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Faculty Senate Monthly Packets

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Faculty Senate Monthly Packet November 2023

Portland State University Faculty Senate

Recommended Citation

Faculty Senate, 6 November 2023

Portland State
UNIVERSITY

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

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

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

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

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

PORTLAND STATE UNIVERSITY FACULTY SENATE

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

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

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

AGENDA

A. Roll Call and *Consent Agenda*
*   1. Roll Call
*   2. Minutes of October 2nd meeting – *Consent Agenda*
    3. Procedural: Presiding Officer may move or postpone any agenda item
       Consent Agenda

B. Announcements
    1. Announcements from Presiding Officer
    2. Announcements from Secretary
    3. Introduction: Andria Johnson, Interim VP for Finance & Administration
    4. Introduction:Rick Tankersley, VP for Research & Graduate Studies
    5. Attendance initiation policy update (T. Anderson, C. Baccar)

C. Discussion – *none*

D. Unfinished Business
*   1. Bachelor of Applied Science degrees (ARC)
*   2. Amendment to Faculty Constitution: adjunct faculty senators

E. New Business – *none*

F. Question Period – none

G. Reports from Officers of the Administration and from Committees
    1. President's report
    2. Provost's report
*   3. PSU's transition to a minority-serving institution (C. Gómez et al.) –
      continued from October
*   4. Notifications of program moratoria (GC) – *Consent Agenda*
      a. Ph.D. in Urban Studies
      b. Master's in Urban Studies

H. Adjournment

*See the following attachments:
A.1. Roster
A.2. Minutes for 10/2 – *Consent Agenda*
D.1. B.A.S. degrees (ARC)
D.2. Proposed amendment: adjunct faculty senators; AC review
G.3. PSU's transition into a minority-serving institution (presentation slides)
G.4. Moratoria: Ph.D. in Urban Studies, Master's in Urban Studies

ROSTER FOR 2023-24
Steering Committee

Lindsey Wilkinson, Presiding Officer
Rowanna Carpenter, Past Presiding Officer • Jill Emery, Presiding Officer Elect
Cindy Baccar (2023-25) • Matt Chorpenning (2022-24) • Sybil Kelley (2022-24) • Mark Leymon (2023-25)
Ex-officio: Richard Beyler, Sec. • Nadine Phoenix, CoC • Alex Sager, IFS • Vicki Reitenauer, 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, Nathanial	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
Endicott-Popovsky, Barbara	HCP	2024 *
Golub. Aaron	USP	2025 *+
Leymon, Mark	CCJ	2026
Nishishiba, Masami	PA	2026

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: 30 October 2023

EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2023-24

Administrators

Allen, Clifford	Dean, School of Business
Bowman, Michael	Interim 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	Interim Provost
Cudd, Add	President
Glascott, Brenda	Dean, Honors College
Johnson, Andria	Interim Vice President for Finance and Administration
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
Lee, Junghee	Interim Dean, School of Social Work
Martin, Sheila	Vice President for University Relations
Monsere, Chris	Interim Vice Provost for Faculty Success
Mulkerin, Amy	Vice Provost for Academic Budget and Planning
Peterman, Tina	Interim Dean, College of Education
Rosenstiel, Todd	Dean, College of Liberal Arts and Sciences
Smallman, Shawn	Interim Dean, College of Urban and Public Affairs
Tankersley, Rick	Vice President for Research and Graduate Studies
Toppe, Michele	Vice Provost for Student Affairs
Wagner, Erica	Vice Provost for Student Success
Wooster, Rossitza	Dean, Graduate School

Senate Officers and Other Faculty Officers

Baccar, Cindy	Advisory Council (2022-24), Steering Committee (2023-25) +
Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna	Past Presiding Officer
Chivers, Sarah	Adjunct faculty representative
Chorpenning, Matt	Steering Commitee (2022-24)
Clark, Michael	IFS (Jan. 2023-Dec. 2025)
Emery, Jill	Presiding Officer Elect +
Farahmandpur, Ramin +	IFS (Jan. 2023-Dec. 2024)
Greco, Gina	Advisory Council (2023-25) +
Hansen, David	Advisory Council (2023-25)
Harris, Randi	Advisory Council (2022-24) +
Ibrahim, Yousif	ASPSU President
Kelley, Sybil	Steering Committee (2022-24)
Lafferriere, Gerardo	Advisory Council (2023-25) +
Leymon, Mark	Steering Committee (2023-25) +
Phoenix, Nadine	Chair, Committee on Committees +

Reitenauer, Vicki   Faculty member on Board of Trustees
Ruth, Jennifer   Advisory Council (2022-24) +
Sager, Alexander   IFS (Jan. 2021-Dec. 2023)
Wilkinson, Lindsey   Presiding Officer +

Faculty Committee Chairs

Anderson, Tim   Educational Policy Committee (co-chair) +
Burgess, David   Intercollegiate Athletics Board
Collenberg-Gonzalez, Carrie Library Committee
Colligan, George   General Student Affairs Committee
Dahlin, Jennifer   Scholastic Standards Committee (co-chair)
Dottin, Raiza   Institutional Assessment Council
Emery, Jill   Budget Committee (co-chair) +
Estes, Jones   Academic Quality Committee
Ferbel-Azcarate, Pedro   Race and Ethnic Studies Requirement Committee +
Harrison, Paloma   Scholastic Standards Committee (co-chair)
Lafrenz, Martin   Budget Committee (co-chair) +
Lubitow, Amy   Graduate Council
Pendell, Kimberly   University Research Committee
Petit, Joan   Educational Policy Committee (co-chair)
Robison, Scott   Academic Computing Infrastructure Committee (co-chair)
Spencer, Albert "Randy"   Undergraduate Curriculum 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
Zeidler, Belinda   Undergraduate Curriculum Committee (co-chair)
TBD   Faculty Development Committee, University Writing Council

Notes
+ Also an elected senator
Status: 30 October 2023

Presiding Officer: Lindsey Wilkinson

Secretary: Richard Beyler

Senators present: Anderson, Aryafar, Baccar, Blajeski, Boyle, Constable, Craven, Daescu, De La Vega, Dimond, Eastin, Emery, Farahmandpur, Ferbel-Azcarate, Gallagher, Gamburd, Garrod, Golub, Greco, Harris, Ingersoll, Izumi, Jaén Portillo, Kennedy, Kerns, Knight, La Rosa, Lafferriere, Lafrenz, Leymon, Lindsay, St. Martin, Matlick, Mudiamu, Newsom, Nishishiba, Perlmutter, Phoenix, Romaniuk, Ruth, Taylor, Tenty, Thieman, Tretheway, Tuor, Watanabe, Webb, Wern, Wilkinson,.

Alternates present: Bennett Gilbert for ex-officio member Chivers, Frederik Vos for Finn, Anne McClanan for Heryer

Senators absent: Endicott-Popovsky, Greenwood.

Ex-officio members present: Beyler, Bowman, Bull, Burgess, Burke, Carpenter, Chabon, Chaillé, Clark, Cudd, Dottin, Ford, Glascott, Hansen, Harris, Ibrahim, Knepfle, Lambert, Lubitow, Sh. Martin, Monsere, Mulkerin, Petit, Reitenauer, Toppe, Wagner.

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

A. **ROLL CALL AND CONSENT AGENDA**

1. **Roll call** *was effected using the participants list of the online meeting.*

2. **Minutes of 6 June and 13 June meetings** were **received** as part of the *Consent Agenda*.

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

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

    Item G.1 was incorporated into B.3. Items G.4 and G.3 were moved to follow announcements, after B.5. Item G.2 was moved to follow E.1.

B. **ANNOUNCEMENTS**

1. **Announcements from Presiding Officer**

    With the start of the academic year WILKINSON noted the presence of new students, new senators, new leaders, some of whom would be introducing themselves today. For the year ahead he was thinking about how to build partnership and trust, and find new ways to share power and responsibility. This was a critical moment for PSU.

    WILKINSON continued: Over the summer the President's Office reached out to share initial ideas about strategic planning. How we engaged with each other in this process would be as important as the final document itself. Senate leadership had also met with OAA over the summer about budget planning. An upcoming opportunity for engagement is coffee hour with the Board of Trustees prior to their meeting on October 5th. He hoped that Faculty Senate would put into practice our skills of deliberation: identify pros and cons of issues that are brought forward, with opportunities to do so on today's agenda.

    On behalf of the Research and Graduate Studies office, WILKINSON asked colleagues to consider making nominations for the annual research awards.

2. **Announcements from Secretary**

BEYLER reviewed some procedures and briefly discussed the upcoming Faculty Senate communication district assignments.

Change in agenda order: the President's self-introduction included item G.1, President's Report.

3. **Introduction: PSU President Ann Cudd**

CUDD said that after 35 years as a faculty member and 10 or 15 years in administration, Portland State felt like what he had been working towards, and she was happy to be here. She had been looking forward to meeting with Faculty Senate.

CUDD congratulated Betty IZUMI and Michelle LEE on their work securing for PSU a Federal grant as an Asian American and Native American Pacific Islander Serving Institution [AANAPISI]. She was grateful to be at an institution where many people were working on serving our increasingly diverse student population; Cynthia GÓMEZ would be reporting on this later [item G.3 below].

Reiterating announcements at Convocation, CUDD recognized winners of the Faculty and Staff Excellence Awards: Heejun CHANG (GGR), Branford Price Millar Award; Richard CLUCAS (PGA), George C. Hoffman Award; Lynell SPENCER (ACS), Mary H. Kunston Award for Service to Students; Lisa Jarrett (A+D), PSU Foundation Philanthropic Partnership Award; Lindsey Compton (WLL) and Jihye KIM (WLL), Academic Excellence Award for Adjunct Faculty.

CUDD then shared her goals for the year, which she anticipated would be formally approved by the Board of Trustees later in the week. First, she is committee to building a collaborative executive leadership team that works well together to facilitate the development of PSU. There are dedicated leaders here, but also turnover in executive and leadership roles over the last year. Her goal is to solidify a strong leadership team that can work together. As announced at Convocation, she would work with the Office of Academic Affairs (OAA) to recruit full-time deans for all PSU schools and colleges, including two searches that are already underway: Library and School of Business. There would also be searches for the College of Education, College of Urban and Public Affairs, and School of Social Work.

Goal two, CUDD said, is establishing a new strategic plan that will guide the university from now until 2030. A great university deserves a great strategic plan, she said, but PSU has not had an operational formal plan since 2020. The pandemic disrupted things, but it is time to start work again. She looked forward to engaging with the campus community to reaffirm our mission, vision, and values.

Goal three, CUDD continued, is a near-term plan for financial sustainability. The strategic planning process will guide our financial decisions into the future, she said, but we need to take some immediate actions to address challenges. While there are encouraging signs for graduate enrollment this fall, and we appear to be hitting targets for undergraduate enrollment, in 2024-25 expenses will likely again exceed revenues and [therefore] deplete our dwindling reserves. The plan for the upcoming budget cycle will be developed in tandem with the strategic plan, CUDD said, with input from across the University and with clear communication throughout the process.

Goal four, CUDD said, is to increase the vibrancy of the campus. She is eager to restore PSU to its pre-pandemic level of in-person activity. Doing a cleanup with students recently, she heard from them how happy they were to be together and look forward to in-classes. An active campus supports student success, CUDD said, and builds community for faculty and staff–a place where we want to spend time and collaborate.

Goal five for CUDD is to serve as a visible and effective advocate for PSU in the wider community. Portland State is Oregon's only urban research university, intimately tied to the city of Portland in a relationship that endures through good times and challenges. She is committed to being an active ambassador for PSU. It is vital, she believed, that PSU plays a role in Portland's recovery, and imperative that we engage the region to better understand how we can support that recovery, as well as our current and future students. She wished to hear from Senate about engagement priorities, and how she could support engaged learning and research opportunities.

CUDD said it is her priority to restore trust on campus. In the upcoming budget cycle, she said, she commits to being as transparent as possible and to work with academic leaders to share accurate information in a timely fashion. Communicating budget information had been a source of tension in the past, and she is taking steps to clarify lines of communication. In a big institution this is always multi-channel. She urged faculty not be believe every rumor they hear. For example, CUDD said, no budget decisions for 2024-25 have happened. Faculty would be apprised of the process in the coming months. She had asked the Board for $5.5 million in excess reserves to support some key priorities, including investments in campus safety, supporting student success efforts, making good on racial justice commitments, faculty startup funds, and dean searches. These are vital one-time investment, she said. We expect to receive some financial sustainability funds from the legislature for project to improve financial sustainability. and collaborative projects with other Oregon state universities.

GILBERT asked for some concrete examples.

CUDD responded: Examples might include saving money on utilities; new degree programs with a high level of popularity, that just need to hire a couple faculty to get started. These are not ongoing funds. A startup investment would have to quickly lead to self-sustainability.

GRECO said that over last ten years, [departments] had received their final budget months after classes had been scheduled for the following year. For students as well as faculty, it is very disruptive if they have to [deal with cancelled classes]. It creates problems with graduation rates. Making decisions early enough is important to students. CUDD thanked GRECO for the feedback.

4. **Introduction: ASPSU President Yousif Ibrahim**

IBRAHIM introduced himself as an undergraduate studying International and Global Studies, and Political Science, on a pre-law track, in his junior year. Becoming ASPSU President was like the feeling he had, when he was younger, of finally being able to take the controller playing video games with his older brother. He previously had the notion that student government was like having an [unconnected controller], but after doing research and seeing previous student senates, he realized this did not have to be the case.

He had received tremendous support from President CUDD, Provost CHABON, and Vice Provost TOPPE, and from all the faculty he had met. He hadn't expected this, as 'just a student' without connections to the administration.

Student government is a pipeline, IBRAHIM said: he is trying to connect students to faculty, to get student life back, to get a better feeling on campus. If students, faculty, and administration know each other, how can we fail? Understanding students is the core. He is here, he said, to get the student government presence back.

IBRAHIM planned to use social media, such as Snapchat, extensively: posting events, newsletters, happenings. They have been getting lots of viewership recently. Students use these platforms more than email. Another project is to have student government members scheduled to be in certain areas to meet people, tell people about student government, listen about issues and problems.

5. **Attendance initiation policy**

ANDERSON (EPC co-chair) reviewed the background. [For presentation slides, see **October Minutes Appendix B.5**.] As discussed in June, a Department of Education audit uncovered non-compliance in tracking of initiation of attendance. This major issue required focused attention. Over the summer we had to develop a set actions to address the problem. PSU was not alone, but was among the first to deal with this issue. BACCAR (Registrar) was appointed chair of a task force. ANDERSON and David KINSELLA (PGA) from EPC represented Faculty Senate. The group also included Karenna WAIT (OIT), Eli HERR (FAO), Scott ROBISON (OAI), Hannah MILLER (OAA), Nicolle DUPONT (REG), and Jon Holt (WLL).

They have erred on the side of over-communicating, ANDERSON said, because we are instituting a critical new policy. They are trying to provide the right level of information for everyone involved in academic activities, covering all kinds of different possibilities. It will vary with the course, the subject, modalities, and student interaction with faculty, so there has to be some flexibility. It is perhaps easier to say what doesn't count [as initiation of attendance]: simply being present on campus, in campus housing, or logging into an online class without real engagement doesn't count. What can count is interaction with faculty, such as by email, or an ungraded mini-quiz.

ANDERSON said that they were surprised at the response rate so far. In Banweb, the process is similar to submitted final grades. In the class list [there is a check box for] initiation of attendance. It's a first thing to do in the term. By-arrangement courses are prechecked by virtue of the by-arrangement form. In the first couple of weeks, check the boxes as appropriate for each student. You just need to do it once; you don't need to take daily attendance. After week 2, you can revisit the form as needed.

ANDERSON continued: They can pull a report to see which classes have had faculty participate; as with final grades, sometimes we need nudges. They have chosen 50% as the cutoff [for such notifications], under the assumption that very few classes would have attendance lower than that. By department so far there is a fairly wide distribution of response rate, with Art + Design the highest at 60%. That doesn't mean they're done; the goal is to get to 100%. They realize that Monday classes have not met yet [due to the holiday]. ANDERSON thanked BACCAR and other members of the task force.

KERNS asked if faculty would receive an email if they had not responded for everyone. ANDERSON: We expect that there won't be 100% completion within any one class.

TAYLOR: Is there a confirmation that the check in the box has been saved? BACCAR: If you check the box, it will be saved. The question points out that an empty checkbox may mean a [student] no-show or it may mean the faculty member hasn't responded. You can go back after week two for updates and corrections. Particularly in this first go-through, they are going to reach out to check about the circumstances before taking any action on financial aid. They hope that soon this will become as routing as submitting grades.

REITENAUER thanked all those to did this heavy lift during the summer. There had been a dire, worrisome conversation at the end of last year. BACCAR said she was more of a convener than a chair. Everybody in the room helped, and she was just one of them. With a clear objective, they were able to accomplish a great deal in short order.

EASTIN realized the first two weeks were the crux time, but should faculty continue to do this on an ongoing basis? BACCAR: Yes, if a student does show up, do mark it. Over time, they will calibrate how long to leave it open. There are classes that don't start for a few weeks. They are getting feedback from students and faculty. It will be iterative; there will be some things we can adjust, but other things we can't, given our resources. Departments may choose to set a higher response threshold. If you find some error, or if a student comes in the third or fourth week and does the quiz [or other activity], you can go in and check the box. Eventually, BACCAR said, if the box remains unchecked, Financial Aid will contact the student and advise that if the information is not valid, to contact the instructor. Mistakes do happen, and if you are approached by a perhaps confused or panicked student, know that there is the ability to adjust.

Theresa McCORMICK (CHE) asked if there will be an evaluation of the process. An issue in her department is that that some instructors have around 750 students, and it is a monumental task. How can we make this doable for people teaching large classes? BACCAR: There is a place to give feedback at the website. [The task force] struggled with this issue. Departments may be able to provide some ideas on how to handle large classes. ANDERSON: For a large class, you can have a very simple 'quiz'. McCORMICK: It's the matter of having to check several hundred boxes. BACCAR: They will work with OIT to see if there are ways to automate parts of the process.

Change in agenda order: items G.4 and G.3, in that order, moved here.

G. 4. Reports from Faculty discussion forums

CARPENTER gave an overview of three sets of conversations last academic year [for the respective reports see **October Agenda Attachments G.4.a-c**; for presentation slides see **October Minutes Appendix G.4**]. Common themes emerged powerfully, despite the different configurations and convenings. The first conversation took place in fall: This Place, Our Community, Our Purpose was convened by President PERCY and guided by three faculty members. It was a collective reflection on where we have been and what we have learned. In winter term, Steering Committee set up a series of conversations in Faculty committees, aiming for conversation we had hoped to have during the Program Review and Reduction Process to think about context, opportunities, and what wee need to meet those opportunities. Finally there was the Spring Symposium, convened in

response to a December Senate resolution calling for an inclusive budgeting process. The President collaborated with Senate leadership to hold a budget forum as the symposium.

One theme that emerged from all conversations, CARPENTER said, is the need to build trust and accountability. She was struck, particularly in the committee conversations, that this was not just railing against the administration: faculty also needed to come to the table to build trust, and be inclusive of staff, students, and other constituents on campus.

REITENAUER stated that the conversations on This Place, Our Community, Our Purpose were initiated by President PERCY, who asked Sally MUDIAMU (OGEI), Abby CHROMAN (SB), and REITENAUER to design a process that brought faculty, staff, and students together into conversation about what we learned from having through going through the pandemic crisis–not that we could solve such problems in advance, but to reflect on what we experienced, what mattered most, and how to move forward. What emerged, REITENAUER said, was the sense that the epidemic response had been very transactional: what would it take to get back to campus? They then hit on the fiscal challenges the University was facing. Many respondents said they didn't experience a sense of care as an employees. It didn't help to be viewed as positions that could be eliminated, rather than as individuals carrying out essential functions. They identified as a core theme how to transform transaction into care. Faculty are committed to the purpose we have at PSU, committed to our students, but perhaps have not been treated with or treated each other with the level of care that's necessary for a sense of belonging. What IBRAHIM said earlier about building connections is consonant with this. How can we use the strategic planning process and other spaces to do that?

EMERY: The spring budget forum was intended to be participatory, rather than 'Here are the numbers'. The World Cafe engagement model was used to examine what could lead us to more healthy budgeting practices and financial sustainability. The goal was not necessarily to solve problems immediately, but create a framework to do that. At the end of report from the symposium [**October Agenda Attachment G.4.c**] are a series of proposed actions. They will require [faculty] to step up to the place and be willing to participate in ways that [heretofore] we haven't had the ability to do.

G. 3. PSU's transition to a minority-serving institution

To make the presentation, the Presiding Officer recognized Cynthia GÓMEZ (Dir. Community & Civic Impact, Univ. Relations), Óscar FERNÁNDEZ (UNST), Cristina Herrera (CLS), Betty IZUMI (SPH), and Michelle LEE (Coord. API Stud. Serv., GDI) [for presentation slides, see **October Agenda Attachment G.3**].

GÓMEZ said that the vision of PSU as a minority-serving institution [MSI] include strong ties to the local community, compositional diversity at all levels, and a rich and rigorous educational experience accessible to students from all income levels and backgrounds, including a significant enrollment of minority students.

The US Department of Education has criteria to designate Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI), Hispanic-Serving Institutions (HSI), Tribal Colleges and Universities (TCU), and Historically Black Colleges and Universities (HCBU), and provides funding for these institutions. The

designation opens a door for grants from the Department of Education, National Science Foundation, National Endowment for the Humanities, and US Department of Agriculture.

The MSI goal, GÓMEZ continued, is to promote belonging and justice by addressing unique needs and challenges faced by students. We often do this, GÓMEZ said, through recruitment and retention [efforts], scholarships, academic support, campus climate, and faculty and staff representation. GÓMEZ referenced work by John A. Powell on targeted universalism, which replaces a disparity framework with one in which there is a universal goal, but with targeted strategies to meet various populations' needs. These might include enrollment pathways, retention and persistence support, and community integration. Not all are in the same situation, but all are trying to reach a universal goal.

IZUMI reiterated CUDD's announcement that PSU has been designated AANAPISI, with federal funding. The program has a threshold of 10% undergraduates identifying as Asian American or Pacific Islander/Native Hawaiian. At PSU 10.3% of students identified as Asian American and 0.6% as Pacific Islander/Native Hawaiian. If we include mixed-race students, the number increases to almost 17%. PSU received an award of almost $2 million, starting October 1st for five years. IZUMI thanked students, staff, faculty, and community partners who laid the foundations for this grant starting 15 years ago, and probably longer, and who have worked to advocate for programs. The grant will be administered by co-PI's LAMBERT and CHABON, with IZUMI as Project Director and LEE as Activities Director.

IZUMI continued: Over the past fifteen years, gaps and strategies have been identified. First is culturally relevant pedagogy and curricula. The plan is to hire a post-doc in Pacific Islander Studies, and to develop new courses and a proposal for a minor. Gap two is around retention, academic performance, and graduation for Pacific Islander students. The plan is to hire a Pacific Islander student retention program coordinator, following from the empowerment programs developed by LEE. Third is a sense of belonging; we need to create cultural awareness and train campus professionals to have a better understanding of the unique needs of Asian-American and Pacific Islander students. This community is very diverse in cultural patterns, religions, socio-economic status, etc., although we often lump these groups together. We will work with community partners to facilitate multilingual workshops for high school students and families, building on previous efforts such as former ASPSU President Motu SIPELII bringing about a hundred Pacific Islander high school students to PSU last spring.

HERRERA echoed IZUMI's recognition of previous work, which started decades ago– for example, the murals in the meeting rooms in SMSU. PSU was designated as an Emerging Hispanic Institution in 2022. The [HSI] threshold is 25% enrollment; in spring 2023 we were at 23.2%. When talking about enrollment declines, HERRERA believed we should also consider communities whose representation is increasing. No community should become invisible.

There are several HSI initiatives underway, HERRERA said. The first is application for a Seal of Excelencia in spring 2023. In April 2019 a campus team attended a forum hosted by the Oregon Community Foundation, sparking energy to create an exploratory committee. Our year-long support and mentoring program was recognized by Excelencia as an example of something that works. In 2022 President PERCY met with the president

of Excelencia to talk about ongoing engagement with that organization. FERNÁNDEZ, HERRERA, and Melissa PATIÑO-VEGA co-authored a recommendation report. In summer 2022 the PSU group participated in a 'mini-seal' to determine if we were ready to go forward. In spring [2023] we convened a cohort of students, staff, and faculty to comprehensively evaluate practices and programs across several domains, and demonstrate alignment in data, practice, and leadership. We were not awarded the Seal this time around, but it's not uncommon for institutions to apply four or five times. There is a strategy for moving forward: use evidence-based practices from external HSI organizations to identify our institutional capacity to serve; leverage current resources; and create an asset-based collaborative network of offices and departments committed to developing practices to serve our students.

HERRERA added that Oregon higher education stakeholders would be meeting at Portland Community College to formalize collective efforts, and she had been invited to join members of the Higher Education Coordinating Commission [HECC] and other Oregon institutions to attend the Hispanic Association of Colleges and Universities meeting in Chicago at the end of the month, to learn what other states have been doing.

FERNÁNDEZ indicated that rather than his rushing through the rest of the presentation, WILKINSON proposed that the report be continued in November.

Return to regular agenda order

C. 1. Discussion: Bachelor of Applied Science degrees

To introduce the topic WILKINSON called on Andreen MORRIS (Curriculum Coordinator, OAA). The idea for PSU to have this additional type of degree, MORRIS said, initially came from the School of Business. ARC, EPC, and UCC have studied the question, and ARC has brought forward a proposal [see **October Agenda Attachment C.1**; for presentation slides, see **October Minutes Appendix C.1**].

HARRIS (Dir. TRSRC) said that community colleges are interested in working with us on offering a Bachelor's of Applied Science [BAS]. Community colleges in Oregon are able to offer a BAS; they would like to partner with us in terms of enhancing their capacity. We at PSU would be bringing in students with an Associate's degree and then offer the upper-division part of the BAS. Several deans have been in conversations with community college partners. HARRIS believed we have the infrastructure to support [these] students. It is a new, specific degree type, not in competition with the BA, BS, or BM. There are similarities, but because of the applied science character we would accept more vocational [transfer] credits that we normally do. Currently there is a limit of 12 vocational credits. Instead of this, the proposal is to accept specific identified AAS degrees or sufficient general education or non-vocational credits to have junior standing.

Jacob SUHER (SB) was recognized to continue the presentation. Now, he said, there is not a direct pathway for students with a non-transfer or terminal associate's degree. SB is excited about a BAS management degree, because it would allow people with a vocational associate's degree to gain education and work experience to advance their degrees.

Belinda ZEIDLER (SPH) was recognized to give further background. Students with associate's degrees come to PSU and lose those credits, while they have skill sets that bring richness to the classroom, enhance the experience of other students, and are often at the top

of the class for the applied health and fitness degrees. It would be easier and create less financial hardship to be able to offer a BAS. It is particularly important for students from underserved populations who need to get work.

With this introduction to the topic and in view of time, WILKINSON said that we would continue the discussion and vote on a proposal at the next meeting.

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS

1. Revising math admissions requirement (ARC)

MORRIS said that in 2022, HECC brought schools and universities together to talk about changes in the [K-12 mathematics curriculum]. HECC asked universities to be on the same page with their response, and to update requirements in the same way. This led to a collaborative working group. What appears [as **October Agenda Attachment E.1**] is what this group came up with, which other Oregon public universities have adopted.

The chair recognized Eki YANDALL (EM): The conversation began with HECC and a representative from the University of Texas Data Center, focused on modernization of mathematics education throughout the US. The [Oregon] Provost's Council brought together recommended faculty, staff, and admissions representatives from each of the public universities. What's under consideration is not a state mandate, but a request that the Oregon public universities have an aligned, straightforward set of requirements for students as well as for guidance counselors. The other [public universities] have already adopted this. It would mean moving away from what we are currently doing, which is a holistic review for students who do not have the typically seen third year of math.

WATANABE said that ARC had discussed the idea and supported the proposal. Otherwise there would be an administrative nightmare. We don't want students to face [inequitable admissions] rejection. It's important to act in a timely way.

GRECO / LAFERRIERE **moved** approval of the change in mathematics requirements for undergraduate admissions specified in **October Agenda Attachment E.1**.

KENNEDY asked there had been an analysis of how robust the changes in [high school] math requirements are in preparing students for college-level work. If students are coming to our institution with a wider range of math background, how are we going to support them? Will we have an adequate level of remedial math support? Has there been an impact study? YANDALL: As new coursework and curriculum becomes available and is showing up on transcripts, that will continue to go to the [relevant] departments to review those courses. The larger issue in Oregon, he said, is that as of 2022, 40% of high school seniors didn't take a math course. This seems to reflect KENNEDY's concern. HECC is asking us to acknowledge that there are students looking for creative ways to apply math concepts to their majors at colleges and universities. We have not seen [Portland Public Schools] make this shift; they are still having their students take algebra. At the district level it is a slow move.

The change in the admission mathematics requirement for undergraduates, as stated in **October Agenda Attachment E.1,** was **approved** (41 yes, 1 no, 2 abstain, vote recorded by online poll).

Change in agenda order: item G.2 moved here

G. 2. Provost's report

CHABON said it was an honor to address Faculty Senate for the first time in this role. She had been humbled and a bit surprised to be asked to take on the role, and is energized by the opportunity for collaboration. The theme of Convocation was unity and purpose. Beyond resolving to work together, CHABON asked that we commit to give each other the benefit of the doubt, to choose hope over fear, to make benevolent assumptions. We are much more than our mistakes. We can build a culture of success, she said, if we realize that success may not come with our first attempt, and if we make space for all to grow and learn. She believed we would at the end of the year be proud of what we had accomplished. She would explore ways to connect: coffee hours, stand-up meetings, messaging, office hours, leadership circles, open houses; she would welcome other ideas.

CHABON announced that Paul HALVERSON would join the OHSU-PSU Joint School of Public Health aa Dean on February 1st. He was founding dean of the Richard M. Fairbank School of Public Health of Indiana University in Indianapolis. As announced by President CUDD, there will be five dean searches this academic year. The COE search will be chaired by Rossitza WOOSTER, the CUPA search by Cliff ALLEN, the SB search by Joe BULL, the SSW search by Todd ROSENSTIEL, and the Library search is being chaired by Leroy BYNUM Jr. With CHABON's transition to Interim Provost, Chris MONSERE will now serve as Interim Vice Provost for Faculty Success. He had been Chair of CEE and most recently Associate Dean for Academic Affairs in MCECS.

CHABON announced that the University and PSUFA reached a tentative agreement on the economic reopener of their contract. The agreement provides significant salary and benefit increases for adjunct faculty and will to out for ratification soon.

CHABON recognized several recent accomplishments of faculty members. Deb ARTHUR (UNST) received a $2.3 million grant from Ascendium Education Group to expand PSU's Higher Ed in Prison program and form a pathway for student to move from associate's to bachelor's degrees. Alida CANTOR (GGR) is co-PI of a $650,000 grant from the EPA to study environmental justice impacts of the shift from fossil fuels to renewable energy. Birol YESILADA (CCD) received $3 million grant towards funding a consortium of public, private, and academic partners to address cybersecurity and smart grid infrastructure in the Pacific Northwest. As mentioned earlier by CUDD, Betty IZUMI and Michelle LEE received a nearly $2 million grant from the Department of Education. Brooke RIZOR (CCF) and Evan ELKIN (RRI) are co-PI's of a grant of close to $6 million over five years for training school mental health providers in Oregon and Washington. Mary OSCHWALD (RRI) and Walt DAWSON (OHSU-PSU JSPH) received a $1 million grant from Oregon Health Authority to build the Oregon Center for Excellence in Again and Behavioral Health. COE, in collaboration with partners at Western Michigan University and University of Pittsburgh, was awarded almost $300,000 for a five-year cycle on orientation and mobility facilitating learning activities. The teaching licensing program was received seven years of accreditation. Nicole RIGELMAN (C&I) was selected as recipient of the 2024 Teacher Education Award by the Association of Mathematics Teacher-Educators.

Graduate enrollments are up about 5% over last fall, CHABON reported, with all degree types being higher. The University Honors College exceeded its target for both new enrollment and overall fall enrollment.

CHABON said that in November she would have information to share about an academic freedom webpage and a new process for assigning department chair stipends.

Return to regular agenda order

E. 2. Introduction of proposed amendment to Faculty Constitution: adjunct faculty senators – *first reading*

Bennett GILBERT (HST/PHL), acting as alternate for CHIVERS, was recognized to provide background and context for the proposed amendment [**October Agenda Attachment E.2**]. The proposed amendment increased the Senate representation for adjunct faculty from the current one non-voting member to ten voting senators who can serve on committees. The proposed amendment is a matter of plain fairness, GILBERT said. Currently adjuncts have no formal voting representation, though they are 47% of the faculty and teach almost 40% of student credit hours. Under the proposal, adjunct senators would comprise about 18% of the larger Faculty Senate.

GILBERT continued: Adjunct senators will augment Senate's contribution to shared governance. Adjuncts are active in virtually every department; many are close to students over long periods; many have experience working with a number of institutions, and have insights from that. It will strengthen the Senate in its internal arrangements, and representation with the administration on behalf of the faculty.

A concern that had been raised, GILBERT said, was whether adjuncts have sufficient commitment to PSU. He pointed out that many adjuncts have worked here for years and decades, worked closely with students, and in various ways showed deep commitment to the institution. Many are productive, engaged scholars who carry out research and publish. Because of the terms of the appointment, it seems unlikely that anyone would undertake it lightly. To be eligible, a candidate must have taught at least one credit in the previous year. To some this might seem too little, but because of situations specific to adjunct contracts, many adjuncts teach one-credit courses . Continuing contracts and other circumstances sometimes leave adjuncts with little teaching in the year before returning to more teaching.

Because adjuncts cannot work unpaid, GILBERT said, the administration will be asked to fund the hourly fee for their work in Senate. The funding issue has been intensively discussed since the beginning. The administration has asked Senate to consider and act on the proposal, and will subsequently take up the matter of requisite funding.

GILBERT concluded; PSU adjuncts have advanced degrees, life experience, knowledge of teaching, and understanding of students. Everyone knows the problems and promise of this University. This proposal, he said, is an effort to enrich shared governance by giving adjuncts a voice they did not have till now.

WILKINSON indicated that the proposed amendment would be discussed and opened to a vote at the next meeting.

F. QUESTION PERIOD – *none*

G. REPORTS

1. **President's report** – *combined with B.3 above*

2. **Provost's report** – *moved to follow E.1 above*

3. **PSU's transition to a minority-serving institution** –
   moved with G.4 to follow B.5 above

4. **Reports from Faculty discussion forums** – *moved with G.3 to follow B.5 above*

5. **University Research Committee Annual Report** (2022-23) –
   received as part of the Consent Agenda

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

Initiation of Attendance for Financial Aid Compliance

Summer workgroup updates
September 2023

Refresher

- Dept. of Ed (DOE) - through a Financial Aid audit uncovered non-compliance in our process for tracking Initiation of Attendance.

- DOE issued findings that required compliance by fall term 2023.

- At minimum compliance requires:

  - establishing policies and procedures to ensure we can document that each FA recipient commenced/initiated attendance in **each** course at the start of the term, prior to census date.
  - documentation to be auditable - a record retained for three years.
  - a data marker in Banner (system of record) to archive this fact.
- PSU is not alone in being behind in meeting this obligation. Many schools are facing similar situations.

Spring '23 Work

- Met met with the AAUP (and other unions) leadership c/ Shelly

- Met with FS Steering

- Emails to OGDI about DEI concerns - none raised.

- Discussed at A&A Deans/Deans meetings

- Presented at EPC

- Provost announced it at June FS meeting

- Provost sent email to all faculty in June

- Scanned vendor space - nothing to offer

- Looked at other schools to see how they go about it - borrowed where we could

Summer '23 IoA workgroup appointed

Chair: Cindy Baccar (RO)

Members:

Karenna Wait - (OIT)   Scott Robison
(OAI)

Nicolle DuPont - (RO)   Dave Kinsella
- (EPC - CUPA)

Eli Herr - (FA)   Hannah Miller
- (OAA)

Tim Anderson - (EPC - MCECS)   Jon Holt (WLL) ad hoc
participant

Communication Timeline

9/5 - Provost sent email to Deans and Department Chairs

9/5 - RO sent email to Academic Dept admins (who often help faculty)

9/18 - Notice in Provost's Welcome to Fall Newsletter to faculty

9/18 - Email to students receiving financial aid about obligation to attend each class (from FA)

9/20 - Flyers handed out in academic departments and at Faculty Convocation

9/25 - Notice in the Currently (faculty/staff newsletter)

9/25 - Email to all faculty from Provost (specifically about IoA requirement)

9/26 - Notice in Virtual Viking (student weekly newsletter)

Faculty Guide to Initiation of Attendance

https://www.pdx.edu/registration/faculty-guide-initiation-attendance

Examples of Academically Related Activities for IoA

- attending a scheduled class, lecture, recitation, or lab, in-person or online, where there is an opportunity for direct interaction between the instructor and students
- participating in a scheduled field placement, internship, or student-teaching experience
- submitting an assignment, taking a quiz, completing an interactive tutorial, or other digital instruction
- completing an introductory discussion post, blog, or response in Canvas
- completing a quiz or survey upon syllabus review
- participating in a study group or group project that is assigned by the instructor, if the instructor can monitor and confirm the participation
- participating in an online discussion about class-related academic matters
- contacting a faculty member to ask a question about the academic subject studied in the course after the course has started
- contacting instructor when attendance in the first few class meetings is not possible in order to discuss class material and strategies for keeping up in the class

Examples that are NOT Academically Related Activities?

- physical presence on campus alone (but not in the specific class)

- logging into an online class without active participation

- participating in counseling or academic advising

- participation in campus residence activities, a meal plan, the recreation center, or other non-academic activities

Faculty How To

Navigate to banweb.pdx.edu
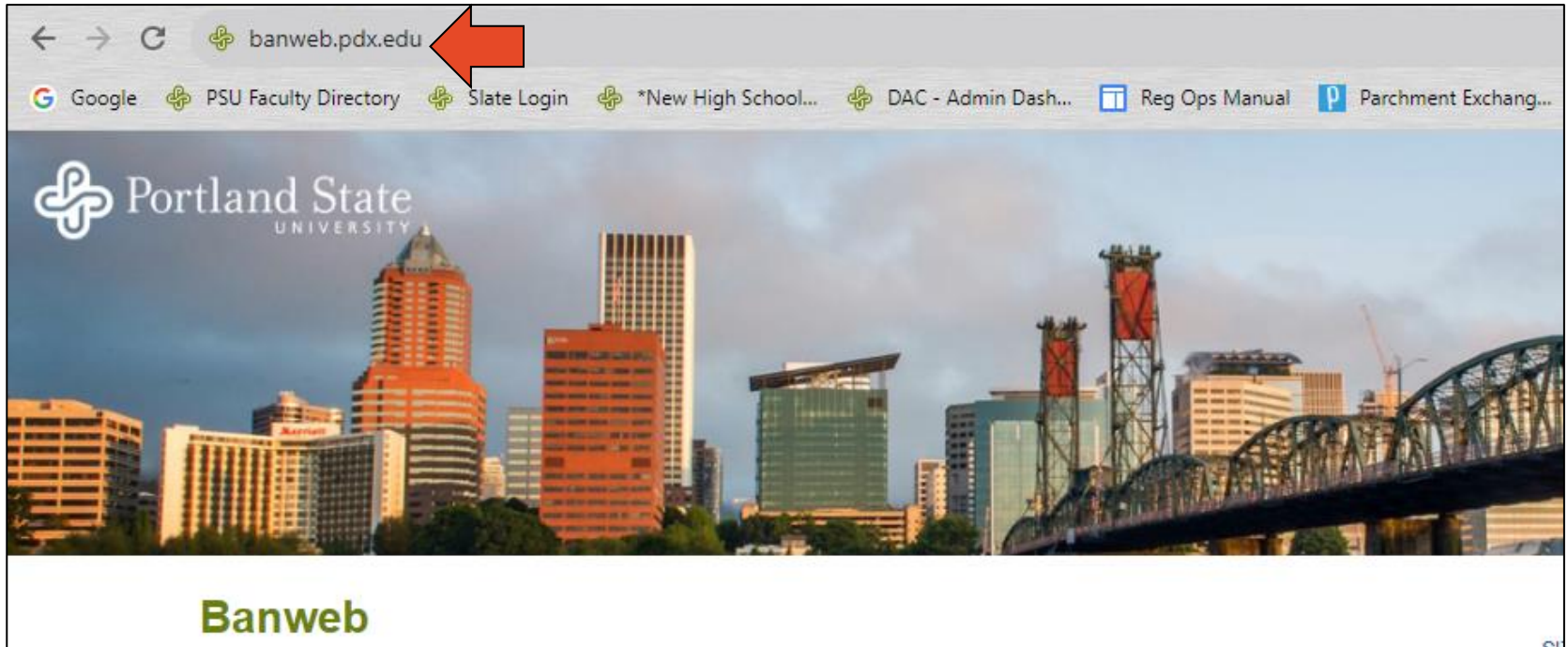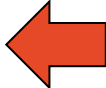
Select the Faculty Services tab

My Account	Student Services	Student Finances	Faculty Services	Employee Services	Finance	Admin

Faculty (Course Information)

Class List & Initiation of Attendance
To view the roster click the subject or row.
To view course details click the title or CRN

Faculty Registration override

Faculty Detail Schedule

Faculty Week At Glance

Attendance Tracking
Optional: to track attendance for all scheduled class meetings

Advising

Advising Student Profile
For Advisors: View student lists, advising links, and student information

DARS - Degree Audit

Academic Program Change

Mandatory Advising and Milestone Recording

EAB Navigate

Postbaccalaureate Transfer Evaluation

Select Class List & Initiation of Attendance from the Faculty Services menu

My Account	Student Services	Student Finances	Faculty Services	Employee Services	Finance	Admin

Faculty (Course Information)

Class List & Initiation of Attendance
To view the roster click the subject or row.
To view course details click the title or CRN

Faculty Registration override

Faculty Detail Schedule

Advising

Advising Student Profile
For Advisors: View student lists, advising links, and student information

DARS - Degree Audit

Academic Program Change

Select a term from the drop down list

Select the row for your class from display list
you will only see classes for which you are an instructor, and that have enrollment

CRN Listing

Fall 2023 Quarter - 202304 ⌄

Select Course   (iii) ▼ | Search (Alt+Y) 🔍

Subject ⇅	Course Title ⇅	CRN ⇅	Enrollment Count ⇅	Status ⇅	Duration	Term ⇅
ACTG 335, OL2	AIS AND ACCOUNTING ANALYTICS	10002	9	Active	09/26/2023 - 12/09/2023	Fall 2023 Quarter (202304)
ACTG 335, OL1	AIS AND ACCOUNTING ANALYTICS	10003	42	Active	09/26/2023 - 12/09/2023	Fall 2023 Quarter (202304)

Check the box to indicate that a student initiated attendance
Leave the box unchecked if the student has not initiated attendance
Continue to update this field as students initiate attendance in your class

Changes are automatically saved

Missing checkboxes and reporting

Reports to monitor completion

- **All Department Stats**: Displays the completion rates at the department-level
- **Courses that Need IoA Action**: Displays courses that are considered incomplete, and that need instructors to take action

Initiation of Attendance (IoA) All Department Stats

Specify Term(s)*:		Schools/Colleges*:		Departments*:	IoA Completion Threshold**:
(Required)		(Optional, select none to return all)		(Optional, select none to return all)	(Optionally change default selection)

Specify Term(s)*: (Required)

202304
202303

>>

Schools/Colleges*: (Optional, select none to return all)

01 -- College of Liberal Arts & Sci
04 -- Special Courses
06 -- The School of Business
07 -- College of Education
08 -- School of Social Work
10 -- Undergraduate Studies
11 -- College Urban & Public Affairs
12 -- University Honors College
16 -- OHSU-PSU School Public Health
24 -- Maseeh College Engr/Comp Sci
26 -- College of the Arts

Select all Deselect all

>>

Departments*: (Optional, select none to return all)

ACTG -- Accounting
ANTH -- Anthropology
ARCH -- School of Architecture
ART -- School of Art and Design
BA -- Business Admin
BI -- Biology
BST -- Black Studies
BSTA -- Biostatisics
BTA -- Business Tech & Analytics
CCJ -- Criminology & Criminal Justice
CE -- Civil Engineering

Select all Deselect all

IoA Completion Threshold:** (Optionally change default selection)

50 %

** This is the minimum percent of students marked as "initiated attendance" needed to consider this process to complete for a given section. Sections below the specified threshold will be flagged as needing IoA action.

Timeline

Timeline for Fall

Prior to term start

Multiple communications sent to faculty, and some to students. New checkbox available in Class List on September 13th.

Today's Update to Faculty Senate

Additional outreach as needed

Send a report to department staff and Faculty who still have under 50% of IoA boxes checked. Do not take action on students until we're confident in IoA completion. Send students an email and myPSU message on week 6, prior to adjusting or removing any aid.

August - September

Week 1

Week 2

Week 3 and beyond

Start of Term

Faculty begin reporting IoA

IoA completion due at end of week 2

Faculty who have under 50% of IoA boxes checked for a particular course receive an email reminder.

Current Data - Sneak Peek

Questions?

Bachelor of Applied Science

October 2, 2023

Portland State
UNIVERSITY

Process

1. Create initial mechanism for the degree type (i.e., create the specific degree requirements for the B.A.S.)

2. Proposal reviewed and supported by the Academic Requirements Committee, Educational Policy Committee, and Undergraduate Curriculum Committee

3. Discuss proposal at the October Faculty Senate meeting

4. Vote taken at the November Faculty Senate meeting

5. If approved, schools and colleges can submit new degree proposals to be reviewed this academic year.

   a. Proposals for B.A.S. degrees will need to include:

      i. Identification of A.A.S. degrees that may be accepted as part of the specific B.A.S. proposal

      ii. Explanation of how the academic unit will support student success for students whose prior coursework has been primarily of a vocational nature

Why now?

- Community colleges have the ability to award B.A.S. degrees
  - Partnership opportunity with community college partners that do not have the infrastructure to create a four year degree program
- Build on the articulation agreement work already happening at PSU

Proposed Degree Requirements Structure

Proposed Bulletin Language

For the Bachelor of Applied Science (B.A.S.): Students must complete an Associate of Applied Science (A.A.S.) at a regionally accredited community college that has been approved by the specific B.A.S. program. Up to 67 vocational credits taken in the identified A.A.S. may be accepted towards completion of the B.A.S. degree, as determined by the academic program. At the time of admission, a minimum of 23 non-vocational general education credits are required to establish junior placement within the University Studies requirement.

Differences

- Student must have an A.A.S. degree
  - The specific A.A.S. degrees will be identified by the academic units proposing the B.A.S. degree
- Accepting 67 vocational credits from the A.A.S. degree towards degree completion and University Studies Placement
  - Current limit is 12 vocational credits

Benefits to students

- Creates new pathways for achieving a four year degrees
- Let Knowledge Serve mission
  - Allows students with a technical or vocational background to broaden their education and contributes to their potential career advancement
- Examples
  - Management
  - Dental Hygiene
  - Exercise Science
  - Gerontology

Discussion

Reports from Campus Conversations

The Conversations

This Place, Our Community, Our Purpose: Conversations for Making Our Way Through

11 60-minute discussions (some in person, some on Zoom) facilitated by PSU faculty and staff

Total of 79 participants (primarily faculty and staff, along with several students, administrators and Trustees)

Faculty Committee Conversations

Survey of members of Faculty Committees (47 respondents, out of ~195, representing 21 committees)

Committee conversations (8 committees out of 22)

Spring Budget Symposium

~150 faculty & staff in person

~70 faculty staff remote

Having dual modality important for inclusion but worked best that it wasn't hybrid event

Broad Collaboration to Build Trust and Accountability

Committee Conversations theme

PSU's ability to enact its vision will require greater trust, collaboration, and accountability across all levels of the institution.

Participant Quotes:

Leaders can and should share their ideas for changes, but the actual structural and curricular changes need to emerge from conversations among faculty across units and schools. These conversations also need to include staff who understand the administrative aspects of our institution.

Many units are not given the space to make hard decisions themselves; rather they're told what they have to do, which causes acrimony and drives faculty away from collaboration. Admin often approaches faculty in a way that feels like an attack, which sets up a defensive response among faculty. This fundamentally works against collaboration. We need to work on building trust. We won't get anywhere without trust being built.

Transforming Transaction into Care

This Place, Our Community, Our Purpose Theme

Participating faculty and staff are seeking relationship in their work, where currently there seems to be mostly transaction.

Participant Quote:

Thank you for giving us the space and time to talk about how we can collectively improve things here at PSU. [What if] PSU actively and intentionally endeavored to create a culture of care from the ground up and the top down and across campus? Time, effort and pain could be saved if the university authentically raised the spirit of care…Most folks genuinely care, but after numerous roadblocks, challenges or denials of requests, it wears folks down. And ultimately that leave[s] us less energy to give to our students.

PSU SPRING SYMPOSIUM

2023 — APRIL 27

WORLD CAFE

Increase Trust Across Campus

TRANSPARENCY + RADICAL VULNERABILITY

CLEAR COMMUNICATION
BUILDING RELATIONSHIPS GETTING TO KNOW EACH OTHER AS HUMANS

UNDERSTANDING THE RESERVES — WHO HAS THEM? WHEN WE USE THEM?

INCLUDING RELEVANT FOLKS IN THE DECISION + DECIDING WHO MAKES THE DECISIONS

HEALING AN EMOTIONAL SCAR

TRUST OVER TIME

ALLIGN DECISIONS WITH VALUES

HAVE BETTER FORMATS OF DIALOGUE

INCREASE TRUST ACCROSS CAMPUS

Healthy Budgeting

TRANSPARENCY ACCROSS CAMPUS + MULTIPLE PERSPECTIVES

RESERVES FOR A RAINY DAY

UTILIZE THE TALENTS OF STUDENTS

CONSULTING BEFORE DECISIONS ARE MADE

HOW DID WE GET HERE?

ANALYSIS PARALYSIS
UNDERSTANDING TERMS + DEFINITIONS
INCREMENTAL BUDGET + 3 YEAR PLAN

CHANGE THE WAY WE TALK ABOUT BUDGET. LESS NUMBER AND GRAPHS.

SELF-SUPPORT PROGRAMS COMING BACK. ENTREPRENEURIAL PROGRAMS

COMMUNITY AS A WAY TO IDENTIFY COMPLEXITY

BE STRATEGIC-PRIORITIZE

EMPATHY FOR THOSE WHO DO THE BUDGET

HEALTHY BUDGETING

Collaborative Governance

TOWN HALL MEETINGS & FORUMS ARE TOO CURATED.

SHARED UNDERSTANDING OF THE MODEL

COLLABORATIVE MORE ACTIVE

SHARED DIVISION OF LABOR

TALK ABOUT TRANSPARENCY

LESS MONOLOGUING

STUDENTS AS THE FUTURE ALUM-CARRY OUR STORIES.

WHAT HAPPENS WHEN A DECISION CAN'T BE MADE?

WRITE DOWN AGREEMENTS

RE-EDUCATION
WHAT & WHERE IS THE POWER

MORE TIME & SPACE TO HEAR MULTIPLE POINTS

HOW DO WE DO ALL THIS WITHOUT MAKING MORE WORK?

COLLABORATIVE GOVERNANCE

Traps to Avoid

- SHORT TERM BUDGETING
- WE CAN'T SOLVE ALL PROBLEMS
- LEARNING WHO THE STUDENTS/DEMOGRAPHIC IS + HAVING RESOURCES FOR STUDENTS
- PERFORMATIVE "TRANSPARENCY"
- NOT WANTING TO SHARE THE POWER.
- BUDGET FREEZES + UNIT CUTS HELPS US FINANCIALLY

- NOT CONSIDERING NON-TRADITIONAL STUDENTS
- DON'T OVER PROMISE

EXPERTISE
A TRAP OF NOT FULLY UNDERSTANDING

PEOPLE ARE THE PROBLEM!

- STUDENT FEE TO PAY FOR PROGRAMS
- CUTTING + FREEZING

THEY WANT TOO MUCH— HIGHER INCOME + HEALTH CARE

TRAPS TO AVOID

Financial Sustainability

CREATE AN "US"-UNITED FRONT.

EFFICENCY + DIFFERENT REVENUE STREAMS

SILOS + REPEATING PATTERNS

NO MORE SWEEPS

IMPROVED COMMUNICATIONS

COMBINING DUPLICATE SERVICES

INCENTAVIZE COLLABORATION

NOT COMPETITION
EXPLANATIONS ABOUT WHY DECISIONS WERE MADE TO DECREASE COMPETITION.

LESS EMAILS AS COMMUNICATION

USE THE SPACES + MATERIALS GOING TO WASTE.

PLAN A FEW YEARS AHEAD

FINANCIAL SUSTAINABILITY

Areas of Investment

INVEST IN THE TEACHERS
BETTER PAY + RESOURCES

MORE OPPORTUNITIES FOR STUDENTS
→ PAID INTERNSHIPS

ONE EASY TO USE PLATFORM FOR COMMUNITY UPDATES

INVEST IN THE ART
ENROLLMENT
CONNECTIONS WITH COMMUNITY COLLEGES + NON-TRADITIONAL STUDENTS

MAKE CAMPUS A DESTINATION

PEER MENTORS

ADJUSTING TO THE CHANGING STUDENT DEMOGRAPHIC

SPONSORED PROJECT SUPPORT

IDENTITY CRISIS
IMPLEMENTING PLANS IN WHO WE ARE.

THINKING GLOBALLY ABOUT WHO WE SERVE-INTERNATIONAL COMMUNITIES

INNOVATION
TEACHING + RESEARCH

COLLABORATION

ONLINE   IN-PERSON
DIFFENT MODELS

GET THE STATE TO INVEST

AREAS OF INVESTMENT

FRY
@DRAWBRIDGE INNOVATIONS

TRAPS! EXTENDED

- IGNORING NON-TRADITIONAL STUDENTS
- NOT BRANDING PSU AS OUR LOCAL MONEY MOBILIZER
- THINKING WE ONLY ATTRACT UNDERGRAD STUDENTS
- ADMIN. ARE OUTSIDERS
- WE HAVE A SHARED VISION
- "PRR?" CHANGED ANYTHING WITH BUDGET
- DISCUSSING PROCESS AS CHANGE
- CONFUSING TALK WITH ACTIONS
- SMALL POSITIVE CHANGES DON'T MATTER
- NO MAGIC WAND THAT CHANGES BUDGET
- CHANGING THE DEMOGRAPHIC OF STUDENTS WITHOUT CHANGING WHAT WE TEACH
- LET PEOPLE KNOW LIMITS
- UNIT REVIEW FLEXIBILITY- TRANSPARENCY OF EXPECTATIONS + PROCESS
- LEADERS NEED TO LEAD

WORLD CAFE GUIDELINES

SESSION AGENDA

- 3 - 3:05 PURPOSE OF EVENT
- 3:05-3:10 VALUE OF COLLABORATION
- 3:10-3:20 WELCOME + INTROS
- 3:20-3:55 WORLD CAFE ACTIVITIES
- 3:55-4:35 HARVEST
- 4:35 - 5:30 SOCIAL HOUR

DATE: 31 May 2023

TO: Academic Requirements Committee

CC: Educational Policy Committee, Undergraduate Curriculum Committee

FROM: Andreen Morris, Curriculum Coordinator, Office of Academic Affairs

RE: Bachelor of Applied Science (B.A.S.) Degree Requirements

Proposal

Set-up the degree requirement structure for Bachelor of Applied Science (B.A.S.) degrees at Portland State University. This will allow individual B.A.S. degree programs to be proposed and considered by the Faculty Senate.

Background

Applied baccalaureate degrees are authorized under Oregon Revised Statute (ORS) 348.910 and are defined as "a bachelor's degree designed to incorporate applied associate courses and degrees with additional coursework emphasizing higher-order thinking skills and advanced technical knowledge and skills" (Oregon Revised Statutes (ORS) 348.910 (1)). The Bachelor of Applied Science (B.A.S.) is an applied baccalaureate degree; Oregon Administrative Rule 589-006-0050 (11) defines the B.A.S. as "a state-approved baccalaureate degree designed to incorporate applied associate courses and degree with additional upper-division coursework emphasizing higher-order thinking skills and advanced technical knowledge and skills." Public Universities and Community Colleges in Oregon award B.A.S. degrees[1]: Eastern Oregon University, Oregon Tech, Southern Oregon University and Western Oregon University already offer Bachelor of Applied Science degrees; Chemeketa Community College will begin offering a B.A.S. in Leadership and Management in 2023-24 and Lane Community College will begin offering a B.A.S. in Business in 2024-25.

Broadening PSU's undergraduate degree options to include B.A.S. degrees enhances student choice in their pathway to a baccalaureate degree and acknowledges that students transfer to Portland State University with a variety of backgrounds and college-level preparation. The Bachelor of Applied Science aligns with Portland State's strategic focus on improved student success by broadening educational opportunities for students. Portland State University has an access mission focused on reaching the higher education needs of the region's diverse population and the B.A.S. is increasingly recognized as an important degree for providing technically-skilled individuals with a liberal education along with professional training. By expanding degree offerings, PSU can better serve its regional market. Additionally, B.A.S. degrees provide options for students who might not otherwise enroll at PSU.

At PSU, potential B.A.S. programs are being developed in collaboration with local community colleges, and would require students to complete an Associate of Applied Science (A.A.S.) degree. In the Oregon Community College Policy and

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[1] See Appendix I for a full list of programs.

Process Book[2], the Higher Education Coordinating Commission (HECC) defines the Associate of Applied Science as," earned through Career and Technical Education (CTE) instructional programs. Career and technical education must integrate technical career skills and proficiencies with academic content; must prepare students to enter the workplace; must allow for access to further educational opportunities; and prepare students for training…must be between 90-108 credits…all courses must be Collegiate Level Work" (pp. 102-103).

A.A.S. degrees are varied, and some require more than 12 credits of vocational coursework, which is higher than the limit PSU currently allows towards a baccalaureate degree. The B.A.S. degree requirement structure needs to take into account this variance and set-up a structure that aligns with the nature of the applied degrees and ensures adequate general education coursework. Individual degree programs will be required to determine the A.A.S. degrees allowed for the individual B.A.S. degrees. The A.A.S. degrees will need to be linked with the B.A.S. discipline and ensure adequate preparation for the upper-division coursework. Associate of Applied Science degrees are recognized by the Higher Education Coordinating Commission as being collegiate-level programs, and it is necessary to consider an increase in the acceptance of vocational coursework in these instances to not limit the types of B.A.S. degrees a unit could propose.

Proposed Degree Requirements

Completion of a B.A.S. degree will require completion of an A.A.S. degree at a regionally accredited community college as part of the course of study (the degrees allowed will be determined by departments and identified at the time of the initial degree proposal). Junior, and upper-division, standing is set at 90 credits, and while students pursuing a Bachelor of Applied Science will enter with an Associate of Applied Science degree that is a minimum of 90 credits, they will have completed varying levels of lower-division general education requirements. It is essential that students have the lower-division general education foundation needed for progression to upper-division coursework, and there needs to be a minimum number of credits set for general lower-division coursework for the B.A.S. while honoring the career and technical education, and applied nature, of A.A.S. programs.

At PSU the University Studies program is the standard general education program and requires 41 credits, 23 credits of which are at the lower-division level. There should be a comparable number of credits required for students entering to pursue a B.A.S. after completion of an A.A.S. degree, so a student transferring in with an approved A.A.S. degree should not be awarded junior-status without completing a minimum of 23 non-vocational credits, and up to 67 of the vocational credits earned as part of an A.A.S. degree identified as a requisite for entry into the B.A.S. program will be given academic credit; these credits will be used towards determining class (e.g., junior) standing, University Studies placement, and

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[2]https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/2023_Oregon_Community_College_Policy_and_Process_Book.pdf

completion of the B.A.S. degree. Individual degree programs may specify increased requirements for admission to the program as part of their degree proposal.

Additionally, the B.A.S. degree will follow the standard GPA and credit hour requirements and limitations, with the exception of the limit on vocational credit as described above. Students completing a B.A.S. will complete all other general university requirements as determined by transfer placement at PSU and catalog year when they transfer. This includes:

1. University Studies
2. University Writing Requirement
3. Race & Ethnic Studies Requirement

There will not be additional distribution requirements for the B.A.S. degree. Bachelor of Art (B.A.) and Bachelor of Science (B.S.) distribution requirements do not apply to degrees other than the B.A. or the B.S. (i.e., the Bachelor of Fine Arts and the Bachelor of Music). Additionally, only students completing a B.A. would continue to be required to complete a second language numbered 203 or higher.

Developmental, remedial, or pre-college coursework will not be given credit towards the completion of the B.A.S. degree.

No change is being proposed to admissions requirements.

Current Bulletin Language

None

Proposed Bulletin Language

Students must complete an Associate of Applied Science (A.A.S.) at a regionally accredited college that has been approved by the specific B.A.S. program. Up to 67 vocational credits taken in the identified A.A.S. may be accepted towards completion of the B.A.S. degree, as determined by the academic program. At the time of admission, a minimum of 23 non-vocational general education credits are required to establish junior placement within the University Studies requirements.

Timeline and Requirements for Individual B.A.S. Degree Proposals

If approved, proposals for new B.A.S. degrees could be submitted immediately and would follow the standard review process for new undergraduate degrees. The B.A.S. degree will be submitted as a new degree (i.e., it cannot be submitted through a program change proposal to add to an existing major).

Proposals for B.A.S. degrees will need to include:

1. Identification of the A.A.S. degree(s) that may be accepted as part of the specific B.A.S. degree proposal. This may be set so that only a specific set of A.A.S. degrees are allowed for a specific B.A.S. degree, or that a group of A.A.S. degrees are excluded from applicability leaving a wider range of allowable A.A.S. degrees.
2. Explanation of how the academic unit will support student success for students whose prior coursework has been primarily of a vocational nature.

Appendix I

B.A.S. degrees at other Oregon Colleges and Universities

Chemeketa Community College

- B.A.S. in Leadership and Management (beginning fall 2023)

Eastern Oregon University

- B.A.S. in Agriculture Entrepreneurship
- B.A.S. in Business
- B.A.S. in Cyber Security
- B.A.S. in Emergency Medical Services Administration
- B.A.S. in Data Analytics
- B.A.S. in Information Technology Management
- B.A.S. in Sustainable Rural Systems

Lane Community College

- B.A.S. in Business (beginning fall 2024)

Oregon Tech

- B.A.S. in Technology and Management

Southern Oregon University

- B.A.S. in Management

Western Oregon University

- B.A.S. in Computer Science
- B.A.S. in Criminal Justice
- B.A.S. in Data Analytics
- B.A.S. in Economics
- B.A.S. in Education, Early Childhood Studies
- B.A.S. in Gerontology: Aging and Older Adulthood
- B.A.S. in Information Systems
- B.A.S. in Liberal Studies
- B.A.S. in Professional Studies in the Deaf Community
- B.A.S. in Psychology

MEMO

Date: June 21, 2023

To: Andreen Morris, Curriculum Coordinator, Office of Academic Affairs

From: Suwako Watanabe, Chair, ARC

Re: Creation of Bachelor of Applied Science (B.A.S.) Degree Requirements

The Academic Requirements Committee met on June 12 to review the proposal to establish the degree requirement structure for the Bachelor of Applied Science degrees at PSU. As PSU serves a large number of students who transfer from community colleges, the new opportunity to earn BAS enhances PSU's capacity to serve its student population. The proposal incorporated the feedback from the Educational Policy Committee such as allowing an appropriate number of vocational credits. We are in support of this proposal.

Bachelor of Applied Science

October 2, 2023

Process

1. Create initial mechanism for the degree type (i.e., create the specific degree requirements for the B.A.S.)

2. Proposal reviewed and supported by the Academic Requirements Committee, Educational Policy Committee, and Undergraduate Curriculum Committee

3. Discuss proposal at the October Faculty Senate meeting

4. Vote taken at the November Faculty Senate meeting

5. If approved, schools and colleges can submit new degree proposals to be reviewed this academic year.

    a. Proposals for B.A.S. degrees will need to include:

        i. Identification of A.A.S. degrees that may be accepted as part of the specific B.A.S. proposal

        ii. Explanation of how the academic unit will support student success for students whose prior coursework has been primarily of a vocational nature

Why now?

- Community colleges have the ability to award B.A.S. degrees
  - Partnership opportunity with community college partners that do not have the infrastructure to create a four year degree program
- Build on the articulation agreement work already happening at PSU

Proposed Degree Requirements Structure

Proposed Bulletin Language

For the Bachelor of Applied Science (B.A.S.): Students must complete an Associate of Applied Science (A.A.S.) at a regionally accredited community college that has been approved by the specific B.A.S. program. Up to 67 vocational credits taken in the identified A.A.S. may be accepted towards completion of the B.A.S. degree, as determined by the academic program. At the time of admission, a minimum of 23 non-vocational general education credits are required to establish junior placement within the University Studies requirement.

Differences

- Student must have an A.A.S. degree
  - The specific A.A.S. degrees will be identified by the academic units proposing the B.A.S. degree
- Accepting 67 vocational credits from the A.A.S. degree towards degree completion and University Studies Placement
  - Current limit is 12 vocational credits

Benefits to students

- Creates new pathways for achieving a four year degrees
- Let Knowledge Serve mission
    - Allows students with a technical or vocational background to broaden their education and contributes to their potential career advancement
- Examples
    - Management
    - Dental Hygiene
    - Exercise Science
    - Gerontology

Discussion

Adjunct Faculty Senators:
Proposed amendment to the PSU Faculty Constitution

Introduced to Faculty Senate 2 October 2023

THE UNDERSIGNED FACULTY SENATORS ENDORSE THE FOLLOWING PROPOSED AMENDMENT TO THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY.

CURRENT TEXT TO BE DELETED IS ~~STRUCK OUT~~.
TEXT TO BE ADDED IS <u>UNDERLINED</u>.

******

ARTICLE IV. ORGANIZATION OF THE FACULTY

....

Section 4. Faculty Committees

....

(5) Adjunct faculty appointees to constitutional committees. <u>Adjunct faculty senators, chosen as hereinafter described (Article V, Sections 1-2), shall indicate to Committee on Committees each year if they have interest in serving on one or more constitutional committees listed above (Section 4 of this Article), and if so, which one(s). For each constitutional committee for which one or more adjunct faculty senators have expressed interest, Committee on Committees shall appoint one adjunct faculty member from among that interest pool, in addition to the membership given in the respective committee charges above (Section 4[4] of this Article).</u>

ARTICLE V. FACULTY SENATE

Section 1. Membership

(1) Elected <u>Faculty</u> Senators. ~~Elected members of the Senate~~ <u>Faculty senators</u> shall be ~~chosen from the~~ <u>elected from the Faculty by its</u> members ~~of the Faculty~~. Representation shall be proportional by the divisions defined above (Article IV, Section 4). Administrative ex-officio members, defined hereinafter (Article V, Section 1[3].b) shall be eligible to vote for senators if they are members of the Faculty, but ineligible to serve as elected senators. Elected faculty senators shall have full rights of making motions, participating in discussions, and voting. <u>The work of faculty senators shall be compensated and/or recognized in consideration for promotion and/or tenure in accordance with any applicable collective bargaining agreements.</u>

(2) Elected Adjunct Faculty Senators. <u>Adjunct faculty senators shall be chosen from the Adjunct Faculty.</u>

> **a.** <u>The Adjunct Faculty during a given academic year shall consist of all persons holding appointments of less than fifty percent full time equivalent at Portland State University with a rank that includes the term "professor," "instructor," "adjunct," or "research" and who have taught at least one credit hour during that academic year.</u>

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b. The Adjunct Faculty shall be divided into voting sectors according to the divisions defined above (Article IV, Section 4). If Adjunct Faculty members have appointments in more than one sector, they shall be assigned to the voting sector in which they have the highest full-time equivalent.

c. Each voting sector of the Adjunct Faculty shall be represented by one adjunct faculty senator chosen from among the members of that sector with two-year contracts, elected by all members of that sector. Elected adjunct faculty senators shall have full rights of making motions, participating in discussions, and voting.

d. The work of adjunct faculty senators shall be compensated in accordance with any applicable collective bargaining agreements.

[Current subsections (2-3) are renumbered (3-4).]

(3~~4~~) Ex-officio Members

....

~~**e.** Ex-officio members shall also include one representative who holds an appointment of less than fifty-percent full-time equivalent but who otherwise meets the criteria given in Article II. Nominations (including self-nominations) for this position for the subsequent academic year may be submitted by anyone in this category to the Secretary to the Faculty by the end of winter term. From the list of nominees the Advisory Council shall, by the end of spring term, choose one ex-officio member of Faculty Senate, as well as an alternate who will serve in case a vacancy occurs during the academic year.~~

Section 2. Election of the Senate

....

(2) Identification of Candidates. At least eight weeks prior to the date of Senate elections, each person on the certified Faculty list shall receive an invitation to opt-in as a candidate for a Senate position. All persons whose positive opt-in is received by the Secretary to the Faculty no later than two weeks before the election will be declared candidates for faculty senator. Additionally, members of the Adjunct Faculty as defined above (Section 1[2] of this Article) who are appointed with a two-year contract shall receive an invitation to opt-in as a candidate for adjunct faculty senator. All persons whose positive opt-in is received by the Secretary to the Faculty no later than two weeks before the election will be declared candidates for faculty or adjunct faculty senator.

(3) Election. On the last Monday in April the Secretary to the Faculty shall send ballots with the names of candidates for faculty senator to members of the respective Faculty divisions. Each divisional Faculty member shall vote for no more than a number of candidates equal to the number of Senate vacancies occurring in the respective division for that year. The person or persons receiving the greatest number of votes in each division shall be elected. In case of ties for the final position, run-off elections shall be held. Additionally, the Secretary to the Faculty shall send ballots with the names of candidates for adjunct faculty senators to all

Adjunct Faculty members of those voting sectors with an open position. Each Adjunct Faculty member may vote for one candidate. The person receiving the greatest number of votes in each sector holding an election shall be elected. In case of ties, run-off elections shall be held.

(4) Terms and Limits of Membership.

a. Faculty senators shall be elected for three-year terms except when (1) senators are being elected to represent a newly created division, or (2) it is necessary to arrange terms so that approximately one-third of a division's senators shall be elected each year. In these two cases, a faculty member in the said division receiving the largest number of votes will be elected to three-year terms, and those with the next highest number of votes will be elected to interim two-and one-year terms as necessary to provide that approximately one-third of the Senate shall be elected each year. The Secretary to the Faculty shall inform each division as to the number of vacancies and length of term of each position to be elected each year.

b. Adjunct faculty senators shall be elected for three-year terms. Approximately one-third of the Adjunct Faculty voting sectors shall conduct an election each year. *Special provision for implementation: in the first election after adoption of this amendment, the voting sectors for Adjunct Faculty will be grouped at random, in approximately equal numbers, into three cohorts. Each voting sector in Cohort I will elect an adjunct faculty senator for an interim one-year term. Each voting sector in Cohort II will elect an adjunct faculty senator for an interim two-year term. Each voting sector in Cohort III will elect an adjunct faculty senator for a regular three-year term.*

c. Senators shall be ineligiblee for re-election until one year has elapsed following the end of a regular three-year term or resignation. No person shall be eligible to represent more than one division or voting sector.

(5) ~~Interim~~ **Filling of** ~~Vacancies.~~ ~~nterim vacancies that occur in the Senate shall be filled by appointment by the Secretary to the Faculty, who shall~~ If an elected Senate position becomes vacant prior to completion of senator's term, the Secretary to the Faculty shall make an appointment to fill the position on an interim basis until the end of the unexpired term. The Secretary shall designate the non-elected candidate who had the greatest number of votes in the most recent election for the division or sector in which the vacancy exists. If no such candidate exists, the position shall remain vacant until the next annual Senate election, when it will be filled for either a regular three-year term or an interim term of one or two years so as to preserve the approximate symmetry of annually open positions within the division and in Senate as a whole. A senator holding an interim position shall be eligible to be a candidate for re-election at the end of the interim term.

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

1. Antares Boyle (COTA)
2. Esperanza De La Vega (COE)
3. Ramin Farahmandpur (COE)
4. Pedro Ferbel-Azcarate (CLAS-SS)
5. Michele Gamburd (CLAS-SS)
6. Betty Izumi (SPH)
7. Staci Martin (SSW)
8. Isabel Jaén Portillo (CLAS-AL)
9. Jennifer Ruth (COTA)
10. Sonja Taylor (OI)
11. Gayle Thieman (COE)

Procedural note: Proposed constitutional amendments are introduced to Faculty Senate for discussion, and are subject to modification (amendments to the amendment) by majority vote. Once a final proposed text has been decided, it is communicated to Advisory Council for review as to "proper form and numbering." It then appears for a vote at the next regular (first Monday) Faculty Senate meeting. A two-thirds majority is required for passage.

APPENDIX

Current Text	Text as Amended
ARTICLE IV. ORGANIZATION OF THE FACULTY …. **Section 4. Faculty Committees** ….	ADDED: **ARTICLE IV. ORGANIZATION OF THE FACULTY** …. **Section 4. Faculty Committees** …. **(5) Adjunct faculty appointees to constitutional committees.** Adjunct faculty senators, chosen as hereinafter described (Article V, Sections 1-2), shall indicate to Committee on Committees each year if they have interest in serving on one or more constitutional committees listed above (Section 4 of this Article), and if so, which one(s). For each constitutional committee for which one or more adjunct faculty senators have expressed interest, Committee on Committees shall appoint one adjunct faculty member from among that interest pool, in addition to the membership given in the respective committee charges above (Section 4[4] of this Article).
ARTICLE V. FACULTY SENATE **Section 1. Membership** **(1) Elected Senators**. Elected members of the Senate shall be chosen from the members of the Faculty. Representation shall be proportional by the divisions defined above (Article IV, Section 4). Administrative ex-officio members, defined hereinafter (Article V, Section 1[3].b) shall be eligible to vote for senators if they are members of the Faculty, but ineligible to serve as elected senators. Elected senators shall	**ARTICLE V. FACULTY SENATE** **Section 1. Membership** **(1) Elected Faculty Senators**. Faculty senators shall be elected from the Faculty by its members. Representation shall be proportional by the divisions defined above (Article IV, Section 4). Administrative ex-officio members, defined hereinafter (Article V, Section 1[3].b) shall be eligible to vote for senators if they are members of the Faculty, but ineligible to serve as elected senators. Elected faculty senators shall have full rights of making motions, participating in discussions,

have full rights of making motions, participating in discussions, and voting.	and voting. The work of faculty senators shall be compensated and/or recognized in consideration for promotion and/or tenure in accordance with any applicable collective bargaining agreements.
	ADDED: **(2) Elected Adjunct Faculty Senators.** Adjunct faculty senators shall be chosen from the Adjunct Faculty.
	a. The Adjunct Faculty during a given academic year shall consist of all persons holding appointments of less than fifty percent full time equivalent at Portland State University with a rank that includes the term "professor," "instructor," "adjunct," or "research" and who have taught at least one credit hour during that academic year.
	b. The Adjunct Faculty shall be divided into voting sectors according to the divisions defined above (Article IV, Section 4). If Adjunct Faculty members have appointments in more than one sector, they shall be assigned to the voting sector in which they have the highest full-time equivalent.
	c. Each voting sector of the Adjunct Faculty shall be represented by one adjunct faculty senator chosen from among the members of that sector with two-year contracts, elected by all members of that sector. Elected adjunct faculty senators shall have full rights of making motions, participating in discussions, and voting.
	d. The work of adjunct faculty senators shall be compensated in

	accordance with any applicable collective bargaining agreements.
(3) Ex-officio Members …. **e.** Ex-officio members shall also include one representative who holds an appointment of less than fifty-percent full time equivalent but who otherwise meets the criteria given in Article II. Nominations (including self-nominations) for this position for the subsequent academic year may be submitted by anyone in this category to the Secretary to the Faculty by the end of winter term. From the list of nominees the Advisory Council shall, by the end of spring term, choose one ex-officio member of Faculty Senate, as well as an alternate who will serve in case a vacancy occurs during the academic year.	**(3) Ex-officio Members** …. DELETED
Section 2. Election of the Senate …. **(2) Identification of Candidates.** At least eight weeks prior to the date of Senate elections, each person on the certified Faculty list shall receive an invitation to opt-in as a candidate for a Senate position. All persons whose positive opt-in is received by the Secretary to the Faculty no later than two weeks before the election will be declared candidates All persons whose positive opt-in is received by the Secretary to the Faculty no later than two weeks before the election will be declared candidates for faculty or adjunct faculty senator.	**Section 2. Election of the Senate** …. **(2) Identification of Candidates.** At least eight weeks prior to the date of Senate elections, each person on the certified Faculty list shall receive an invitation to opt-in as a candidate for a Senate position. All persons whose positive opt-in is received by the Secretary to the Faculty no later than two weeks before the election will be declared candidates for faculty senator. Additionally, members of the Adjunct Faculty as defined above (Section 1[2] of this Article) who are appointed with a two-year contract shall receive an invitation to opt-in as a candidate for adjunct faculty senator. All persons whose positive opt-in is received by the Secretary to the Faculty no later than two weeks before the election will be

	declared candidates for faculty or adjunct faculty senator.
(3) Election. On the last Monday in April the Secretary to the Faculty shall send ballots with the names of candidates <u>for faculty senator</u> to members of the respective <u>Faculty</u> divisions. Each divisional Faculty member shall vote for no more than a number of candidates equal to the number of Senate vacancies occurring in the division for that year. The person or persons receiving the greatest number of votes shall be elected. In case of ties for the final position, run-off elections shall be held.	**(3) Election.** On the last Monday in April the Secretary to the Faculty shall send ballots with the names of candidates for faculty senator to members of the respective Faculty divisions. Each divisional Faculty member shall vote for no more than a number of candidates equal to the number of Senate vacancies occurring in the respective division for that year. The person or persons receiving the greatest number of votes in each division shall be elected. In case of ties for the final position, run-off elections shall be held. Additionally, the Secretary to the Faculty shall send ballots with the names of candidates for adjunct faculty senators to all Adjunct Faculty members of those voting sectors with an open position. Each Adjunct Faculty member may vote for one candidate. The person receiving the greatest number of votes in each sector holding an election shall be elected. In case of ties, run-off elections shall be held.
(4) Terms and Limits of Membership. Senate members shall be chosen for three-year terms except when (1) senators are being elected to represent a newly created division, or (2) it is necessary to arrange terms so that approximately one-third of a division's senators shall be elected each year. In these two cases, a faculty member in the said division receiving the largest number of votes will be elected to three-year terms, and those with the next highest number of votes will be elected to <u>interim</u>	**(4) Terms and Limits of Membership.** **a.** Faculty senators shall be elected for three-year terms except when (1) senators are being elected to represent a newly created division, or (2) it is necessary to arrange terms so that approximately one-third of a division's senators shall be elected each year. In these two cases, a faculty member in the said division receiving the largest number of votes will be elected to three-year terms, and those with the next highest number of votes will be elected to <u>interim</u>

two-and one-year terms as necessary to provide that approximately one-third of the Senate shall be elected each year. The Secretary to the Faculty shall inform each division as to the number of vacancies and length of term of each position to be elected each year.

No member shall be eligible for re-election until one year has elapsed following his or her term of office or resignation. No person shall be eligible to represent more than one division.

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No member shall be eligible for re-election until one year has elapsed following his or her term of office or resignation. No person shall be eligible to represent more than one division.

b. Adjunct faculty senators shall be elected for three-year terms. Approximately one-third of the Adjunct Faculty voting sectors shall conduct an election each year. *Special provision for implementation: in the first election after adoption of this amendment, the voting sectors for Adjunct Faculty will be grouped at random, in approximately equal numbers, into three cohorts. Each voting sector in Cohort I will elect an adjunct faculty senator for an interim one-year term. Each voting sector in Cohort II will elect an adjunct faculty senator for an interim two-year term. Each voting sector in Cohort III will elect an adjunct faculty senator for a regular three-year term.*

c. Senators shall be ineligiblee for re-election until one year has elapsed following the end of a regular three-year term or resignation. No person shall be eligible to represent more than one division or voting sector.

(5) Interim Vacancies. Interim vacancies that occur in the Senate shall be filled by appointment by the Secretary to the Faculty, who shall designate to fill the unexpired term with the non-elected candidate who in the immediate past Senate election had the greatest number of votes in the division in which the vacancy exists. An interim appointee shall be eligible for election at the end of his or her term.	**(5) Filling of Vacancies.** If an elected Senate position becomes vacant prior to completion of senator's term, the Secretary to the Faculty shall make an appointment to fill the position on an interim basis until the end of the unexpired term. The Secretary shall designate the non-elected candidate who had the greatest number of votes in the most recent election for the division or sector in which the vacancy exists. If no such candidate exists, the position shall remain vacant until the next annual Senate election, when it will be filled for either a regular three-year term or an interim term of one or two years so as to preserve the approximate symmetry of annually open positions within the division and in Senate as a whole. A senator holding an interim position shall be eligible to be a candidate for re-election at the end of the interim term.

October 27, 2023

Dear Richard,

The President's Advisory Council has reviewed the proposed amendment for proper form and numbering. While this may seem straightforward, in this case we struggled with how to interpret the word form.

In the spirit of reviewing the proposed amendment for clarity and consistency of form with the current constitution we raise the following concerns:

- The proposed amendment includes as part of the Senate (which as stated in Article III is the representative of the Faculty) an entity, the Adjunct Faculty, which is not part of the Faculty as per the definition in Article II. The amendment defines the membership in this entity in Article V Section 1.2.a.
  Perhaps the definition of Adjunct Faculty should be in Article II for consistency.
- Alternatively, the definition of adjunct faculty in Article V could be interpreted as defining an entity akin to ex-officio members, with the difference that the Adjunct Faculty would have voting rights. In this case the amendment would be consistent with the existing form.
- If the Adjunct Faculty will be considering the Senate their representative body, then perhaps it is more proper form to define Adjunct Faculty in Article II and then refer to the Senate as their representative body in Article III.

Sincerely,

President's Advisory Council

Cindy Baccar
Gina Greco
David Hansen
Randi Harris
Gerardo Lafferriere
Jennifer Ruth

PSU's Transformation into a Minority Serving Institution

- ❖ Cynthia Gómez, Director of Community & Civic Impact, University Relations
- ❖ Michelle Lee, Coordinator of Asian, Pacific Islander & Desi Student Services, Multicultural Retention Services
- ❖ Betty Izumi, Interim Associate Dean for Student and Alumni Affairs, Professor, School of Public Health
- ❖ Óscar Fernández, Assistant Professor, University Studies
- ❖ Cristina Herrera, Professor & Director, Chicano/Latino Studies

What is a Minority Serving Institution (MSI)?

A MSI is a designation referring to colleges and universities with significant enrollment of minority students.

- Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs)
- Hispanic-Serving Institutions (HSIs)
- Tribal Colleges and Universities (TCUs)
- Historically Black Colleges and Universities (HBCUs)

The U.S. Department of Education has specific guidelines and criteria. Designations vary depending on the government programs that recognize and provide funding or support to these institutions.

Minority Serving Institution Strategy

The goal of an MSI strategy is to promote belonging and justice by addressing the unique needs and challenges faced by students.

- Recruitment & Retention
- Financial Aid & Scholarships
- Academic Support
- Campus Climate
- Faculty & Staff Representation
- Curriculum & Scholarship

Through targeted resources and support, MSI strategies promote diversity, equity, and excellence for *all students*.

Asian American and Native American Pacific Islander-Serving Institution (AANAPISI)
Threshold: 10% Undergraduate Enrollment

Portland State: 11%

AANAPISI: Identified Gaps & Strategies

- Gap 1: Culturally Relevant Pedagogy
  - Developing Pacific Islander and Asian American Studies
- Gap 2: Sense of Belonging
  - Cultural awareness & training for campus professionals
  - Pacific Islander Student Retention Program
  - Culturally affirming events
  - Summer immersion
  - Healing circles
- Gap 3: College Readiness → Building familiarity and acces
  - Family & parent workshops
  - Campus visits for high school students

Hispanic-Serving Institution (HSI):
Threshold: 25% Full-time Undergraduates

Portland State: 23.2%
Emerging Hispanic Institution

PSU HSI INITIATIVES

Excelencia in Education: Seal of Excelencia
& PSU's HSI Exploratory Committee

Seal of Excelencia

What: A framework to support and reinforce institutional capacity that integrates essential components of transformation into a comprehensive institutional strategy.

Since 2018, 30 colleges and universities have earned the certification, only one of which is an Emerging HSI and none in the PNW.

How: An institution earns the Seal by demonstrating alignment across three core areas: Data, Practice, and Leadership.

In Spring, PSU convened a cross-institutional staff, faculty, and student workgroup to conduct a comprehensive evaluation of policies, practices, and programs across 11 domains.

- Enrollment
- Retention
- Transfer
- Financial Support
- Faculty/Staff Representation
- Completion & Beyond
- Mission
- Data & Practice
- Human Resources
- Communications
- Institutional Culture

Read the PSU report here:
or email gomezc@pdx.edu

The *Excelencia* Way:
Intentionality to SERVE & Alignment of Data, Practice & Leadership
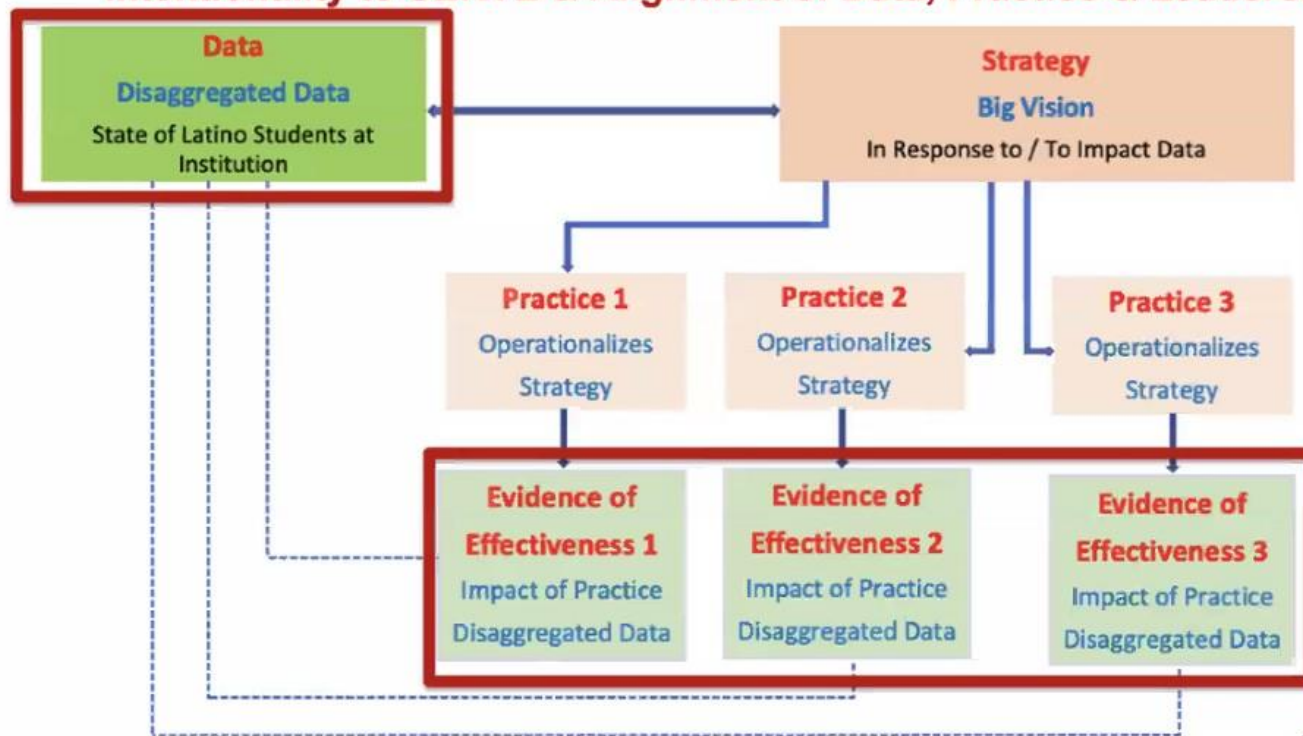
A Recommendation Report:

¡Nuestro Futuro! A Hispanic "Servingness" Approach to PSU's Hispanic Serving Institution (HSI) Success

Co-Writers:

Dr. Óscar Fernández, University Studies
Dr. Melissa Patiño-Vega, Chicano/Latino Studies & World Languages & Literatures
Dr. Cristina Herrera, Chicano/Latino Studies

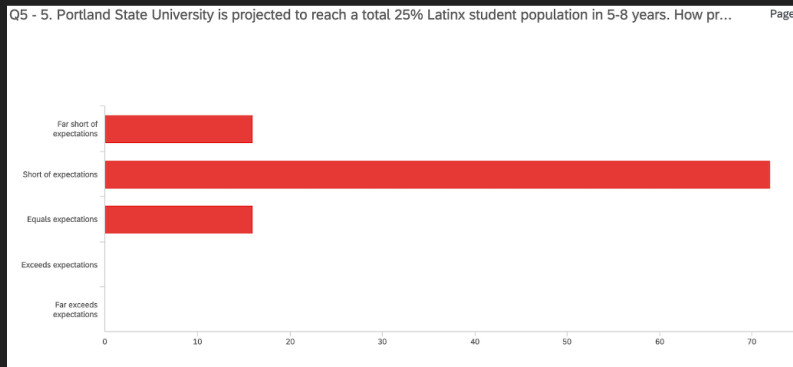# Four PSU/HSI Key Recommendations

1. Key Recommendation: *Create a Constitutional Faculty Senate Committee on Minoritized Federal Status Designations* (i.e., to include faculty, student support staff, and ASPSU students that oversee the HSI—Hispanic Serving Institution—designation, and the AANAPISI—Asian American and Native American Pacific Islander—designation)

Four PSU/HSI Key Recommendations (2)

2.   Key Recommendation: *Identify Diversity Workshops and Trainings for Faculty and Student Support Staff*

●"Portland State University is projected to reach a total 25% Latinx student population in 5-8 years. How prepared is Portland State University to serve this increased Latinx student population?"

69.23% of faculty and support staff answer "short of expectations" (Fall 2022 survey, n = 139)

Four PSU/HSI Key Recommendations (3)

3. Key Recommendation: *Share a university-wide report about student support staff workloads*

●The national average of optimal academic advising caseloads for closing the graduation gap is <u>150 students</u> at public, four-year universities.

Source: *Driving Toward a Degree: Closing Outcome Gaps through Support Supports* (2022) by Tyton Partners.

Workloads in Academic Advising Staff (circa 2021-2022)

●The School of Business Pathway: <u>400-500 students</u>

●Language, Culture, and Meaning Pathway: <u>550-600 students</u>

●Engineering, Computer Science, and Math Pathway: <u>700-770</u>

Four PSU/HSI Key Recommendations (4)

4.   Key Recommendation: *What's the long-term plan for the recruitment and retention of faculty and staff of color?*

Q&A

¡Gracias! Thank you!

Portland State
UNIVERSITY

Notification of a Program Moratorium (Suspension of Admission)

To: Cindy Baccar (Registrar)
        Amanda Bierbrauer (FA/SFS)
        Mary Breaden (GS)
        David Burgess (OIRP)
        Josh Davis (OIA)
        Kelly Doherty (GS)
        Nicolle DuPont (RO)
        Courtney Hanson (GS)
        Elijah Herr (FA)
        Vanelda Hopes (OAA)
        Jenny Koivisto (RO)
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        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)
        Greg Schrock (USP)

From: Andreen Morris (OAA)

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

Date: 22 June 2023

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

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

Type of Program Notification: Moratorium (Suspension of Admission)
Program Title: Ph.D. in Urban Studies
Effective Term: Fall 2023
School/College: College of Urban and Public Affairs
Department/Division: Toulan School of Urban Studies and Planning

BANNER and Web Information:	
BANNER Code: UST	Description: Urban Studies (PhD)
CIP Code: 45.1201 Urban Studies/Affairs	Display on Web: No

Program Approvals:
Educational Policy Committee Review Date: 5/26/2023
Graduate Council Review Date: 6/6/2023
Provost Approval: 6/7/2023
NWCCU Acknowledgement Date: 6/21/2023

Portland State
UNIVERSITY

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