faculty Senate the following possibilities, relative to the role APRCA has played as an ad hoc committee with essential tasks that should be embedded and sustained elsewhere:
 - Adjust the charges of EPC, BC, UCC, GC, and any other relevant constitutional committees to operationalize elements of APRCA’s charge.
 - Create one or more constitutional committees (or other entities) to initiate an integrated approach to curricular changes, particularly when these are driven by budgetary constraints.
- We recognize a deep need for equity relative to where and how decisions are made in different colleges and schools. That is, PRRP has exposed the opacity around decision-making authority and whether that authority resides with (one or more) deans or with the Provost. As noted above, there have been discrepancies in the statements made publicly and privately by the Provost about this issue, and some of the deans, while not commenting publicly, have indicated in private conversations that this is a key issue for them, as well. Additionally, APRCA has observed that different colleges and schools are treated differently by OAA with regard to decision-making authority, which is clearly a violation of University and APRCA principles related to equity and fairness.
- We urge the Faculty Senate, through its constitutional committees and in its own and/or specially called meetings, to provide a platform for ongoing conversations about how review processes

² As of this writing, the members of the Budget Committee, the Educational Policy Committee, Graduate Council, and the Undergraduate Curriculum Committee are considering co-sponsoring this Resolution.

necessarily impact curriculum and, thus, must be meaningfully considered and voted on by Senate bodies.

- One member of APRCA eloquently offered the insight that we need to develop mechanisms to share what we've learned from these processes and to intentionally build future plans from that learning. Using, in her words, "systematic foresight," we might not *only* critique and note the failures of processes like the PRRP, but also have a platform to celebrate the successes units realize from curricular revitalization that is fully grounded in shared governance. The Committee reminds Senate and the Faculty at large of the words of one of APRCA's first co-chairs, Rachel Cunliffe, who, during a Faculty Senate panel discussion about shared governance, noted that we have, at our peril, restricted shared governance to mean, at most, some shared input into solving problems – but that true shared governance requires shared power to name the problems in the first place. Through "systematic foresight" and other approaches based in systems and futures thinking, we may yet shift away from a reactive, conservative, begrudging interpretation of shared governance to a truly generative and promising one.

Finally, despite what we hope to be the impending conclusion of the PRRP, the Committee suggests that the Faculty Senate not sunset APRCA this academic year, given the continuing and contested curricular changes emerging through the current budgeting process. We urge Senate to extend the life of the Committee as, at the very least, a symbolic safeguard against further de facto curricular adjustments outside of shared governance processes, in hopes that future institutional changes, including the development of a strategic plan and the implementation of the recommendations above, will put PSU on a path of genuine shared governance going forward.

Respectfully submitted,
J.R. "Jones" Estes & Vicki Reitenauer, Co-chairs
19 May 2023

TO: Faculty Senate Steering Committee
FROM: Academic Quality Committee (AQC)
DATE: 5/19/23
RE: Attend Anywhere; Questions, Concerns, Recommendations

Near the end of the 2020-21 academic year (AY), the Academic Quality Committee (AQC) submitted a memo to the Faculty Senate Steering Committee expressing our concerns regarding the offering of Attend Anywhere (AA) courses beginning Fall 2021. In September 2022, the Office of Academic Innovation (OAI) published the *Remote Synchronous & Attend Anywhere Pilot Program Assessment*. The OAI report provides valuable insight into aspects of student and faculty experience with AA courses during the 2021-22AY.

The rationale for a quick rollout of AA courses provided by the Office of Academic Affairs (OAA) in spring 2021 was that returning to campus in the middle of the COVID-19 pandemic necessitated providing the most flexible course modality for students. Notably, overall the report findings do not support running courses as AA rather than as remote synchronous.

Key Findings

AA was underutilized by a significant majority of students enrolled in AA courses. While 74% of students reported that "the option to attend class sessions in person or remotely had a positive impact on their success in the class," most students used AA as a remote option only. Faculty reported that 85% of students attended the class remotely. It is unclear in the report how the remaining 15% is comprised (e.g., attended mostly in-person, a combination, absences, students who never attended or dropped the course). The report findings show that in practice, most students enrolled in an AA course chose to attend online (i.e., remote synchronous). Thus it is not a surprise that committee members whose programs offered AA courses noted that many faculty switched from AA to remote synchronous after the term began because very few students attended in person.

Many of AQC's concerns related to issues of student success. The report presents faculty and student perceptions of student success rather than objective metrics of student success; such as DWF rates, retention, time spent accessing online materials in CANVAS. Also, we would like to highlight that 56% of faculty reported a negative impact and 27% perceived no impact. Only 17% of faculty perceived a positive impact. Having only 17% of the faculty that responded identifying a positive impact is an indicator of the significant limitations of the AA modality.

Students were asked about the benefits of AA in regards to their learning. Thirty four percent listed a decrease in their commuting to PSU, 29% named the ability to watch course recordings, and 22% identified an increase in their focus and comfort (based on the imbalance between the number of students who attended remotely and in-person, it is unlikely that much, if any, of this increase is due to in-person attendance). It's important to note that what the students identified as beneficial to their learning are the characteristics of remote synchronous courses.

Because so few students engaged in campus attendance in AA courses, AQC's concern regarding pedagogical inequities created by the division of students into two groups presumably did not

surface. Although the report from OAI includes important findings regarding AA as well as remote synchronous courses, the majority of concerns raised by the AQC remain unaddressed by OAA.

Unaddressed and Ongoing Concerns

Pedagogical Concerns:

- It is still unclear whether giving options regarding *type of attendance* is pedagogically sound, and if so, in which contexts?
- Other than convenience for the student, how is learning maintained or improved through AA instruction?
- We are concerned about how AA prepares students for their future courses and professional responsibilities. Because AA students do not have to commit to the faculty with respect to attendance, the lack of structure inherent in "the option of choice" may have an adverse effect on their preparation for meeting professional expectations after graduation.
- How were high-impact practices (HIPS) incorporated into AA courses?
- Did issues arise from broadcasting (i.e., zooming) a course addressed? If so, how were they addressed? Examples of such issues include student privacy and the ability of students to participate freely.
- We know from the literature that supporting student identity and belonging are key to student persistence. Did AA courses impact a student's sense of place at PSU?

Concerns Regarding Faculty:

AQC continues to be concerned about the impact on instructors especially with regard to preparing and teaching an AA course that requires the creation and delivery of two, parallel courses. This creates a workload issue both in the amount and type of work. Similarly, having to run both modalities concurrently impacts the quality of instruction, particularly in AA courses without the benefit of an assistant providing tech support. This also brings up an issue of fairness as faculty members who teach AA courses must prepare for both in-person and online modalities whereas faculty who only teach in-person or online only prepare for one modality. In addition to the increased faculty workload, equity becomes an issue across departments regarding support for faculty teaching in under-resourced units.

Based on our instructional experience, AQC members maintain that the hyperflexibility explicit in the AA format undermines student commitment to the course; respect for the instructor's time; and impairs development of the dynamic necessary for relational learning.

Resource Concerns:

Another set of concerns regard the expense of the visible and invisible infrastructure required of AA courses. As the added workload of faculty undertaking AA courses comes at the expense of other demands on faculty time, the on-going investment in and maintenance of technology needed for AA courses use financial resources that the University can deploy for greater impact.

Without a testing center, AA courses make additional demands on the faculty. For example, supporting exams in a dual modality creates additional work for the faculty and it creates equitability issues for the students.

AQC strongly recommends that the Faculty Senate form an ad-hoc committee in AY 2023-2024 to address the above concerns and create policies regarding the offering of AA courses as it relates to the curriculum.

May 25, 2023

Susan Jeffords
Office of Provost

CC: Faculty Senate

Provost Jeffords,

Part of EPC's purview is to review proposals for and existing program moratoriums. EPC has developed and implemented a consistent and intentional practice of reviewing and tracking program moratorium proposals, including documenting the mitigating factors driving and sustaining the moratoriums.

Through the implementation of the current hiring freeze, otherwise thriving departments are at risk of a program moratorium through faculty attrition rather than strategic focus. A lack of student interest or enrollment is the primary reason why a program should engage in a moratorium as it allows a struggling program to re-assess its offerings to improve student interest and engagement. On the contrary, a program with satisfactory student demand should be appropriately sized to adequately serve their students, not withered on the vine through retirements, reassignments, and other departures. Successful programs, in terms of student demand, are losing too many faculty lines to offer sufficient coursework to their major students. Even in Departments that have streamlined major requirements, it is difficult for students to complete their degrees on time, motivating them to switch to a general (Liberal Arts, Social Sciences) path instead, diminishing the coherence of their pedagogical experience and in too many cases damaging their overall experience at Portland State to the extent that they leave the University all together.

Programs are being pushed toward moratorium not for lack of students but because there aren't enough faculty to teach the courses. The student demand and need is present but the resource and infrastructure to support programs is being eroded to the point of collapse. This gap in full-time faculty can no longer be adequately filled by adjuncts as fewer people are interested in the high demand, low payout of adjunct teaching. This is not due to a lack of effort from programs to recruit and retain adjunct faculty but more of a culture shift that is happening across industries in relation to people prioritizing their health, work life balance and workplace environment.

EPC implores your office and that of the incoming President to recognize these impacts of the hiring freeze and strategically change it to allow otherwise thriving programs to meet student course demand by filling the much needed positions that are pivotal to our survival.

Respectfully submitted,
Education Policy Committee 2022-2023

Co-Chairs Tim Anderson (MCECS) & Mollie Janssen (SSW)

Cynthia Baccar (REG)

Jon Holt CLAS-AL (WLL)

Lee Shaker CLAS-AL (COMM)

Gerardo Lafferriere (CLAS-SC MTH)

Eleanor Erksine (COTA)

David Kinsella (COTA)

Joan Petet (LIB)

Michael Lupro (OI)

Zafrin Rahman (SB)

Kris Fedor (CLAS)

Joseph Bohling (HST)

Bryant Carlson (PHE)

Max Nielsen-Pincus (ESM)

Yasin Tunc (COE)



Notification of a Program Moratorium (Suspension of Admission)

To: Cindy Baccar (Registrar)
 Amanda Bierbrauer (FA/SFS)
 Josh Davis (OIA)
 Nicolle DuPont (RO)
 Elijah Herr (FA)
 Vanelda Hopes (OAA)
 Kathi Ketcheson (OIRP)
 Jenny Koivisto (RO)
 Christina Luther (OIA)
 Zach Markiss (OIRP)
 Nick Matlick (RO)
 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: Laura Hickman (CUPA)
 Priya Kapoor (INTL)
 Pronoy Rai (INTL)

From: Andreen Morris (OAA)

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

Date: 13 April 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 5-4596 or andreen@pdx.edu

Type of Program Notification: Moratorium (Suspension of Admission)

Program Title: B.A./B.S. in International and Global Studies: Asian Studies

Effective Term: Fall 2023
School/College: College of Urban and Public Affairs
Department/Division: International and Global Studies

BANNER and Web Information:	
BANNER Code: IGAS	Description: Intl & Gbl St: Asian Studies
CIP Code: 45.0901 International Relations and Affairs	Display on Web: No

Program Approvals:
Educational Policy Committee Review Date: 11/18/2022
Undergraduate Curriculum Committee Review Date: 11/28/2022
Provost Approval: 11/30/2022
NWCCU Acknowledgement Date: 4/8/2023



Notification of a Program Moratorium (Suspension of Admission)

To: Cindy Baccar (Registrar)
 Amanda Bierbrauer (FA/SFS)
 Josh Davis (OIA)
 Nicolle DuPont (RO)
 Elijah Herr (FA)
 Vanelda Hopes (OAA)
 Kathi Ketcheson (OIRP)
 Jenny Koivisto (RO)
 Christina Luther (OIA)
 Zach Markiss (OIRP)
 Nick Matlick (RO)
 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: Laura Hickman (CUPA)
 Priya Kapoor (INTL)
 Pronoy Rai (INTL)

From: Andreen Morris (OAA)

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

Date: 13 April 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 5-4596 or andreen@pdx.edu

Type of Program Notification: Moratorium (Suspension of Admission)

Program Title: B.A./B.S. in International and Global Studies: Latin American Studies
--

Effective Term: Fall 2023
School/College: College of Urban and Public Affairs
Department/Division: International and Global Studies

BANNER and Web Information:	
BANNER Code: IGLA	Description: Intl & Glbl St: Latin America
CIP Code: 45.0901 International Relations and Affairs	Display on Web: No

Program Approvals:
Educational Policy Committee Review Date: 11/18/2022
Undergraduate Curriculum Committee Review Date: 11/28/2022
Provost Approval: 11/30/2022
NWCCU Acknowledgement Date: 4/8/2023

Academic Appeals Board
2022-2023 Annual Report to the Faculty Senate

Charge from Faculty Senate (Article 4, Section 4, No. 4)

The Academic Appeals Board, previously an administrative committee, was created a constitutional committee by an amendment to the Faculty Constitution in January, 2021.

1. Hear appeals from students who claim to have received a prejudiced or capricious academic evaluation;
2. Advise and make recommendations to the Provost regarding the outcome of students' appeals;
3. Act in liaison with other committees as needed;
4. Report to the Faculty Senate at least once each year.

Committee Chair:

Trimble, Anmarie (University Studies)

Committee Members:

Constable, Kate (Advising and Career Services)

Flight, Andrew (Mathematics)

Ray, Shuvasree (Chemistry)

Sanders, Robert (World Languages and Literatures)

Yeigh, Maika (College of Education)

No students volunteered to serve as representatives to the Board.

Business:

As of May 26, 2022, the new Board guidelines were approved by the Provost.

The Board heard two student appeals this academic year—one in Fall and one in Winter—and sent their recommendations to the Provost. The Provost has issued their decision on each.

To: Faculty Senate

From: Academic Computing and Infrastructure Committee (ACIC)

Date: May 22, 2023

Subject: ACIC Annual Report

Per the Constitution of the Portland State University Faculty, the charge of the Academic Computing and Infrastructure Committee is as follows:

The committee shall:

1. Serve as an interface between OIT, OAI and the Portland State Faculty, ensuring that Faculty are informed, heard, and involved in IT decisions for the University;
2. Make recommendations on the principles and policies guiding IT choices and goals for the University;
3. Conduct periodic surveys of the Faculty to determine their concerns and feedback;
4. Act in liaison with appropriate committees;
5. Report to the Faculty Senate at least once each year.

ACIC is a university-wide committee appointed, as follows, by the Committee on Committees:

Co-Chairs: Scott Robison (AO) & Steven Thorne (CLAS-AL, (WLL))
Butenhoff, Christopher (CLAS-SCI (PH))
Duh, Geoffrey CLAS-SS (GEOG)
Feng, Wu-chang (MCECS)
Finn, Tim (SB)
Joshi, Riju (CUPA, (EC))
Miller, Caroline (COTA)
Pendell, Kimberly (LIB)
Robison, Scott (AO)
Rodriguez, Eric (OI)
Santelmann, Lynn (CLAS-AL (LING))
Swobodzinski, Martin (CLAS-SS (GEOG))
Thorne, Steven (CLAS-AL (WLL))
VanOverhill, Tyson (SSW)
Webb, Rachel (CLAS-SCI (MTH))

Table of contents

1. PULSE Survey
2. Meetings with external experts
3. Calls for action regarding technology at PSU
4. Links to PSU technology resources for faculty and staff
5. Appendix: PULSE Survey results, organized by frequency

Report

ACIC is a recently created constitutional committee (Spring, 2021). ACIC began its work in the Spring term of 2022 and focused on comprehensive discussions of technology-related issues on campus, establishing ACIC leadership, and setting tasks for the following academic year.

During the 2022-2023 academic year, ACIC met once a month. Agendas and meeting notes were shared via Google Docs. Key events, topics, and discussions include the following:

- 1. PULSE Survey:** ACIC's charge includes conducting periodic (annual) surveys of the Faculty to determine their concerns and to garner feedback on perceived needs, problems, and solutions.

The newly initiated PULSE Survey, sent out at the end of the Fall 2022 term, aimed to gather feedback from instructional and research faculty on campus. The open-ended question presented in the PULSE Survey was: **What existing academic technology or computing issue do you think should be at the top of the ACIC's priority list of things to address in the near future?**

The Survey had a low response rate of approximately 5%. As a result, the survey results may not provide a comprehensive representation of technology-related issues across the campus. Nonetheless, the survey serves as an empirical starting point for understanding and addressing technology concerns at PSU. Upon analyzing the survey data, three key items emerged as the top priorities. Firstly, there is a need for adequate classroom technology that can support both in-person and remote (e.g., Attend Anywhere) teaching. This highlights the importance of providing suitable technological resources to facilitate effective teaching and learning in various instructional settings. Secondly, there was voiced concern regarding faculty computer refresh rates and ensuring adjunct faculty access to necessary technology. This recognizes the significance of providing faculty members with up-to-date equipment and tools to support their instructional and research responsibilities, along with ensuring equitable access for adjunct faculty. Regarding the issue of computer refresh, since numerous respondents inquired about this, we suggest that Colleges and departments remind or provide faculty with the specifics of the computer refresh schedule, which varies across units. Third, research computing resources were identified as another crucial area of concern. This underscores the importance of providing robust computing infrastructure and resources to support research activities and enhance scholarly pursuits on campus. By addressing these key areas highlighted by the PULSE Survey, PSU can work towards resolving technology-related challenges and improving the overall technological landscape on campus. The full results of the ACIC PULSE Survey, organized by frequency of topics/themes mentioned, is presented in Appendix 1.

- 2. Meetings with external experts and campus technology specialists:** ACIC invited guests to attend meetings to inform the committee about various technology-related projects.

Eleanor Hart, Associate Director of Academic Technology and Inclusive Design at Portland State University, November 14, 2022

Focus: The Classroom Technology Pilot project, an OIT effort to test 4 distinctive configurations of Attend Anywhere technology classrooms located in the Broadway Building. The goal is to empirically test different configurations of technology in order to define a new “mid-tier” classroom AV standard that can be efficiently and economically scaled across campus and would add functionality that is currently missing in Zoom classrooms. ACIC was particularly impressed by the methodology used to explore the different mixes of technology in each of the 4 classrooms, which includes instructor and student feedback and surveys. The goal is to produce an affordable technology standard that will enhance the teaching and learning experience for Attend Anywhere courses. ACIC members toured the Classroom Technology Project spaces (April 28, 2023) and were impressed with the improved functionality. Testing and assessment will continue through the Spring 2023 term and planning for scaling mid-tier options will continue through Summer and Fall, 2023.

Jerrod Thomas, Senior Director, OIT, November 14, 2022

Focus: Review of OIT services, which engages 90-120 projects per year. A few key developments are described below.

Several initiatives have been undertaken to promote inclusive language and enhance campus technologies. One such effort involves the technical implementation of pronoun collection and usage options across various campus platforms, including Canvas and Banweb. These updates have been made to ensure that language used in these technologies is both inclusive and accessible, following the Educause model. Additionally, the Office of Information Technology (OIT) has been working on remediation efforts to address non-inclusive language across its systems.

Addition updates from OIT: (1) Significant improvements are being made to the Vernier Science Center (SB1) Building through a building upgrade project. This initiative aims to enhance the overall functionality and facilities of the building, providing a better experience for students and faculty.(2) In order to assist students with their questions and concerns, the university is planning to implement the Ivy.IA Chatbot, named Kit. This chatbot serves as a helpful resource, providing guidance and support through a gender-neutral interface. (3) There have been discussions regarding the prioritization of IT project requests. This process involves evaluating the importance and feasibility of each project, ensuring that resources are allocated appropriately and efficiently.

Ryan Bass, CIO of OIT, March 13, 2023

Focus: Campus technology budget overview and impacts on service. Specific discussion of the following issues:

Ongoing changes in staffing and budget within the Office of Information Technology (OIT) have necessitated a reevaluation of service and organizational strategies to ensure efficiency despite

constraints. The primary focus is on accomplishing more with fewer resources. One key aspect is maintaining priority access to research computing, recognizing its significance for academic and scientific pursuits. Additionally, OIT aims to develop a customer relation and management system (CRM) strategy that is adaptable and specifically geared towards enhancing student success. Operational excellence is being pursued in various areas. This includes migrating Banweb to a new architecture to improve its functionality, addressing student needs by enhancing the features of MyPSU, and expanding outdoor WiFi coverage in locations such as the Park Blocks and elsewhere on campus. Additionally, OIT is providing information security training, titled “2022 Kevin Mitnick Security Awareness Training,” to faculty, staff, and students through online training programs. These measures aim to strengthen overall cybersecurity and data protection on campus.

3. Calls for action: Numerous technology-related issues and challenges were discussed during ACIC’s monthly meetings. ACIC also benefited from members of the campus community who shared ideas and concerns and we would specifically mention Prof. Jill Emery (Library) for her contributions regarding AI and encouragement for additional identity security safeguards on campus.

3.1 ChatGPT and other Large Language Model AIs (LLM AIs): The arrival of ChatGPT and other Large Language Model AIs in late 2022 have had a tremendous impact on higher education. Here we describe a few of the positive and negative/challenging issues associated with these tools.

Potential positive impacts of LLM AIs: The advent of large language model AIs has revolutionized higher education in profound ways. These intelligent systems make available powerful tools for both educators and students, transforming the learning landscape. With their vast knowledge base and natural language processing capabilities, LLM AI models have empowered students to access information and engage in dynamic and personalized learning experiences. AI-powered virtual tutors and adaptive learning platforms provide personalized feedback and guidance tailored to individual students’ needs, fostering an effective and efficient learning process. Additionally, large language models facilitate collaboration and knowledge-sharing among students, as they can assist in real-time discussions, answer questions, and offer insights. LLM AIs can assist with computer coding and math-related questions and problem sets, including the capacity to explain problems and provide step-by-step guidance. For academic writing, LLM AIs can be used to assist with editing and stylistic corrections and can offer feedback and pedagogical explanations relating to academic language use, which can support students struggling with academic varieties of written language and students for whom English is their second (or 3rd, 4th, etc.) language. As a result, LLM AIs have the potential to support students and to create a more inclusive, accessible, and responsive learning environment that is adaptive to the needs of diverse learners.

Problems and challenges of LLM AIs in higher education: While large language model AIs like ChatGPT offer numerous benefits in higher education, they also present many challenges and concerns. One significant issue is the potential for cheating and academic dishonesty. Students may misuse these AI models to generate plagiarized content or obtain answers without truly understanding the subject matter. This can undermine the integrity of assessments and devalue

the educational process. Educators need to address this challenge by fostering in students a culture of academic honesty and a deep desire to learn, and not simply to complete assignments as easily as possible, which mitigates learning.

Another problem is the risk of overreliance on AI models. Students may become excessively dependent on these systems for their learning, relying solely on pre-generated answers rather than engaging in critical thinking and active problem-solving. This can hinder the development of important skills, such as analytical thinking and creativity. To mitigate this issue, educators should encourage students to use AI models as tools to support their learning rather than as substitutes for their own cognitive abilities.

Additionally, there are concerns regarding the biases and errors present in AI models, including “hallucinations”, defined as erroneous facts and argumentation created by AI tools. If the training data used to develop these models contains biases, they may inadvertently perpetuate and amplify those biases when providing responses. This can have implications for the objectivity and fairness of educational content. It is crucial for developers and educators to be mindful of these biases and work towards improving the fairness and inclusivity of AI models. Relatedly, there is the challenge of ensuring digital literacy and critical thinking skills in the face of AI-generated content. Students need to evaluate and validate the information provided by AI models and to understand their limitations and potential inaccuracies. Educators play a crucial role in teaching students how to effectively navigate and assess the information generated by AI models within an educational context.

In summation, while large language model AIs have transformative potential in higher education, it is essential to address these aforementioned challenges proactively to ensure their responsible and effective use to enhance learning outcomes. In her OAI presentation on LLM AIs in higher education, on Friday, May 12th, 2023, Cynthia Alby emphasized this very point, that since ChatGPT (and related tools) can so easily reduce the cognitive load of many tasks, and hence reduce potential learning outcomes, we need to foster a culture shift in higher education that emphasizes and supports a desire to learn *with* these powerful new tools, and not to use them to complete assignments and learning activities with minimal effort. This is a tall order but one that must be central to our concerns as educators moving forward.

Possible action for Faculty Senate: Should we create an Ad Hoc committee to address LLM AIs in higher education? OAI and OIT could help inform this process, but these units are not positioned to create academic integrity policies. New pedagogical approaches to the developmentally effective use of LLM AIs is needed, as is training for faculty across campus. This could be an issue that Faculty Senate would want to address in the coming year (AY 2023-2024).

3.2 Proctoring systems and academic integrity

The current state of online proctoring is one of continued growth and evolution. With the increasing demand for remote and online learning, some departments have turned to online proctoring as a solution for maintaining academic integrity in high stakes online assessments. However, the use of online proctoring has also raised concerns about student privacy, data security, and the impact on student learning. Going forward, it will be important to continue to

evaluate and adjust our approach to online proctoring based on student feedback and changing circumstances, while also ensuring that their use of proctoring systems aligns with ethical and legal standards. There are many online proprietary proctoring tools available for asynchronous online assessments in Canvas. These applications require either an institutional license fee or a student fee. Currently there is no campus wide site license, but several departments have their own student fee structure set up for department license or individual student use. Should PSU have a University site license? We recommend clear guidelines and best practices for both students and faculty using proctoring systems.

Portland Community College (PCC) has started using Zoom focus to proctor their synchronous online exams. The Zoom focus setting is a Zoom feature that allows the host to highlight a specific area of their screen to all meeting participants. When the focus setting is enabled, Zoom will automatically resize the shared content to fit the entire screen, while dimming out the rest of the screen content. PCC has developed a comprehensive set of guidelines, videos, and procedures for remote proctoring for both students and faculty. When proctoring an online exam, proctors share the exam window with the student and then use the Zoom focus feature to restrict the student's view of the screen to only the exam window. Then all students share their screen at once, turn their microphones on, turn their speakers off. Communication is done through the chat. To ensure that students are not able to bypass the Zoom focus feature, PCC requires that students use a secondary device, such as a removable computer camera, smartphone, or tablet, to capture and share a video of their work space. We list a few popular proprietary proctoring software systems that integrate with Canvas:

- Proctorio is a fully automated online proctoring tool that uses AI to detect and flag suspicious behavior during exams. It integrates seamlessly with Canvas and offers a range of customizable settings, including identity verification, browser lockdown, and webcam monitoring. <https://proctorio.com/products/online-proctoring>
- ProctorU is an online proctoring service that integrates with Canvas and provides live proctoring services using trained proctors. It includes customizable settings, such as identity verification, lockdown browser, and webcam monitoring, and offers a range of scheduling options for exams. <https://www.measurelearning.com/exam-technology/proctoru-online-proctoring>
- Respondus Monitor is a fully automated online proctoring tool that integrates with Canvas and uses webcam and microphone monitoring to deter cheating during exams. It also includes a range of customizable settings, such as identity verification, lockdown browser, and live proctoring. <https://web.respondus.com/he/monitor/pricing/>
- ExamSoft is a secure exam platform that integrates with Canvas and offers online proctoring capabilities. It includes a range of customizable features, including randomized questions and answer options, timer controls, and the ability to capture screenshots of test takers' screens during exams. <https://examsoft.com/solutions/exam-monitor/>
- Honorlock is an online proctoring tool that integrates with Canvas and uses AI-powered technology to monitor and flag suspicious behavior during exams. It includes customizable settings, such as identity verification, lockdown browser, and live proctoring, and also offers a range of analytics and reporting features. <https://honorlock.com/institutions/>

- Examiity is an online proctoring system that uses both automated and live proctoring to monitor exams. They offer features such as ID verification, webcam monitoring, and keystroke analysis to prevent cheating. They also offer a secure browser that can be used to prevent access to unauthorized materials. <https://www.examiity.com/who-serve/education/>

3.3 Subject specific coordinators for management of online and technology-specific issues

There is a need for department (subject specific) or school level technology and online instruction coordinators. Online Coordinators could develop and implement strategies for online teaching and learning for a certain discipline, such as math or science, that have specific technology issues. The Coordinator would work closely with faculty members to ensure that they have the necessary resources and support to effectively teach online courses and would also be responsible for staying up-to-date on the latest trends and technologies in online learning. Coordinators would serve as a point of contact for faculty members seeking assistance with online tools, applications, and software. Coordinators could provide training and support to faculty members on best practices for online teaching and learning in the department/school. OIA could potentially serve as a coordinating unit for this effort.

4. Links to PSU technology resources for faculty and staff

A primary charge of ACIC is to serve as an interface between OIT, OAI and the Portland State Faculty, ensuring that Faculty are informed, heard, and involved in IT decisions for the University. In this section, we include links to PSU campus technology resources and services as an informational update and/or reminder.

4.1 OIT Service Catalog: From some of the answers we got on the survey, some/many faculty do not appear aware of some of the resources that are currently available to faculty. Information about each of these services can be found in the [OIT Service Catalog](#):

- [Computing resources/services for faculty research](#)
- [Research Data Storage](#)
- [Employee Virtual Desktop](#)
- [Virtual Computer Lab](#) (primarily for students but may have software faculty need such as SPSS)

4.2 Priority Access Now Available in OIT's High Performance Computing

In addition to the Free access tier, there is now a Priority access tier making it possible for you to reserve dedicated compute time for your funded research needs in OIT's Coeus HPC cluster.

Why it matters

OIT's HPC clusters feature many computer cores, large amounts of memory, and large scratch (temporary) storage volumes suitable for computation and data processing. This new offering is similar to NSF's CloudBank, but is for on-premises computing rather than cloud computing.

It applies to...

Students, faculty, and affiliates within PSU's research community using computational analysis and machine learning in their work.

For more information go to the OIT website to learn about [research computing resources](#) and on the [HPC webpage](#) for specifics on priority access.

4.3 OAI's Teaching and Learning Resources Website: OAI has constructed a large number of resources related to teaching and learning on their [OAI+ website](#). These include technical “how to” resources as well as a wealth of more pedagogical references aimed at enhancing the teaching and learning experience (e.g., DEI, student engagement, building community, course modality support, etc.).

4.4 Research Computing Resources

- OIT's menu of research computing resources: <https://www.pdx.edu/technology/service-catalog#research>
- High Performance Computing: <https://www.pdx.edu/technology/high-performance-computing-clusters>
- Data Storage: <https://www.pdx.edu/technology/research-data-storage>

5. APPENDIX 1: ACIC PULSE Survey Results, organized by frequency

What existing academic technology or computing issue do you think should be at the top of the ACIC's priority list of things to address in the near future?	Frequency
Adequate classroom technology for in-person and remote attendance	18
Faculty computer refresh; capabilities (hardware and administrative); accessories; adjunct access	14
Wifi in campus buildings (Smith, Engineering)	10
Computing resources for faculty research	9
Better / consistent classroom projectors	7
Adobe Creative Suite, statistical software, Slack, MS Teams	4
Remove print quota for students and staff	4
Student support for educational technologies	4
Canvas features; extensions	3
Laptops for students	3
Subsidizing home technology/expenses	2
Cell service in campus buildings (KMC)	2
OIT response time for classroom issues	2
Cybersecurity	1
Better PSU website for sharing research	1
Duo authentication issues	1
Speed of connection to shared network drives	1
Free Portland WiFi	1
Working classroom clocks	1
Student engagement	1
Microsoft Teams	1
Permanent email address for students	1
Remote desktop solution for students	1
Professional development opportunities for Teaching and Learning each term	1
Library's ebook service	1
Emergency call button for classroom issues/security	1
Privacy/surveillance issues	1
Laminator	1
eportfolio / Pebblepad support	1
Zoom / Attend Anywhere training	1
Replace Mediaspace with YouTube	1
Student fees for online courses	1
Course design support for a variety of course modalities	1
advising assistance	1

2022-23 Annual Report to the Faculty Senate from the Academic Quality Committee

Members:

J.R. “Jones” Estes, Chair, OI
Michael Dimond, SB
Sahan T.M. Dissanayake, Economics, CUPA
Karla Fant, MCECS
Maria Kapantzoglou, CLAS-SS
Ex officio: Kathi Ketcheson, OIRP

Charge:

1. Research, identify, and recommend practices that promote and sustain academic quality for faculty and students at Portland State University.
2. Conduct and review biennial surveys of faculty and students.
3. Report on issues, concerns, and potential for actionable ideas.
4. Conduct research on implementation of best practices and make recommendations to the Faculty Senate.
5. Maintain a “dashboard” that evaluates progress on implementation of academic quality initiatives.
6. Report to the Faculty Senate at least once each year.

In fulfillment of its Charge, the Committee:

1. Based on the ad-hoc Interdisciplinary Teaching and Research report submitted to the Faculty Senate in AY 2021-22, the President convened a working group that the Chair participated in. A report of recommendations will be submitted to the Faculty Senate for follow up in the fall.
2. Continued collaborations with the Institutional Assessment Council (IAC). Committee member Maria Kapantzoglou continued attending IAC meetings. Accomplishments include: revision of Office of Academic Innovation's (OAI) Program Assessment Planning & Progress rubric, successfully amending the Constitution of the Faculty Senate to move IAC from an administrative to a constitutional committee, and providing feedback on the Student Experience Project.
3. AQC responded to *Remote Synchronous & Attend Anywhere Pilot Program Assessment*, a report issued by the OAI on Attend Anywhere (AA) courses offered in AY 2021-22. The committee submitted a memo responding to the OAI memo and highlighting concerns about the AA modality to the Faculty Senate. The memo recommends to

Faculty Steering the formation of an ad-hoc committee in AY 2023-2024 to address ongoing concerns and create policies regarding the offering of AA courses as it relates to the curriculum.

4. As part of developing meaningful High Impact Practice (HIP) course designations, in collaboration with OAI, AQC will recommend that the Faculty Senate convene an ad-hoc committee in AY 2023-24 to formulate a definition of community-based learning based upon a scaffolded rubric.
5. As Co-Chair of the APRCA, the Chair of AQC informed the Committee regarding impacts on academic quality.

2023-24 Committee Priorities:

The AQC will continue its work outlined above with the understanding that it is possible new developments in the Academic Program Reduction Process, lingering effects from the pandemic, and budget decisions impacting academic quality may redirect our focus.

Otherwise:

1. With the creation of the Office of Student Success, the Student Success Pillars and related initiatives were reconfigured or eliminated. Establishing a partnership with the new office is a priority for AY 2023-24.
2. If approved by the Faculty Senate, AQC will guide and support the work of the community-based learning ad-hoc committee.
3. The Committee will use the OIRP analysis of the HIPs survey and Senior Exit Survey from spring 2020 and 2022 to continue the project of developing criteria and process for HIPs course designation in the course schedule.
4. The effort to establish a partnership with the Academic Computing Infrastructure Committee (ACIC) to address shared, ongoing concerns regarding a lack of data on the remote/online student experience should be renewed.
5. Considering options for expanding Committee communication with campus, e.g., creation of a webpage and/or dashboard for survey results, has been a carryover for several years. The 2023-24 Committee should decide if this is an ongoing priority.

Academic Requirements Committee (ARC) 2022-23 Annual Report

Date: May 10, 2023

Members 2022-23

Suwako Watanabe WLL, Chair

Brianna Avery HON

Steve Boyce MATH

Saori Clark ACS

Ari Douangpanya ACS

Laura Marsh ACS

Jane Mercer UNST

Vacant (Student Member)

Consultants: Rebecca Ingersoll ACS, Nicholas Matlick RO

Support Staff: Jill Borek

The Responsibilities of the Academic Requirements Committee are:

- 1) Develop and recommend policies regarding the admission of entering freshmen.
- 2) Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.
- 3) Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. Adjudicate student petitions regarding initial undergraduate admissions.
- 4) Make recommendations and propose changes in academic requirements to the Faculty Senate.
- 5) Report to the Senate at least once each year.
- 6) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council.

The ARC met regularly (about twice per month) via Zoom from September 2022 through May 2023. We reviewed **136** petitions, of which **114** were approved (through May 08, 2023). The number of petitions has decreased from previous years when students were experiencing hardships because of the Covid-19 pandemic. The University Studies Cluster Requirement remained the most common focus of the petitions this year. The average turnaround time for petitions from submission to implementation has remained at 10 days, which is similar to previous years.

The Committee has been working with the student position vacant throughout this year. While we welcome a student perspective when we discuss changes and issues related to the University's academic requirements, which are often prompted by proposals to the Faculty Senate, a concern has been expressed regarding having a student when we review petitions because they often contain sensitive information. The Committee needs to address this issue when the student position is filled and a student actually attends the ARC meetings.

The committee wishes to thank Becki Ingersoll, Nicholas Matlick, and Jill Borek for their excellent support of our work.

Significant issues that we worked on:

Proposal to allow interdisciplinary majors to use “extra” courses from their major towards their Upper Division Cluster

We proposed that students majoring in Arts & Letters, Social Science, Science, and Urban & Public Affairs be allowed to use courses that are applicable to those majors to fulfill their Upper Division cluster instead of the major requirements. Students in those four particular majors often take Cluster courses in multiple disciplines within their broad major domain such as sociology, psychology, and anthropology for the Social Science and petition to lift the restriction to use a course in a particular major for the cluster requirement. The restriction narrowed the range of cluster course options for those interdisciplinary majors. Because of the interdisciplinary nature of the four majors, the ARC thought the mission of the Upper Division cluster requirement was met. We received support from the UNST Council, EPC, Budget Committee, and UCC. The proposal was passed at the Faculty Senate.

Proposal to change area distribution designation for Speech and Hearing Sciences courses

The ARC reviewed the courses that SPHS included in the proposal and concluded that most of the courses should be designated as social science and others science as indicated in their memo. We submitted the proposal, and it was passed at the Faculty Senate.

Proposal for the English language admission requirement for the Portland Institute Nanjing English Pathway program, Maseeh Engineering & Computer Science

The ARC received a request to review and submit a proposal for the Portland Institute Nanjing English Pathway program in the School of Maseeh Engineering & Computer Science regarding modification to the English proficiency admission requirement for international students in their program. The modification is similar to the IELP's Pathway program with a comparable standard built in their English program prior to transferring from China to PSU. With our support, the proposal was submitted and passed at the Faculty Senate.

Review of Proposal of the New Program of Major in Elementary Education

The ARC received a request to review a proposal for a new program of major in elementary education from the Curriculum and Instruction of College of Education. Because of the tight timeline for students to complete the major requirements, the initial plan was to waive the UD Cluster and Capstone requirements. The ARC requested to consult with the UNST Council, and they worked out incorporation of the UNST's missions and learning objectives enabling them to offer such courses to meet the UD Cluster and Capstone requirements. We supported the revised proposal, which was passed at the Faculty Senate.

Review of Proposal to allow transfer courses with “U” designation and allow students to petition to use transfer courses toward the Cluster Requirements

The ARC was requested to review a proposal to allow transfer courses with “U” designation and allow students to petition to apply transfer courses to meet the Cluster requirement which was sent by a subcommittee of the UNST Council. We supported the proposal with some minor revisions to the language to avoid ambiguity.

Review of Proposal to extend lowered GPA admission standard for two years

The ARC reviewed a proposal to extend the reduced GPA admission standard for two years with the Summer Bridge Program submitted by Shoshana Zeitsman-Pereyo, the Executive Director, Student Success Initiatives, and Erica Wagner, Vice Provost, Student Success. We recognized the effect of the Summer Bridge Program, and we concluded that the ARC should support the proposal. The proposal is expected to be on the agenda at the Faculty Senate in June 2023.

Review of Proposal to limit Study Abroad credits applied toward a degree to 45 credits

The Office of Education Abroad and the Registrar’s Office submitted the proposal to limit the number of Study Abroad credits applied toward a degree to 45 credits. The ARC finds this limit to be reasonable as 45 credits are equivalent to one-year, i.e., a quarter of the minimum number of credits (180 credits) required to graduate. The ARC supported the proposal, and it was passed at the Faculty Senate.

To: Faculty Senate

From: Budget Committee
Jill Emery (co-chair), Jennifer Allen (co-chair until April 2023), Travis Bell, John Beer, Mitch Cruzan, Derek Garton, Sam Gioia, Brenda Glascott, David Hansen, ChiaYin Hsu, David Kinsella, Martin Lafrenz, Lynne Messer, alex, Sager, Amanda Sugimoto, Derek Tretheway, and Blythe Urutia

RE: June 5, 2023 Annual Report

Committee Charge and Roles

The Budget Committee has a multipart charge:

- 1) Consult with the President and his or her designee(s) and make recommendations for the preparation of the annual and biennial budgets.
- 2) Consult with academic leaders of colleges/schools, Intensive English Language Program, and University Studies, and make recommendations for the preparations of their annual budgets and enrollment plans. Each Budget Committee member from one of the above listed units shall serve as liaison to his/her unit for this purpose, with other members assigned as liaisons as needed.
- 3) Recommend budgetary priorities.
- 4) Analyze budgetary implications of new academic programs or program changes through the review of a business plan that anticipates and provides for the long-term financial viability of the program, and report this to the Senate.
- 5) Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through the review of a business plan that anticipates and provides for the long-term financial viability of the unit, and report this to the Senate.
- 6) Consult regarding changes from budgets as prepared.
- 7) Review expenditures of public and grant funding as requested by the Faculty Senate.
- 8) Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.
- 9) Report to the Senate at least once each year.

University Budget

The committee received updates on the university budget by Kevin Reynolds and Andria Johnson. The first presentation in the fall of 2022 included a recap from FY22 and an update on FY23. The second presentation in February included updates on the budget for FY23, the use of reserve funds, and the tuition increase recommended by TRAC. The committee has also met with

Chuck Knefle regarding student enrollment goals, breakdown of the tuition costs to students and the impact of tuition increases upon total student expenditures. The expenditures for the FY24 year are expected to be more than revenues generated. Despite an ongoing hiring freeze/pause of all campus personnel positions, the financial savings/cost recovery has not been articulated or shared either to the faculty senate budget committee or to the Board of Trustees Finance and Administration Committee.

We had a presentation from Amy Mulkerin and Susan Jeffords on the Program Review and Reduction Processes which included the co-chairs of the Academic Program Reduction and Curricular Reduction ad hoc Committee. The work completed by this process including early retirement offers has resulted in an overall saving of ~\$10 million to OAA.

In order to have a better articulation of the Budget Data FY 2010 through FY 2022, David Hanson & Andria Johnson worked to create a more simplified and readily understood rubric of financial analysis. We will continue to build upon this rubric going forward as a way to further develop a deeper understanding of the overall financial trends of the University.

FY23 OAA Budget Process

The Office of Academic Affairs follows a budget process called Integrated Planning of Enrollment and Budget (IPEB). This budget process has the revenue generating units develop enrollment plans. Enrollment plans detail the student enrollment outlook. These are accompanied by enrollment narratives that explain the impact on students via persistence, recruitment, degree completion, and program management strategies.

Budget Committee co-chairs were invited and attended the launching of the IPEB process in January. The Budget Committee worked with Amy Mulkerin to modify the IPEB timeline to allow liaison meetings with deans and directors to occur in March and early April so that more accurate FY24 budget information would be available.

Context:

Members of the Budget Committee (FSBC: Faculty Senate Budget Committee) met with the deans, directors, and financial officers of eleven colleges and academic units across campus between 2/21/2023 and 4/5/2023. Each unit was provided with a list of questions developed by the FSBC (see Appendix 1). Interested members of the APRCA committee were invited to provide additional perspectives on the longer-term process of reorganization and reduction processes initiated by the Provost, and they attended most of these meetings. Below is a summary of common trends noted by committee members from across the interviews with representatives of the eleven units.

Shared Principles Identified:

- All of the interviewed OAA units provided examples of engagement with student success and various attempts at finding more effective pathways for the recruitment & retention of students.
- All of the units indicate a strong commitment to maintaining research efforts and research support undertaken by their faculty members as a way to increase student participation in research enterprises across campus.
- All of the units acknowledged a lack of comprehensive strategic framework to work within that facilitates the setting of meaningful unit goals and outcomes.
- All of the units do not see personnel as the problem but rather the solution if a comprehensive strategic framework existed.

Challenges:

- All of the units noted a drop in undergraduate enrollment over the past two years and recognize this as a fundamental budgetary problem. The School of Public Health notes that their undergraduate graduation rate is below what their accrediting organization wants to see and this is a result of both a resource allocation and structural challenge.
- The hiring freeze/pause across the University has impacted OAA units heavily and has derailed the agency of the units to respond to critical personnel deficits with any urgency. The current practice of having the President of the University ultimately determine who is and is not to be hired not only erodes the shared governance of the faculty but the shared governance of OAA. Specifically, the following problems were noted by multiple units in OAA:
 - Relying on contingent faculty is putting programs in risky positions to be able to maintain retention targets and increase enrollment even in programs that are deemed successful. The School of Public Health points out that their accreditation board has noted the over reliance on adjunct faculty.
 - Continued and sustained loss of support staff is resulting in the lack or reduction of fundamental student support services in units in critical ways as noted by MCECS, the Library, and UNST who all noted the sense of over burden felt by remaining support staff now serving multiple roles and triaging services.
 - The lack of hiring in units & in the Office of Research & Graduate Studies is jeopardizing both the awarding and completion of federal grants which means we've lost out on significant funding opportunities as noted by CUPA.
 - For some of the professional programs, the faculty to student ratio is becoming precarious and it could result in the loss of program accreditation for key areas on campus such as the School of Social Work and Engineering programs. Both program areas noted that hiring impacts created by the hiring freeze/pause now carry forward to future accreditation shortfalls if faculty FTE continues to drop below accreditation limits outlined.

- CLAS continues to have to cut GTA positions and is considering trying to raise more philanthropic support for the positions but this takes time to build a solid foundation of support. In the meantime, this means either greater course loads for faculty or hiring of more adjuncts.
- Promotion of program offerings is inconsistent and there is not a strategic enrollment plan in place across the University. CLAS notes they have a zero budget for recruitment and the flattened model for marketing to undergraduates de-emphasizes centralized support. Some units such as Honors, MCECS, and The School of Business have created enrollment processes either as stand-alone arrangements or in conjunction with enrollment management, however these are limited to these areas on campus and result in enrollment growth without faculty FTE to support programs offered. SSW noted that even though they have a nationally ranked MSW program, there is virtually no advertising budget to recruit out of state students. Having an overall comprehensive enrollment plan would help to delineate the strategic directions found lacking and grow the University in a more sustainable manner.
- There is the ongoing concern that SCH continues to be the main driver of determining course/program success and even with better ways to indicate cost share across disciplines developed by OIRP, this rubric does not fit with the overall ethos of Portland State as an access institution and get at what we should be measuring in regards to “success” at Portland State. CLAS would like to explore how to disconnect from the student success and completion model and focus more directly on State-focused earmarks and appropriations. SSW is also pursuing a bill for direct allocation of funds from the State legislature.
- There is a lack of transparency and comprehension of what the personnel hiring freeze/pause has achieved in regards to offsetting our shortfalls in the budget due to enrollment declines. There is the concern that money once designated for ongoing curricular support is just being converted into one-time spending opportunities that does little to help sustain enrollment planning and budgeting.

Opportunities:

- Portland State provides a significantly lower cost for tuition than other Oregon public universities and there are significant numbers of students graduating without student debt; there is a strong marketing case to be made to help increase enrollment. Across all OAA units, there are stories from students of their worthwhile educational experience at Portland State. Creating a mechanism to broadly capture and share these stories from all disciplines is needed.

- COE and CLAS both note that developing certificates, especially graduate certificates for licensure-only pathways in COE, is an ongoing shift and aligns with HECC funding models more readily and provides opportunities for growth to Portland State.
- Portland State does have a strong tie-in with various undergraduate research programs across campus. Doubling down on being the best R2 institution possible with more undergraduate research participation could help define a particular niche for Portland State. This focus could set us apart from other Oregon universities and potentially help to grow enrollments and face competitors more readily. In addition, this is an area where grant funding could be steadily increased if there were the personnel in place to help with federal and private funding support.
- There continues to be growth in interdisciplinary programs across campus. These initiatives are led in large part by CLAS but performed in conjunction with almost all the other schools and colleges on campus. This work needs greater visibility and promotion.. Our interdisciplinary program development would benefit from broader coordination and codification in order to fully succeed. It is recognized that the work to fully integrate true interdisciplinary programmatic design extends beyond the determination of SCH allocation and calls for the development of a rubric or framework to assess and determine financial stability and sustainability of these programs. We keep hearing there are pockets of the campus working on interdisciplinary frameworks but again, it is occurring in a very ad hoc and administratively driven way. We'd like to see this work highlight shared governance and utilize existing faculty senate curricular structures to be accomplished.

Summary:

In summary, the Faculty Senate Budget Committee acknowledges a campus struggling to come together and face the budgetary challenges ahead of us. The ad hoc personnel hiring freeze/pause without a strategic framework has hampered and hindered the ability of OAA units to achieve goals of both student recruitment and retention. The benefits of the hiring freeze/pause for offsetting shortfalls have not been made transparent to either campus divisions or units in OAA. There are significant concerns in many of the professional programs that this ongoing situation puts accreditation status in potential jeopardy if carried out much longer. Staffing in all the units are at a critical level that make it uncertain the advent of a federated service center model will rectify. On the other hand, there are opportunities for growth and resilience if we can start a strategic focus in key areas such as undergraduate research participation, further codified and structural development of meaningful interdisciplinary programs, and greater promotion of the lower tuition costs and more students graduating debt free from Portland State. Interdisciplinary study is continuously brought up as a path forward to greater sustainability but this work is being done outside the rubric of faculty senate and shared governance. Therefore, this curricular work, cultivated without faculty input, will not be codified in any cohesive way. While we can find

indications in the integrated planning and enrollment budget processes and discussions of the OAA units attempting to work more comprehensively together, the lack of a cohesive vision and shared purpose thwarts the attempts currently undertaken by the OAA units to act with agency at this time of urgency.

Proposal Reviews

The committee has completed reviews of 9 new programs, 37 program changes, and 13 program eliminations. These proposals were reviewed by two-person or three-person review panels which report their recommendations (no significant impact/modest impact/significant impact) to the committee via an online google document. This system enables other committee members to review and comment on proposals not assigned to them. Major proposals such as those for completely new programs are discussed in committee meetings. We have been using google docs to facilitate communicating these recommendations to Andreen Morris, the Curriculum Coordinator, who posts the final recommendation in the curriculum proposal system.

FSBC Endorsements

The committee submitted three endorsements this year. The first was the Endorsement of the Proposal to allow interdisciplinary majors to use “extra” courses from their Major Towards their Upper Division Cluster which was then passed at faculty senate. The second endorsement was for the FY 2023-24 Tuition Recommendation to raise tuition by \$7/credit hour to both resident and nonresident undergraduates & graduate students which was presented to the Board of Trustees in April 2023. An endorsement is to state the minimal financial impact of the formalization of the student ability to transfer upper-division courses and empower departments to use articulation agreements to count external courses toward the cluster requirement, while allowing the consideration of student petitions. Lastly, support of the Alteration of Program Form regarding the Integration of Faculty and Programs from the Department of International and Global Studies (DIGS) into the Department of Political Science (PS) was completed by the FSBC. However, it was noted that this came to the FSBC at the very end of the year and didn't allow full discussion and the financial analysis of this integration was not presented to FSBC.

Upcoming Agenda Items and Items postponed until the 2023/24 AY

1. Discussion of framework to be instituted as federated service centers to achieve further savings in OAA by consolidation of common activities across OAA units to be held on May 15th and what financial impacts this framework implementation may have.
2. A discussion on May 15th, regarding the management reserves freeze that was announced to Senior Financial Officers on May 3rd.

3. Discussion of late fees and failed classes charged to students and what financial impacts these fees have on students and to the University on June 5th .
4. Development of a financial literacy guidebook to better inform faculty and staff on the campus budgeting processes.
5. Recommendation for meeting with the OAA Senior Financial Officers and the FSBC in Fall 2023.

Acknowledgements

We thank administrators, staff, and XO member faculty who have contributed to thoughtful and informative conversations over the past academic year including [Susan Jeffords](#), [Amy Mulkerin](#), [Kevin Reynolds](#), [Kevin Neely](#), [Chuck Knepfle](#), [Kathi A. Ketcheson](#), David Burgess, [Vanelda Hopes](#), [Tim Anderson](#), and Vicki Reitenauer.

Committee on Committees
2022-2023 Faculty Senate Report
Prepared by Sonja Taylor (OI), Chair

CoC Membership: Matt Chorpenning (SSW), Enrique Cortez (CLAS-AL), Esperanza De La Vega (COE), Timothy Finn (SB), George Cooligan/Alison Heryer/Barbara Heilmair (COTA), Jill Emery, (LIB), Betty Izumi (SPH), Isabel Jaén Portillo (CLAS-AL), Jason Newsom (CLAS-SS), Nadine Phoenix (CLAS-Sci), Pronoy Rai (CUPA), Rachel Webb (CLAS-Sci), Chien Wern (MCECS), Lindsey Wilkinson (CLAS-SS), Shoshana Zeisman-Pereyo (AO)

Charge: Each of our charges is listed in bold below, with our work this year detailed underneath.

1. Appoint, on behalf of the Senate, members to all committees established by the Faculty Constitution.

Staffing this year was relatively straightforward, although there are some divisional requirements that made it hard to find committee members from certain departments. It has been reported, for instance, that in some departments service on constitutional committees is not recognized or valued. Thus, some units might have faculty who are reluctant to commit to serve, particularly if they are having issues around workload and/or don't have a sense of belonging in their department/unit.

The committee decided to emphasize shared governance in the call for committee selection this year. To that end we sent out information separate from faculty senate elections with a message that reinforced the importance of committee service. Despite this outreach, the overall response rate was down, about half of the faculty responded when compared to the response numbers of last year. However, the need for faculty continuing on committees was less clear. This resulted in a need to reach out to current committee members to ask them to confirm that they were remaining on their committees.

- We recommend that next year an explicit message is included that directs faculty to indicate that they expect to continue to serve.

On several committees there are recommended term limits that are not regularly enforced and in some cases this leads to frustration for faculty who want to serve on specific committees (ex. The budget committee). We recognize that in some cases when committees are in the middle of projects, continuity is important and sometimes necessary, but perhaps there is a balance to be struck.

- We recommend that next year the CoC takes up the question of term limits and whether or not they should be enforced, or perhaps an encouragement can come from the liaison if there is a great deal of interest and no turnover for particular committees.
- One suggestion could be to ask folks to step down if they have exceeded term limits and there is a lot of interest. Let them know before the survey so they can plan accordingly.

Current Staffing Plan, beginning with Spring Term

Spring:

1. Faculty preference planner sent out for faculty to mark which committees they want to serve on
2. Committee liaisons communicate with the current committee to confirm who is remaining and who is rotating off.
3. Staff committee vacancies from the faculty preference planner, prioritizing those who have selected a specific committee.

4. Once the committee is fully staffed, change the tab of the committee form from red to yellow.
 5. CoC discusses the roster and votes to approve.
 6. Check with new committee members to confirm they are willing to serve.
 7. Upon approval, the sheet tab is changed from yellow to green and admin (currently Andreen Morris and Richard Beyler) are notified that letters should be sent.
 8. Liaison reaches out to committee to ask them to nominate a chair or at least someone who is willing to convene the first meeting
- Student members
 - CoC chair works with ASPSU to staff students where appropriate, current contact is Madeline Frisk
 - ASPSU has asked that they only staff 10 committees from the student government “so ASPSU senators next year have a more specific purpose and structure, and report back to the student senate their committee findings.” - communication from the ASPSU President.
 - Students who sit on committees are not required to be members of student government.
 - We recommend that in the future the CoC works with ASPSU to figure out how to get students involved in faculty senate committee work more broadly, perhaps through various mentor programs that exist on campus.

Fall term:

- Convene to make sure that committees are staffed and fill in vacancies that were not staffed in the spring.
- Decide liaisons for various committees if not done in the spring.
- Liaisons (role and email template for communication in shared drive) check in with committees to
 - confirm committee chairs (must be approved by CoC)
 - Open a line of communication in case the committee has questions or needs help fulfilling their charge
- CoC sends out role of committee chair (documentation in shared drive) to the chairs for all committees
- Continue to fill any vacancies that occur, voting as a group for all nominations (can be done via email).

Winter term:

- Liaisons check in with committees
- Continue to fill any vacancies that occur

2. Recommend to the President, on behalf of the Senate, names of members to serve on all committees established by administrative action.

This year we continued the practice of all members voting on all appointments, or at least having a window of opportunity to voice objections to any appointment. This year executing this task was best accomplished through email because there were many vacancies to fill and it may be that email is the best tool to ensure approval for committee appointments going forward. Overall the committee finds that this is a highly desirable practice, not just because it helps ensure that the different committees are supported by the CoC as a whole, but because it keeps the lines of communication open between committee members, important for when a synchronous meeting needs to be called.

- We recommend that the Committee on Committees continue this practice of voting as a group to approve all appointments.

3. Advise the Senate relative to the assignment of further duties to the committees listed below, and suggest the establishment of special Senate Faculty committees.

This year the Senate Steering Committee initiated a series of committee conversations around shared governance and shared priorities.

Text of invitation to committee conversations:

- “In response to desires expressed by a wide range of faculty for a collective conversation about aligning resources with mission, and recognizing the critical junction at which Portland State University is situated (e.g., Presidential search, emerging from the pandemic, etc.), the Faculty Senate Steering Committee invites you to respond to a brief survey in preparation for a conversation in the Faculty committee(s) you serve on. Our goal through this survey and these conversations is to engage a broad range of faculty voices in an exercise to identify where we are and what some of our shared priorities are as we, collectively, help guide future decisions about programs and budgets. If each committee undertakes this dialogue, we will hear from ~200 faculty members and academic staff across all schools, colleges, and divisions on campus. We anticipate sharing the ideas that emerge from this survey and these dialogues, in addition to the information that emerges from the [“Conversations on Making our Way Through”](#) process, with the new President, our current administration, the Board of Trustees, and with faculty in an effort to strengthen shared governance at PSU.”

This was a new attempt at creating space for campus conversations that could have broader impact.

- We recommend that Senate Steering continue to utilize the committee structure as a mechanism for building community and conversation across campus related to our priorities.

4. Assist committees in streamlining and delegating their tasks.

There were a few instances where committee chairs asked for direction related to process and for problem solving. The resources in the shared drive for committee chairs and liaisons are extremely helpful. We discussed getting committee chairs together at an in-person gathering and there was some interest, but more overwhelm, perhaps contextual. In other words, a few chairs indicated that it would be really helpful, but many said that even though it would be helpful - they were struggling with bandwidth and did not know how to fit it in.

- We recommend that the CoC engage in outreach with committee chairs as soon as possible and determine if an in-person gathering would be helpful.

5. Report at least once each year to the Senate and President.

This report was submitted in May 2023 in time for the June Senate meeting.

Faculty Development Committee Report 2022-2023

May 16, 2023

1. The Faculty Development Committee (FDC) was made up of the following 15 members:

MEMBERSHIP 2022 - 2023

Co-Chairs: Danie Taylor Ridriguez and Mary Oschwald

Name – Division (Department) – Start of Service

Ballhorn, Daniel, CLAS-Sci (BIO), 2019

Beer, John, CLAS-AL (ENG), 2020

Lawrence, Andrew, AO (OAI), 2022

Maholtra, Neera, University Studies – Academic Affairs, 2020

McQueen, Shante' Stuart, COE, 2022

Goodman, Anna, CLAS (Architecture), 2018

Oschwald, Mary, SSW, 2020

Dissanayake, Sahan, CUPA, 2020

Holtzman, Melinda, MCECS (ECE), 2020

Fergadiotis, Gerasimos, CLAS (SPH), 2020

Taylor Rodriguez, Daniel, CLAS-Sci (MTH), 2020

Wipfli, Brad, SPH, 2022

Wang, Jian, CLAS - Linguistics, 2019

Sydorenko, Tetyana, CLAS - Linguistics, 2022

Parsons, Madelyn, School of Business, 2020

2. The FDC developed a sub-group working process this year to help move along the work and offer a more hands-on small group approach to the phases of the work. a. Sub

Group 1: (November) Reviewed the call and website materials for updates. b. Sub Group 2: (December) Reviewed and updated the rubric to be added to the call. The call went out over December break.

c. Sub Group 3: (February) Reviewed the scoring rubric and developed a process for reviewer scoring to augment validity and reliability in scoring.

d. Committee of the Whole: Reviewed the scored proposals, calculated the z scores for each proposal based on reviewer scores, re-read several proposals that had a large discrepancy between the two reviewer scores, and reached a unanimous vote on final awards (and non-awards).

3. The committee received and reviewed 68 proposals. 48 proposals were accepted for funding at a total of \$665,135. The committee is finalizing the details on the letter to recipients and non-recipients.

4. Outstanding questions from Committee Chairs:

a. Can any remaining funds not allocated be allocated in next year's budget (as an addition to the FY 2023-2024 AY \$675,000)?

Date: May 4, 2023

To: Faculty Senate

From: Amy Lubitow, Graduate Council Chair

Re: Report of the Graduate Council for the 2022-2023 Academic Year

Per the Faculty Governance Guide, the Graduate Council's charge is to:

- (1) Develop and recommend University policies and establish procedures and regulations for graduate studies, and adjudicate petitions regarding graduate regulations.
- (2) Recommend to the Faculty Senate or to its appropriate committees and to the Dean of Graduate Studies suitable policies and standards for graduate courses and programs.
- (3) Coordinate with the Undergraduate Curriculum Committee to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.
- (4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing graduate programs and courses with regard to quality and emphasis. Suggest needed graduate program and course changes to the various divisions and departments.
- (5) Advise the Senate concerning credit values of graduate courses.
- (6) Act in liaison with appropriate committees.
- (7) Report at least once a year to the Senate, including a list of programs and courses reviewed and approved.

The Graduate Council has been composed of the following members during the past year:

Member	Years Served	College / School
John Beer	2020-23	CLAS-AL
Robert Bremmer	2021-23	OI
Matt Chorpensing	2022-23	SSW
Kelly Doherty	2022-23	AO
Julie Hackett	2021-23	SB
Margaret Leite	2020-23	COTA
Amy Lubitow - Chair	2021-23	CLAS-SS
Natan Meir	2022-23	CLAS-AL
Jay Nadeau	2022-23	CLAS-SCI
Yangdong Pan	2020-23	CLAS-SCI
Elizabeth Pickard	2022-23	LIB
Stefanie Randol	2022-23	COE
Jill Rissi	2020-23	SPH
Billie Sandberg	2021-23	CUPA
Natalie Vasey	2021-23	CLAS-SS
Chien Wern	2022-23	MCECS
Tejaswini Modem	2022-23	Student

During this academic year the Graduate Council has worked on several initiatives to help improve the curricular proposal and review process. We would also like to acknowledge the ongoing assistance provided by the Council's consultants from the Graduate School and Academic Affairs: Rossitza Wooster, Mark Woods, Andreen Morris, Courtney Ann Hanson, Beth Holmes, and Roxanne Treece.

The Graduate Council has met approximately twice per month during the academic year to address graduate policy issues, and to review proposals for new graduate programs, program changes, new courses, and course changes. Teams of Council members have also read and recommended on the disposition of graduate petitions.

I. Graduate Policy and Procedures

- Graduate Academic Forgiveness: This was approved by Faculty Senate in December 2022. The rationale is to address inequities between students who previously earned low graduate grades at PSU vs. at other institutions. The policy allows up to three terms of graduate coursework to be "forgiven": the coursework will remain on the transcript, but will be excluded from the graduate GPA calculation. All courses in the approved terms will be excluded from the GPA calculation, not just those with poor grades. There must be a three-year break in registration at PSU between the terms considered for forgiveness and the student's term of admission to their new graduate program. Forgiveness is not available to students who have previously been placed on academic probation or disqualification at PSU.
- Establishment of Professional Doctoral Degree Requirements: This was approved by Faculty Senate in April. The main differences of the professional doctoral degree path a traditional PhD are that professional doctoral students will not complete a dissertation. A professional doctoral program will then be able to define the form of the culminating activity, which may be similar to a dissertation but may also be quite different. For this reason, 606 Project rather than 603 Dissertation credits will be required. In line with current practice in the EdD program, 18 credits of 606 will be required. Because there will be no dissertation, the requirement for a proposal defense and advancement to candidacy has been eliminated. The committee requirements have been changed to reduce the required number of members (from 4 to 3), to allow NTTFs to serve as chair, and to allow members without PhDs to serve on the committee. Committee membership will not require Graduate School approval for professional doctorates; membership will be managed by the program which will retain the ability to make more stringent requirements for committee membership. Finally, although the total number of required credits remains the same (at 81), the timeline for completion of a professional doctorate has been shortened. The rationale for this is that the proposal defense has been eliminated, removing one of the timed milestones of the PhD.
- The Graduate Council was represented on the APRCA committee by Natalie Vasey.
- Elimination of Validation Process for Expired Graduate Coursework: This was approved by the Faculty Senate in May and reflected the need to move away from a process that not all students/faculty relied upon. Nearly 77% of expired courses were approved via petition in the past 5 years; thus most people are NOT using the validation process. The Graduate council believes that eliminating the validation process serves students (by reducing confusion and inequity in how credits are approved) and faculty (by reducing the challenges inherent in approving expired credits that expired many years prior such as difficulty locating a faculty expert on a topic or course that is no longer taught).
- Graduate Student Mental Health: Throughout this academic year the Graduate Council has invited guests from various offices at PSU (e.g. SHAC and DRC) and collected various books, articles and

other resources about graduate student mental health. The committee began discussions about how to normalize discussions and recognition of graduate student mental health struggles. We have drafted a “Graduate Student Mental Health Toolkit” that includes materials for faculty members and graduate program administrators. We hope to finalize these materials before the end of the academic year and begin to disseminate these in the 23-24 AY.

II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

Table 1. New Programs

Program	Unit
Graduate Certificate in Enterprise Analytics (pending June Faculty Senate)	SB
Graduate Certificate in School Counseling (pending June Faculty Senate)	COE
Graduate Certificate in Special Education Added Endorsement (pending June Faculty Senate)	COE
Graduate Certificate in Healthy and Efficient Buildings (pending June Faculty Senate)	MCECS

Table 2. Program Changes

Program	Change	Unit
MA in Applied Linguistics	Change in grade mode for culminating experience	CLAS
MSW in Social Work, Advanced Standing option	Revise Advanced Standing core	SSW
PSM in Applied Geoscience	Correct certificate credits (36 to 32), increase Professional Development credits from 4 to 5, reduce total credits from 48 to 45	CLAS
Graduate Certificate in Business Blockchain	Revise core, reduce total credits from 18 to 16	SB
Graduate Certificate in Real Estate Investment and Finance	Revise core courses, increase total credits from 18 to 19	SB
MBA in Business Administration (pending June Faculty Senate)	Revise core and electives courses, reduce total credits from 62 to 60, revise BAFN option coursework, add new course to waiver policy list	SB
MA/MS in Psychology (pending June Faculty Senate)	Add non-thesis option	CLAS
Graduate Certificate in Mathematics for Middle School Teachers (pending June Faculty Senate)	Eliminate program	CLAS
MEng in Engineering Management: Technology Management (pending June Faculty Senate)	Eliminate program	MCECS
MEng in Engineering Management: Project Management (pending June Faculty Senate)	Eliminate program	MCECS
MS in Applied Data Science for Business (pending June Faculty Senate)	Remove Human Resources Analytics certificate, add new Enterprise Analytics certificate, add capstone requirement	SB
Graduate Certificate in Business Intelligence and Analytics (pending June Faculty Senate)	Revise core, reduce total credits to 17	SB
MS in Finance (pending June Faculty Senate)	Add new certificate to stackable certificate list	SB
MS in Criminology and Criminal Justice (pending June Faculty Senate)	Reduce core credits, move core course to elective list	CUPA
PSM in Environmental Science and Management (pending June Faculty Senate)	Redesign program to make it stackable (two certificates required)	CLAS
MA/MS in Education: Counselor Education (pending June Faculty Senate)	Revise School Counseling specialization	COE

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through late April, a total of 26 new course proposals were reviewed and recommended to the Senate for approval, along with 58 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Proposals by College and School

Unit	New Courses	Course Changes
CLAS	3	30
COE	4	5
SB	8	2
COTA	2	8
SSW	1	0
MCECS	4	7
CUPA	0	1
SPH	4	5

IV. Petitions

Teams of three Council members reviewed 90 petitions for exceptions to PSU policies pertaining to graduate studies and issued decisions. The distribution of these petitions among the various categories is presented in Table 4.

Table 4. Petition Decisions, May 2022 through April 2023

Code	Petition Category	Total	Approved	Denied	% Total Petitions	% Approved
A	INCOMPLETES					
A1	Waive one-year deadline for Incompletes	16†	16	0	17	100
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven-year limit on coursework	9†	9*	0	10	100
B2	Waive seven-year limit on transfer coursework	1	1	0	1	100
B3	Allow excess validation	3†	3	0	3	100
D	DISQUALIFICATION					
D2	Extend probation	9	9	0	10	100
D3	Readmission one year after disqualification	1	1	0	1	100
F	TRANSFER CREDITS					
F1	Accept more transfer or pre-admission credits than allowed	5	5	0	5	100
F4	Accept non-graded transfer credits	1	1	0	1	100
F7	Unusual transfer case	1	1	0	1	100
F8	Waive bachelors+masters limits	7	7	0	7	100
J	PhD & DISSERTATION PROBLEMS					
J4	Extend 5 years from admission to comps	6	6	0	6	100
J5	Extend 3 years from comps to advancement	21	21	0	22	100
J6	Extend 5 years from advancement to graduation	11	11	0	11	100
J7	Waive residency requirement	1	1	0	1	100
K	UNIVERSITY LIMITS ON COURSE TYPES					
K8	Allow use of 5xx course after 4xx section taken	3	3	0	3	100
M	MASTER'S EXAM					
M1	Waive three-month waiting period to re-take exams	1	1	0	1	100
	TOTAL	96	96	0		100
	* includes partial approvals					
	† indicates more than one request category on a single petition; total reflects 96 decisions on 90 petitions					

Almost forty percent of all graduate petitions were for doctoral time limit issues. Since these policies have become fully implemented, a high volume of petitions for these issues has become the new normal. The Council hopes that doctoral programs will increase efforts to mentor their students through the degree process in a timely fashion.

The total number of petitions is similar to previous years. The Council interprets this as a sign of careful graduate advising in the respective academic units as well as close scrutiny of petitions by departments before they are forwarded to Graduate Council.

Table 5. Historical Overview: Petitions, Approvals, and Degrees

Academic Year	Total Petitions	Percent Approved	Grad Degrees Awarded
2022-23	90	100%	[n.a.]
2021-22	94	97%	1569
2020-21	82	98%	1595
2019-20	67	95%	1594
2018-19	62	94%	1710
2017-18	81	90%	1756
2016-17	93	92%	1672
2015-16	108	95%	1596
2014-15	97	97%	1677
2013-14	106	95%	1627
2012-13	69	90%	1820

V. Program Proposals in Progress

- Graduate Certificate in Early Intervention Special Education – new program
- Graduate Certificate in Added Elementary Endorsement – new program
- MS in Emergency Management and Community Resilience – program change
- Graduate Certificate in Emergency Management and Community Resilience – program change
- Graduate Certificate in Athletic and Outdoor Industry – program change
- MURP in Urban and Regional Planning – program change
- MRED in Real Estate Development – name change

VI. Future Graduate Policy

- In the 23-24 AY the Graduate Council plans to continue moving forward with discussions about graduate student mental health.
- During many of our discussions about various proposals this year, we have emphasized the lack of consistency in curricular DEI statements and we hope to continue systematically advising curricular changes to take seriously these statements.
- This year there was a 100% approval rate of Graduate petitions, which has not occurred in many years. We hope to continue to pay attention to this data point next year given how infrequently this has occurred in the past.

Honors Council

2022-2023 Annual Report to the PSU Faculty Senate

The Honors Council makes policy recommendations and establishes general standards for the University Honors Program and departmental honors tracks; coordinates review of new Honors courses; and reviews campus-wide resources, practices, and services for high-achieving students.

Council chair:

William H. York (HON)

Council members:

Leslie Batchelder (OI)
Stephanie Bryson (SSW)
Debra Clemens (AO)
Harrell Fletcher (COTA)
Yasmeen Hanoosh (CLAS-AL)
Tien James (SB)
Susan Masta (CLAS-SCI)
Catherine McNeur (CLAS-SS))
Monica Mueller (CLAS-AL)
Joan Petit (LIB)
Amanda Singer (CLAS-SS)
Claire Wheeler (SPH)

Student members:

Eathen Smith

Consultants:

Susan Jeffords (Provost)
Shelly Chabon (Dean of Interdisciplinary General Education and Vice Provost for Academic Personnel and Leadership Development)
Brenda Glascott (Director of Honors College)

Council Business:

This year the Honors Council advised on continuing efforts to internationalize the Honors curriculum. The Council discussed and advised on the proposed Global Scholar Pathway Certificate developed in collaboration between HON and WLL that would encourage students in Honors to take foreign languages and pursue international opportunities. In addition to studying foreign languages, students in the Global Scholars Pathway would be required to do additional coursework aimed at international learning. This could include things like participating in a COIL (Collaborative Online International Learning) course at PSU, participating in a travel abroad program, engaging in an international internship, or writing a Senior Honors Thesis with an international component. The proposal for the Global Scholar Pathway Certificate has been submitted and approved by the UCC and is up for general vote with the Faculty Senate at the conclusion of the 2022-2023 term.

The Council also heard reports and advised on the ongoing development of curriculum in Honors aimed at integrating transfer students into the Honors and PSU communities. The Council will continue to consider ways to address the needs of transfer students next year, with a focus on ways to help junior-year transfers find faculty advisors for the Senior Honors Thesis.

To: Portland State University Faculty Senate

Subject: Annual Report

From: Intercollegiate Athletics Board

Date: May 19, 2023

Members 2022-23 Academic Year:

David Burgess, Chair, (OIRP); Toeutu Faaleava (MCNAIR); Bruce Irvin (CMPS); J.J. Vazquez (FILM); and Derek Tretheway (MME); Eddy Diaz (Student)

Ex-officio Members:

John Johnson, Director of Athletics; Matt Billings, Associate Athletics Director; Kati Falger, Senior Fiscal Officer and Christopher Carey (CCJ) Faculty Athletic Representative

Faculty Senate charges the board to:

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

1. Budget:

Fiscal year 2024 Budget

At the time of this report the FY24 budget was still to be determined
IAB will report FY24 budget in the Fall 2023 report to the Faculty Senate.

Faculty Senate Follow-up

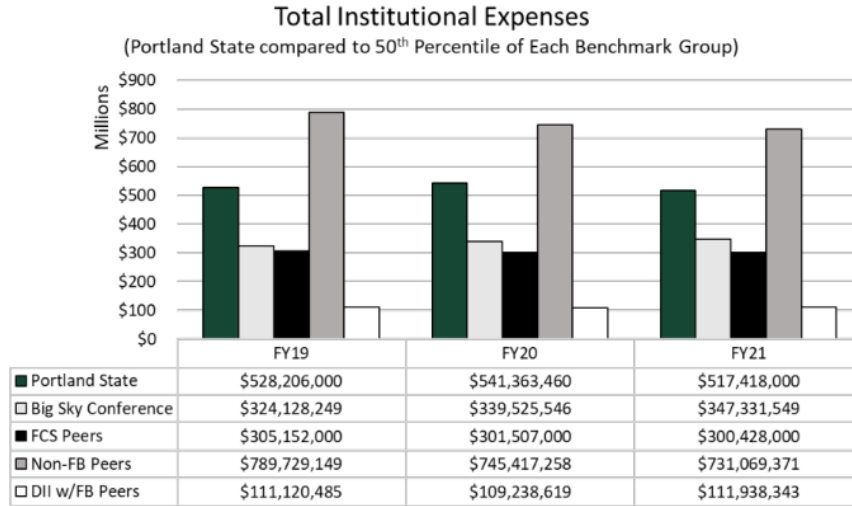
During the IAB presentation to the Faculty Senate in February there was an inquiry about the relative amount of institutional funding at PSU compared to other Division I programs. The three charts below provide this information:

Athletics Expenses as a Percentage of Institutional Expenses

- 1) For context we will first look at the relative size of the overall expenses of peers compared to PSU:

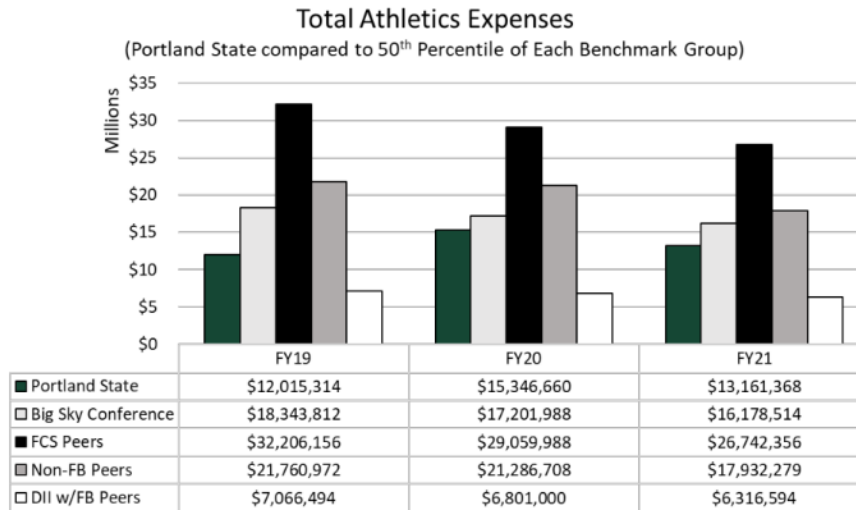
Institutional Expenses: this category identifies the total operating expenses at the institutional level. As an institution, Portland State recently had total expenses of over \$500M in each of the three fiscal years FY19 through FY21. This trails only the Division I Non-Football Peers, who had a 50th percentile of over \$700M. The other Division I peer

groups were well below Portland State, with the Big Sky and Football Championship Series (FCS) peers at approximately \$300M. (Note for charts below, FB =Football)



This category identifies the total operating expenses at the university / institutional level.

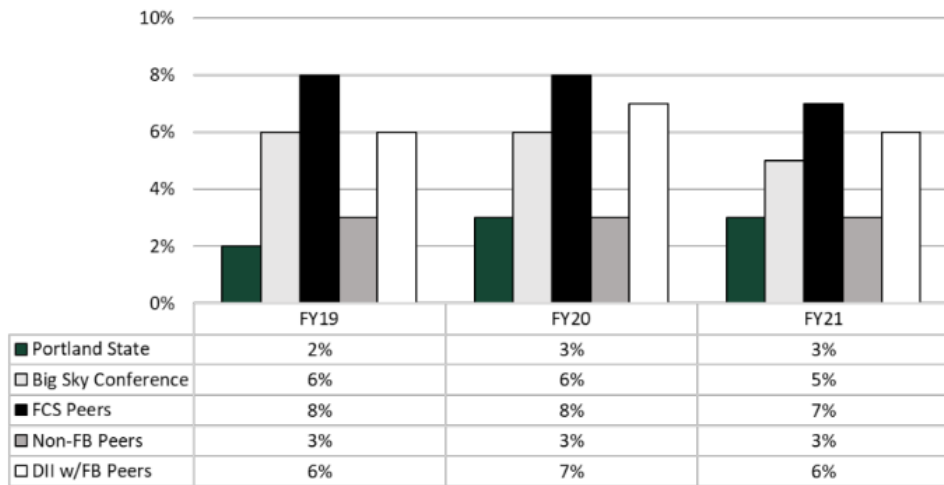
Total Athletics Expenses: Over the last 3 fiscal years, (latest available), PSU total athletics expenses were, on average, 79% of the Big Sky amounts and 46% of the FCS peers.



This category identifies total athletics expenditures.

- The NCAA calculates a percentage comparing athletics as a percentage of total institutional expenses. Portland State ranges from 2% to 3% over the three years. This is similar to the Division I Non-Football Peers, who were at approximately 3% each year. The remaining peer groups, including the Big Sky (5% to 6%), were at a much higher percentage, ranging from 5% to 8% of total institutional expenses, with the FCS Peers (7% to 8%) at the highest end of that range. This shows well for Portland State Athletics, demonstrating its percentage dependency on university support less than most of its peers:

Athletics Expenses / Total Institutional Expenses
(Portland State compared to 50th Percentile of Each Benchmark Group)



*This category identifies the percent of the institutional budget that comprises athletics expenses.
Data Calculation: Total athletics expenses/Total institutional expenses.*

2) Policy

Title IX Review

The department is currently in the review process with the expectation that information will be made available starting Fall 2023 and should be completed during fiscal year 2024. The title IX policy provides that: “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Title IX applies to intercollegiate athletics to assure there is gender equity in Vikings’ programs, in particular in three specific areas: athletic participation, scholarships and treatment of programs. Based on the Department of Education’s Title IX guidance, Portland State University evaluates equitable student-athlete participation based on the percentage of undergraduate women to undergraduate men.

3) New Hires

- Christopher Carey, PH.D., J.D.** – *Faculty Athletic Representative*: Dr. Carey was appointed in January 2023 as the new Faculty Athletics Representative (FAR). Carey is an Associate Professor in the Department of Criminology and Criminal Justice (2005), and will serve as a liaison between the institution and the athletics department. The FAR serves as PSU’s representative in conference and NCAA affairs in addition to ensuring that the academic institution establishes and maintains the appropriate balance between academics and intercollegiate athletics.
- Alec Olson** – *Assistant Strength and Conditioning Coach*: Coach Olson spent the past three years as Assistant Sports Performance Coach at Western Oregon (WOU). Olson has a master's degree in biomechanics from Illinois State University. Olson received his bachelor’s at WOU double majoring in social science and exercise science. While at Illinois State, Olson

directed all aspects of strength and conditioning for women's gymnastics, men's tennis and women's golf.

4) Academic Performance

Academic Progress Rate

Academic Progress Rate, holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term. Individual team's 4-year average rate has to be greater than 929 to be eligible to compete for championships.

The overall 2021-22 single year APR for PSU was 955 (down from 980 for previous year).

APR Team results (March, 2023)

2021-22 (**multi-year APR**) – Two (2) teams with **perfect (1,000) APR**: women's golf and women's tennis.

APR Team results cont.

Remaining thirteen (13) teams: men's basketball (974), men's cross country (998), men's tennis (948), men's football (942), men's track (994), women's basketball (986), women's x-country (968), women's softball (994), women's soccer (987), women's track (983) and women's volleyball (975).

2021-22 (**single year APR**) Six (6) teams with **perfect (1,000) APR**: men's x-country, men's track, women's basketball, women's golf, women's volleyball, and women's tennis.

Remaining seven (7) teams: men's basketball (978), men's football (899), men's tennis (756), women's x-country (953), women's track (971), women's soccer (988), and women's softball (987).

Change from 2020-21 (mult-year)

men's x-country	+1
men's basketball	+10
men's football	-8
men's tennis	-52*
men's track	+10
women's basketball	+12
women's x-country	-5
women's golf	Perfect (mult. year)
women's soccer	-2
women's softball	-3
women's tennis	Perfect (mult. year)
women's track	+5
women's volleyball	+18

* this is a small team (n= 27) which can result in wide year-to-year fluctuations for this type of measure.

Academic Performance, GPA:

During the IAB presentation to the Faculty Senate in February there was an inquiry about GPA outcomes for student-athletes (SA) compared to the general PSU undergraduate population (PSU-UG), the following summary to address this is below:

The cumulative PSU undergraduate GPA at the conclusion of Winter 2023 show student-athletes perform nearly equal to the overall population: SA = 3.26, PSU-UG 3.29. This metric, over the last 5 years, has been very consistent.

Winter 2023 term GPA shows student-athletes performing slightly better than the whole: SA = 3.29, PSU-UG 3.16.

GPA performance by team:

Team	Term GPA	Cum GPA
Golf (Women)	3.96	3.87
Tennis (Women)	3.79	3.85
Cross Country (Women)	3.79	3.83
Track (Women)	3.72	3.81
Softball (Women)	3.50	3.45
Soccer (Women)	3.47	3.57
Cross Country (Men)	3.44	3.44
Track (Men)	3.42	3.41
Basketball (Women)	3.35	3.34
Tennis (Men)	3.29	3.45
Volleyball (Women)	3.15	3.35
Football (Men)	2.99	2.97
Basketball (Men)	2.56	2.76

Big Sky Conference Academic Honors

(Fall 2022) **62 students** were placed on the Fall 2022 Academic All-conference Teams. To be eligible, a student-athlete must have participated in at least half of the team's competitions, achieved a 3.2 cumulative grade point average, and completed at least one academic term at their current Big Sky institution.

Football (17)

Xavier Bell	GR	Ed. Leadership and Policy
Nate Bennett	SO	Business Administration
Ian Crocker	SO	Communications Studies
Emmanuel Daigbe	GR	Ed. Leadership and Policy
Taylor Evans	FR	Business Tech. & Analytics
Kennedy Freeman	SO	Applied Health and Fitness
Maclaine Griffin	GR	Real Estate Development
Isaiah Henry	JR	Public Policy
Tyson Pauling	GR	Ed. Leadership and Policy
Jake Porter	GR	Business Administration
Slade Shufelt	FR	P.H. Studies: Pre-Clinical
Gianni Smith	SO	Psychology
Mataio Talalemotu	GR	Global Supply Chain Mgmt
Malik Thirdgill	GR	Ed. Leadership and Policy
D'Angalo Titalii	SO	Social Science
George Triplett	GR	Applied Data Science -Bus
Travis West	SO	Sonic Arts and Music Prod.

Women's Cross Country (12)

Cheyenne Abbott	JR	Advertising Management
Alex Barbour	PB	International Business
Phoebe Brown	SR	P.H. Studies: Pre-Clinical
Sammy Burke	JR	Applied Health and Fitness
Maya Irving	SO	Psychology
Sophie Jones	SR	Sociology & French
Natalia Martino	SO	Biology
Tatum Miller	JR	Art: Graphic Design
Dyllan Newville	FR	Community Health Promotion
Bára Stýblová	SR	Science
Abi Swain	JR	Architecture
Jamie Zamrin	GR	Public Administration

Men's Cross Country (10)

Ben Collins	FR	P.H. Studies: Pre-Clinical
Ben Drew	GR	Finance
Zach Grams	JR	Criminology & CJ
Josh Jarpey	GR	Bus. Admin.
Sam Lingwall	JR	Earth Science
Jordan Macintosh	GR	Urban Studies
Pat Roos	GR	Athl & Outdoor Industry
Jake Schulte	GR	Civil & Env. Engineering
Alex Solberg	FR	Geography
Ben Vanderbosch	GR	Athl & Outdoor Industry

Women's Soccer (16)

Raniyah Burton	JR	P.H. Studies: Pre-Clinical
Elle Frazier	FR	Marketing
Liv Frazier	FR	Marketing
Hailey Green	GR	Global Supply Chain Mgmt
Enya Hernandez	SR	Criminology & Criminal Justice
Sienna Higinbotham	SR	Social Work
Chloe Huling	SR	P.H. Studies: Pre-Clinical
Kalo Longi	FR	Business
Emma Johnston	FR	Civil Engineering
Riley Larsen	SO	Biology
Erin Marynik	FR	Biology
Kailee-Rae Quartero	SR	English
Lucy Quinn	SO	Film
Ocean Rideout	SR	Science
Olivia Stone	SR	Science
Sydney Watson	SO	P.H. Studies: Pre-Clinical

Volleyball (7)

Ashleigh Barto	JR	P.H. Studies: Pre-Clinical
Ashlyn Blotzer	GR	Athl & Outdoor Industry
Ella Hartford	SO	Bio-chemistry
Zoe McBride	GR	Athl & Outdoors Ind.
Sophia Meyers	SO	Social Science
Ellie Snook	SR	Advertising Management
Parker Webb	GR	Real Estate Development

5) Athletics Achievements:

Competition Results

2022-2023 – Winter-Spring Sports – Season Complete

Women's Golf: 8th place Big Sky Championship

Women's Tennis: (12-12 overall) Big Sky Tournament – advanced to the semifinals

Men's Tennis: (7-13 overall) Finished 8th place regular season

Men's Basketball: (15-16 overall) Big Sky Tournament – first round loss

Women's Basketball: (5-24 overall) Big Sky Tournament – advanced to the semifinals

Women's Softball: (15-25 overall) Big Sky Tournament - advanced to the semifinals

Men & Women's Track: Pending Big Sky Championship May 10-13

Alexandra Barbour – SR, 4th place Women 3,00 Meter Steeplechase

Alexandra Barbour – SR, 5th place Women 1,500 Meter Run

Bara Styblova – SR, 5th place Women 1,500 Meter Run

Bara Styblova – SR, 6th place Women 800 Meter Run

Tatum Miller – JR, 8th place Women 3,00 Meter Steeplechase

Jamie Zamrin – SR, 7th place Women 10,000 Meter Run

Gabby Bartlett – SO 9th place Women Pole Vault

Dominic Morganti – SR, 4th place Men 10,000 Meter Run

Jordan Macintosh – SR, 5th place Men 1,500 Meter Run

Institutional Assessment Council
Annual Report to the Faculty Senate
May 2023

IAC Charge The Institutional Assessment Council (IAC) creates principles and recommendations for assessment planning that are sustainable and learning-focused, and provides support aimed at enhancing the quality of student learning through assessment activities. The Council designs frameworks for promoting and supporting assessment long term, both at the program and institution levels. The IAC serves as the primary advisory mechanism for institutional assessment planning and coordinates with the assistant and associate deans group the implementation of systematic Annual Assessment Updates and Academic Program Review by the schools and colleagues.

First	Last	Dept	Email	Attend
Aimee	Shattuck	SALP	shattuck@pdx.edu	
Amanda	Sugimoto	COE	asugimo2@pdx.edu	
Barbara	Heilmair	School of Music	heilmair@pdx.edu	
Brian	Janssen	SALP	bjanssen@pdx.edu	
Brian	Sandlin	OAA	bsandlin@pdx.edu	
Courtney	Hanson	Liaison, Graduate School	hanson@pdx.edu	
Janelle	Voegele	OAI, Chair IAC	voegelej@pdx.edu	
Jenny	Ceciliano	WLL	cecilian@pdx.edu	
Jill	Rissi	OHSU-PSU School of Public Health	jrissi@pdx.edu	
Jones	Estes	UNST/Liaison Academic Quality Committee	estesjr@pdx.edu	
Kathy	Rupley	SBA	rupleyk@pdx.edu	
Kevin	McLemore	OHSU-PSU School of Public Health	mclemore@ohsu.edu	
Maria	Kapantzoglou	SPHR	mkapa2@pdx.edu	
Raiza	Dottin	OAI	dottin@pdx.edu	
Rowanna	Carpenter	UNST	carpenr@pdx.edu	
Shirley A.	Jackson	SOC	shja2@pdx.edu	

The Institutional Assessment Council sent representatives to meet with the Northwest Commission on Colleges and Universities (NWCCU) during their Portland State site visit in fall 2022. IAC representatives and several faculty described the work of the Council in establishing institutional structures that would support the growth and development of program level assessment work. The IAC/faculty team responded to questions on how these structural changes had provided a usable framework for programs to share assessment information, provided ongoing feedback from the University to programs on their work, and provided data to aggregate results and track assessment quality indicators. The site team's closing comments included commendations on the progress made in institutional assessment since their last visit.

The IAC proposed to amend the Faculty Constitution to create the Institutional Assessment Council as a Constitutional Committee. 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 made progress in addressing NWCCU's concerns; however, questions remained about faculty oversight and constitutional involvement in assessment. In light of increasing expectations from NWCCU for evidence of activities to assess student learning, the creation of the IAC as a

Constitutional Committee will further facilitate faculty determination on initiatives connected to institutional assessment, as well as faculty oversight on proposed assessment policy.

The IAC began the process of reviewing and revising the [institutional assessment rubric](#) used to guide and evaluate program level assessment work. The Council sought to align with and reflect changes in the recently updated NWCCU program level rubric, as well as to incorporate values of diversity, equity and inclusion. The revised rubric is intended to be approved and adopted for use during the 2023-2024 academic year.

The IAC will end the academic year by reviewing the efficacy of the current Annual Assessment Update process, and any procedural or structural changes that may be considered based on department feedback. The Council will begin work on a fall series designed to showcase program and department level assessment in key areas that have been identified from analysis of Annual Assessment Update data: graduate level assessment, efficient assessment data gathering and analysis tools, and program level assessment of diversity, equity and inclusion learning outcomes, among other topics.

[Institutional Assessment Council Web Resources](#)

To: Faculty Senate

From: Race and Ethnic Studies Requirement Committee (RESR)

Re: Annual report

Spring 2023

Membership:

Herrera (chair, CHLA)

Kate Constable (Society and Identity Pathway Identity Director)

Sri Craven (WGSS)

Pedro Ferbel-Azcarate (BST)

Priya Kapoor (DIGS)

Alexander Sager (UNST/PHL)

A.P. Spoth (graduate student in SGRN)

Alma Trinidad (Social Work)

Ted Van Alst (INST)

Committee charge (quoted from faculty senate website):

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

The RESR Committee is now in its first year of implementation. In the Fall 2022 term, the RESR Committee met multiple times to draft a new call for proposals and to create a new internal rubric to evaluate course proposals. After setting an early December 2022 deadline for faculty to submit proposals, the Committee used the Winter 2023 term to discuss the 58 submissions received; to finalize the rubric for evaluation; and to vote on the course proposals received. During the first week of Spring, 2023, the RESR Committee Chair, Cristina Herrera, sent email communications to all faculty who submitted their courses, informing them of whether their courses were approved, denied, or recommended for the summer workshop. Thereafter, the list of approved courses was submitted to the Faculty Senate Steering Committee for inclusion in the May, 2023 Faculty Senate consent agenda.

The RESR Committee has been discussing how to ensure the rigor of the requirement, as well as its specific curricular and pedagogical intent. These discussions may lead to more formalized descriptions of learning goals and topical content, as well as teaching/learning strategies and trauma informed pedagogies. This work is ongoing and informed by the inter, trans and multi-disciplinarity of the curriculum, the acknowledgement of place based history, culture, ecologies and politics, and by the particular sets of knowledge and experience engaged by PSU faculty, students and staff.

4 May 2023

To: Faculty Senate

From: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: 2022-23 Annual Report to Faculty Senate

Member Information

Chair: Peter Chaillé (PA)

Members: Nike Arnold (CLAS-AL), Daneen Bergland (OI), Todd Bodner (CLAS-SS), Peter Chaillé (PA), Chuck Dillard (COTA), Wu-chang Feng (MCECS), Randi Harris (AO), Jason Ranker (COE), Shuvasree Ray (CLAS-SCI), Wanying (Eva) Shi, Erin Shortlidge (CLAS-SCI), Albert (Randy) Spencer (CLAS-AL), Kerry Wu (Lib), Belinda Zeidler (SPH)

Note: No representative from the SSW division was identified this year. One CLAS-SS member left the committee in October 2022 and a replacement was not identified.

Consultants: Andreen Morris (OAA), Pam Wagner (RO)

Charge of the Undergraduate Curriculum Committee

This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions); one Faculty member from each of the other divisions; and two students. Consultants shall include the following or their representatives: The Provost, the principal administrative officer with oversight of undergraduate studies, and a member of the Office of Institutional Research & Planning. The Committee shall:

- Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
- Coordinate with the Graduate Council to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.
- Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.

- Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.
- Develop and recommend policies concerning curriculum at the University.
- Act, in all matters pertaining to policy, in liaison with the chairpersons of appropriate committees.
- Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.
- Advise the Senate concerning credit values of undergraduate courses.
- Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

Curricular Proposals Reviewed

In the 2022-23 academic year the committee will have convened 10 times, on the dates shown below, to review program and course proposals and to discuss additional issues related to the charge of the committee. The full text for any approved course or program proposal, as well as Budget Committee comments on new and change-to-existing program proposals, may be accessed in the archived proposal section of the [online curriculum management system \(OCMS\)](#).

Meeting Dates

- Fall 2022
 - 10/3/2022
 - 10/31/2022
 - 11/28/2022
- Winter 2023
 - 1/23/2023
 - 2/6/2023
 - 3/6/2023
 - 3/20/2023
- Spring 2023
 - 4/10/2023
 - 4/24/2023
 - 5/22/2023

Number of Courses and Programs Reviewed

- New degree programs: 3
- New certificate program: 1
- New minor: 1
- Changes to existing programs: 26
- Elimination of existing programs: 4
- New courses: 37
- Changes to existing courses: 180
- Drop existing courses: 32

Additional Activities Related to the Committee Charge

- Peter Chaillé represented the UCC on the Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments. The work is ongoing, and reports are included in the monthly Faculty Senate packets.
- Provided feedback on a proposal to create the Bachelor of Science (B.A.S.) as a degree option

Recommendations for Future Work:

- Discuss options interdisciplinary curricular programs, with an emphasis on how they are administered.

University Studies Council (USC)
Faculty Senate Annual Report 2022 - 2023
Prepared by Chair Kimberly Willson-St. Clair & Submitted May 5, 2023

Council Membership: Pelin Basci, Adam Booth (2023), Chris Butenhoff, Esperanza De La Vega, Hillary Hyde, Daniel Jaffee, Dan Jang (2023), Erika Kimball, Marie Lo, Caroline Miller, Chris Monsere, Jen Morse (2022), Leslie Bienen (2022), Zapoura Newton-Calvert (2023), Annie Knepler (2022), Pronoy Rai, Marvin Washington, Lindsey Wilkinson, Shoshana Zeisman-Pereyo, Kimberly Willson-St. Clair

Council Consultants: University Studies Executive Director Alex Sager, University Studies Associate Director Sarah Newlands, University Studies Director of Assessment Rowanna Carpenter, Associate Director Becki Ingersoll, Advising and Career Services, Enrollment Director Katherine Barich

Curriculum - Junior Cluster Courses

Approved for Fall Term 2023

HST 331U - Queerness and Difference in European History - Gender & Sexualities Cluster
JST 336U - Gender and Judaism - Gender & Sexualities Cluster
SOC 330U - Sociology of Food Inequalities- Healthy People/Healthy Places Cluster

Approved for Winter Term 2024

AGE 340U - Aging and Justice - Families and Society Cluster
AGE 340U - Aging and Justice - Leading Social Change Cluster
HST 367U - The Haitian Revolution 1790-1804 - Global Perspectives Cluster

Approved for Spring Term 2024

USP 314U - The Global City in Film - Popular Culture Cluster

Curriculum - University Studies Program (UNST) Collaborations

The USC supported two major initiatives regarding junior clusters and senior capstones. The USC unanimously supported the Academic Requirements Committee (ARC) proposal allowing students in four interdisciplinary majors to take junior cluster courses within their majors. The USC passed two motions in support of the proposed 2 + 2 elementary education degree (Dot

McElhone and Amanda Suugimoto, 22/23), whereby students take required courses within the College of Education that are tracked to the goals of the Understanding Communities junior cluster, along with a peer reviewed Senior Capstone, Equity in Classroom Teaching, counting toward six credit hours of student teaching.

The University Studies Council met on December 9th and unanimously approved the ARC proposal allowing students declaring interdisciplinary majors to use courses from their majors to fulfill the 12 hours of junior cluster courses requirement, a part of the University Studies core curriculum. This motion 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 from Portland State University (PSU). The limited junior cluster courses interdisciplinary students encounter leads to excessive petitions; thus creating inequity due to the fact that the students may not even know that they can file petitions for exemptions in order to graduate on time.

On December 9th, the USC unanimously approved junior cluster courses for the proposed, augmented, elementary education degree at PSU. The Council notes that this is an exemption from the traditional junior cluster requirement of students taking junior cluster courses in disciplines outside of their major. College of Education (COE) students in this major will take designated junior cluster courses in their major that track with courses already designated for the Understanding Communities cluster. The UNST Council recognizes the strict curriculum requirements for this augmented, licensed degree that supports the 2+2 higher education model, Portland State's dual admittance agreements with Metro community colleges.

The approved courses (12 credits) for the Understanding Communities junior cluster requirement are:

ITP 356U Social Studies Methods, Racial History of Portland, Indigenous History/Present, Teacher as Activist (4 credits)

ITP 357U Culture, Politics, and Law (4 credits)

ITP 361U Methods for Science, Health, and Environmental Justice (3 credits) +
ITP 309U Junior Practicum (1 credit)

The potential undergraduate degree in elementary education is a rigorous, augmented licensure degree with an ESOL endorsement that will produce well-prepared and licensed elementary education teachers for the Portland Metropolitan area and Oregon. The UNST Council is a

strong advocate for the success of this proposed degree program and recognizes the importance of offering this undergraduate degree at Portland State University.

Teaching Excellence Awards for UNST Faculty

During Spring Term 2023, Chair Kimberly Willson-St. Clair asked the Council to consider stopping the administration of Teaching Excellence Awards for UNST faculty. Due to the intensive evaluation process, the awards had been tabled by the Council for two years. A motion was passed to stop administering these awards, and to recommend that the UNST administration and faculty carry on these awards within the UNST program with support from the UNST Council.

Curriculum - UNST Freshman Inquiry /Senior Inquiry

On February 10, 2023, the UNST Council passed a motion to redistribute the fifteen credit hours of Freshman Inquiry and Senior Inquiry (FRINQ /SRINQ). The traditional distribution of FRINQ/SRINQ was

- four credits of arts & letters
- four credits of social sciences
- four credits of science
- three credits of writing

The new credit distribution, stipulated in the motion, follows:

- four credits of arts & letters (this remains the same)
- four credits of social sciences (this remains the same)
- four credits of writing (one additional credit for recommended WR 121)
- three credits of science literacy

The FRINQ Working Group, formed in Fall Term 2022, was charged by the Council to evaluate the Freshman Inquiry curriculum in regards to credit distribution and the PSU grid. Membership included Chris Carey, Annie Knepler, Sonja Taylor, Shoshanna Zeisman-Pereyo, Katherine Barich, Lindsey Wilkinson, and Kimberly Willson-St. Clair. This group worked closely with University Registrar Cindy Baccar to understand the definition of the PSU credit hour. This recommendation was sent to her in February in order to make this change to the transcript legend for freshman Inquiry courses effective immediately.

In Winter Term 2023, the FRINQ Working Group brought another motion to the UNST Council to advise Executive Director Alex Sager, Associate Director Sarah Newlands, and the current

UNST faculty convener Sarah Dougher to form an UNST Curriculum Committee to revitalize the UNST faculty's engagement with shared governance at PSU.

Curriculum - Junior Cluster Courses

For Academic Year 22/23, Pronoy Rai chaired the Junior Clusters Evaluation Subcommittee, and members included Marie Lo, Chris Monsere, Alex Sager, Matt Carlson, Andreen Morris, and Katherine Barich. Their charge, examining the Junior Clusters experience for PSU students, especially transfer students, led to two significant proposals at the April meeting. A motion was passed to accept:

PROPOSAL 1

- Requirements maintained as status quo;
- Courses that directly articulate to a cluster course will be allowed to articulate with the cluster designation (i.e., they will transfer as the "U course") and apply to the cluster requirement;
- Students will be allowed to petition to transfer upper-division courses at other four-year institutions to PSU to meet cluster requirements (i.e. U classes), and this information will be clarified on UNST documents;
- Students will continue to see the name of their cluster on their transcripts.

(Pronoy Rai, April 2023)

The motion is being reviewed by the Senate; it was discussed in detail by the Senate's Academic Requirements Committee, Undergraduate Curriculum Committee, and the Budget Committee. This motion is currently under review by the Steering Committee, which will determine whether it should be sent directly to the Registrar's Office or brought to a vote at the June Faculty Senate Meeting.

At the May UNST Council meeting, the subcommittee will lead a discussion regarding the future of the junior-level, general education requirement at PSU to address the needs of the 21st Century PSU student population, advance the general education mission, and address important concerns around equity, inclusion, and student success. In order to draft a proposal, gather data, and advance changes through the Faculty Senate process, Pronoy Rai will lead the subcommittee to continue their work during AY 23/24.

In AY 22/23 the UNST Council actively engaged in shared governance at PSU in order to make the interdisciplinary, general education experience for undergraduate students an essential part of their college success. The Chair commends the UNST Council on their active commitment to engage in this important work throughout the academic year.

University Writing Council

Report to the PSU Faculty Senate, AY 2022-2023

Committee Charge

From the PSU Faculty Constitution, Article 4 Section 4: University Writing Council

The Committee shall

1. Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses;
2. Offer recommendations for improving writing instruction across the university;
3. Initiate assessment of the teaching and learning of writing at PSU;
4. Support training of faculty, mentors, and WIC Assistants teaching writing;
5. Advise on budgeting writing instruction;
6. Act in liaison with appropriate committees;
7. Report at least once a year to the Senate, outlining committee activities.

Committee Members

1. Chair: Kate Comer – English
2. Michelle Desilets -- Library
3. Dan DeWeese (ex officio) -- Writing Center & English
4. Craig Epplin – WLL
5. Eowyn Ferey -- IELP
6. Nila Friedberg -- WLL & Russian Flagship
7. Brenda Glascott -- Honors
8. Alissa Hartig -- Applied Linguistics
9. Susan Kirtley -- English
10. Claire Wheeler -- School of Public Health (resigned effective March 13, 2023)
11. Annie Knepler (ex officio) -- UNST Writing Coordinator

Completed Business

- The Chair served on the Oregon Higher Education Coordinating Commission (HECC) Common Course Numbering (CCN) subcommittee for WR courses, resulting in updates to the Bulletin descriptions for WR 121(z) Composition I and WR 227(z) Technical Writing, effective Fall 2023.
- The Constitutional Charge subcommittee proposed a revised charge to Faculty Senate in order to clarify authority to review and improve PSU's writing requirement, WIC program, and support for writing pedagogy around campus. Vote scheduled for June 2023. (See Appendix)
- The Mission subcommittee continued to revise principles of writing (practice and pedagogy) at PSU in order to establish common ground for future goals, including assessment and faculty development opportunities.

Ongoing Business

- Promote integration of IELP faculty expertise around campus to support multilingual writers and the faculty (at all levels, in all units) who work with them
- Support UNST as it adapts to Oregon's CCN expectations for transferability of FRINQ as WR 121Z
- Address WR 121Z "requirement" inconsistency: every other Oregon public institution seems to require C- or better (which is what our transfer admissions says), while PSU's Gen Ed requirements allow a D that would therefore not transfer anywhere
- Articulate the purpose and value of the University Writing Requirement; communicate it more clearly to students, advisors, and other stakeholders
- Revise/clarify criteria for courses that fulfill the writing requirement; provide support for curricular updates
- Craft a coherent statement of writing pedagogy at PSU; foster campus conversations about best practices in writing across the curriculum and in discourse communities
- Revisit the 2014 WPA Consultant-Evaluators report and 2016 UWC Writing Action Plan (with 2018 updates); develop 5-year UWC strategic plan

Appendix

Proposed Revision to University Writing Council Charge in PSU Faculty Constitution

BASED ON THE RECOMMENDATIONS OF THE UNIVERSITY WRITING COUNCIL, THE UNDERSIGNED MEMBERS OF THE FACULTY SENATE PROPOSE THE FOLLOWING REVISION TO THE FACULTY CONSTITUTION:

ARTICLE IV. ORGANIZATION OF THE FACULTY. 4) Standing Committees and Their Functions. q) University Writing Council

This Committee shall consist of eight Faculty members, including not more than four from the College of Liberal Arts and Science, and including representatives from the Library and Intensive English Language Program; four voting ex-officio members (or their designees): the Director of Composition, the University Studies Writing Coordinator, the Director of the Honors College, and the Director of the Writing Center; and a student member. Members will serve for two-year terms, with the possibility of continuing. The Committee shall:

1. Oversee, assess, and make recommendations regarding writing curricula across campus, including the University Writing Requirement and Writing-Intensive Courses.
2. Establish guidelines for, evaluate, and recommend approval of courses that fulfill the University Writing Requirement and Writing-Intensive Courses, in accordance with disciplinary best practices, student needs, and Oregon legislation.
3. Review, at its own initiative or at the request of appropriate individuals or faculty committees, campus-wide writing resources, practices, and support for students, and suggest needed changes to the appropriate administrators or faculty committees.
4. Consult with the Registrar to approve transfer articulations and evaluate ARC petitions relevant to the University Writing Requirement.
5. Recommend suitable policies and standards for writing pedagogy and curricula to the Faculty Senate, its appropriate committees, and relevant administrative officers.
6. Recommend suitable policies and standards for University-level investments and initiatives pertaining to writing to the Provost and President.
7. Act in consultation with appropriate Faculty Senate committees.
8. Report at least once a year to the Senate, outlining committee activities.

Background and Rationale

This revision of the UWC charge clarifies oversight of the University Writing Requirement (including Writing Intensive Courses) and promotes collaboration across units that shape writing curricula and instruction at PSU. The University Writing Committee operated on an ad hoc basis for many years before officially becoming a Faculty Senate Committee in 2014, following the Writing Intensive Course (WIC) program's defunding during the summer of 2013 without consultation with Faculty Senate. The UWC was formalized to ensure collaborative, informed decision-making about writing across campus.

The UWC has since become an important nexus within PSU's decentralized writing ecology. Nevertheless, despite multiple external reviews and action plans calling for investment in Writing Across the Curriculum, responsibility for writing curricula and assessment remains unevenly distributed across/within units. As a result, there is no shared vision for the [University Writing Requirement](#), which is often confusing for students and advisors; the [Writing Intensive Course](#) designation has become outdated and underutilized.

Given the high stakes of written communication in students' academic, professional, personal, and public lives—including transfer articulation of Writing courses—PSU should articulate and uphold high standards for writing pedagogy across campus. At this moment of declining enrollment, students' writing knowledge and skills should be understood as central to retention and future success.

The UWC ultimately bears the responsibility for ensuring the quality of writing instruction at PSU. This amendment clarifies the UWC's authority over writing across the curriculum, in consultation with Composition, University Studies, the Honors College, and other stakeholders. This amendment to the Senate's charge is designed to support those efforts in a spirit of shared governance.

Roster updates include an ex-officio role for the Director of the Honors College, one of three units (along with English and University Studies) that house General Education writing, and representation from the Library as central to writing across the curriculum.

I, as a member of the 2023-2024 Faculty Senate, support this amendment.

- | | |
|-----------------------------------|---------------------------------|
| 1. Matt Chorpenning (SSW) | 12. Sonja Taylor (OI) |
| 2. Michael Clark (CLAS-AL) | 13. Rachel Webb (CLAS-Sci) |
| 3. Enrique Cortez (CLAS-AL) | 14. Chien Wern (MCES) |
| 4. Esperanza De La Vega (COE) | 15. Lindsey Wilkinson (CLAS-SS) |
| 5. Jill Emery (LIB) | |
| 6. Tim Finn (SB) | |
| 7. Sybil Kelley (COE) | |
| 8. Jason Newsom (CLAS-SS) | |
| 9. Isabel Jaén Portillo (CLAS-AL) | |
| 10. Jennifer Perlmutter (CLAS-AL) | |
| 11. Nadine Phoenix (CLAS-Sci) | |