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Portland State University Faculty Senate

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Faculty Senate, 8 January 2024



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

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

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

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

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

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

Faculty Senate will convene on **Monday, 8 January 2024 at 3:00 p.m.** in **Cramer Hall 53.**

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, January 8th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **January 8th**. Items on the Consent Agenda are automatically **approved** or **received** unless any Senator notifies the Presiding Officer and Secretary, no later than the end of Roll Call, of a request for separate consideration.*

AGENDA

- A. Roll Call and *Consent Agenda* (see also E.1, G.5-6)
 - * 1. Roll Call
 - * 2. Minutes of December 4th 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. Announcement from Jason Washington Memorial Committee (P. Schechter)
- C. Discussion – *none*
- D. Unfinished Business – *none*
- E. New Business – *none*
 - * 1. Curricular proposals: graduate (GC), undergraduate (UCC), UNST Junior Cluster courses (USC) – *Consent Agenda*
 - * 2. New program: BA/BS in Elementary Education (COE via UCC)
 - * 3. New program: BA/BS in Social Justice and the Arts (COTA via UCC)
- F. Question Period
- G. Reports from Officers of the Administration and from Committees
 - 1. President’s report
 - 2. Provost’s report
 - 3. Report from Taylor Burke, Dean of Student Life
 - 4. Quarterly Report from Budget Committee
 - * 5. Mid-year Report from Intercollegiate Athletics Board – *Consent Agenda*
 - * 6. RESR learning outcomes (RESRC) – *Consent Agenda*
- H. Adjournment

***See the following attachments:**

A.1. Roster

A.2. Minutes for 12/4 – *Consent Agenda*

E.1. Curricular proposals: graduate (GC), undergraduate (UCC), UNST cluster courses (USC) –
Consent Agenda

E.2. BA/BS in Elementary Education (COE via UCC)

E.3. BA/BS in Social Justice and the Arts (COTA via UCC)

E.5. IAB Mid-Year Report

E.6. RESR Learning Outcomes (RESCR)

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. • Ramin Farahmandpur, IFS • Nadine Phoenix, CoC • 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
Garrod, Nathaniel	SB	2025 +
Sanchez, Becky	SB	2026
Sorensen, Tichelle	SB	2024 *

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 +
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School of Public Health (SPH) [1]

Izumi, Betty	CH	2024 +
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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]

Lindsay, Susan	IELP	2024 +
Taylor, Sonja	UNST	2025
York, Harry	HON	2026 *

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: 12/29/23

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, Ann	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 Committee (2022-24)
Clark, Michael	IFS (Jan. 2023-Dec. 2025)
Emery, Jill	Presiding Officer Elect +
Farahmandpur, Ramin +	IFS (Jan. 2023-Dec. 2024)
Ford, Emily	IFS (Jan. 2024-Dec. 2026)
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)
Wilkinson, Lindsey +	Presiding Officer

Faculty Committee Chairs

Anderson, Tim +	Educational Policy Committee (co-chair)
Beer, John	Faculty Development Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Carpenter, Rowanna	Academic Quality Committee (co-chair)
Collenberg-Gonzalez, Carrie	Library Committee
Colligan, George	General Student Affairs Committee
Dahlin, Jennifer	Scholastic Standards Committee (co-chair)
DeWeese, Dan	University Writing Council
Dottin, Raiza	Institutional Assessment Council
Emery, Jill +	Budget Committee (co-chair)
Ferbel-Azcarate, Pedro	Race and Ethnic Studies Requirement Committee +
Harrison, Paloma	Scholastic Standards Committee (co-chair)
Kapantzoglou, Maria	Academic Quality Committee (co-chair)
Lafrenz, Martin +	Budget Committee (co-chair)
Lubitow, Amy	Graduate Council
McNaron, Harold	Academic Quality Committee (co-chair)
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)
Sydorenko, Tetyana	Faculty Development Committee (co-chair)
Thorne, Steven	Academic Computing Infrastructure Committee (co-chair)
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako +	Academic Requirements Committee
Willson, Kimberly	University Studies Council
York, Harry	Honors Council
Zeidler, Belinda	Undergraduate Curriculum Committee (co-chair)

Notes

+ Also an elected senator

Status: 12/29/23

Draft Minutes of the Portland State University Faculty Senate, 4 December 2023 **Draft**

Presiding Officer: Lindsey Wilkinson

Secretary: Richard Beyler

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

Alternates present: Solomon Weisbard for Boyle, Bennett Gilbert for ex-officio member Chivers, Colleen Sump for Sorensen, Sybil Kelly for Thieman (also as ex-officio member)

Senators absent: Endicott-Popovsky, Greenwood, Phoenix.

Ex-officio members present: Beyler, Bowman, Bynum, Carpenter, Chabon, Chorpenning, Collenberg-Gonzalez, Cudd, Dottin, Hansen, Johnson, Kelley (also as alternate), Knepfle, Sh. Martin, Monsere, Mulkerin, Peterman, Petit, Reitenauer, Toppe, Wooster.

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

A. ROLL CALL AND CONSENT AGENDA

1. Roll call

2. Minutes of 6 November meeting were **approved** as part of the *Consent Agenda*.

Consent Agenda: see also E.1, G.5.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

WILKINSON announced that Senate Steering has decided to keep the hybrid format, but to make some changes. [For presentation slides see **December Minutes Appendix B.1.**] We still have a goal of making in-person attendance the default, believing that being together in person provides a better opportunity to engage with one another in conversation, connection, and deliberation. If you have an HR approved accommodation that prevents you from attending Senate in person, let us know, and we will provide you with the meeting link before each meeting. Others who wish or need to attend in person should respond to an online poll distributed with the meeting packet, and they will also be provided with a link before the start of the meeting.

From the Strategic Planning Steering Committee [SPSC}, WILKINSON gave an update on that process. The committee has identified equity ambassadors—volunteers with experience or intercultural leadership training, who will be embedded within each workgroup. Currently there are three workgroups: Vision, Mission, Values; Identifying PSUs Value Proposition, and Analyzing the External Market.

Another step taken was to identify guiding principles:

- Foster shared responsibility for a community-engaged, inclusive, integrative process;
- Operate from a shared understanding that the process is grounded in curiosity, commitment to learning, and an individual and collective practice of critical reflection;

- Prioritize equitable and meaningful engagement of all stakeholders;
- Draw from data that is disaggregated whenever possible, recognizing that no individual experience can represent an entire group's or community's experience;
- Interrogate systems of power and oppression.

WILKINSON continued: SPSC is prioritizing engagement with the PSU community with a two-pronged strategy: meet people where they are in classrooms, meetings, etc. – spaces where people already regularly gather; create facilitation questions so that anyone in these spaces could collect information that will help guide strategic planning. There will also be forums to ask for input on values and value propositions. Conversations will begin in January, and in February there will be several campus forums.

On behalf of Faculty Development Committee co-chairs John BEER and Tetyana SYDORENKO, WILKINSON announced that the call for proposals will go out soon, with the deadline in February.

2. Announcements from Secretary

BEYLER reviewed specific points about the upcoming changes to meeting format.

3. Introduction: Interim Vice Provost for Faculty Success Chris Monsere

MONSERE briefly reviewed his path heretofore to professor and department chair of Civil Engineering. His research focus has been on bicyclist and pedestrian safety design. It's work which has focused on the public, and this kind of interaction with people which attracted him to this position. One main goal is to make it easier for faculty to navigate programs for training and leadership easier to navigate. He will be working to coordinate with the other offices that relate to faculty work, development, teaching, and research

D. UNFINISHED BUSINESS – none

E. NEW BUSINESS – none

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

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

F. QUESTION PERIOD – none

G. REPORTS

1. President's report

CUDD shared that the fall retention rate for first-year students improved by 3.3% over last year to over 75%, a new high. This is 5 percentage points of our goal of 80% by 2029. Transfer student retention improved by 2.9% to 85%, also a high mark. Since coming to PSU she had been impressed with the commitment to student success.

Following on WILKINSON's summary of strategic planning, CUDD stated that the Core Values group would be working with the PSU community to identify, define, and operationalize PSU's core values and align the strategic plan with them. The Analyzing the External Market group is investigating our changing demographic environment over the next five years, and the needs of regional employers. The third group, Differentiating

Our Unique Value Proposition, is developing draft personas for students, faculty, and staff. Soon there will be a fourth group, PSU in 2030. These groups' questions can't be answered without input from the campus and broader regional community.

CUDD thanked participants in the Budget Forum on November 7th. Over 1600 votes were received from students, faculty, and staff for the proposals on state financial sustainability funding. The Executive Council submitted a list of 22 recommendations to the Higher Education Coordinating Committee, which will in turn submit a list of recommendations to the legislature. She had received positive responses about the participatory budgeting process and is discussing with Andria JOHNSON how it might be used further. She urged colleagues to respond to the survey on the FY 2025 budget.

In the current budget process, CUDD said, they are asking units to prepare scenarios for current budget minus 0.5%, minus 1%, and minus 1.25%. Final budget allocations will depend in part on any tuition increases and use of reserves.

CUDD wished to address some issues of free speech and academic freedom, and reports she'd received of students feeling unsafe because of the charged environment resulting from the war in the Middle East. She sent an early end-of-term message that touched on this. She acknowledged what a difficult topic this is. Our position as a public university means that we have to walk a careful line to maintain important and cherished values of free speech and academic freedom, alongside addressing concerns about harassment and hate speech. As an institution of higher education we have a critical and complex role to play. We must protect the right to free speech and academic freedom of our scholars. At the same time, we're morally and legally obligated to protect our students from harassment and hate based on race, color, religion, or national origin. Students across the country have been deeply harmed by hate. We have actually heard this from students here at PSU, on both sides of the conflict. While the line between speech and harassment can be a murky one, that ambiguity will not stop us from taking action to protect individuals who are targeted based on their protected identity. If you feel that you have been targeted, CUDD said, please file a bias incident report with the office of Global Diversity and Inclusion, and encourage your students to do the same.

PSU, CUDD said, stands for the dignity and respect of all persons, as well as the right to advocate for and debate deeply held views about social and political events. It's important that our students enjoy an environment free from harassment. We will investigate any charges and do everything in our institutional power to make sure that students feel safe, and can participate freely in their education. This is core to commitment to access and equity.

KELLEY asked if CUDD had observations from her first months in Portland. CUDD said that she was loving Portland and PSU. She was impressed by the committed and open-minded people here, by how many resilient students we have, by the PSU alumni she's met around the city and state. The flip side, however, is that we don't get enough respect for all we do. Budgetary issues are uncomfortable, but she believed would recover.

RUTH had heard from people talking about the current situation from the framework of colonialism, parallels to apartheid, etc., that this could invite accusations of hate speech— suggestions that criticism of Zionism is anti-Semitic. She wished for clarification that those things would not be considered hate speech, which would reassure people who

want to historicize and contextualize events that they can. CUDD acknowledged it is a hard conversation. These questions had been part of a webinar she's participated in with Catherine Lhemon, Assistant Secretary, Office for Civil Rights, Department of Education. She [Lhemon] would not be pinned down on exact language. The issue, CUDD said, is that she'd heard from some students, especially Israeli students, who feel that their existence is compromised by the view that Israel should cease to exist, and depending on the context of the critique, might perceive it as a form of harassment. CUDD believed that faculty have the academic freedom to frame the issue in that way, but what we can't do is force the student to be in that class. It is difficult, and she [CUDD] would not try to exactly define a statement. Lhemon said that they are investigating these kinds of charges. RUTH said that the response raised more questions, but that this was probably not the time nor place to go into them.

2. Provost's report

At the end of the year CHABON felt gratitude for the ways we had been present for each other, reconnecting, and making new friends.

CHABON reminded instructors to submit information on winter term textbooks, even if one is not required, so that students can determine the cost for classes.

CHABON provided a brief update on the new teaching processor ranks. 32 non-tenure-track instructional faculty were retitled to teaching assistant professor, and 2 to teaching associate professor. 25 faculty members were promoted from instructor ranks to teaching professor ranks. Additionally, 13 faculty have been hired into teaching professor ranks.

CHABON also briefly reviewed the new chair appointment and stipend procedure, development of which was initiated in 2019 by Kevin REYNOLDS (then VP-FADM) and a working group chaired by Isaac DIXON (AVP-HR). It includes a revised process for determining department share, stipend amounts, and a new appointment structure. MONSERE presented details to Budget Committee in October. Chairs will be eligible for one of three published stipend levels, determined by a scoring rubric that acknowledges number of faculty as well as variety and complexity of duties. Chairs will receive nine-month appointments with summer wage letters. Deans and chairs requested that the appointment structure provide additional flexibility during summer for research agendas and additional teaching assignments. This new framework will be rolled out this year and become effective in fall 2024.

CHABON said that in the Library Dean search, chaired by Leroy BYNUM Jr., four finalists would be visiting campus in January. The SB Dean search, chaired by Joe BULL, had conducted listening sessions last week. A search firm had been hired to assist for the three remaining searches.

CHABON announced that SSW and the Counselor Education Department in COE were awarded a \$1.8 million grant from the Oregon Health Authority to support training of counselors and social workers in underserved communities. PSU was third in the nation and first in the Pacific Northwest to submit an application to the Prisoners Education Program of the Federal Department of Education.

CHABON pointed out the summary in *Currently* of the survey from the Work-Life Balance Committee conducted last November. Common suggestions included flexible

work arrangements, job sharing and cross-training, paid family leave, free Rec Center membership, parking and public transportation support, discounted on-campus child care.

3. Report from Office of Student Success

Erica WAGNER (Vice Provost for Student Success) said that she arrived at PSU in 2009 student success was already identified by then-President WIEWEL as one of five themes that would shape PSU's future, which led to a portfolio of student success initiatives. [For presentation slides, see **December Minutes Appendix G.3.**] In 2012, Rethink PSU included a \$3 million allocation to the Provost, leading to projects such as new flexible and online degree programs. In 2014, academic advising was moved under OAA to create a focus on academic success and engagement with faculty partners. In 2015-16 we launched the student experience work funded through the Gates Foundation. In 2017-18, the advising redesign centralized advising practice, which went hand-in-hand with a student success team; also, the Office of Student Success was created. WAGNER wanted to review this history to indicated that student success efforts at PSU are not new; she just happens to be the person now shepherding this work.

Research shows, WAGNER said, that what happens in the classroom is the most important variable in retention and completion. Centralized student success efforts need a leader whose entire portfolio is focused on student outcomes, held by someone with faculty rank. Her position is responsible for undergraduate retention and graduation, in relationship and partnership with faculty.

Andrea GARRITY said that the Office of Student Success is adding capacity in several ways. One is data and research: student engagement and quantitative analysis. The intention is to be reaching all students, from full-time to part-time, through engagement sessions, surveys, interviews, etc. At the heart of this is learning about the barriers students are facing, so that we can effect change. One example is findings on challenges to learning in high schools.

A second emphasis, GARRITY said, is project management and the way that staff approach the work. A third area is identifying practices that work nationally and seeing how to embed them in our work at PSU through pilot projects, etc. PSU is receiving national recognition for this work. We need to think not only about working with students now, but also thinking about systemic change for the future.

WAGNER indicated updates on the work can be found on the Student Success website. It includes the PSU-developed definition: "Student success is students first, regardless of race, ethnicity, sociological status, or familial educational achievement. PSU students are empowered and supported in their academic and personal goals." Their strategic plan has a gold success for all students, with clear metrics and articulation. She encouraged faculty to participate in forums and surveys, and share stories and resources. They seek to answer all questions from faculty. Improved retention, already shared, is a good outcome.

JAÉN PORTILLO was concerned about the [poor] ratio of advisors to students. How are students able to get useful advice? WAGNER appreciated the question, and said they are experimenting with dedicated advising liaisons, and responding to specific concerns of various departments. The National Association for Academic Advising was hear last

week doing an external program review; they said that, yes, we are understaffed. We expected to receive their report soon.

GRECO said that student success issues count close to zero for faculty promotion, tenure, and retention. Is there thought about how to encourage and reward faculty who do this important work? Additionally, it also often falls on the shoulders of faculty from underrepresented groups. WAGNER agreed with the observation. It was unsatisfactory to rely only on faculty who felt personally drawn to the work, expecting them to go above and beyond. If faculty are not incentivized, it will remain piecemeal.

KENNEDY observed that divisions don't operate in a vacuum. Supporting the work takes the whole university. Does leadership outside of her division recognize that investments need to be made? For example, is there adequate support for student services and onboarding? We should be moving in the same direction. WAGNER: Those conversations are happening. It's difficult with a leadership transition. We have to work across divisions—we all agree. She has worked with MULKERIN on the OAA budget; they are working on external grants to give away to faculty working with students. The Office of Student Success is responsible for the number, but relies on the work of others.

KELLEY noted that promotion and tenure guidelines do allow for recognition of excellence in teaching. We can look to policies and procedures already in place—it's about implementation. WAGNER: A problem is that we may not have a definition of what excellence in teaching is.

GARRITY: They want to be sure to share information. WAGNER: However, sharing information [alone] is not partnership.

4. UPSOC report on progress toward resuming unarmed patrols and other proactive measures related to campus safety

Introducing this agenda item, WILKINSON noted that a resolution was passed last year to ask the University Public Safety Oversight Committee to report on progress towards unarmed patrols and on other proactive campus safety measures. He recognized UPSOC co-chair Don MUELLER to give this update.

MUELLER described UPSOC's role: it is appointed by the President to provide oversight, counsel, and advice about campus public safety. The committee includes dynamic people who are interested in understanding public safety.

CPSO [Campus Public Safety Office], MUELLER said, has been struggling, like the city of Portland, to recruit and retain good officers. Currently CPSO has officers who have been trained to and can carry firearms. There are also public safety officers who don't carry firearms. Within the past year, CPSO has also brought on safety ambassadors: students who are trained to be escorts and a visible safety presence. CPSO has provided opportunities for officers to learn about de-escalation and bias training—ways to bring down the volume and communicate effectively.

However, MUELLER continued, the potential for situations getting out of hand has increased, and the support that CPSO is able to get from the Portland Police Bureau [PPB] has decreased. PPB response times have been as much as twenty minutes—they say they do not have the manpower. President PERCY and Chief HALLIBURTON, to provide safety for officers and the community, decided to resume armed patrols. This

doesn't mean that the officers responding to a given even are necessary [armed] police officers; sometimes they are [unarmed] safety officers. We need to continue to focus on and have training for how officers respond to calls, such as de-escalation training. They are working with Chief HALLIBURTON on community outreach. UPSOC also provides feedback about position finalists—their fit for the campus and the ideal of being able to respond without firearms. The goal is to provide the safest environment for students, employees, and the police force.

REITENAUER: The decision to re-arm campus patrols was not done in consultation with UPSOC. It has been observed many times that, despite the name, UPSOC doesn't really have an oversight role. Officers were carrying arms before the fact was exposed. What, in fact, is UPSOC's role? More transparency might restore understanding and trust of campus public safety. MUELLER: The effect of external [response] limitations is significant. It was realized that the rollout [of information on armed patrols] should have been done differently. PERCY created a communications committee, and UPSOC has been working with the Chief on a different level of communications, activating the committee more than in the past. They have, for example, asked for more specific information on training. They are also monitoring the types of calls and responses. UPSOC is [thus] becoming more of an oversight committee, rather than just a mouthpiece. It's an evolving process.

FERBEL-AZCARATE, as a member of the Jason Washington Memorial Committee, has been thinking about restorative justice. We continue to have the policy of an armed CPSO. When Jason Washington was killed, it took CPS less than a minute to arrive on the scene and pull out and use their guns in what they believed was the best interpretation of public safety. They were wrong. Now guns remain an option. Everyone has said, we never want what happened to Jason Washington to happen again. But when we had a new policy of arming our sworn officer, the concern was, we hope nothing happens. He urged the committee to think [about issues] as though they had the Washington family sitting at the table with them, recognizing the gravity of public safety decisions. MUELLER: This was something that UPSOC talk about and reflect on often. It's a fine line. The committee continues to work towards making sure the officers' training and reactions are much different now than they were then. WEBB was impressed by a recent incident in which someone was acting out terribly but officers did not reach for their weapons. Training is the key. MUELLER: They are watching this closely. There is a change in how [campus] police respond to things

5. Notification of program moratorium

Notification of moratorium (suspension of admissions) of the program BA in World Language – Arabic was **received** as part of the *Consent Agenda* [**December Agenda attachment G.5**].

H. ADJOURNMENT – The meeting was **adjourned** at 5:00 p.m.

Faculty Senate Meeting Modality Update

Faculty Senate Meeting Modality

- We continue to encourage in-person attendance, as much as possible
- We will continue to provide a hybrid format, with a Zoom option
 - To access the Zoom link for future Senate meetings (starting in January):
 - All Senators and XO members will receive a Google form when the meeting materials are circulated by the Secretary to the Faculty
 - Members will need to respond affirmatively by 2:00pm before the meeting to receive the Zoom link
- We are also working to improve the hybrid experience
- As a reminder, if you are on Zoom and have a question or a comment, please type “question” or “comment” in the chat

Strategic Planning Updates

Holding Equity at the Center of Strategic Planning

STRATEGIC PLANNING STEERING COMMITTEE
NOVEMBER 30, 2023

EQUITY AMBASSADORS

OBJECTIVE: Advance equity and justice within the strategic planning process

- Come to the role with experience as a PSU Search Advocate, Intercultural U Graduate, and/or Leadership Academy graduate
- Volunteer partners embedded in the workgroup
- Advance equity and justice by asking questions to help workgroup members test thinking and assumptions, identifying and promoting practices that advance equity and social justice, and minimizing the impacts of cognitive and structural biases on the strategic planning process
- In partnership with the workgroup leadership, affirm PSU's commitment to racial equity and justice, and inclusive excellence



Guiding Principles for Strategic Planning Steering Committee (Proposed)

Prioritize student access and success, quality learning experiences, and completion for thriving into the future.

- Foster shared responsibility for a **community-engaged, inclusive, and integrative** strategic planning process
- Operate from a shared understanding that the strategic planning process must be grounded in **curiosity, a commitment to learning**, and an individual and collective practice of critical reflection
- Prioritize **equitable and meaningful engagement** of all stakeholders
- Draw from both qualitative and quantitative data that is disaggregated whenever possible, recognizing that no individual experience can represent an entire group's or community's experience
- We are working to draft an additional principle that explicitly addresses **power**

Engagement Strategies

OBJECTIVE: Engage with the PSU Community to Build our Strategy

Through engagement with the PSU community, we will:

- Build our understanding of how PSU lives out our values and what value we provide our community
- Build trust and give space for our community's voices to be heard
- Test our assumptions
- Allow learning from current engagement efforts inform planning of future conversation with the community



What can we learn about PSU's value & values?

What do we need to know about the needs of employers, potential students, and the community that we can't get from existing data?

1. Identify existing spaces to focus on and create facilitation guides

- Classrooms, meetings, website
- Ex: What drew you to PSU that you couldn't find elsewhere? What continues to have value for you and where do we fall short? How do you see the PSU community living out our values?

- Identify sources of information needed from constituents that we don't yet have access to
- Determine questions for constituents to answer

2. Carry out initial facilitated conversations with the community

- Carried out by students, steering committee, etc.

- Interviews/ focus groups/ surveys

3. Leverage learning to build PSU's differentiated strengths and account for market changes

- Use knowledge to build toward February engagements focused on understanding PSU's value and values, and testing our value propositions

- Leverage learning to build map of constituent needs and analysis of Market Factors

Engagement Strategies, cont'd

DECEMBER

- Identify audiences, build facilitation guides, and test questions

JANUARY

- Carry out facilitated conversations

FEBRUARY

- Hold up to 3 in-person campus-wide forums (Smith Ballroom) focused on understanding PSU's value and values, and testing our value propositions



Faculty Development Grant Update

Faculty Senate

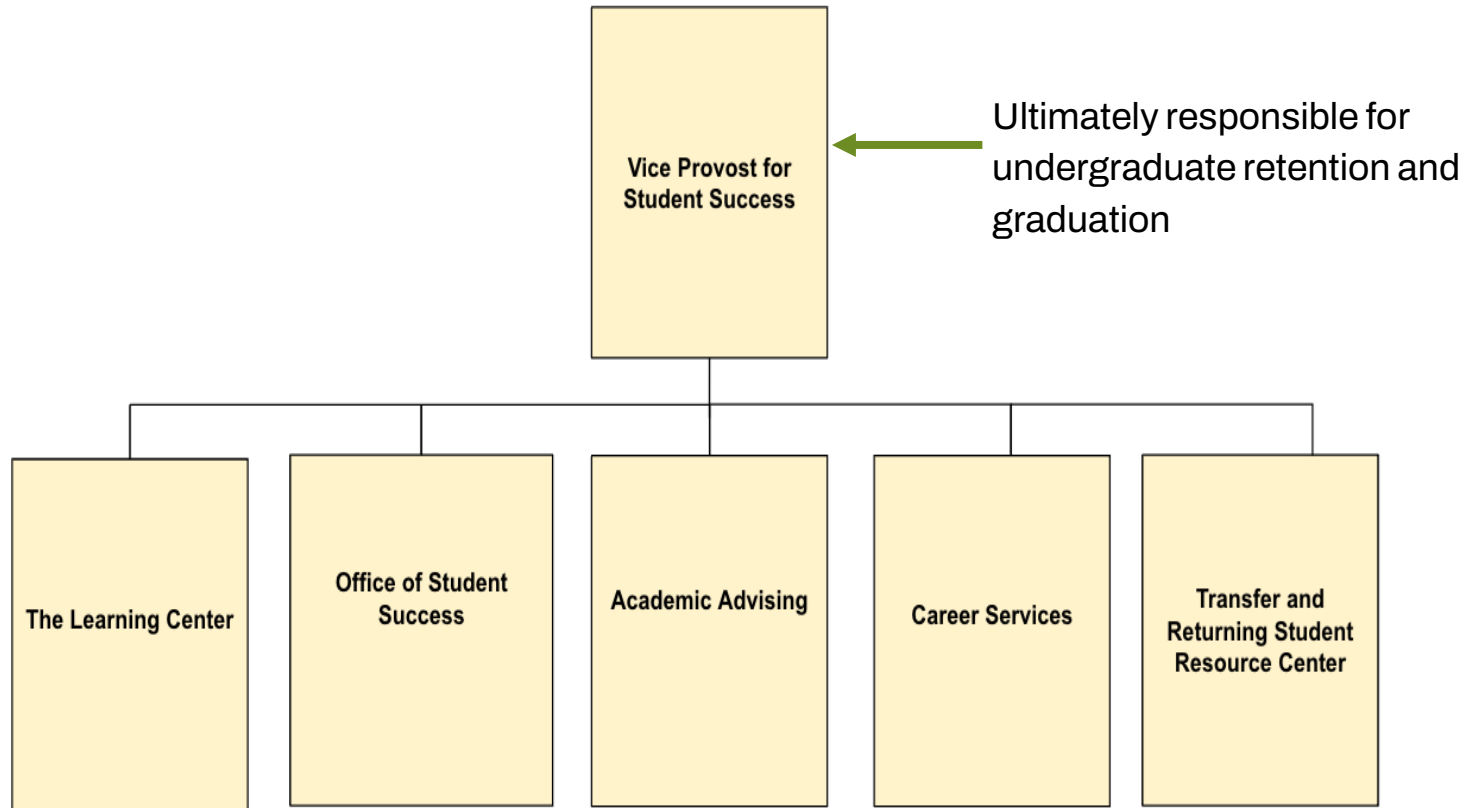
STUDENT SUCCESS

@ PSU

Erica Wagner, Vice Provost Student Success
Andrea Garrity, Ex Dir Student Success

Presented December 4, 2023





INTRODUCTION

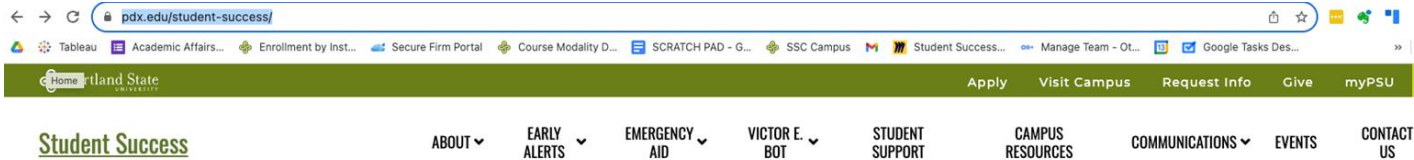
Office of Student Success (OSS)

The Office of Student Success provides strategic leadership to support **equitable** student success through **evidence based, data driven, and student centered** projects and programs. We add capacity through program management, facilitation, and data analysis and serve as an incubator for pilot programs. We employ design thinking, co-create with students, and elevate the student voice.

We facilitate and provide programmatic support for **Students First**, the framework for our campus wide student success work.

Student success is a collective effort, we aim to identify successful practices and add capacity and provide oversight in scale and implementation.

Together with the VPSS we provide strategic oversight for retention and graduation.



Where will you find updates?

- *Web presence
- *How can you get help
success@pdx.edu
- *Strategic plan



STUDENT SUCCESS IS STUDENTS REGARDLESS OF RACE, ETHNICITY, SOCIOECONOMIC STATUS, OR FAMILY EDUCATIONAL ACHIEVEMENT, PSU STUDENTS ARE EMPOWERED AND SUPPORTED IN THEIR ACADEMIC PERSONAL GOALS.

SUCCESS FOR ALL

To help our students do better, we need to do better. We need to improve their experiences in and out of the classroom, remove obstacles to their success and give them support when and how they need it. At PSU, we put students at the center of everything we do, so they can do everything they want to do.



FALL TO FALL RETENTION

Fall 2022 Full-Time First-Time Students

Fall 2022 Retention Rate

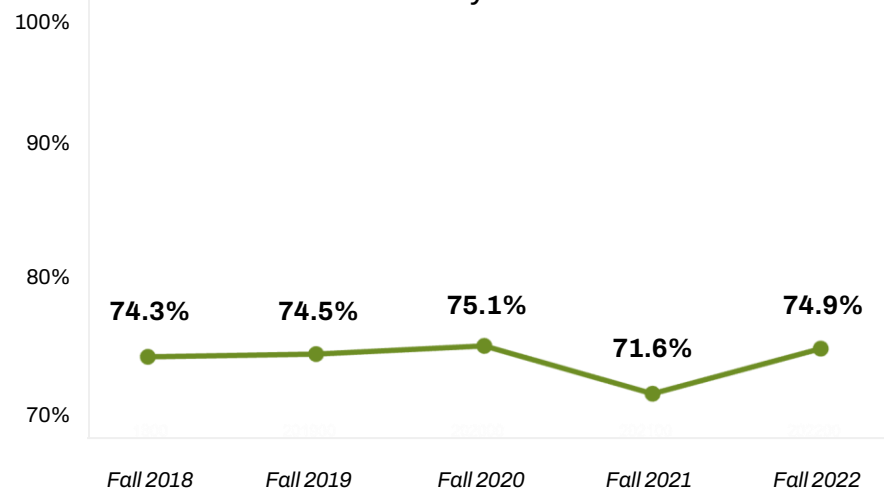
74.9%

Fall 2021 Retention Rate

71.6%

The Fall to Fall Retention Rate for new full-time first-time (FTFT) students improved by **3.3%** over last year.

Fall to Fall Retention of New Full-Time First-Time Students by Cohort Year



Data as of Fall 2023, Wk4
New Full-Time First-Time students shown
Source: Persistence

FALL TO FALL RETENTION

Fall 2022 Full-Time Transfer Students

Fall 2022 Retention Rate

84.9%

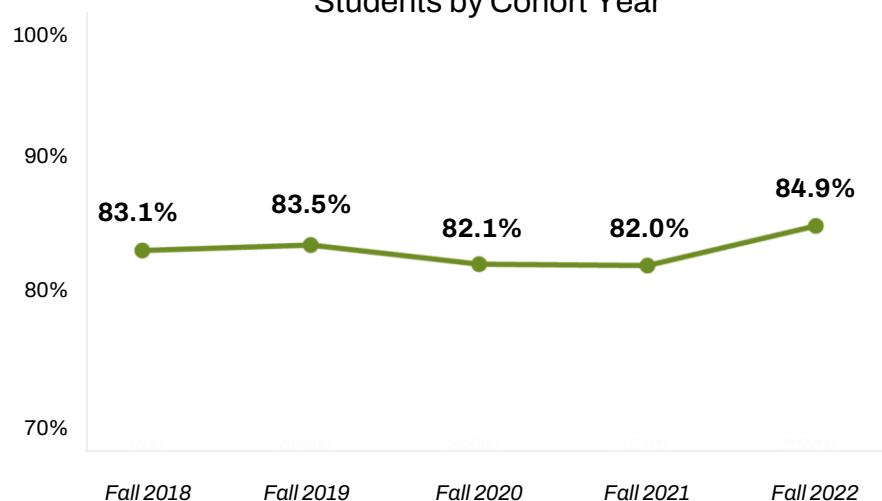
Fall 2021 Retention Rate

82.0%

The Fall to Fall Retention Rate for new full-time transfer students improved by **2.9%** over last year.

The Fall 2022 full-time transfer retention rate is the **highest it has ever been.**

Fall to Fall Retention of New Full-Time Transfer Students by Cohort Year



Data as of Fall 2023, Wk4
New Full-Time Transfer students shown
Source: Persistence



TERM TO TERM PERSISTENCE

All undergraduate, degree-seeking students

Fall to Winter

Status	2020-21	2021-22	2022-23
Enrolled in Next Term	82.6%	82.0%	83.8%
Graduated	8.5%	8.3%	7.4%
Not Retained	8.9%	9.7%	8.8%

→ Enrollment improved by **1.8%**

Winter to Spring

Status	2020-21	2021-22	2022-23
Enrolled in Next Term	74.4%	74.7%	75.1%
Graduated	18.4%	17.6%	17.8%
Not Retained	7.2%	7.7%	7.1%

→ Enrollment improved by **0.4%**

**Data as of October 30, 2023, degrees for Fall 2023 have not yet been awarded
 Previous year's 'graduated' rates includes degrees awarded in Fall term; direct comparison available in Winter 2024
 Source: [Tableau Term to Term Persistence Dashboard](#)*

Discussion Questions

- Aim to have a full understanding of the student experience so that we can remove barriers that impede student progression and success
 - How do we scale work that is having an impact on student success - we want to know....
- What is the best way to share and engage Faculty Senate on student and institutional data?
 - [Student Experience Survey data](#)
 - [Retention](#)
 - [Academic outcomes](#)
 - And more
- How can we work together and advocate for students?
- What does a partnership for student success look like to you?

7 December 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: January 2024 Consent Agenda

The following proposals have been approved by the Graduate Council and are recommended for approval by the Faculty Senate. You may read the full text for any course or program proposal, as well as Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

College of the Arts

Drop Existing Course

E.1.a.1

- MuEd 530 Managing the Music Classroom, 2 credits

College of Education

Change to Existing Programs

E.1.a.2

- M.A./M.S. in Education: Counseling – remove thesis option

E.1.a.3

- M.Ed. in Elementary Education – updating all required courses and increasing the minimum credits from 45 credits to 73 credits

New Courses

E.1.a.4

- *ITP 556 Identity and Social Emotional Learning, 3 credits
Prospective elementary educators will examine core components of and factors influencing social emotional learning, identity formation, and executive function development in this course. A focus on transformative social emotional learning converges an equity-based perspective with social emotional development. Dual strands of social emotional development as it applies to both elementary students and elementary teachers include: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Prerequisite: Admission to LEEP MEd.

E.1.a.5

- ITP 557 Culture, Law, and Politics, 4 credits
An introduction to key philosophical, sociological, political, and legal questions in education for students to critically examine the role of education in a diverse and pluralistic democracy. Students will examine institutions (e.g., school districts, state education agencies, Congress, the executive branch, and the courts) and actors (e.g., elected officials, teachers unions, civil rights groups, parents, and the general public) shaping American K-12

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

education to illuminate current policy debates and their implications.
Prerequisite: Admission to LEEP MEd.

E.1.a.6

- *ITP 558 Using Technology in the Elementary Classroom, 3 credits
Addresses teacher use of technology in elementary classrooms, including incorporating technology and digital resources into instruction to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Explores strategies for developing critical information literacy among elementary students. Develops Teacher Candidates' skills at using technology to support language and content learning, with special emphasis on multilingual learners (MLLs) and students with disabilities, such as dyslexia and dysgraphia. Prerequisite: Admission to LEEP MEd.

E.1.a.7

- *ITP 559 Inclusive Practices, 2 credits
Grounded in Universal Design for Learning (UDL) and inquires into strategies that strategically support all learners in an elementary classroom, uplifting the brilliance and abilities of students with disabilities in particular. The content is explored through the lenses of antiracism and antiableism. Students will also examine the identification and eligibility process for special education and the general educator's role in adhering to students' individualized education programs. Prerequisite: Admission to LEEP MEd.

E.1.a.8

- ITP 560 Social Studies Methods Teacher as Activist, 4 credits
Centered in a culturally sustaining pedagogy framework, this course supports students to build knowledge, skills and dispositions for transformative social studies content methods, to integrate histories and knowledges of traditionally underrepresented groups, and to advocate in elementary schools. Through the study of integrated social studies disciplines, students understand and apply social studies education principles and instructional practices to provide elementary students powerful learning, skill development and critical thinking opportunities for informed civic engagement and action. Prerequisite: Admission to LEEP MEd.

E.1.a.9

- ITP 561 Methods for Teaching Science, Health, and Environmental Justice, 4 credits
Develops the skills and knowledge necessary to teach elementary grades science and health in a way that is equitable, socially just, and anti-racist. Examines how issues such as sustainability, ecological principles, climate justice, environmental racism, health disparities based on race, economics, ability, and body size can be explored in integrated elementary science instruction. Investigates culturally-specific ways of knowing about natural phenomena as a lens for culturally sustaining science instruction. Prerequisite: Admission to LEEP MEd.

E.1.a.10

- *ITP 562 Arts, Music, and Movement Methods, 3 credits
Explores methods for teaching elementary students using the arts, music, and movement. Discusses equity and culturally sustaining teaching practice, inquiry and integration processes across academic content areas, and current best-practice approaches to teaching and learning in grades K-5. Students will gain and apply knowledge and skills in designing integrated units of study that focus on equity, the arts, music, and movement. Prerequisite: Admission to LEEP MEd.

E.1.a.11

- *ITP 563 Literacy Methods 1 Reading and Spelling Words, 4 credits
Designed to introduce students to the key scientifically-based reading research foundations needed to understand how children learn to read and spell words. Addresses fundamental principles and concepts of the structure of language (especially phonological awareness and phonics), and findings from cognitive science, neurobiology, and educational research. Foregrounds language and literacy development of multilingual learners (MLLs) and children demonstrating characteristics of dyslexia. Prerequisite: Admission to LEEP MEd. Corequisite: ITP 509.

E.1.a.12

- *ITP 564 Literacy Methods 2 Meaning Making, Identity Building, and Criticality, 5 credits
Prepares students to teach reading comprehension, vocabulary, critical literacy, text structure, oral language, academic language, and writing composition with elementary-age children. Emphasis on strategies for supporting the language and literacy development of multilingual learners (MLLs) and on culturally responsive/sustaining practices in assessment (including self-assessment), planning, and instruction. Rooted in current scholarship around language structures, language processes, and language development. Prerequisite: Admission to LEEP MEd. Corequisite: ITP 509.

E.1.a.13

- *ITP 565 Equity-Centered Mathematics Methods 1 for Elementary Educators, 3 credits
Prepares candidates to teach mathematics for social justice through equity-centered, research based instructional practices. Supports candidates in developing anti-racist/anti-bias pedagogy by interrupting the notion of mathematics as neutral through exploration of instructional practices that center, support and affirm often-marginalized identities. Emphasizes meaningful understanding of elementary-level mathematics content and situates teaching, learning, and assessment within the context of state and national standards as well as research-proven practices. Prerequisite: Admission to LEEP MEd. Corequisite: ITP 509.

E.1.a.14

- *ITP 566 Equity-Centered Mathematics Methods 2 for Elementary Educators, 4 credits

Prepares candidates to teach mathematics for social justice through equity-centered, research-based instructional practices. Supports candidates in developing anti-racist/anti-bias pedagogy by interrupting the notion of mathematics as neutral through exploration of instructional practices that center, support and affirm often-marginalized identities. Situates teaching, learning, and assessment within the context of state and national standards as well as research-proven practices. ITP 466/566 builds upon foundational learnings in ITP 465/565. Prerequisite: Admission to LEEP MEd and ITP 565.

E.1.a.15

- *ITP 567 ESOL Bridges in Elementary Classrooms, 3 credits
Builds knowledge and skills for working with emergent multilingual learners and families, encompassing planning, instruction, and assessment models as well as advocacy in elementary schools. Addresses best practices for multilingual learners. Provides models and resources and a historical context to drive educational change. The overall goal is for teacher candidates to examine the historical and current systems to better understand multilingual learners in their context, including their school experiences, learning needs, and funds of knowledge. Prerequisite: Admission to LEEP MEd.

E.1.a.16

- *ITP 570 Curriculum Design, 3 credits
Explores the theoretical frameworks and practical strategies that assist novice educators in planning effective classroom curricula centered on the learning needs of all students. Participants will apply principles of Universal Design for Learning (UDL), backward design, and culturally sustaining pedagogy to create and adapt relevant, student-centered, standards-based curriculum. Particular focus will be placed upon academic and language standards, and instructional delivery methods will also be explored and applied. Prerequisite: Admission to LEEP MEd.

E.1.a.17

- *ITP 571 Equitable Assessment Practices, 3 credits
Explores the theory and practical strategies for critically planning, implementing, and analyzing classroom assessments in order to build upon students' strengths and areas for growth. This course focuses on equitable formative and summative assessment strategies with diverse learners, including: creating aligned assessments and success criteria, critically evaluating assessments, using, interpreting, and communicating assessment data, supporting students to use assessment to further their learning and critically evaluating grading practices. Prerequisite: Admission to LEEP MEd.

E.1.a.18

- *ITP 572 Teacher Performance Assessment, 4 credits
Invites learners to apply their acquired frameworks and strategies to plan effective classroom curricula, assessments, and instruction, while focusing on the developmental and learning needs of students. Specifically, teacher candidates will develop and implement their educator Teacher Performance Assessment (edTPA) over the course of this class. Prerequisite: Admission to

Student Teaching. Must be taken concurrently with a student teaching course.

E.1.a.19

- *ITP 573 Community Engagement and Collaboration, 3 credits
Explores conceptualizations of teacher connections with families and community engagement. Offers rationale and practical strategies for becoming a community-centered teacher. Examines barriers faced by families, relevant community resources, culturally relevant communication, and the role of the teacher in the family system and larger community. Prerequisite: Admission to LEEP MEd.

E.1.a.20

- *ITP 574 Classroom Community and Routines, 3 credits
Guided by culturally responsive pedagogy, explores approaches to designing the social, physical, and instructional environment of an elementary classroom in a way that is responsive to students and supports learning. Includes discourse and activities focused on the organization of the elementary classroom and establishing classroom expectations, routines, and procedures. Candidates will also participate in problem solving and decision-making around authentic engagement and communication with students and families. Prerequisite: Admission to LEEP MEd.

E.1.a.21

- *ITP 582 Student Teaching Seminar 1, 2 credits
The first of four Student Teaching Seminars in the Licensure in Elementary Education Program. Designed as a companion to Student Teaching 1. Develops professional dispositions and skills in the areas of communication, collaboration, reflection on practice, and planning for professional growth. Teacher Candidates also apply skills and knowledge for developing a positive classroom community and forging relationships with families and community members beyond the school. Prerequisite: Admission to Student Teaching.

E.1.a.22

- *ITP 583 Student Teaching Seminar 2, 3 credits
The second of four Student Teaching Seminars in the Licensure in Elementary Education Program. Designed as a companion to Student Teaching 2. Continues to develop professional dispositions and skills in the areas of communication, collaboration, reflection on practice, and planning for professional growth. Explores culturally responsive teaching, community mapping, and intentional planning for collegial communication and co-teaching. Content to be refined week-by-week based on field experience performance data and University Supervisor/Site Coordinator feedback. Prerequisite: ITP 582 and ITP 592. Corequisite: ITP 593.

E.1.a.23

- *ITP 584 Student Teaching Seminar 3 Equity in Classroom Teaching, 2 credits
Third of four seminar courses tied to elementary student teaching. Teacher candidates will examine how systems of oppression and inequity bear on the experiences of students, families, and teachers in schools and inquire into

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

problems of practice from a critical perspective. Topics will include intersectional identity, teacher positionality and impact in the classroom, and the influence of historical, political, and economic factors on education and classroom experiences. Prerequisite: ITP 583 and ITP 593. Corequisite: ITP 594.

E.1.a.24

- *ITP 585 Student Teaching Seminar 4, 3 credits
Last of four Student Teaching Seminars in the LEEP. Designed as a companion to Student Teaching 4 (full-time student teaching). Teacher Candidates build agency, autonomy, competence, and confidence in their practices as culturally responsive teachers. Significant portions of course content will be developed in response to TCs' performance in the field, with the aim of moving all TCs to proficiency in all Field Experience Rubric domains. Includes preparation for the job search process. Prerequisite: ITP 584 and ITP 594. Corequisite: ITP 595.

E.1.a.25

- *ITP 592 Student Teaching 1, 1 credit
Teacher Candidates in Student Teaching 1 observe instruction in their assigned elementary classroom; build relationships with students, families, and colleagues; and begin to participate in collaborative planning, teaching, assessment, and reflection under the guidance of the Cooperating Teacher and the University Supervisor/Site Coordinator. Emphasis on demonstrating professional dispositions, courteous and professional communication, and developing a healthy working relationship with field placement colleagues. Prerequisite: Admission to Student Teaching.

E.1.a.26

- *ITP 593 Student Teaching 2, 3 credits
Teacher Candidates in Student Teaching 2 continue to build relationships with students, families, and colleagues. TCs begin to take on more responsibility in the elementary classroom, with guidance and support from the Cooperating Teacher and University Supervisor/Site Coordinator, including by engaging in more collaborative and independent lesson planning, teaching, assessment, and reflection. TCs continue to demonstrate professional dispositions, courteous and professional communication, and develop a healthy working relationship with field placement colleagues. Prerequisite: ITP 592 and ITP 582.

E.1.a.27

- *ITP 594 Student Teaching 3 Equity in Classroom Teaching, 4 credits
Collaborate with university and school mentors to sustain and strengthen collaborative relationships with students, families, colleagues, and the local community. Identify student learning and social emotional needs through assessment; design lessons and adapt curriculum to provide equitable opportunities to learn; engage in ongoing critical reflection to improve practice; create microlevel social change through anti-bias anti-racist teaching; and work to redistribute power by supporting student agency and

autonomy and centering family and community voices. Prerequisite: ITP 593 and ITP 583.

E.1.a.28

- *ITP 595 Student Teaching 4, 9 credits
Teacher Candidates in Student Teaching 4 take on the full range of responsibilities of a classroom teacher in collaboration with the Cooperating Teacher and University Supervisor/Site Coordinator. The structure of Student Teaching 4 will vary by placement, but the expectation is not for TCs to “solo teach” for the term. TCs and CTs will use a range of structures and co-teaching strategies to build TC skills and maximize student learning opportunities. Prerequisite: ITP 584 and ITP 594.

College of Liberal Arts and Sciences

New Course

E.1.a.29

- *Geog 550 Climate and Society, 4 credits
Examine societal impacts, social vulnerability, and responses in the context of ongoing climate change globally. Key topics will include demystifying climate science, societal transformations under climate change, the politics of sustainable development, global social movements and climate change, and climate migration.

Changes to Existing Courses

E.1.a.30

- *Comm 548 Science Communication, 4 credits – change description

E.1.a.31

- *Soc 541 Population and Society, 4 credits – change prerequisite

Drop Existing Courses

E.1.a.32

- *Anth 522 Tribal Sovereignty and Policy, 4 credits

E.1.a.33

- *Anth 528 Political Anthropology, 4 credits

E.1.a.34

- *Anth 530 Myth, Ritual, and Symbol, 4 credits

E.1.a.35

- *Anth 547 Advanced Topics in Asian Anthropology, 4 credits

E.1.a.36

- *Anth 551 History of Archaeology, 4 credits

E.1.a.37

- *Anth 564 Topics in Northwest Archaeology, 4 credits

E.1.a.38

- *Geog 565 Tuscany: Sustainability in City and Country, 4 credits

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

E.1.a.39

- *Geog 595 Maps, Models, and GIS, 4 credits

E.1.a.40

- *Jpn 522 Traditional Japanese Drama, 4 credits

School of Social Work**New Courses**

E.1.a.41

- SW 527 Criminalization and the Sex Trades: Social Work's Complicated Entanglements, 3 credits
The sex trades will serve as a site for exploring carceral logics and criminalization in the U.S. This course navigates the intersecting histories of settler colonialism, white supremacy, heteropatriarchy, and classism woven through the regulation and policing of sexuality and sexual services in order to shed light on contemporary social work discourses, policies, and practices that support criminalization. This course also engages a range of feminist theories that shape sex trades discourse.

E.1.a.42

- SW 537 US and Oregon School Law and Policy for Social Workers, 3 credits
Examines U.S. and Oregon law governing educational practice and policy at the school and district levels. We will explore the implications of U.S. and Oregon educational laws and policies for effective, ethical, and just social work practice with students, families, school staff and communities; and how educational law and policy directly impact instruction and student learning, school climate and the organization and management of schools.

Changes to Existing Course

E.1.a.43

- SW 590 Advanced Topics in Applied Research Methods for Social Work, 3 credits – change description

Drop Existing Courses

E.1.a.44

- SW 551 Research and Evaluation II, 3 credits

E.1.a.45

- SW 552 Applied Program Evaluation for Social Work, 3 credits

E.1.a.46

- SW 553 Research for Racial Justice, 3 credits

College of Urban and Public Affairs**Changes to Existing Courses**

E.1.a.47

- PA 593 Civil Rights for Public Managers, 3 credits – change title to Civil Rights in Public Service

E.1.a.48

- PA 594 Enhancing Diversity in the Workplace, 3 credits – change title to Diversity and Inclusion at Work

E.1.a.49

- *USP 519 Population and Society, 4 credits – change prerequisite

7 December 2023

TO: Faculty Senate

FROM: Belinda Zeidler, Co-Chair, Undergraduate Curriculum Committee
Randy Spencer, Co-Chair, Undergraduate Curriculum Committee

RE: January 2024 Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate. You may read the full text for any course or program proposal, as well as Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

School of Business

Changes to Existing Course

E.1.b.1

- Fin 457 Real Estate Investment, 4 credits – change prerequisite

College of Education

New Courses

E.1.b.2

- CI 116 Foundations of Education, 3 credits
Provides an overview of the educational system in the U.S. including historical, legal, and philosophical foundations of education. Examines questions about the purposes of education and schooling, the meaning of educational equity, and how systemic social and economic issues impact educational opportunity. Explores the financing, governance and organization of education as well as current issues impacting our educational system. Introduces key theories about how people learn and their implications for classroom teaching practice.

E.1.b.3

- CI 169 Special Education and Inclusion, 3 credits
An introduction to inclusive education and the eligibility categories identified in the Individuals with Disabilities Education Improvement Act (IDEIA). Topics include federal law, implications in school settings, and universally designed support, as well as targeted interventions to meet student needs. Evaluation of the social, cultural, and institutional influences of special education and exploration of this impact on student intersectionality.

E.1.b.4

- ITP 357U Culture, Law, and Politics, 4 credits
An introduction to key philosophical, sociological, political, and legal questions in education for students to critically examine the role of education in a diverse and pluralistic democracy. Students will examine institutions (e.g., school districts, state education agencies, Congress, the executive branch, and the courts) and actors (e.g., elected officials, teachers unions,

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

civil rights groups, parents, and the general public) shaping American K-12 education to illuminate current policy debates and their implications.

E.1.b.5

- ITP 360U Social Studies Methods Teacher as Activist, 4 credits
Centered in a culturally sustaining pedagogy framework, this course supports students to build knowledge, skills and dispositions for transformative social studies content methods, to integrate histories and knowledges of traditionally underrepresented groups, and to advocate in elementary schools. Through the study of integrated social studies disciplines, students understand and apply social studies education principles and instructional practices to provide elementary students powerful learning, skill development and critical thinking opportunities for informed civic engagement and action.

E.1.b.6

- ITP 361U Methods for Teaching Science, Health, and Environmental Justice, 4 credits
Develops the skills and knowledge necessary to teach elementary grades science and health in a way that is equitable, socially just, and anti-racist. Examines how issues such as sustainability, ecological principles, climate justice, environmental racism, health disparities based on race, economics, ability, and body size can be explored in integrated elementary science instruction. Investigates culturally-specific ways of knowing about natural phenomena as a lens for culturally sustaining science instruction.

E.1.b.7

- *ITP 456 Identity and Social Emotional Learning, 3 credits
Prospective elementary educators will examine core components of and factors influencing social emotional learning, identity formation, and executive function development in this course. A focus on transformative social emotional learning converges an equity-based perspective with social emotional development. Dual strands of social emotional development as it applies to both elementary students and elementary teachers include: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213.

E.1.b.8

- *ITP 458 Using Technology in the Elementary Classroom, 3 credits
Addresses teacher use of technology in elementary classrooms, including incorporating technology and digital resources into instruction to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Explores strategies for developing critical information literacy among elementary students. Develops Teacher Candidates' skills at using technology to support language and content learning, with special emphasis on multilingual learners (MLLs) and students with disabilities, such as dyslexia and dysgraphia. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213.

E.1.b.9

- *ITP 459 Inclusive Practices, 2 credits
Grounded in Universal Design for Learning (UDL) and inquires into strategies that strategically support all learners in an elementary classroom, uplifting the brilliance and abilities of students with disabilities in particular. The content is explored through the lenses of antiracism and antiableism. Students will also examine the identification and eligibility process for special education and the general educator's role in adhering to students' individualized education programs. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213.

E.1.b.10

- *ITP 462 Arts, Music, and Movement Methods, 3 credits
Explores methods for teaching elementary students using the arts, music, and movement. Discusses equity and culturally sustaining teaching practice, inquiry and integration processes across academic content areas, and current best-practice approaches to teaching and learning in grades K-5. Students will gain and apply knowledge and skills in designing integrated units of study that focus on equity, the arts, music, and movement. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213.

E.1.b.11

- *ITP 463 Literacy Methods 1 Reading and Spelling Words, 4 credits
Designed to introduce students to the key scientifically-based reading research foundations needed to understand how children learn to read and spell words. Addresses fundamental principles and concepts of the structure of language (especially phonological awareness and phonics), and findings from cognitive science, neurobiology, and educational research. Foregrounds language and literacy development of multilingual learners (MLLs) and children demonstrating characteristics of dyslexia. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213. Corequisite: ITP 409.

E.1.b.12

- *ITP 464 Literacy Methods 2 Meaning Making, Identity Building, and Criticality, 5 credits
Prepares students to teach reading comprehension, vocabulary, critical literacy, text structure, oral language, academic language, and writing composition with elementary-age children. Emphasis on strategies for supporting the language and literacy development of multilingual learners (MLLs) and on culturally responsive/sustaining practices in assessment (including self-assessment), planning, and instruction. Rooted in current scholarship around language structures, language processes, and language development. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213. Corequisite: ITP 409.

E.1.b.13

- *ITP 465 Equity-Centered Mathematics Methods 1 for Elementary Educators, 3 credits
Prepares candidates to teach mathematics for social justice through equity-centered, research based instructional practices. Supports candidates in developing anti-racist/anti-bias pedagogy by interrupting the notion of mathematics as neutral through exploration of instructional practices that center, support and affirm often-marginalized identities. Emphasizes meaningful understanding of elementary-level mathematics content and situates teaching, learning, and assessment within the context of state and national standards as well as research-proven practices. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213. Corequisite: ITP 409.

E.1.b.14

- *ITP 466 Equity-Centered Mathematics Methods 2 for Elementary Educators, 4 credits
Prepares candidates to teach mathematics for social justice through equity-centered, research-based instructional practices. Supports candidates in developing anti-racist/anti-bias pedagogy by interrupting the notion of mathematics as neutral through exploration of instructional practices that center, support and affirm often-marginalized identities. Situates teaching, learning, and assessment within the context of state and national standards as well as research-proven practices. ITP 466/566 builds upon foundational learnings in ITP 465/565. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, MTH 213, and ITP 465.

E.1.b.15

- *ITP 467 ESOL Bridges in Elementary Classrooms, 3 credits
Builds knowledge and skills for working with emergent multilingual learners and families, encompassing planning, instruction, and assessment models as well as advocacy in elementary schools. Addresses best practices for multilingual learners. Provides models and resources and a historical context to drive educational change. The overall goal is for teacher candidates to examine the historical and current systems to better understand multilingual learners in their context, including their school experiences, learning needs, and funds of knowledge. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213.

E.1.b.16

- *ITP 470 Curriculum Design, 3 credits
Explores the theoretical frameworks and practical strategies that assist novice educators in planning effective classroom curricula centered on the learning needs of all students. Participants will apply principles of Universal Design for Learning (UDL), backward design, and culturally sustaining pedagogy to create and adapt relevant, student-centered, standards-based curriculum. Particular focus will be placed upon academic and language standards, and instructional delivery methods will also be explored and

applied. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213.

E.1.b.17

- *ITP 471 Equitable Assessment Practices, 3 credits
Explores the theory and practical strategies for critically planning, implementing, and analyzing classroom assessments in order to build upon students' strengths and areas for growth. This course focuses on equitable formative and summative assessment strategies with diverse learners, including: creating aligned assessments and success criteria, critically evaluating assessments, using, interpreting, and communicating assessment data, supporting students to use assessment to further their learning and critically evaluating grading practices. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213.

E.1.b.18

- *ITP 472 Teacher Performance Assessment, 4 credits
Invites learners to apply their acquired frameworks and strategies to plan effective classroom curricula, assessments, and instruction, while focusing on the developmental and learning needs of students. Specifically, teacher candidates will develop and implement their educator Teacher Performance Assessment (edTPA) over the course of this class. Prerequisite: Admission to Student Teaching. Corequisite: Must be taken concurrently with a student teaching course.

E.1.b.19

- *ITP 473 Community Engagement and Collaboration, 3 credits
Explores conceptualizations of teacher connections with families and community engagement. Offers rationale and practical strategies for becoming a community-centered teacher. Examines barriers faced by families, relevant community resources, culturally relevant communication, and the role of the teacher in the family system and larger community. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213.

E.1.b.20

- *ITP 474 Classroom Community and Routines, 3 credits
Guided by culturally responsive pedagogy, explores approaches to designing the social, physical, and instructional environment of an elementary classroom in a way that is responsive to students and supports learning. Includes discourse and activities focused on the organization of the elementary classroom and establishing classroom expectations, routines, and procedures. Candidates will also participate in problem solving and decision-making around authentic engagement and communication with students and families. Prerequisite: Junior standing, declared major in Elementary Education, CI 116, CI 169, PSY 311U, MTH 211, MTH 212, and MTH 213.

E.1.b.21

- *ITP 482 Student Teaching Seminar 1, 2 credits
The first of four Student Teaching Seminars in the Licensure in Elementary Education Program. Designed as a companion to Student Teaching 1. Develops professional dispositions and skills in the areas of communication, collaboration, reflection on practice, and planning for professional growth. Teacher Candidates also apply skills and knowledge for developing a positive classroom community and forging relationships with families and community members beyond the school. Prerequisite: Admission to Student Teaching. Corequisite: ITP 492.

E.1.b.22

- *ITP 483 Student Teaching Seminar 2, 3 credits
The second of four Student Teaching Seminars in the Licensure in Elementary Education Program. Designed as a companion to Student Teaching 2. Continues to develop professional dispositions and skills in the areas of communication, collaboration, reflection on practice, and planning for professional growth. Explores culturally responsive teaching, community mapping, and intentional planning for collegial communication and co-teaching. Content to be refined week-by-week based on field experience performance data and University Supervisor/Site Coordinator feedback. Prerequisite: ITP 482 and ITP 492. Corequisite: ITP 493.

E.1.b.23

- *ITP 484 Student Teaching Seminar 3 Equity in Classroom Teaching Capstone, 2 credits
Third of four seminar courses tied to elementary student teaching. Teacher candidates will examine how systems of oppression and inequity bear on the experiences of students, families, and teachers in schools and inquire into problems of practice from a critical perspective. Topics will include intersectional identity, teacher positionality and impact in the classroom, and the influence of historical, political, and economic factors on education and classroom experiences. Prerequisite: ITP 483 and ITP 492. Corequisite: ITP 494.

E.1.b.24

- *ITP 485 Student Teaching Seminar 4, 3 credits
Last of four Student Teaching Seminars in the LEEP. Designed as a companion to Student Teaching 4 (full-time student teaching). Teacher Candidates build agency, autonomy, competence, and confidence in their practices as culturally responsive teachers. Significant portions of course content will be developed in response to TCs' performance in the field, with the aim of moving all TCs to proficiency in all Field Experience Rubric domains. Includes preparation for the job search process. Prerequisite: ITP 484 and ITP 494. Corequisite: ITP 495.

E.1.b.25

- *ITP 492 Student Teaching 1, 1 credit
Teacher Candidates in Student Teaching 1 observe instruction in their assigned elementary classroom; build relationships with students, families,

and colleagues; and begin to participate in collaborative planning, teaching, assessment, and reflection under the guidance of the Cooperating Teacher and the University Supervisor/Site Coordinator. Emphasis on demonstrating professional dispositions, courteous and professional communication, and developing a healthy working relationship with field placement colleagues. Prerequisite: Admission to Student Teaching.

E.1.b.26

- *ITP 493 Student Teaching 2, 3 credits
Teacher Candidates in Student Teaching 2 continue to build relationships with students, families, and colleagues. TCs begin to take on more responsibility in the elementary classroom, with guidance and support from the Cooperating Teacher and University Supervisor/Site Coordinator, including by engaging in more collaborative and independent lesson planning, teaching, assessment, and reflection. TCs continue to demonstrate professional dispositions, courteous and professional communication, and develop a healthy working relationship with field placement colleagues. Prerequisite: ITP 482 and ITP 492.

E.1.b.27

- *ITP 494 Student Teaching 3 Equity in Classroom Teaching Senior Capstone, 4 credits
Collaborate with university and school mentors to sustain and strengthen collaborative relationships with students, families, colleagues, and the local community. Identify student learning and social emotional needs through assessment; design lessons and adapt curriculum to provide equitable opportunities to learn; engage in ongoing critical reflection to improve practice; create microlevel social change through anti-bias anti-racist teaching; and work to redistribute power by supporting student agency and autonomy and centering family and community voices. Prerequisite: ITP 483 and ITP 493.

E.1.b.28

- *ITP 495 Student Teaching 4, 9 credits
Teacher Candidates in Student Teaching 4 take on the full range of responsibilities of a classroom teacher in collaboration with the Cooperating Teacher and University Supervisor/Site Coordinator. The structure of Student Teaching 4 will vary by placement, but the expectation is not for TCs to "solo teach" for the term. TCs and CTs will use a range of structures and co-teaching strategies to build TC skills and maximize student learning opportunities. Prerequisite: ITP 484 and ITP 494.

College of Liberal Arts and Sciences

New Course

E.1.b.29

- *Geog 450 Climate and Society, 4 credits
Examine societal impacts, social vulnerability, and responses in the context of ongoing climate change globally. Key topics will include demystifying climate science, societal transformations under climate change, the politics of

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

sustainable development, global social movements and climate change, and climate migration. Prerequisite: Upper-division standing.

Changes to Existing Courses

E.1.b.30

- *Comm 448 Science Communication, 4 credits – change description

E.1.b.31

- G 200 Field Studies, 1 credit – change prerequisite

E.1.b.32

- Geog 322U Alpine Environments, 4 credits – change title to Mountains and change description

E.1.b.33

- *Geog 481 Digital Image Analysis I: Introduction, 4 credits – change grading option

E.1.b.34

- *Jpn 422 Traditional Japanese Drama, 4 credits – change course number to Jpn 331, change description, remove from dual-level cross-listing, and change repeatability

E.1.b.35

- *Soc 441 Population and Society, 4 credits – change prerequisite

E.1.b.36

- SpHr 394 Guided Observation, 1 credit – change grading option

Drop Existing Courses

E.1.b.37

- Anth 335 Anthropology of Space and Place, 4 credits

E.1.b.38

- *Anth 422 Tribal Sovereignty and Policy, 4 credits

E.1.b.39

- *Anth 428 Political Anthropology, 4 credits

E.1.b.40

- *Anth 430 Myth, Ritual, and Symbol, 4 credits

E.1.b.41

- *Anth 447 Advanced Topics in Asian Anthropology, 4 credits

E.1.b.42

- *Anth 451 History of Archaeology, 4 credits

E.1.b.43

- *Anth 464 Topics in Northwest Archaeology, 4 credits

E.1.b.44

- Geog 349U Mountain Geography, 4 credits

E.1.b.45

- Geog 352U The Himalaya and Tibet, 4 credits

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

E.1.b.46

- Geog 353U Pacific Rim, 4 credits

E.1.b.47

- Geog 363U Geography of sub-Saharan Africa, 4 credits

E.1.b.48

- Geog 397 Visualization of Spatial Data, 4 credits

E.1.b.49

- *Geog 465 Tuscany: Sustainability in City and Country, 4 credits

E.1.b.50

- *Geog 495 Maps, Models, and GIS, 4 credits

School of Social Work**Changes to Existing Courses**

E.1.b.51

- CFS 382U Mental Disorders: Issues for Families and Communities, 4 credits – change title to Mental Health in Families

E.1.b.52

- CFS 390U Sex and the Family, 4 credits – change title to Sexuality and Family Systems

College of Urban and Public Affairs**Changes to Existing Courses**

E.1.b.53

- Ec 314U Private and Public Investment Analysis, 4 credits – change description

E.1.b.54

- Ec 340 International Economics, 4 credits – change description and remove restriction that students cannot get credit for Ec 440 or Ec 441 if they have taken Ec 340

E.1.b.55

- * USP 419 Population and Society, 4 credits – change prerequisite

7 December 2023

TO: Faculty Senate

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

RE: January 2024 Consent Agenda

The following proposals were approved by the University Studies Council on December 9, 2022 and are recommended for approval by the Faculty Senate. The associated new course proposals are on the Undergraduate Consent agenda.

Cluster: Understanding Communities

E.1.c.1

- ITP 357U Culture, Law, and Politics

E.1.c.2

- ITP 360U Social Studies Methods: Teacher as Activist

E.1.c.3

- ITP 361U Methods for Teaching Science, Health, and Environmental Justice

7 December 2023

TO: Faculty Senate

FROM: Belinda Zeidler, Co-Chair, Undergraduate Curriculum Committee
Randy Spencer, Co-Chair, Undergraduate Curriculum Committee

RE: B.A./B.S. in Elementary Education

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

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

PROPOSAL SUMMARY FOR
College of Education
B.A./B.S. in Elementary Education

Effective Term:

Fall 2024

Overview of the Program

This program is designed for students who wish to become elementary classroom teachers in K-12 public schools. Successful completion of the program will culminate in a recommendation to Oregon's Teacher Standards and Practices Commission for a teaching license with endorsements to teach elementary multiple subjects and English for speakers of other languages, along with a BA/BS in Elementary Education. Education is an interdisciplinary field, so coursework has foundations in cognitive and developmental psychology, anthropology, sociology, neuroscience, linguistics, and applied educational research.

The Elementary Education undergraduate program is designed to allow community college students completing the Associate of Arts Oregon Transfer degree and following the Major Transfer Map in Education to transfer to PSU and into the major as juniors and complete all of their degree, general education, and major requirements, along with requirements for licensure and multiple subjects (elementary) and teaching English to Speakers of Other Languages (ESOL) endorsements within 90 upper division credits, or 2 years full time. The program also offers a pathway for students starting at PSU who wish to become elementary teachers through the program.

Evidence of Need

Our community college partners report that there has been a large, ongoing demand among students pursuing the AAOT MTM in Education for an undergraduate pathway to elementary licensure and a BA/BS specifically at PSU. Through partnerships with community colleges via the Education Major Transfer Map agreement, we have designed the program to reduce barriers that often prevent aspiring teachers of Color from entering the field (for example, arranging for students to be able to complete upper-division major, junior cluster, capstone, licensure, endorsement, and student teaching requirements all within 90 upper-division credits after transferring with the AAOT MTM for Education program of study).

Further, as the student population in Oregon grows increasingly linguistically diverse, we have designed the program to prepare every graduate to effectively serve multilingual learners (MLLs) through their preparation for the teaching English to Speakers of Other Languages (ESOL) endorsement. Every course throughout the program foregrounds the language development, assessment, or instruction of MLLs.

Course of Study

All students who complete the Licensure in Elementary Education Program successfully will earn a B.A./B.S. in Elementary Education and a recommendation for an Oregon teaching license with endorsements in multiple subjects (elementary) and teaching English to Speakers of Other Languages (ESOL).

The following 112 credits account for the major requirements in Elementary Education along with the general education requirements for the Junior Cluster and the Senior Capstone. For students transferring from community colleges, the first six courses may be accounted for through the completion of the AAOT MTM for education.

Prefix	Number	Title	Credits
MTH	211	Foundations of Elementary Mathematics I	4
MTH	212	Foundations of Elementary Mathematics II	4
MTH	213	Foundations of Elementary Mathematics III	4
CI	116	Foundations of Education [OR ED 420 Introduction to Education and Society]	3
CI	169	Overview of Special Education	3
PSY	311U	Human Development	4
ITP	456	Identity and Social Emotional Learning	3
ITP	357U	Culture, Law, and Politics	4
ITP	360U	Social Studies Methods: Teacher as Activist	4
ITP	361U	Methods for Teaching Science, Health, and Environmental Justice	4

Prefix	Number	Title	Credits
ITP	409	Elementary Practicum	1
ITP	463	Literacy Methods 1 Reading and Spelling Words	4
ITP	465	Equity-Centered Mathematics Methods 1 for Elementary Educators	3
ITP	470	Curriculum Design	3
ITP	409	Elementary Practicum	1
ITP	458	Using Technology in the Elementary Classroom	3
ITP	464	Literacy Methods 2 Meaning Making, Identity Building, and Criticality	5
ITP	466	Equity-Centered Mathematics Methods 2 for Elementary Educators	4
ITP	459	Special Education Applications	2
ITP	462	Arts, Music, and Movement Methods	3
ITP	473	Community Engagement and Collaboration	3
ITP	474	Classroom Community and Routines	3
ITP	482	Student Teaching Seminar 1	2
ITP	492	Student Teaching 1	1
ITP	467	ESOL Bridges in Elementary Classrooms	3
ITP	471	Assessment	3
ITP	483	Student Teaching Seminar 2	3
ITP	493	Student Teaching 2	3
ITP	409	ESOL Practicum	3
ITP	472	Teacher Performance Assessment	4
ITP	484	Student Teaching Seminar 3 Equity in Classroom Teaching Capstone	2
ITP	494	Student Teaching 3 Equity in Classroom Teaching Capstone	4
ITP	485	Student Teaching Seminar 4	3
ITP	495	Student Teaching 4	9

MEMO

Date: February 10, 2023

To: Dot McElhone, College of Education

From: Suwako Watanabe, Chair, ARC

Dear Dot,

This memo is to inform you that the Academic Requirements Committee reviewed the proposal of the new program of undergraduate major in elementary education and is in full support of the proposed program. We are pleased to see the revisions regarding the University Studies' Junior Clusters and Capstone requirements using designated courses to complement the

implementation of the rigorous curriculum and the tight timeline of course completion. We want to express our appreciation for your hard work in reaching out to the UNST Council and making modifications to meet the spirit of the UNST Junior Cluster and Capstone.

Cc: Andreen Morris

January 10, 2023

To: Dot McElhone & Amanda Sugimoto, College of Education
Cc: Chair Suwako Watanabe, Academic Requirements Committee
From: University Studies Council, Chair Kimberly Willson-St. Clair
Re: Junior cluster courses for the undergraduate, elementary education degree

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

The UNST Council appreciates how COE maps these education courses to the cluster goals of the Understanding Communities junior cluster and demonstrates how these education courses compare to other courses listed for this cluster. The approved courses (12 credits) for this junior cluster requirement are:

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

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

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

The potential COE's undergraduate degree in elementary education is a rigorous, augmented licensure degree with an ESOL endorsement that will produce well-prepared and licensed elementary education teachers for the Portland Metropolitan area and Oregon. The UNST Council is a strong advocate for the success of this proposed degree program and recognizes the importance of offering this undergraduate degree at Portland State University.

To: Dot McElhone and Amanda Sugimoto
 CC: ARC Chair Suwako Watanabe
 Senior Capstone Program Director Seanna Kerrigan
 From: University Studies Council Chair Kimberly Willson-St. Clair
 Date: February 22, 2023

The University Studies Council (UNST Council) unanimously passed, with one abstention, the Equity in Classroom Teaching senior capstone for the proposed elementary education degree, designed as a 2 + 2, undergraduate educational model, at Portland State University in agreement with Metro community colleges.

The Equity in Classroom Teaching senior capstone successfully addresses the four goals of University Studies, especially concerning social justice and building community. The UNST Council recognizes that this Capstone, offered during winter terms, is a part of a year-long commitment to student teaching by the elementary education student teacher, who works in collaboration with learning communities at their elementary school and Portland State

University. The UNST Council supports efforts to develop graduates of this proposed terminal degree who are "anti-racist anti-bias teachers," who "...create engaging and inclusive learning environments" with educators, families, and most importantly, their students (McElhone, 12).

The UNST Council applauds Dot McElhone for going through the Senior Capstone peer review process to develop this senior capstone under extenuating time constraints. This Capstone addresses Portland State's equity goals, the praxis of critical service learning, and interdisciplinarity in an unique way:

Teacher candidates provide highly detailed commentary explaining every decision they made during the edTPA design, implementation and reflection process to provide evidence of these competencies....Teacher candidates first must collect and present detailed information about the school, curriculum, and students. Then, they must analyze this information through the lenses of educational research, critical theoretical perspectives, cognitive and development psychology, cognitive and developmental psychology, linguistics, and/or neuroscience to plan a sequence of lessons.
 (McElhone, 22)

Also, the UNST Council acknowledges that the traditional definition of interdisciplinarity for Senior Capstones is waived for this particular capstone, Equity in Classroom Teaching. The UNST Council also recognizes the urgent need to provide a 2 + 2 elementary education degree at Portland State, which will graduate professional, elementary education teachers who are deeply committed to social justice work in the Portland Metro area and Oregon.

McElhone, D. (February 2023). *Equity in Classroom Teaching Capstone Proposal Form*.

7 December 2023

TO: Faculty Senate

FROM: Belinda Zeidler, Co-Chair, Undergraduate Curriculum Committee
Randy Spencer, Co-Chair, Undergraduate Curriculum Committee

RE: B.A./B.S. in Social Justice and the arts

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate. You may read the full text of the program proposal, as well as Budget Committee comments, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#)

PROPOSAL SUMMARY FOR

College of the Arts

B.A./B.S. in Social Justice and the Arts

Effective Term

Fall 2024

Overview of the Program

The proposed BA/BS in Social Justice and the arts (SJA) is a pioneering degree housed in the School of Music & Theater within the College of The Arts. It is a product of, and integrated with, the Artist as Citizen Initiative (AasC) developed and administered by COTA faculty.

SJA is an interdisciplinary major that creates multiple pathways for students to discover their potential to affect social change as members of local and global communities. It is intended to deliver a coherent academic sequence through which students can explore theory and practice at the nexus of artistic (e.g., music, theater, visual arts, creative writing, digital art and media, architecture, conceptual art and folk expressions of all kinds) and civic engagement.

Social advocacy and activism are core principles of the major, repositioning the arts as a collaborative engine connecting faculty & students across disciplines. SJA is designed to serve both students with a background in traditional artistic disciplines and those who have not had extensive arts training prior to PSU. The 24-credit core curriculum centers themes of social justice, anti-racism, civic engagement, activism, social movements, non-violence, placemaking, advocacy and organizing. It is integrated with 12-credits of foundational (lower division) courses in COTA's artistic disciplines, and 12 credits of social justice electives drawn from Social Work, Anthropology, Political Science, Sociology, English, Criminology, Black Studies, Chicano/Latino Studies, Women's Studies, and Conflict Resolution. At the upper-division level, the degree offers students two concentrations that, while sharing common values of creativity, civic engagement and community-building, offer different pathways through the curriculum. Students can complete upper-division requirements from a range of social justice and interdisciplinary arts electives, and those students who desire further training in individual arts disciplines can take 12 credits of upper-division coursework in music, art, design, theater, film, or architecture to complete this degree component. The major will culminate in a final

practicum that integrates knowledge and establishes connections to cultural organizations locally and beyond.

Evidence of Need

This degree is unique in the state and the region, and one of the first of its kind in the nation. It opens up a range of possibilities for students across the state interested in areas such as cultural management, advocacy, and arts administration, as well as directly contributing to the number of individuals with well-honed cultural creativity and artistic expression who can observe, analyze and innovatively respond to societal challenges. All areas of government: state, regional and local, as well as civic and business leaders have expressed the critical importance of harnessing the power of the arts to restore livability, economic vitality and hope to our city. PSU has both the opportunity and incentive to lead this work by training the next generation of artist/leaders, and by instilling the energy, creativity and agency that arts learning provides across professions and industries.

SJA majors will also increase enrollment and take advantage of excess capacity in lower-division courses in COTA including non-audition ensembles in music, intro classes in Theater and Film, and introductory courses in Art +Design. At the same time, they increase the pool of potential students for these types of participatory learning experiences that support COTA goals of equity & curricular diversity. The major also meets the needs of cultural organizations and nonprofits seeking creative, motivated people to employ in a range of positions (community partner letters of support are included in the full proposal).

Course of Study

The BA/BS in Social Justice and the arts curriculum builds synergy between COTA, CUPA and CLAS by connecting topics across a range of disciplines. Units offering courses include Music, Theater, Art, Design, Art History, Architecture, Social Work, Anthropology, Political Science, Sociology, English, Criminology, Black Studies, Chicano/Latino Studies, Women's Studies. The degree requires a minimum of 72 credit hours to complete the following requirements in 5 areas A) Core Curriculum, B) Disciplinary Foundations, C) Social Justice Electives, D) Upper Division Requirements for the Concentration E) Culminating Experience.

A. Core Curriculum (24 credits) all courses are 4 credits unless otherwise indicated

COTA Artist as Citizen Curriculum (12 credits)

- COTA 135 COTA Artist as Citizen: A Survey of Art Activism
- COTA 235 COTA Artist as Citizen: Social Justice Movements, Artistic Response and Impact
- COTA 335 COTA Artist as Citizen: Engage in Art Activism

Social Justice Core (12 Credits to be selected from)+

- Art 227 Introduction to Art and Social Practices
- CR 101 Nonviolent Interaction
- CR 201 Social Movement Messaging
- SOC 200 Introduction to Sociology
- CR 301U Intro to Conflict Resolution

- CR 302U Intro to Peace Studies
- CR 304U Participating in Democracy
- PA 311U Introduction to Civic Engagement
- PA 312U Foundations of Community Leadership
- PS 316U Politics and the Arts: 4 credits
- CFS 487 Examining Bias and Belief

B. Disciplinary Foundation Core Courses: appreciation, theory, or performance (12 credits)

- See Appendix 2 in the full proposal for specific disciplinary core courses and requirements for each school

C. Social Justice electives (12 credits)

- See Appendix 3 for specific elective courses available

D. Concentration Requirements (select one)

-Social Justice Concentration (12 credits to be selected from the following Interdisciplinary or Arts Electives):

- Des 333 Friendship: Design, Art and Social Change
- ArH 398 Contemporary Art
- Art 327 Intermediate Art and Social Practices
- Art 328 KSMoCA: Museum in a Public School
- Art 358 Video, Design & Community
- Art 497 A History of Art and Social Practice
- Eng 326 Literature, Community, and Difference
- Mus 369U Music and Social Change
- TA 369U Women, Theater, and Society

-COTA Concentration (12 credits to be selected from UD courses in a single COTA discipline)

E. Race & Ethnic Studies from SGRN (8 credits to be selected from the following):*

- BSt 202 Introduction to Black Studies
- BSt 202 Introduction to Black Studies
- BSt 203 African American History I - Slavery to the Harlem Renaissance
- BSt 204 African American History II - From the Depression Era to Civil Rights
- BSt 206 Caribbean Studies
- BSt 207 Race, Class, and Gender
- BSt 211 Introduction to African Studies
- BSt 214 Contemporary Race and Ethnic Relations
- BSt 221 Introduction to African American Literature
- BSt 261 The African American Economic Experience
- ChLa 201 Introduction to Chicano/Latino Studies
- NAS 201 Introduction to Native American Studies

*This requirement also applies to 90-credit transfer students who otherwise only take 3 credits of RESR

F. Practicum (4 credits)

As a culminating experience for the degree, students majoring in Social Justice and the arts will be required to engage in a 4-credit practicum. The SJA Practicum is intended to allow students to synthesize, integrate and reflect on what they learned throughout the course of their study, put their learning to work in the real world, and provide concrete opportunities to develop professional skills and abilities. It will be offered each Spring term and coordinated by core faculty Darrell Grant & Amanda Singer, with curatorial support by SJA affiliated faculty and community partners. The course will include weekly reflections, a curated community-based learning experience, an online seminar component, an interview with a professional in the field, and a final paper.

G. Other requirements

Students must satisfy all university requirements for either a BA or BS degree; satisfy a major residency requirement of a combined total from the major course list of 24 credits in courses numbered 300 and above from PSU; and maintain a 2.0 grade point average in the major.

To: Portland State University Faculty Senate

Subject: Fall Report

From: Intercollegiate Athletics Board

Date: December 21, 2023

Members 2023-24 Academic Year:

David Burgess, Chair, (OIRP); Jamie Zamrin (student, PA); Domnica Reutov (student, Chem);
Toeutu Faaleava (MCNAIR); Bruce Irvin (CS); J.J. Vazquez (FILM); Derek Tretheway (MME).

Ex-officio Members:

John Johnson, Director of Athletics; Christopher Carey, Faculty Athletic Representative (CCJ);
Jasmine Miller, Associate Athletics Director/Senior Woman Administrator.

Faculty Senate charges the board to:

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

Report to the Faculty Senate at least once each year.

I. FY23 Year-End Budget to Actuals:

Key take away; overspend of 0.75 mil due in large part to increased travel cost and an unanticipated decrease in a budgeted gift fund.

Revenue budget: \$13.8mil

- E&G \$2.5 mil
- Auxiliary enterprises \$8.27 mil
- Additional cash deficit funding \$3 mil

Revenue actual: \$13.6 mil

- E&G \$2.5 mil
- Auxiliary enterprises \$8.1 mil (Student Fee Funding 2.88 mil)
- Additional cash deficit funding \$3 mil

Expenditure budget: \$13.62 mil

- Labor \$6.79 mil
- S&S \$4.99 mil
- Student Aid (cash scholarships) \$1.84 mil

Expenditure actual: \$14.36 mil

- Labor \$6.49 mil
- S&S \$5.93 mil
- Student Aid (cash scholarships) \$1.93 mil

Tuition remissions where budgeted at \$4.12 mil, actual remissions where \$4.14 mil.

- II. FY24 Budget: Key take away;** expenditure budget is 400 k smaller than FY23 actual expenditures with decreased budgeted revenue amounts from both E&G and student fee; department is tasking its internal operations to make up for these reductions by increasing non-institutional revenue sources.

FY24 Adopted Budget - Expenditures, not including tuition remissions \$13.97 mil

Revenue

- E&G \$2.22 mil (11% decrease from FY23)
- Auxiliary enterprises \$8.99 mil (Student Fee Funding 2.76 mil)
- Additional cash deficit funding \$2.75 mil (8% decrease from FY23)

III. E&G revenue – historic review of funding source

E & G support for athletics:

University E & G Support for Athletics - FY 14 through 24

Report Type	Fiscal Year	Athletics' E&G Support Exp(millions)	% of University Total E&G Rev. Going to Support Athletics	PSU's Total E&G Rev. (millions)
Budget	FY24	2.22	0.67%	331.5
Actuals	FY23	2.50	0.74%	335.8
	FY22	2.24	0.68%	330.0
	FY21	2.39	0.71%	336.7
	FY20	2.41	0.72%	335.4
	FY19	2.37	0.68%	349.4
	FY18	2.29	0.68%	335.1
	FY17	2.26	0.69%	326.3
	FY16**	1.41	0.45%	317.0
	FY15**	1.13	0.39%	293.7

* FY24 All Funds Budget; Total Revenue

** Lower amounts in FY15 and 16 reflect the attempt to make the dept. more self-supporting which was found not to be sustainable. The E & G funds were restored as a strategic investment in FY17.

IV. Five-Year Strategic Plan:

Approved in July 2023 by President Percy in consultation with in President Cudd. The plan was presented to the IAB in November 2023 and will be presented to the full Faculty Senate in Winter term 2024 by the Faculty Athletic Rep., Chris Carey and the AD Johnson.

V. New Hires:

- Jasmine Miller** – *Associate Athletics Director/Senior Woman Administrator*: Jasmine Miller spent the past five years working at Western Oregon University (WOU) as the Assistant Athletics Director for Compliance and Student Services. Jasmine will be a member of the department's senior leadership team, oversight of NCAA reporting, ensure compliance with all aspects of Title IX and be an advocate for women's athletics. Miller has a Master's degree in Education and Information Technology from Western Oregon University. Miller earned her Bachelor of Science Degree in Business from Western Oregon with a minor in Sports Management. While at WOU, Miller was member of the women's basketball program for four seasons.
- Jonathon Marcus** – *Head Coach Cross Country/Track and Field*: Jonathon Marcus returns to lead the Portland State cross country and track & field programs. Marcus founded High Performance West, a Portland-based running group of sub elite and elite middle-distance runners, after his time at Portland State. Since 2018, Marcus has run High Performance Growth, LLC, which has 600+ active members subscribing to online educational courses and content related to track & field and running. He's also served as an assistant coach at Catlin Gabel since 2020 where Marcus helped lead the boys' team to OSAA 3A state titles in 2021 and 2022.

VI. Graduate Success Rate (GSR):

The GSR is a calculation required by the NCAA for all Division I student-athletes. The measure is the percentage of students, (the GSR cohort), who complete a BA/BS within six years. This rate is designed as a student-centered measure of graduation where graduation from any 4-year college within the six-year window is viewed as a success. To do this the metric allows moving transfer students from one college's cohort to another's. An additional benefit of this methodology is that it accounts for mid-year transfers.

Graduate Success Rate (GSR)				
<i>Cohort Year</i>	<i>GSR Rpt Year</i>	Men	Women	All
2016-17	2022-23	78	93	85
2015-16	2021-22	78	90	84
2014-15	2020-21	80	91	85
2013-14	2019-20	77	93	85
2012-13	2018-19	77	91	84
2011-12	2017-18	66	89	77

PSU's student athletes have continued their trend in improvement for successfully graduating their student-athletes within the 6-year time frame. The women's teams have improved by 4% over the last 5 years with a GSR of 93% for the 2022-23 report year. Over the last 5 years the men's teams have improved by 18% with a GSR of 78% for the 2022-23. Overall PSU's student athletes rank in the top half of Big Sky schools with the latest GSR of 85%.

GSR – Big Sky - 2022-23	
UI	94
UNC	93
US Davis	91
Mont	88
IS	87
PSU	85
Sac St	83
EWU	83
MSU	83
SUU	82
NAU	81
WS	78
Big Sky Avg	86

VII. Fall 2023 GPA:

Academic Performance	Term GPA	Cum GPA
GPA for Male Student-Athletes	3.08	3.05
GPA for Female Student-Athletes	3.55	3.52
GPA for All Student-Athletes	3.30	3.28

Academic Performance by Team	Term GPA	Cum GPA
MBB - Basketball (Men)	3.33	2.98
MFB - Football (Men)	2.92	3.00
MTENN - Tennis (Men)	3.69	3.50
MTRK - Track (Men)	3.40	3.30
MXC - Cross Country (Men)	3.48	3.36
WBB - Basketball (Women)	3.29	3.39
WGOLF - Golf (Women)	3.83	3.80
WSOCC - Soccer (Women)	3.48	3.49
WSOFT - Softball (Women)	3.61	3.44
WTENN - Tennis (Women)	3.85	3.82
WTRK - Track (Women)	3.60	3.67
WVB - Volleyball (Women)	3.47	3.30
WXC - Cross Country (Women)	3.70	3.69
Average Team GPA	3.51	3.44

VIII. Big Sky Conference Academic Honors

(Spring 2023) **54 students** were placed on the Spring 2023 Academic All-conference Teams. To be eligible, a student-athlete must have participated in at least half of the team's competitions, achieved a 3.2 cumulative grade point average, and completed at least one academic term at their current Big Sky institution.

Women's Golf (6)

Bayler Brundage	FR	Psychology
Mariana Garcia Rosette	JR	Business Administration
Mari Nakamura	SO	Architecture
Tannica Porter	SO	Communication Studies
Tya Seth	GR	Business Administration
Payten Shimizu	FR	Biology

Men's Tennis (3)

Andrea Brignacca	SR	Business Administration
Simon Kuszynski	FR	Business Administration
Jonas Mathiasen	JR	Business Administration

Women's Track (19)

Alex Barbour	GR	Int. Business Studies Cert
Gabrielle Bartlett	JR	Criminology and Criminal Justice
Laura Beghin	RS-SO	Environmental Studies
Phoebe Brown	RS-SR	Public Health Studies
Abby Donde	SO	English
Campbell Faust	SO	Business Administration
Sophie Jones	SR	Sociology
Natalia Martino	SO	Biology
Tatum Miller	JR	Graphic Design
Dyllan Newville	SO	Public Health Studies
Taylor Nichols	FR	Public Health Studies
Ahliah Nordstrom	SR	Electrical & Computer Eng.
Emma Owen	SO	Civil Engineering
Weronika Stanczak	RS-SO	Applied Health and Fitness
Bara Styblova	SR	Science
Abi Swain	JR	Architecture
Isa Swain	FR	Civil Engineering
Peyten Woodruff	FR	Graphic Design
Jamie Zamrin	GR	Public Administration

Women's Tennis (7)

Nell Arendt	SR	Women's Leadership Cert
Nika Beukers	SO	Business Administration
Makoto Ohara	JR	Business Administration
Masha Ponomarova	GR	Exploratory
Emily Rees	SR	Science
Capucine Sanoner	JR	Applied Health and Fitness
Elizabeth Strongina	FR	Business Administration

Softball (8)

Alexa Cepeda	JR	English
Olivia Dean	SR	Business Administration
Olivia Grey	SR	Criminology and Criminal Justice
Emily Johansen	SR	Film
Annie Lemos	SO	Business Administration
Natalia Martinez	SO	Social Science
Bailee Noland	JR	Social Science
Logan Riggerbach	JR	Business Administration

Men's Track (11)

Aiden Carlson	JR	Applied Health and Fitness
Ben Drew	GR	Finance
Kennedy Freeman	JR	Business Administration
Abdi Ibrahim	JR	Public Health Studies
Jordan MacIntosh	GR	Urban Studies
Dom Morganti	GR	Business Administration
Pat Roos	GR	Athletic & Outdoor Industry
Zack Salcido	JR	Psychology
Jake Schulte	GR	Civil & Environmental Eng.
Alex Solberg	RS-FR	Geography
Travis West	SO	Sonic Arts & Music Production

IX. Competition Results - 2023-2024 – Fall Sports

Women's Soccer: (8-8-2) 4-2-2 Big Sky Conf., 2nd round loss at Big Sky tournament

Football: (5-6) 4-3 Big Sky Conf.

Women's Volleyball: (16-12) 19-7 Big Sky Conf., quarterfinals loss at Big Sky tournament

Men's Cross-country: Big Sky Championships, 8k – Team 10th place

Women's Cross-country: Big Sky Championships, 5k - Team 10th place

Portland State University Race and Ethnic Studies Requirement (RESR)

Context, Epistemology, Pedagogy and Curricular Learning Goals for RESR Classes

RESR Committee Fall Term 2023

Introduction and Overview

Portland State University's Race and Ethnic Studies Requirement (RESR), passed by Faculty Senate in 2021, is a University-wide curricular initiative to provide classes on topics related to the disciplinary endeavor referred to as Ethnic Studies. "Race" was included in the conceiving and title of the requirement, as an acknowledgement to the pervading anti-Black racism that was guiding the work to create this curricular innovation. (<https://www.pdx.edu/faculty-senate/sites/facultysenate.web.wdt.pdx.edu/files/2021-01/2021.02.01%20C.1.pdf>).

Orienting RESR classes with respect to the history and epistemology of Ethnic Studies provides a framework for the classes to be offered at Portland State University with RESR designations. Understanding the community activist creation of the field, the centering of communities of color, the positioning of situated knowledge/s and subjectivities, and the explicit embracing of liberative models and social justice are core features of the RESR and should be found in the curriculum and pedagogy of RESR classes. This document provides definitions and clarifications for the requirement.

The persistence of white supremacy, racism, racial discrimination, xenophobia and related intolerance domestically and globally compels us to reference the United Nations Declaration and Programme for Action from the Conference on Racism in 2001 in Durban, South Africa (<https://www.un.org/en/fight-racism/background/durban-declaration-and-programme-of-action>.) From the Durban document of 2001 we glean language that gives us hope as educators: "to create just and fair societies free of racial discrimination" and for our students to become morally and civically engaged citizens.

The Race and Ethnic Studies Requirement at PSU enables students to take two courses—one domestic and the other international. Through a robust critical lens, both courses must focus on systems, institutions, histories and practices of power, exclusion, and resistance. Domestically, topical orientation to Black, Indigenous, Chicana/Latina, Asian and Pacific Islander groups in the United States are centered. Internationally, the course must cast an equally critical lens upon institutions and historical practices of power and exclusion, in parts of the world where the impact of European and U.S. colonialism remains long past occupation and settler colonialism. The international RESR course must take into consideration racial, Indigenous, caste-specific and/or ethnic groups globally and/or in transnational relationship to the United States and the global "west."

The foundation of any course that fulfills the RESR must be centered upon the critical perspectives developed from those communities comprising the non-dominant group. The choice of topics, assignments and curricular engagement should demonstrate this orientation throughout the class. Introducing students to the critical rigor, intellectual frameworks, methodologies, and pedagogical practices of the interdisciplinary field of Race and Ethnic Studies, as well as the challenging of disciplinary boundaries, is foundational and crucial to fulfilling the RESR. Therefore, at least one course being used to fulfill the RESR must come from SGRN units, whether lower or upper division. This ensures that students are exposed to the critical methodologies and pedagogies practiced within SGRN.

Ethnic Studies Epistemology

The following summary excerpt is from “Centering Ethnic Studies in Health Education: Lessons From Teaching an Asian American Community Health Course” by Dale Dagar Maglalang, Hillary Nicole Peregrina, Grace J. Yoo, and Mai-Nhung Le. *Health Education & Behavior* 2021, Vol. 48(3) 371–375.

“History.

Ethnic studies is the product of the longest student strike in U.S. history. In 1960, the California Master Plan for Higher education dramatically reduced the number of BIPOC students admitted to SFSU, formerly San Francisco State College (Biondi, 2012; Umemoto, 1989). In response, the Black Student Union and the Third World Liberation Front organized and demanded an increase in BIPOC students and faculty, and the establishment of a Third World College; launching the strike on November 6, 1968 (Woo, 1989). Met with violent response from SFSU administration for months, the strike ended on March 20, 1969, with the founding of the College of Ethnic Studies (Biondi, 2012; Tamayo Lott, 2018). Today, ethnic studies is present in hundreds of institutions and has been implemented as a requirement for graduation in K-12 schools in parts of the country and the California State University system (Agrawal, 2020; San Francisco Unified School District, 2014).

Ethnic Studies Framework.

Ethnic studies is defined as the “interdisciplinary and comparative study of the social, cultural, political and economic expression and experience of U.S. racialized ethnic groups and of U.S. racialization” (Butler, 2001, p. 21). This field seeks to rehumanize individuals through the acknowledgement and validation of their experiences as sites of epistemological inquiry, challenges and decenters Eurocentric narratives and perspectives, and fosters ongoing inter solidarity movements of BIPOC communities and White allies for racial justice and self-determination (Sleeter & Zavala, 2020; Tintiango-Cubales et al., 2015).

Students who take courses in Ethnic Studies are exposed to a pedagogy that focuses on three major concepts: Access, Relevance, and Community (Collier & Gonzales, 2009; Tintiangco-Cubales et al., 2015), contextualized in the following ways:

- Access is the inclusion of students of color into higher education and other spheres and institutions.
- Relevance is teaching about the direct experiences of students of color.
- Community is centering the needs and voices of local communities

According to Sleeter and Zavala (2020), following are the characteristics of ethnic studies.

*Curriculum as counter narrative pertains to restructuring a curriculum that not only includes the histories, accounts, and experiences of BIPOC communities written by BIPOC scholars but also engages and interacts with members of these communities in the learning process and actively analyzes historical power relations (Sleeter & Zavala, 2020).

*Criticality refers to naming and analyzing structural forms of racism, colonialism, and other forms of oppression (Sleeter & Zavala, 2020).

*Because of the dehumanizing process of racism, reclaiming cultural identities is the process of helping BIPOC individuals gain an understanding of their ethnic and cultural identities while also critiquing whiteness and other social constructs that marginalize BIPOC people in varying levels (Sleeter & Zavala, 2020).

* Intersectionality and multiplicity provides a framework in recognizing the numerous identities of individuals and critically understands how these identities may situate them within or outside relations of power (Sleeter & Zavala, 2020).

* In helping develop the critical consciousness of individuals through ethnic studies, learning goes beyond institutions and engages communities in knowledge production and transformative processes of constructing solutions and new ways of knowing.

* Ethnic Studies is also culturally responsive by recognizing the lived experiences, histories, culture, traditions, and so on of its scholars and how it fits or disrupts known theories and frameworks that fosters the intellectual growth of its scholars (Sleeter & Zavala, 2020).

* Finally, Ethnic Studies perceives its scholars as curious intellectuals with their own ways of thinking and understanding that are influenced by the communities and culture in which they grew up in and inhabit (Sleeter & Zavala, 2020).”

Race and Ethnic Studies Curriculum

Excerpted from the (2021) PSU Race and Ethnic Studies Requirement proposal: “The Race and Ethnic Studies Requirement will focus on mapping and critical diagnosing of the social, cultural,

and historical legacies of racially dominated, marginalized and underrepresented groups; citizenship, tribal sovereignty, and migration; the Black experience; and the intersections of race, gender, culture, sexuality, freedom and resistance in the era of colonization and globalization...

The RESR re-centers marginalized histories and experiences and is dedicated to rethinking and replacing orthodoxies and discourses of power and privilege. The RESR curriculum will critically examine and challenge exclusionary disciplinary boundaries as well as conceptual and systemic borders including, but not limited to, those of the nation-state, race, ethnicity, equity, gender and sexuality... (Further areas of inquiry include) colonial dominion/colonialism, environmental racism, exclusionary laws, redlining, de facto and informal barriers to land, political power, citizenship, employment and housing that have shaped, and continue to shape, residential patterns and the provision of municipal and county services in Portland and the Northwest. The curriculum proposed for classes in the RESR will place emphasis on reconstructing and explaining the formation and transformations of power differentials through, for example, the systematic and scientific study of the origins, development, nature and culture of the people of Africa, the African Diaspora and the Americas, a critical understanding of gender and sexuality related to power relations between and within groups of people, Indigenous knowledge and tribal sovereignty, and (studies that) encapsulate the variety of experiences, identities, and analytic frameworks and provide opportunities to expand the visibility of the experiences of people from our diverse communities. Students preparing to live and work in the pluralistic world of the 21st Century will benefit from understanding the local and global features and impact of colonialism, slavery, genocide, gendered and sexualized violence, the military-prison complex, neoliberal capitalism, and development strategies on underrepresented peoples and society at large.

The RESR will integrate ways of knowing (epistemologies) and practices of doing scholarship (methodologies) that are historically underrepresented within the frameworks set by western empiricism... The challenge and promise of the RESR is the maintenance of the intellectual integrity of the contributing disciplines (that founded the interdisciplinarity of Ethnic Studies) while creating interdisciplinary curricular initiatives whose graduates will be skilled not only in the analysis of the unique and overlapping systems of power and oppression relevant to the participating departmental curriculum but in the application of those insights to programs, policies and processes that will enhance an understanding of theories and praxis of social justice both in the academy and the community.

Race and Ethnic Studies Pedagogy

Along with these curricular innovations, the RESR will also incorporate pedagogical tools appropriate to these inquiries. Indeed, pedagogical practices will be central to the effective delivery of these classes. These include re-centered, inclusive classrooms for explorations of complex identities, circle methodologies in classroom seminar, self evaluation, co-teaching, guest specialists and authentic voices, and various forms of student-centered and trauma

informed learning and evaluation. To teach an RESR class requires the instructor to be willing and able to support students, create an inclusive learning environment, deescalate tense situations, and facilitate difficult conversations.

[Examples of RESR pedagogies \(link\)](#).

RESR Student Learning Goals

- Understand, compare, and accountably apply the multiple theories, principles, and methodologies of Ethnic Studies as pertaining to domestic and global realities. Discern how perspectives are deepened through centering the experiences, pedagogies and methods of Black, Indigenous, local and global communities of color into the curriculum.
- Develop relational understanding and consider social responsibility while collaborating with others to address topics of inquiry.
- Differentiate and apply a variety of perspectives regarding anti-racist, anti-white supremacist, and decolonial theories and practices, and understand the histories of these ideas and the communities they come from.
- Identify and clarify various contemporary forms of oppression and discrimination and their origins.
- Engage in anti-oppressive and non-discriminatory practices that reflect an awareness of interlocking dynamics of multiple identities and intersectionalities (e.g. race, ethnicity, nationalist, caste, religion, class, gender, sexuality, and ability).
- Understand how the interlocking dynamics of identity shape communication practices and learn best practices for engaging in accountable cross-cultural communication
- Define and learn to interpret co-existing, multiple perspectives, as well as intersectional and collective consciousness.

NOTE FROM SECRETARY:

[Proposal submission form, January 2024](#)