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Faculty Senate Monthly Packet February 2024

Portland State University Faculty Senate

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Faculty Senate, 5 February 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

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

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

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

The meeting includes:
Consideration of a proposed amendment to the Faculty Constitution

www.pdx.edu/faculty-senate

PORTLAND STATE UNIVERSITY FACULTY SENATE

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

Faculty Senate will convene on **Monday, 5 February 2024** at **3:00 p.m.** in **Cramer Hall 53**.

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, February 5th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **February 5th.** Items on the* Consent Agenda *are automatically **approved** or **received** unless any Senator notifies the Presiding Officer and Secretary, no later than the end of Roll Call, of a request for separate consideration.*

AGENDA

A. Roll Call and *Consent Agenda (see also E.1)*
*   1. Roll Call
*   2. Minutes of January 8th meeting – *Consent Agenda*
   3. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*

B. Announcements
   1. Announcements from Presiding Officer
   2. Announcements from Secretary

C. Discussion – *none*

D. Unfinished Business
*   1. Amendment to Faculty Constitution: Senate and committee representation for adjunct faculty *(see also G.3)*

E. New Business
*   1. Curricular proposals: graduate (GC), RESR courses – *Consent Agenda*
*   2. New program: UG Cert. in Cultural Resource Management (CLAS 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 AHC on Adjunct Faculty Representation *(see also D.1)*
*   4. Report from Committee on Work-Life Balance

H. Adjournment

*See the following attachments:
A.1. Roster
A.2. 1/8 Minutes – *Consent Agenda*
D.1.a-b. Propoposed constittuional amendment and proposed modification
E.1. Curricular proposals: graduate (GC), RESR courses (RESRC) – *Consent Agenda*
E.2. Undergrad. Cert. in Cultural Resource Management (CLAS via UCC)
G.3. AHC-AFR report
G.4. Work-Life Balance Survey Report

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]

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

The School of Business (SB) [4]

Name	Dept	Year
Dimond, Michael	SB	2025
Garrod, Nathanial	SB	2025 +
Sanchez, Becky	SB	2026
Sorensen, Tichelle	SB	2024 *

College of Education (COE) [3]

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

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

Name	Dept	Year
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]

Name	Dept	Year
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]

Name	Dept	Year
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]

Name	Dept	Year
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]

Name	Dept	Year
Emery, Jill	LIB	2025 +

School of Public Health (SPH) [1]

Name	Dept	Year
Izumi, Betty	CH	2024 +

School of Social Work (SSW) [4]

Name	Dept	Year
Blajeski, Shannon	SSW	2026
Martin, Staci	SSW	2025 +
vacant (2)		

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

Name	Dept	Year
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]

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

All Other Faculty (AO) [9]

Name	Dept	Year
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 Commitee (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, 8 January 2024•DRAFT

Presiding Officer: Lindsey Wilkinson

Secretary: Richard Beyler

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

Alternates present: Greg Schrock for Golub.

Senators absent: Endicott-Popovsky.

Ex-officio members present: Beyler, Bowman, Bull, Burgess, Burke, Bynum, Carpenter, Chabon, Clark, Collenberg-Gonzalez, Cudd, Dottin, Ford, Glascott, Hansen, Johnson, Kelley, Knepfle, Lambert, Lubitow, McNaron, Martin (Sheila), Mulkerin, Pendell, Peterman, Petit, Reitenauer, Rosenstiel, Spencer, Tankersley, Toppe, Willson.

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

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call**

2. **Minutes of 4 December meeting** were **approved** as part of the *Consent Agenda*.

    Consent Agenda: see also E.1, G.5-6.

B. ANNOUNCEMENTS

1. **Announcements from Presiding Officer**

    WILKINSON said that strategic planning engagement strategies were underway. He encouraged faculty to take the Heart of PSU Survey now underway. The survey, he said, will information the conversation at further campus-wide events now being organized. He also noted that the deadline for Faculty Development Grant proposals is February 5th and for Race and Ethnic Studies courses is January 26th.

2. **Announcements from Secretary**

    BEYLER gave a few procedural reminders.

3. **Announcement from Jason Washington Memorial Committee**

    WILKINSON introduced Patricia SCHECHTER (HST), chair of the Jason Washington Memorial Committee. SCHECHTER briefly reviewed the history: the committee was charged two years ago by President PERCY to fulfill the terms of the settlement agreement with the Washington family in the wake of the killing of Jason Washington in 2018. She noted that Senator FERBEL-AZCARATE is another committee member. She expressed appreciation to President CUDD for her support of their responsibilities through the current academic year.

SCHECHTER indicated that two installations on campus are imminent this winter and spring. One is an accountability marker being installed on Southwest College Street–an important piece of the teaching and learning that flow from Jason Washington's legacies. The second thing is that our artist in residence will be completing a biographically focused mural and art installation in Smith Center, second floor mezzanine. The committee is also planning a symposium for the end of the year, in connection with the unveiling of the mural, tentatively entitled Beyond Bystander: The Legacies of Jason Washington. There will be call for proposals for presentations at the symposium, probably in February. Some components are already being planned: Kimberly KAHN's (PSY) students will be talking about campus safety survey work, and [SCHECHTER's] public history students will be doing a panel on digital mapping of the campus. She thanked the facilities and construction offices, colleagues in the School of Art + Design, the President and staff, and ASPSU for their collaboration.

The PO recognized Carol GABRIELLI (CLAS Dean's Office): Was their some agreement or decision about how to refer to the event? SCHECHTER was thankful for the question. She agreed that the use of language was important. The committee had in fact discussed this issue, including discussion with an attorney for the family. The word 'murder' has been demoted because it has certain legally binding connotations, and therefore there was concern about the use of that specific word.

REITENAUER thanked members of the committee for their thoughtful and careful leadership. She recognized it is a work in progress, but showed our community could move toward a better sense of safety for all on campus.

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS – *none*

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

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

2. **New program: BA/BS in Elementary Education** (COE via UCC)

   SPENCER gave a brief description of the proposed BA/BS in Elementary Education. It is designed for students who wish to become elementary classroom teachers in public schools. Completion will result in recommendation to the Oregon Teacher Standards and Practices Commission, with endorsements for elementary subjects and English for speakers of other languages [TESOL], along with the bachelor's degree. As an interdisciplinary field, Elementary Education has foundations in cognitive and developmental psychology, anthropology, sociology, neuroscience, linguistics, and applied educational research. The program will help meet a demand in the state for talented teachers. The proposers made sure that the program meets the state's curricular requirements, and that it is accessible to both entering freshmen and transfer students.

   The PO introduced Dot MCELHONE (C&I) to give some further background about the proposal. [For presentation slides, see **January Minutes Appendix E.2**.] Its acronym is LEEP, Licensure in Elementary Education Program. Development was a three-year

process, with many contributors from the community and from alumni. They are particularly trying to provide equity and access, and attract teachers of color. It is a two-plus-two program. It includes a full year of student teaching, which is in demand by districts. Given increasing linguistic diversity, the TESOL endorsement they see as a necessary component. With these additional components, there are 285 standards to address. Competitor programs require 90 upper-division credits. To make this required content accessible equitably, there are multiple pathways through the program, and flexibility in the timeline. It is a terminal degree; however, students could return for as master's in a different program.

THIEMAN / SANCHEZ **moved** approval of the BA/BS in Elementary Education, as summarized in **January Agenda Attachment E.2** and proposed in full in the Online Curriculum Management System [OCMS].

KERNS asked for explanation of the two-plus-two concept. MCELHONE said there is an associate of arts transfer program. A new modification includes the transfer map for elementary education. The rationale is that there is more persistence if students start taking courses in their area of interest [right away] rather than waiting till their junior year. The statewide agreement is that student can start on this program at the community college level, and then continue in a program [such as ours]. But it is also designed so that four-year PSU students can join. The goal is the make it seamless. They've understood from CONSTABLE and other advisors that a common challenge is a perennial junior year. We want the transfer transition to be more seamless.

THIEMAN noted that the effort [to create the proposal] took thousands of hours and much research. It was an inclusive approach, seeking lived experience and seeing to support state and university objectives. She thanked the team for their work.

KNEPFLE characterized this as an exciting new program. We can recruit on this almost immediately in the high schools and community colleges.

INGERSOLL asked if [interested high school] students would be advised to do two years in community college and then transfer. MCELHONE: They could do either path. The less expensive path would be going through community college. But students might also be thinking they want to start with the freshman experience at PSU. They are working on a website with documentation to make the options clear.

LINDSAY was delighted to see the creation of this program. She supported as focusing on students' needs and getting them identified early with their teaching ability.

KNEPFLE, revering to INGERSOLL's question, noted that PSU's Four Years Free program would make the four-year option less expensive.

The BA/BS in Elementary Education, a new program in the College of Education, summarized in **January Agenda Attachment E.2**, was **approved** (47 yes, 0 no, 2 abstain, vote recorded by online survey).

3. **New program: BA/BS in Social Justice and the Arts** (COTA via UCC)

SPENCER described the proposed BA/BS in Social Justice and the Arts, housed in the College of the Arts, as integrated with the artist as citizen initiative of the COTA faculty.

The program includes multiple pathways for students to discover ways to effect social change at the nexus of artistic and civic engagement.

The PO recognized Darrell GRANT (MUS): the program is interdisciplinary degree that seeks to build synergy between COTA and other colleges. Its central theme is social justice. They have been working on the proposal for about five years. The move of Amanda SINGER to the COTA faculty was specifically to support this degree. CUDD has expressed the intention of using the arts one of PSU's means of helping restoration of the city of Portland. COTA is offering a wider pool of students the opportunity to engage with the arts, and presenting a curriculum with social advocacy as a core principle. The degree is unique in the country, GRANT said, and provides an opportunity to attract new students to PSU, including those who are seeking alternatives to traditional arts disciplines. Barriers to entry are reduced: there is not an audition or portfolio review.

SCHAY / LEYMON **moved** approval of the BA/BS in Social Justice and the Arts, as summarized in **January Agenda Attachment E.3** and proposed in OCMS.

BLAJESKI, having arrived recently at PSU, was not aware of the conversations in development. She did not see any specific curriculum in SSW. GRANT said they had conversation with SSW and Child, Youth, and Family Studies. They have to be cognizant of the availability of courses and faculty loads. They hope that as the program grows they will be able to include an increasing number of courses from units across campus.

The BA/BS in Social Justice and the Arts, a new program housed in the College of the Arts, summarized in **January Agenda Attachment E.3**, was **approved** (39 yes, 3 no, 4 abstain, vote recorded by online survey).

F. QUESTION PERIOD – *none*

G. REPORTS

1. President's report

CUDD gave New Year's greetings, hoped that faculty had a chance to recharge over winter break, and expressed appreciation for work on the challenges of the new term.

CUDD announced that PSU has received for the third time the Carnegie Elective Classification for University Engagement, an honor shared by around 350 universities around the country. The application, submitted last summer, was a detailed self-study of ongoing and new efforts in community-engaged research, University Studies and Capstone programs, workshops for Urban Planning graduate students taking on the city's challenges, training in Social Work for behavioral health professionals, etc. We identified assets that can fill gaps to enrich our students, research, and community.

CUDD recalled that she had announced in December formation of a task force on building campus community in an era of global instability. She was optimistic that PSU has an opportunity to prove that higher education can and should stand against hateful rhetoric, while continuing complex thinking and dialogue across differences. The month they are launching the Task Force for Building Community and Fighting Hate at PSU, addressing anti-Semitic, anti-Palestinian, and anti-Arab bias. She asked former president PERCY to chair this effort. and also invited Trustee Mark ROSENBAUM, who has deep experience in intercultural dialogue, to joint the task force. VP-GDI LAMBERT will

serve as consultant. Student representatives will be involved, and they will be brining in community organizations to advise the process, such as the Muslim Educational Trust. The task force will be made of four committees: violence prevention and response, climate and psychological safety, education, and group dialogue and engagement. There will be an [online] nomination form for anyone interested in joining this effort.

In work on the strategic plan, CUDD said, the Steering Committee has developed two instruments to collect information on community views. One is a survey that asks about PSU's core mission, vision, and values. The other is a discussion guide to seed campus conversations. They are asking for volunteers to lead these conversations, and hoped that Faculty Senators commit to having at least one such conversation with colleagues. She hoped all faculty, staff, students, and community partners would help clarify PSU's unique strengths. The survey is live. Three engagement sessions will be coming up in February, as well as the Winter Budget Forum on February 23rd.

In the Presidential Speaker Series, CUDD said, we would be learning from national experts about what student success excellence looks like in the context of a minority-serving or majority-BIPOC institution. Improving futures through social mobility is what PSU has done for decades. The first speaker on January 23rd will be Dr. Angelica Garcia, President of Santa Rosa Junior College in California. This and the four following presentations will help PSU understand and celebrate this shift in identity and focus.

CUDD announced that the Disability Resource Center would now report directly to the Provost in the Office of Academic Affairs. This move, she said, reflects our commitment to supporting students and faculty. DRC serves an increasingly large portion of the student body, and its goals align closely with the other units in the Provost's portfolio. The Office of Global Diversity and Inclusion will continue to be partner, as disability is an essential aspect of institutional conversations on diversity. GDI will continue to monitor compliance. DRC is welcoming a new director, Emily ACKERMAN. Additional professional hires will follow.

RUTH asked, in regard to the task force, if we would make sure not to allow definitions of anti-Semitism to include [within the definition] criticism of Israel, which we see nationally in attempts to suppress speech about the history of the Nakba, etc. CUDD responded: we are not adopting any University-wide definition of anti-Semitism. A discussion of the definition seems legitimate to help people understand each other's perspectives–but an institutional definition, no.

RUTH asked further about the wisdom of having a Board member on the task force, given what had transpired at Penn, Harvard, etc. CUDD said she chose ROSENBAUM specifically for his demonstrated understanding of intercultural dialogue and engagement with multiple communities across Portland. He's on the intercultural dialogue committee; their task is not to form policy, but to address how the community can come together. She believed that involvement from the broader community is useful.

KERNS asked about support for the many students who need accommodations. CUDD had heard from many faculty about this issue last term. The impetus for the move is a better organizational fit and collaborative input. Anecdotally, it appeared that the number of students needing accommodations had skyrocketed in the last two years. She wondered if we should make moves towards universal design.

2. **Provost's report**

   CHABON had attended the first meeting of the Asian American-Native American Pacific Islander Steering Committee, a team putting into practice PSU's AANAPISI status and guide the investment of Federal funding. An *Oregonian* feature last week on this development, with comments from students, staff, and faculty, was a great read. PSU is also keeping its focus on Hispanic-background students, and continues to consider what it means to embody the spirit of service, inclusion and student success that applies to individuals across racial, ethnic and ability groups.

   CHABON said that the survey administered by the Committee on Work-Life Balance is informing the creation of two Provost's Fellows, working on a model for re-engaging faculty after leaves, and on academic duos in regard to recruitment and retention.

   Recognizing the continuing interest in team teaching opportunities, CHABON said she would be engaging with relevant Faculty committees to clarify our approach to attribution of students credit hours and strengthen partnerships throughout the institution. The academic leadership team will be meeting to identify new opportunities for collaboration and consider the budget impacts.

   CHABON continued: Katherine BARICH is working in OAA, and in collaboration with Registrar BACCAR, to analyze courses across the colleges to get a better sense of which courses are filling and which schedules are optimal for our students.

   The five dean searches are ongoing, CHABON said. Three finalists for the Library Dean will be visiting campus this month. The SB position will be posted this week, and committees for SSW, COE, and CUPA have been formed, and those positions will be posted soon. There are likely to be many campus visits in April.

   CHABON had heard questions about whether we are taking too long to make strategic cuts to ensure financial sustainability. We are not in a race to the bottom, she said, and decisions will continue to be principled and strategic. The decision-making model has evolved with faculty input, and will be incorporated into the IPEB process.

   The call for nominations for Faculty Excellence Awards has gone out, CHABON noted.

   CHABON said that OAA is developing a webpage that will clarify our values of academic freedom. The conflict in the Middle East has added urgency to this process, which was already underway.

   Reiterating CUDD's announcement about the DRC, CHABON said that a top priority will be to fill vacant positions and identify additional resources.

   CHABON was looking forward to continuing the dialogue [with faculty] in coffee hours and in school and college visits. More information would be shared soon about some technical changes to sign-ups.

3. **Report from Dean of Student Life**

   Dean of Student Life [DOSL] BURKE stated that the DOSL office sought to be a resource and place of consultation for faculty, and an entry point for support and intervention for difficult situations with students. DOSL also serves a compliance

function regarding academic misconduct, behavioral concerns, student cases related to Title 9. [For presentation slides see **January Minutes Appendix G.3**.]

There is a centralized student conduct process at PSU, BURKE said. There are four primary teams engaged in intervention: PSU CARES, Student Conduct, CARE Team (behavioral intervention), and Threat Assessment Team. There are also several resource centers in the DOSL portfolio. There are various ways to refer a student, but any door will lead to the right place: referrals are filtered to the right team as needed. PSU CARES was rebranded this summer to reflect the ethos of care. There is an online that allows [faculty] to submit a concern about a student. Care advocates are DOSL staff members who work the student to build a support plan. The CARE Team is an interdisciplinary team for cases involving a significant risk to a student.

BURKE indicated that they have moved to an assertive case management model which has had better success in outreach to students and connecting them with campus resources. In the past year, just under 40% of cases went to student conduct; almost 6% went to the CARE Team; less than 1% went to the Thread Assessment Team.

In terms of compliance and verification, BURKE said, DOSL is engaged in student conduct review, due process and conduct records, equity compliance, and partnering on religious accommodations. They deal with Title 9 issues, accommodations and emergency measures, and sexual misconduct concerns. They are currently working on pregnancy and postpartum accommodations in connection with the Resource Center for Students with Children. Kimberly ALVAREZ became new director of that center about a month and a half ago. They continue with consultation with faculty related to mandatory reporting. This can be confusing, because information may or may not be known. They review and report crimes to Campus Public Safety. PSU CARES [see **slide 10** for membership] is involved in verification related to temporary academic adjustments–for example, a student who undergoes hospitalization.

GRECO said that in recent years she was actually dissuaded from contacting DOSL, and was glad to see that things are in a better place. BURKE encouraged reporting as critical for intervention and safeguarding the campus.

REITENAUER commented it is important for faculty and academic staff to know the landscape of support they might need to access. She was, like GRECO, glad to hear that the office is better able to be responsive. She wondered if there was a best way for faculty to reach out. Her second question was if there is still some additional resource need and, if so. what? BURKE replied that PSU CARES is the best access point. They can move the referral around on the back end. Faculty are welcome to consult, but it's faster for [a referral] to show up on their dashboard; then can then reach out to the student. Regarding resource needs, if BURKE made a recommendation it would be for an additional FTE to manage threat assessment and conduct processes.

4. **Quarterly report from Budget Committee**

EMERY began by recalling the budget principles developed by Budget Committee several years ago, last updated in December 2022 to incorporate language from the Ad-Hoc Committee on Academic Program Review and Curricular Adjustment regarding the process then underway. A new aspect of BC's work is the principled decision framework

that's been developed to ground how units within OAA look at the budget process: key questions and evaluation techniques.

Describing where BC sits within the University, EMERY said it has an advisory role. Provost CHABON and Vice-Provost MULKERIN usually attend; OIRP is also part of the conversation. The Board of Trustees conducts budget discussions, after the academic and student affairs conversations. This [order] is an important flip [from previously], EMERY noted–a response to concerns raised by faculty last year. FADM sought participatory input on short-term budgetary decisions at the form in November; while many recognized some problems with that process, we were grateful to able to work through mechanism and provide feedback. She believed holding multiple forums would be a good idea, and she encouraged faculty to be engaged with them. Deans were encouraged to get more voices at the table at the unit level.

This year, EMERY said, BC's questions [to units] are being distributed at the same time as OAA's instructions. It's hoped that might help get better responses. OAA is looking into new terms for review of responses from the revenue supporting as well as revenue generating units. This will give a broader sense of budgetary impacts across all of OAA.

BC has drafted questions for the IPEB process, EMERY said. [See **slide 9**.] Units are being asked model 0.5%, 1%, and 1.25% cuts for fiscal year '25. These may seem low percentages, but EMERY noted that that the division level they can mean millions of dollars. It is concerning because we still have difficult decisions to make.

Continuing with the timeline, EMERY said, the BoT Finance and Administration Committee will set budgetary guidelines at their January 25th meeting. This determine parameters people have to work with. IPEB materials are due back in mid-February, and then BC members will start meeting with the units. there will follow feedback to OAA and adjustments to scenarios, then a report on budget allocations for FY '25 in mid-May.

Another role of BC, EMERY observed, is assessing budgetary impacts of new programs, in the context of strategic planning. The are looking at possible effects of the consolidation of support services. Enrollment and retention, she observed, is always the biggest driver. BC recommended that units within OAA consider creating a budgetary feedback loop and, potentially, a team that they engage with during the process. It requires an investment of time and effort by faculty. Greater transparency is therefore important. BC asked that deans, in particular, invite more people into the discussion.

EMERY reported that BC sees a need for better understanding by unit and departmental committees of financial impacts of curricular decisions. This is a concern with some new programs. There is concern whether we are cannibalizing existing programs to create new programs, or actually building capacity for new enrollments.

BC's questions to Faculty Senate, then, are: What is the willingness for more participatory budgeting practices? And, what do faculty want to see and know, particularly going into the February budget forums?

LAFRENZ emphasized that BC is a Senate committee like EPC, ARC, GC, UCC. All [ultimately] have a role to support students and shared governance, and that is also the case from the budget perspective. GC is [faculty's] interface with everyone doing anything related to budget on campus. Their questions are about strategies and

opportunities, and how the faculty can help. Thus BC wants to know how best to serve Senate as intermediary.

CLARK asked about the best mechanism to get information or send messages. EMERY: contacting LAFRENZ or herself [co-chairs] or your divisional committee representative.

BEYLER observed that while it's usually called the Faculty Senate Budget Committee, and reports to Faculty Senate, it's strictly speaking a committee of the Faculty as a whole, as are all the constitutional committees. This is not merely a pedantic distinction: you don't need to be a senator to serve on the committee. Moreover, BEYLER emphasized, the committee is an agent or instrument of the faculty as a whole, which is in a sense a partial answer to the first question [about participating in budgeting].

GRECO suggested that the concern about cannibalism arises when units feel they have to go after student credit hours [SCH] to protect their programs, faculty, and jobs. She noted what CHABON said earlier about making team teaching easier; we used to have a more elastic approach, GRECO believed. She believed we need to think structurally, in a bigger way, about pulling together to use each other's talents and working together better. EMERY believed that one [change] coming from OAA this year is that SCH is going to follow the faculty person as opposed to following the course–was this correct? MULKERIN said it is being measured in both ways.

CARPENTER could not speak for others, but she welcomed more faculty participation in budgeting conversations. She was appreciative of opportunities so far this year. She noted that our most recent accreditation report recommended that we create more opportunities for [faculty[participation in planning and budgeting, and that we report to them what we're doing about it. Teams at the unit level would be a good place to start. She wanted to point out this connection to our accreditation requirements.

EASTIN asked when we would see the changes in SCH tracking reflected in the quarterly RCAT [cost allocation model] reports to departments. MULKERIN said that the report developed last year includes attribution by faculty. There is ongoing conversation about whether to add this back into the archived information. The first step was to add it to the IPEB process. Her impression was that tracking it by faculty kind of evened out: you teach for some other units, and some other units teach for you. They are also looking about how to do this for Honors and University Studies.

KELLEY thought it would be useful to have a kind of Budgeting 101 to get better understanding [of terms, acronyms, process, etc.] It's a matter of having a full picture vs. not a full picture. EMERY said BC is working with MULKERIN and JOHNSON on a kind of financial guidebook. JOHNSON observed that there is much information on the Budget Office website, including a dictionary of budgetary terms. She would continue to work with BC on how to tailor information to faculty's roles.

5. **Mid-year report form Intercollegiate Athletics Board** – *Consent Agenda*

6. **Context, epistemology, pedagogy, and curricular learning goals for RESR courses** (RESRC) – *Consent Agenda*

H. ADJOURNMENT – The meeting was **adjourned** at 5:01 p.m**.**

NOTE: If an accessible version of this document is needed, please contact the author or the Secretary to the Faculty.

Portland State
UNIVERSITY

BA/BS in Elementary Education

Licensure in Elementary Education Progam (LEEP)

Dot McElhone, PhD

Associate Professor
Curriculum & Instruction
College of Education
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BA/BS in Elementary Education

LEEP Program Design Team

Amanda Sugimoto

Cynthia Lam Moffett

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Lauren Vega O'Neil

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With contributions/
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Victor Begay
Esperanza De La Vega
Anita Bright
Sybil Kelley
Matt Edinger
Conrad Schumacher
Andreina Velasco
Yer Thao
Deanne DuFrene
Monica Fields
Glenda Golter
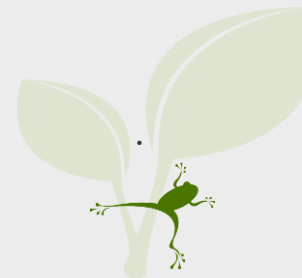
Big Picture Goals

Ensure that every child in the Portland area has at least one well-prepared, well-supported Teacher of Color in the elementary years.

Ensure that every Teacher Candidate, regardless of race, graduates prepared to meet the needs of every student, prepared to make and sustain deep connections with the communities around the school, and prepared to disrupt systems of oppression in the classroom and beyond.

Rationale

Why is an undergraduate major in elementary education needed at PSU?

- Teacher shortage and the particular need for Teachers of Color across Oregon
- Demand for an undergraduate pathway into teaching from community college students who specifically want to attend PSU
  - We expect a significant increase in enrollment when we launch this program.
- Requirement to complete the MEd to earn the teaching license has been a barrier to the profession, especially for aspiring Teachers of Color

2 + 2 Model

LEEP Outcomes

Licensure in Elementary Education Program

- BA/BS in Elementary Education (terminal degree)

Outcomes

Licensure in Elementary Education Program

FALL | WINTER | SPRING | SUMMER | FALL | WINTER | SPRING | SUMMER

- **BA/BS** in Elementary Education (terminal degree)
- Full year of experience student teaching
- Recommendation for an **Oregon teaching license** with
  - Elementary education (multiple subjects) endorsement

    AND

  - Endorsement to teach English to Speakers of Other Languages (ESOL) [ELD]

Rationale

Why is it necessary to prepare teachers for the elementary (multiple subjects) endorsement AND the endorsement for teaching English to Speakers of Other Languages (ESOL)?

- Increasing linguistic diversity in classrooms
- By 2025, 1 out of 4 children in classrooms across the nation will be an English language learner (ELL) student (National Education Association).
- At least 60% of multilingual learners are in grades K-5 (Pew found that ⅔ of ELLs were in K-5 in 2015).
- All teachers must be prepared to work effectively with multilingual learners.
- Strategies for supporting multilingual learners benefit all students.
- To be prepared to teach K-5 effectively, candidates must have specific preparation to teach multilingual learners.

Table 2. Districts with the highest percentage of current English learners in 2021-22

District Name	Percentage of Current English Learners
Woodburn SD	41.5%
Umatilla SD	30.7%
Reynolds SD	29.7%
Nyssa SD	27.5%
Centennial SD	24.8%
David Douglas SD	24.6%
Milton-Freewater Unified SD	24.4%
Morrow SD	24.0%
Gervais SD	22.5%
Hood River County SD	21.8%

Outcomes

Licensure in Elementary Education Program

FALL | WINTER | SPRING | SUMMER | FALL | WINTER | SPRING | SUMMER

- 285+ standards to address & assess (TSPC)

- Competitor programs require ≈ 90 upper division credits in the major to achieve these outcomes

- **BA/BS** in Elementary Education (terminal degree)

- Full year of experience student teaching

Recommendation for an **Oregon teaching license** with

- Elementary education (multiple subjects) endorsement

  AND

- Endorsement to teach English to Speakers of Other Languages (ESOL) [ELD]

8

Pathways for Community College Students, PSU Undergraduates, and Graduate Students

Equity + Access

2 + 2 Model

Community College: Associate of Arts Oregon Transfer Degree - Major Transfer Map (AAOT MTM)

Statewide Articulation Agreement for the Major Transfer Map in Education for programs leading to elementary licensure.

4 years at PSU

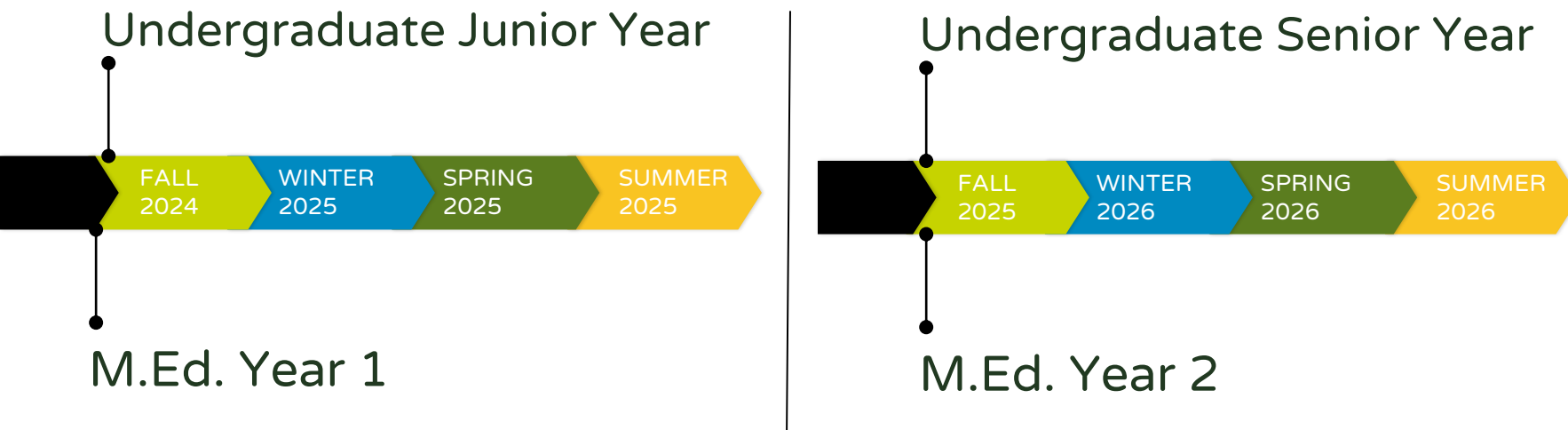PSU Lower Division Requirements + MTM Courses

Graduate Student Pathway

Previous Bachelors Degree + MTH 211, 212, 213

Elementary Teacher Preparation

FALL | WINTER | SPRING | SUMMER | FALL | WINTER | SPRING | SUMMER

9

Undergraduate and Graduate Students on Parallel Tracks

Undergraduate Junior Year

| FALL 2024 | WINTER 2025 | SPRING 2025 | SUMMER 2025 |

M.Ed. Year 1

Undergraduate Senior Year

| FALL 2025 | WINTER 2026 | SPRING 2026 | SUMMER 2026 |

M.Ed. Year 2

- 400/500 level courses
- UG/Grad students enroll in the same courses
- Courses differentiated to challenge graduate students develop additional leadership skills and step into the role of teacher leader

10

Flexibility: Students can take the courses prior to student teaching at their own pace.

Undergraduate Junior Year Program of Study

| FALL 2024 | WINTER 2025 | SPRING 2025 | SUMMER 2025 | Timeline can extend to accommodate student needs (e.g., work, childcare, elder care). |

M.Ed. Year 1 Program of Study

11

Undergraduate and Graduate Students on Parallel Tracks

Undergraduates who complete the BA or BS in Elementary Education would **not** be eligible to return for this same Masters degree.

Instead, BA/BS graduates will be encouraged to return for the **MA/MS in Curriculum and Instruction** and our advanced endorsement/specialization programs in Reading and Mathematics Instructional Leadership.

These programs have entirely different programs of study from the LEEP.

Understanding Communities
Junior Cluster
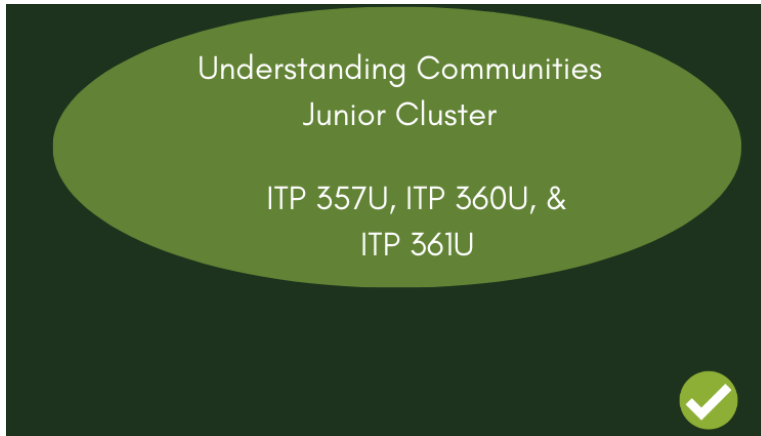
ITP 357U, ITP 360U, &
ITP 361U

ITP 357U	Culture, Law, and Politics	4 credits
ITP 360U	Social Studies Methods: Teacher as Activist	4 credits
ITP 361U	Methods for Teaching Science, Health, and Environmental Justice	4 credits

After careful review, the **University Studies Council, Academic Requirements Committee,** and **Undergraduate Curriculum Committee** approved our proposal to add three new 4-credit junior cluster courses open to all PSU undergraduate students.

The courses were approved as junior cluster courses prior to the moratorium on new cluster courses.

These courses will be housed under the Understanding Communities Cluster.

In our proposal, we explicitly outlined how this combination of courses addresses the UNST goals and the aims of the Understanding Communities Cluster.

Example Assignments addressing UNST Goals

	Ethics, Agency, and Community	Communication	Diversity, Equity, and Social Justice	Inquiry and Critical Thinking
ITP 357U Culture, Law, and Politics	Civil Rights Module	Discussion Group Summaries	ESOL Research Activity	Problem-Posing and Allyship/Agent Artifact
ITP 360U Social Studies Methods: Teacher as Activist	Journal Reflections	Critical Case Analysis	Promoting Underrepresented Histories + Racial Identities Unit Plan	Community Assessment
ITP 361U Methods for Teaching Science, Health, and Environmental Justice	Preparation, Upholding Community Expectations, and Active Engagement and Listening Rubric (Self-Assessment & Instructor Assessment)	Microteach a Science Learning Activity	Yearlong Plan: organize the content and standards around core equity and social justice themes	Yearlong Plan

Academic Requirements Committee, **University Studies Council,** and **Undergraduate Curriculum Committee** formally approved LEEP to require BA/BS in Elementary Education students to take ITP 357U, ITP 360U, and ITP 361U.

Outcomes

Equity + Access
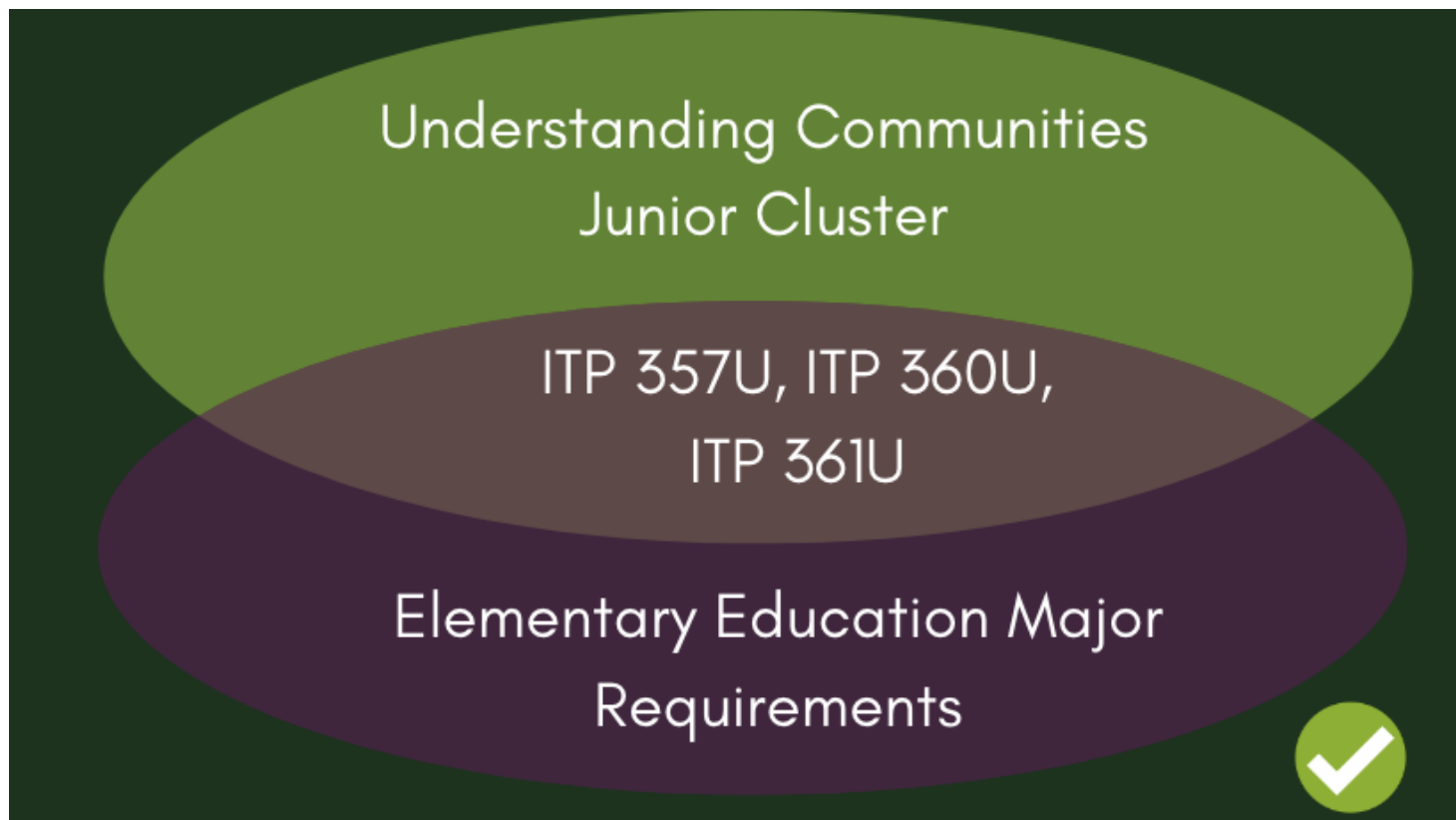
Academic Requirements Committee, **University Studies Council,** and **Undergraduate Curriculum Committee** formally approved LEEP to require BA/BS in Elementary Education students to take ITP 357U, ITP 360U, and ITP 361U because of the extensive additional demands of a professional licensure program. *See slides 26-28 for further rationale.*

Licensure in Elementary Education Program

FALL | WINTER | SPRING | SUMMER | FALL | WINTER | SPRING | SUMMER

- 285+ standards to address & assess

- Competitor programs require ≈ 90 upper division credits in the major to achieve these outcomes

- **BA/BS** in Elementary Education (terminal degree)

- Full year of experience student teaching

Recommendation for an **Oregon teaching license** with

- Elementary education (multiple subjects) endorsement

  AND

- Endorsement to teach English to Speakers of Other Languages (ESOL) [ELD]

Understanding Communities Junior Cluster

ITP 357U, ITP 360U, ITP 361U

Elementary Education Major Requirements

17

Link to Capstone Proposal

Senior Capstone

Equity in Classroom Teaching

ITP 484 Student Teaching 3 (4cr.)
+
ITP 494 Student Teaching *Seminar* 3 (2cr.)

FORMALLY APPROVED BY THE **CAPSTONE COMMITTEE**, **UNIVERSITY STUDIES COUNCIL**, **ACADEMIC REQUIREMENTS COMMITTEE**, AND **UNDERGRADUATE CURRICULUM COMMITTEE** AS A CAPSTONE FOR *TEACHER LICENSURE STUDENTS ONLY* DUE TO THE PREPARATION AND COMMITMENT INVOLVED IN STUDENT TEACHING.

Capstone will facilitate student learning in the areas of:

Inquiry & Critical Thinking

Communication

Diversity, Equity, and Social Justice

Ethics, Agency, and Community

Critical Community-Based Learning

Internal Support for the LEEP Proposal
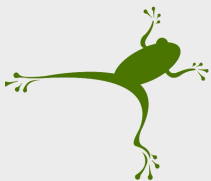
BA/BS in Elementary Education

ARC — Academic Requirements Committee

UCC — Undergraduate Curriculum Committee

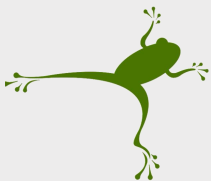**UNST** — University Studies Council Capstone Committee

Internal Support for the LEEP Proposal

$$$

Faculty Senate Budget Committee

COE Leadership

(increase in enrollment)

Internal Support for the LEEP Proposal

$$$

Faculty Senate Budget Committee

COE Leadership
(increase in enrollment)

Budget Committee Analysis predicts Year 1 net revenue of $319,136 with a conservative headcount of 25 incoming students.

Our community college partners have told us to expect more than 25 qualified students in Year 1.

In Year 2, we will have both new and continuing students for an expected headcount of at least 50.

External Support for the LEEP Proposal
*Support letters are linked.

Oregon Teacher Standards and Practices Commission approved undergraduate and graduate pathways to licensure in June 2023.

Kara Huynh Stone
Coordinator, Rise to Teach Program

Portland Community College

Katy Ho
Vice President for Academic Affairs
Portland Community College

Cecelia Monto
Former Dean - Education, Languages. and Social Science
Chemeketa Community College

Armetta Burney
Dean of Technology, Applied Science, and Public Services
Clackamas Community College

Nate Waas Shull
Senior Administrator Career Pathways & Partnerships
Multnomah Education Service District

BA/BS in Elementary Education

Program Development and Approval Timeline

2020-2023

Focus groups, review of program data, collaboration with internal/external partners, literature review, development of program structure, curriculum map, and course syllabi.

March 2023

Submitted to OCMS 53 course proposals (undergrad & grad), major program modification (MEd), and a new program proposal.

April-June 2023

Proposals approved by Oregon Teacher Standards and Practices Commission, Curriculum and Instruction Department, and COE Program & Policy Committee.

September 2023

Approved by College of Education faculty and dean.

Nov/Dec 2023

Approved by Undergraduate Curriculum Committee, Graduate Council, Budget Committee, and Steering Committee.
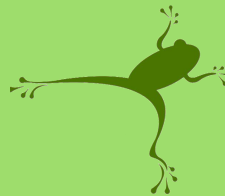
January 2024

Faculty Senate vote.

Jan-May 2024

Approvals by PSU Board, State Provosts' Council, HECC, NWCCU.

Fall 2024

First term of LEEP.

Thank you!
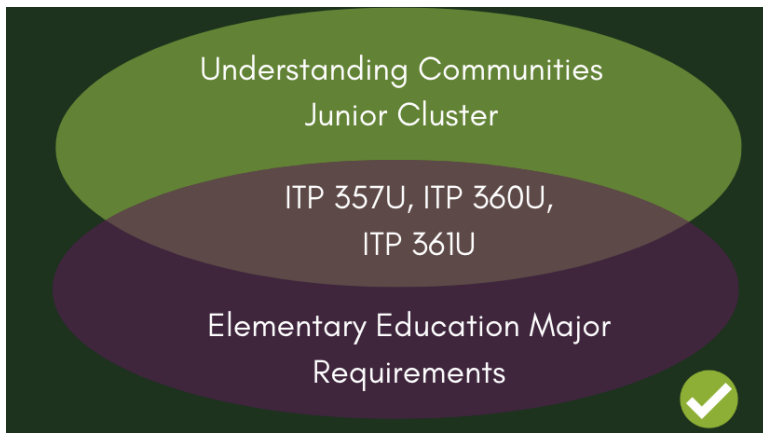
Dot McElhone

Program Design Lead

✉ mcelhone@pdx.edu

Amanda Sugimoto

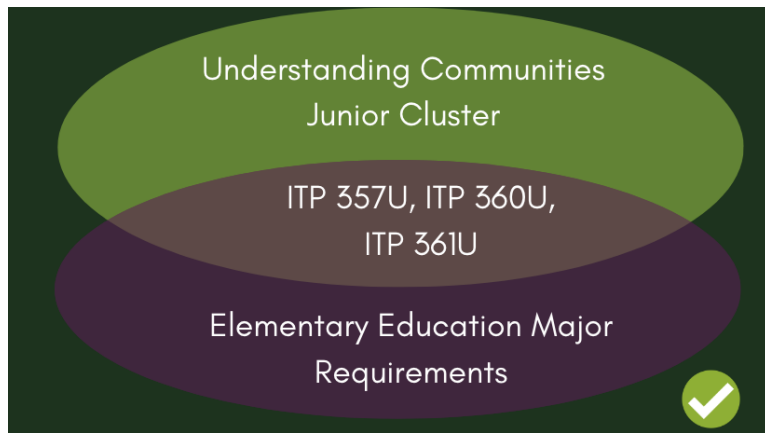COE Associate Dean

✉ asugimo2@pdx.edu

Additional Slides for Reference

Understanding Communities
Junior Cluster

ITP 357U, ITP 360U,
ITP 361U

Elementary Education Major
Requirements

ITP 357U	Culture, Law, and Politics	4 credits
ITP 360U	Social Studies Methods: Teacher as Activist	4 credits
ITP 361U	Methods for Teaching Science, Health, and Environmental Justice	4 credits

After careful review, the University Studies Council and Academic Requirements Committee also approved the LEEP to **require** ITP 357U, ITP 360U, and ITP 361U for the Elementary Education major because:
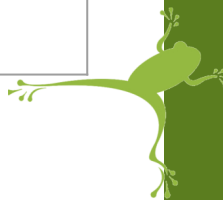
- LEEP is not *only* a degree program.

- LEEP also incorporates a full year of student teaching (model supported by research).

- A LEEP graduate earns a recommendation for:

    - an Oregon teaching license,

    - an endorsement to teach elementary grades, and

    - an endorsement to teach English Language Development (multilingual learners).
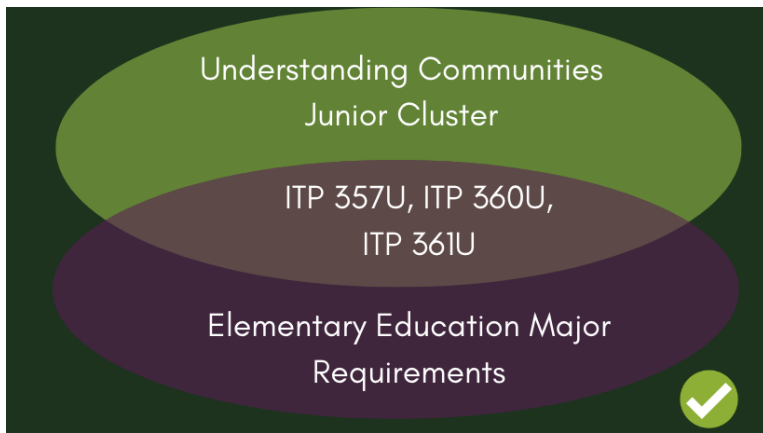
Understanding Communities
Junior Cluster

ITP 357U, ITP 360U,
ITP 361U

Elementary Education Major
Requirements

ITP 357U	Culture, Law, and Politics	4 credits
ITP 360U	Social Studies Methods: Teacher as Activist	4 credits
ITP 361U	Methods for Teaching Science, Health, and Environmental Justice	4 credits

The UNST and ARC committees agreed to this modification to typical practice because:

- To qualify to the Oregon Teacher Standards and Practices Commission, we are required to address and assess more than 285 standards (with additional standards under development).

- 90-credits of major coursework to complete the degree, student teaching, licensure, and elementary and ESOL endorsements is **comparable to the programs of study of our competitors in the state.**

Understanding Communities
Junior Cluster

ITP 357U, ITP 360U,
ITP 361U

Elementary Education Major
Requirements

ITP 357U	Culture, Law, and Politics	4 credits
ITP 360U	Social Studies Methods: Teacher as Activist	4 credits
ITP 361U	Methods for Teaching Science, Health, and Environmental Justice	4 credits

The UNST and ARC committees agreed to this modification to typical practice because:

- None of our primary **competitors** require upper division coursework in general education.

- Our equity and access mission would be compromised by requiring students to take junior cluster credits over and above the major requirements. Our mission would also be compromised by cramming 285 standards into fewer credits than is appropriate for the pace of learning.

- Distributing some of those standards across other cluster offerings across the university would be untenable for accreditation.

Program of Study: Junior Year/Year 1

Fall	14	Winter	12	Spring	13	Summer	14*
Identity and Social Emotional Learning	3	Literacy Methods 1: Reading and Spelling Words	4	Literacy Methods 2: Meaning Making, Identity Building, and Criticality	5	Arts, Music, and Movement Methods	3
Culture, Law, and Politics (CLUSTER)	4	Equity-Centered Mathematics Methods 1 for Elementary Educators	3	Equity-Centered Mathematics Methods 2 for Elementary Educators	4	Special Education Applications	2
Social Studies Methods: Teacher as Activist (CLUSTER)	4	Methods for Teaching Science, Health, and Environmental Justice (CLUSTER)	4	Using Technology in the Elementary Classroom	3	Community Engagement and Collaboration	3
Curriculum Design	3	Elementary Practicum	1	Elementary Practicum	1	Classroom Community and Routines	3
						*Three additional credits appear on next slide for Late Summer to make a total of 14.	

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Program of Study: Senior Year/Year 2

Late Summer (Teacher In-Service and First Weeks of K-12 School)	*	Fall	12	Winter	13	Spring	12
Student Teaching Seminar 1	2	Student Teaching Seminar 2	3	Student Teaching Seminar 3 (CAPSTONE: Equity in Classroom Teaching)	2	Student Teaching Seminar 4	3
Student Teaching 1	1	Student Teaching 2	3	Student Teaching 3 (CAPSTONE: Equity in Classroom Teaching)	4	Student Teaching 4	9
*These credits are counted with summer on the previous slide.		Assessment	3	Teacher Performance Assessment	4		
		ESOL Bridge: Methods for Teaching English to Multilingual Learners	3	ESOL Practicum	3		

30

Part 4: Prescribed Curriculum

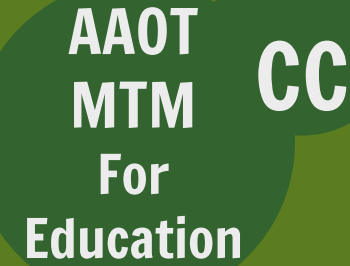| CORE TRANSFER REQUIREMENTS		
See an advisor for recommended courses and to learn about professional Elementary Education application processes		
Writing		
1 course	WR121* *A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course*	3-4
Arts & Letters		
1st course	ENG 104, 105, or 106	3-4
2nd course	Intro to Drawing or Intro to Design	3-4
Social Sciences		
1st course	HST 201, 202, or 203	3-4
2nd course	World/Cultural Geography or Cultural Anthropology	3-4
Natural Sciences		
1st course	Biological Science w/lab (ORELA prep course, often Bio 101)	4-5
2nd course	Earth Sciences w/lab	4-5
Mathematics		
1 course	MTH 211	4-5
At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT* ****Courses must total minimum of 30 credits, can be filled by an elective credit if needed*		
Core Transfer Requirement Total		**30-35**
ADDITIONAL GENERAL EDUCATION COURSES		
See an advisor for recommended courses and to learn about professional elementary education programs and application processes		
Writing	WR 122* *A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course*	3-4

AAOT
MTM
For
Education

CC

AAOT MTM for Education Program of Study

For Community College students: This is the smoothest path to transfer into the LEEP.

Page 1 of 2

Communications	COMM 111	3-4
Arts & Letters	Select from AAOT outcomes • *Students interested in the WOU 4 Yr. licensure program can also take linguistics* • *200-level world languages also recommended*	3-4
3rd Social Science	American Government	3-4
4th Social Science	Psychology class PSY 201 or 202	3-4
Natural Sciences	3rd lab Science from AAOT course list w/lab or discussion section	4-5
Math	MTH 212	4-5
Math	MTH 213	4-5
Health	Health and Wellness	2-3
Section Total		29-38
EDUCATION COURSES*		
* Each public university will accept at least 3 out of the 5 courses as meeting major requirements. One of those 3 must be Education Foundations/Introduction to Education *See an advisor for recommended courses and to learn more about professional elementary education programs and application processes*		
Education Foundations/Introduction to Education		3-4
Child Development/ Learning & Development		3-4
Multicultural Education/Culturally Responsive Pedagogy		3-4
Special Education		3-4
Practicum		3
Section Total		15-19
Grand Total		**74-92**
ELECTIVES		
Elective courses to reach 90 credits (See recommended electives on page 3)		0-16
MAJOR TRANSFER MAP TOTAL		90-100

Portland State
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AAOT MTM For Education   CC

AAOT MTM for Education Program of Study

For Community College students: This is the smoothest path to transfer into the LEEP.

Page 2 of 2

Strategy

Create a robust, accessible undergraduate major in elementary education that fits seamlessly with the Associate of Arts Oregon Transfer degree <u>Major Transfer Map</u> in elementary education in order to attract a more diverse pool of teacher candidates. (A path will also exist for 4 year PSU students and for graduate students.)

Robust means:

- Effectively addressing and assessing the roughly 285 standards for elementary licensure (with additional standards currently being drafted)
- Incorporating an ESOL endorsement (a necessity for new teachers in the 2020s and beyond)
- Explicitly centering anti-racist, anti-bias practice in every facet of the program.

Strategy

Create a robust, accessible undergraduate major in elementary education that fits seamlessly with the Associate of Arts Oregon Transfer degree Major Transfer Map in elementary education in order to attract a more diverse pool of teacher candidates. (A path will also exist for 4 year PSU students and for graduate students.)

Accessible means:

- Courses scheduled to accommodate working students
- Courses offered through an accessible hybrid model
- Seamless integration with AAOT MTM
- Intentional supports for navigating white supremacist systems (e.g., university, K-12 schools) (e.g., a navigator position)
- CC students can complete the program in their remaining 90 credits once transferring to PSU

2 + 2 Model

Sample of our exciting courses

Social Studies Methods: Teacher as Activist

Equity-Centered Mathematics Methods

Methods for Teaching Science, Health, and Environmental Justice

Identity and Social Emotional Learning

Arts, Music, and Movement Methods

Community Engagement and Collaboration

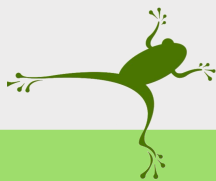Courses offered at the undergraduate and graduate level.

Graduate courses include an emphasis on teacher leadership.
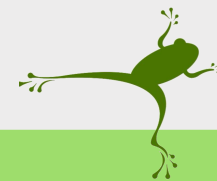
BA/BS in Elementary Education

PSU LEEP Benefits

**All New Courses
Many Courses Use
Free e-Books**

Emphasis on Anti-Bias/Anti-Racist Practice

**Flexibility:
Take pre-student teaching courses at your own pace**

**Practicum Experience
+
Full Year in Elementary Classroom**

90-credit program of study covers all upper division requirements at PSU

Intensive Preparation to Teach Reading, Mathematics, and Multilingual Learners

BA/BS in Elementary Education

We seek to prepare courageous, anti-racist *community* teachers who build relationships within and around the school.

Touchstones for Anti-Bias Anti-Racist (ABAR) Educators

To support **student access**, **quality**, and **relevant content**, the LEEP was designed in collaboration/consultation with:

- Portland Community College
- Clackamas Community College
- Chemeketa Community College
- Multnomah Educational Service District
- Multnomah Clackamas Regional Educator Network
- **Affinity-Based Focus Groups** of Alumni and Community Leaders of Color

We are grateful for their contributions to our:

❖ All-New Program of Study
❖ Emphasis on Community Engagement
❖ Hybrid Modality
❖ Accessible Schedule (Evenings/Weekends)
❖ Integration with the Associate of Arts Oregon Transfer Degree Major Transfer Map for Education

2 + 2 Model

# Faculty Updates: PSU CARES

**PORTLAND STATE UNIVERSITY
DEAN OF STUDENT LIFE | STUDENT AFFAIRS**

Partnering with Faculty and Staff

- ❏ Resource and consultation
- ❏ Entry point to support and intervention
- ❏ Partner on safety and risk management
- ❏ Compliance, accommodations, and temporary academic adjustments
- ❏ Centralized conduct review and due process
- ❏ Student cases related to TIX
- ❏ Feedback requested at psucares@pdx.edu
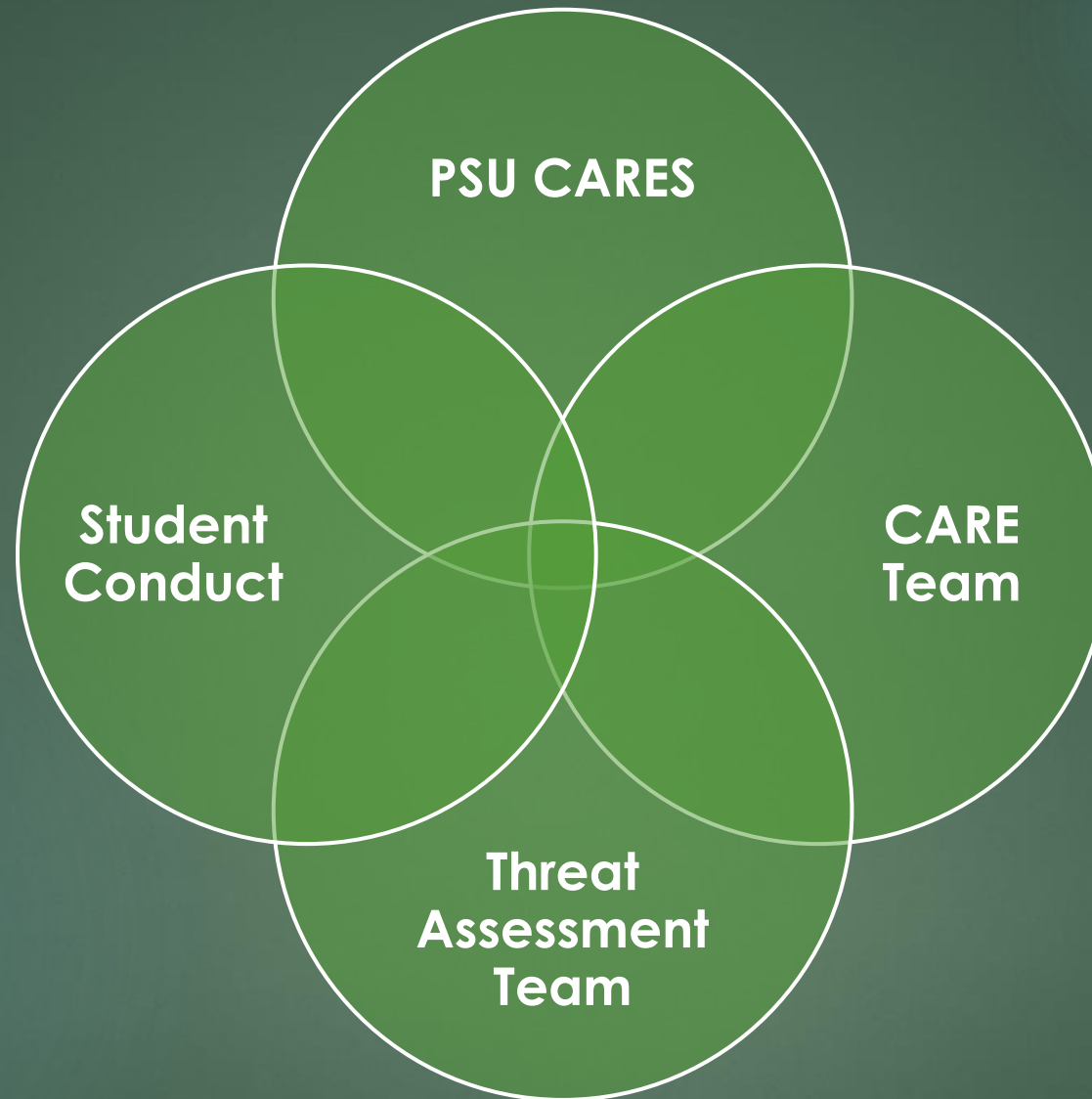
Teams for Student Intervention and Support

Resource Centers and Programs
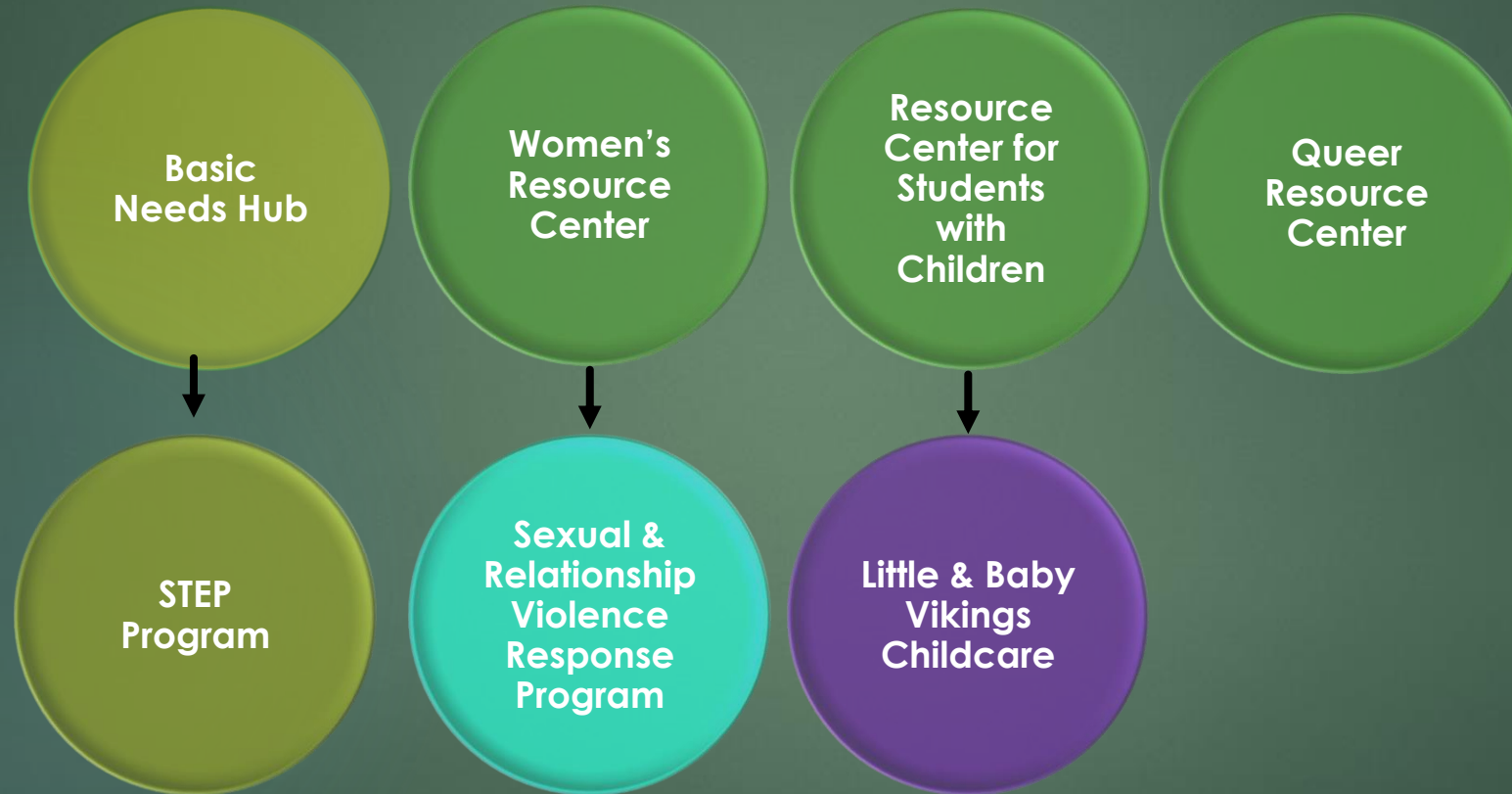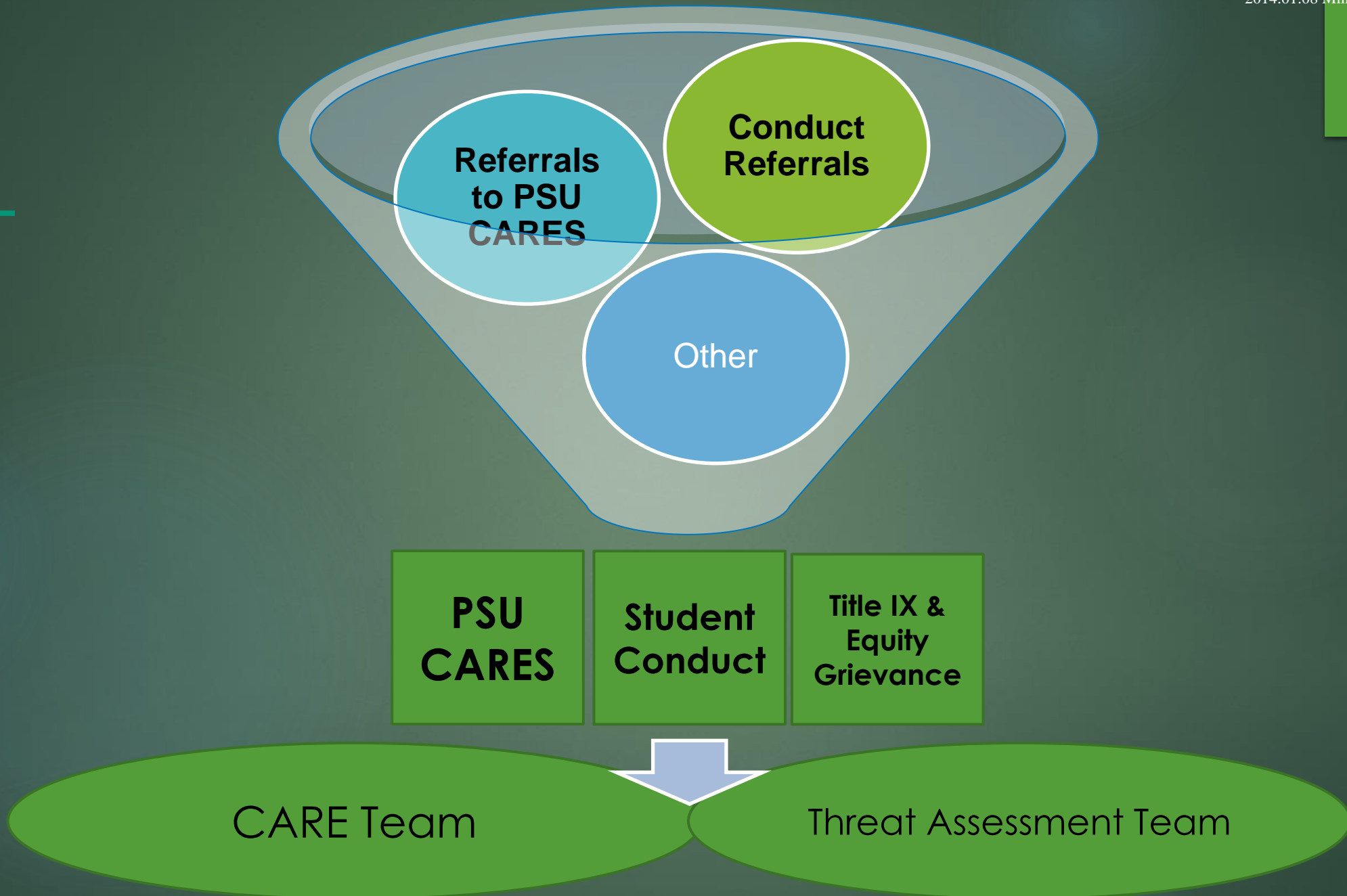
PSU CARES

- Rebranded to reflect community ethos

- Online form submitted to share a concern about a student

- CARE Advocate – DOSL staff members who work with the students to build support plans

- CARE TEAM – The multi-disciplinary team convened to review and assist with complex cases, often impacting multiple departments or programs
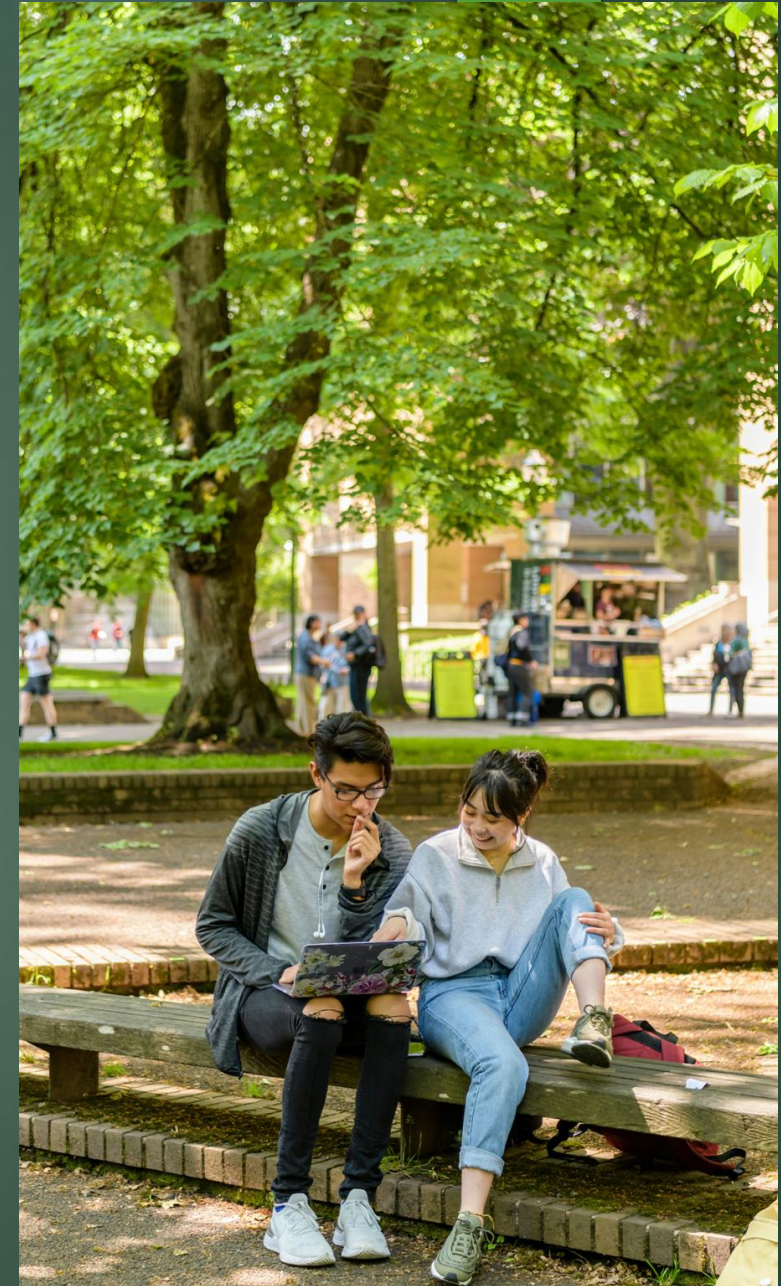
Increasing Outreach and Connection

AY 22-23

CARE Team, 147, 6%

Threat Assessment, 11, 0%

Conduct, 979, 36%

PSU CARES, 1568, 58%
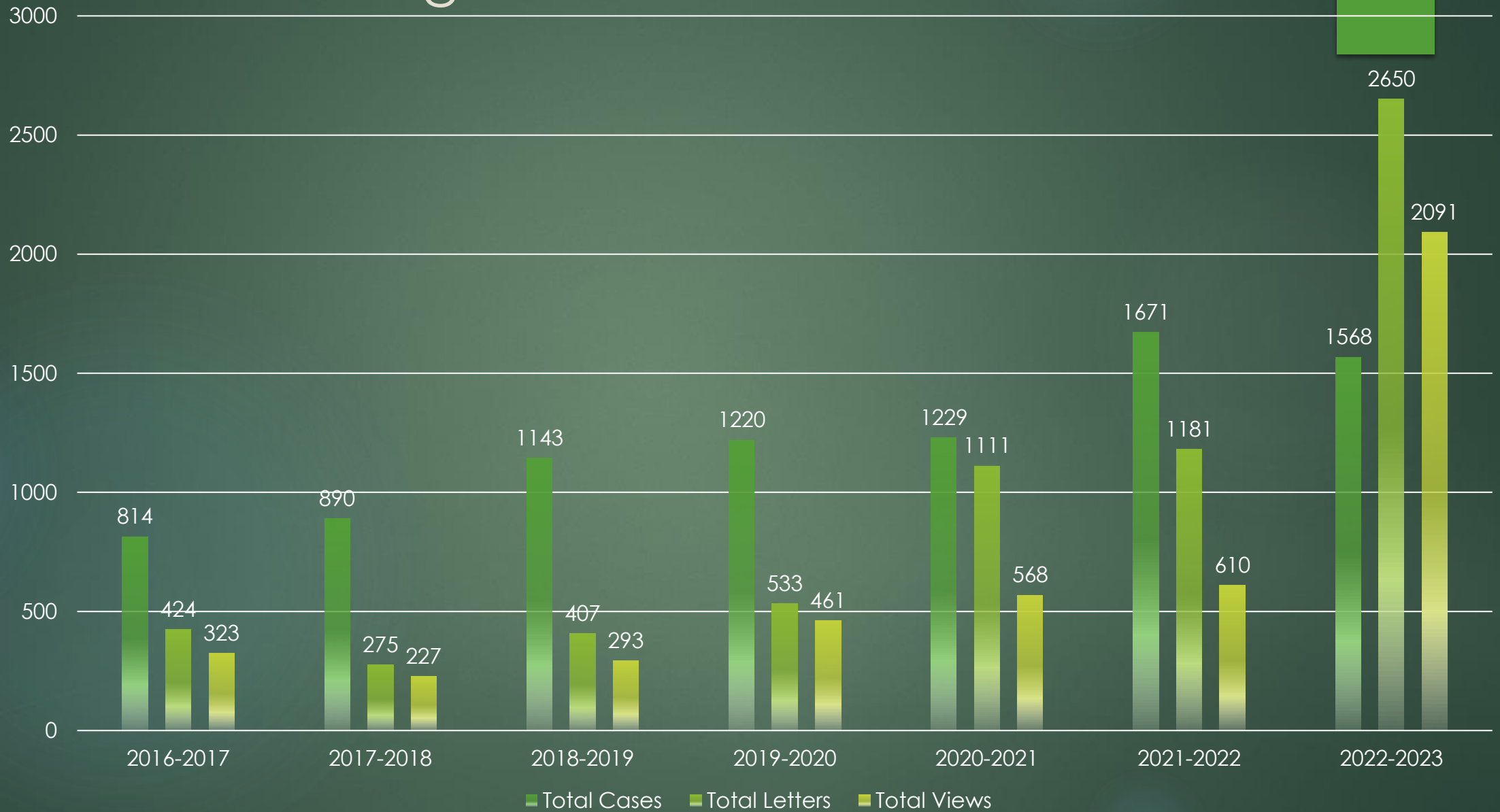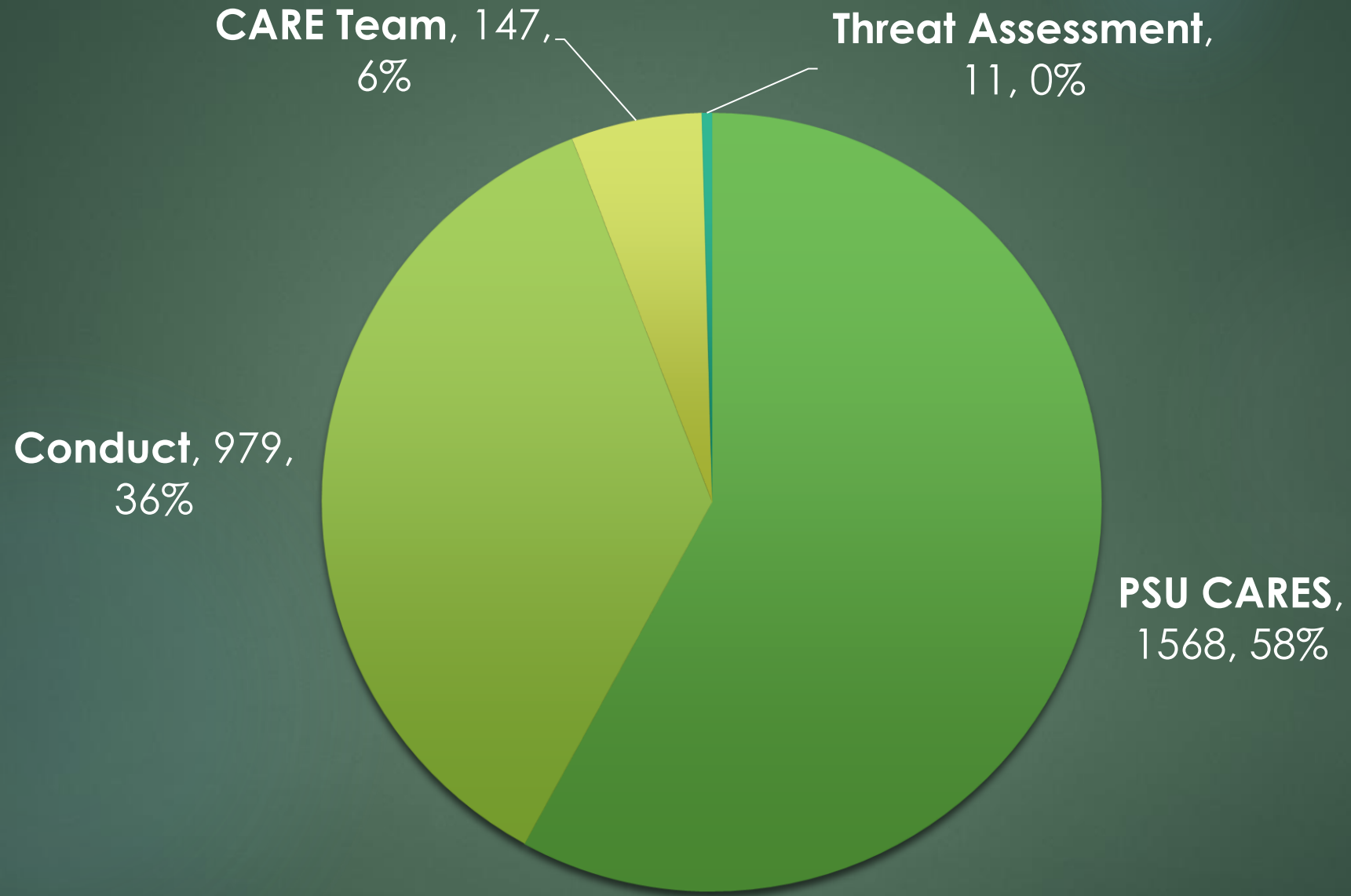
Compliance and Verification

- Student Conduct: Review, due process and conduct records

- Equity and Compliance – Reporting, consultation, and partnering on religious accommodations

- Title IX Compliance, accommodations, and emergency measures
  - Collaborate on accommodations for students for pregnancy and postpartum
  - Investigation and adjudication for all related student cases (non-TIX sexual misconduct)

- Consultation on mandatory reports of child abuse

- Clery Act - Review and report crimes related to Clery Reporting

- PSU CARES – Verification related to Temporary academic adjustments

CARE Team

General emails: askdos@pdx.edu

- Claire Araujo, Director of Conduct and Community Standards, clairela@pdx.edu
- Taylor Burke, Associate Vice Provost and Dean of Student Life, burketj@pdx.edu
- Maria Gamino, CARE Advocate, gamino2@pdx.edu
- Alinta Ali, Administrative Program Assistant for PSU CARES & Conduct, ally7@pdx.edu
- Willie Halliburton, Director of Campus Public Safety Office, willie@pdx.edu
- Marcy Hunt, Director of SHAC Counseling and Psychological Services, mhun2@pdx.edu
- Vacant, Assistant Vice President, Equity and Compliance,
- Marcos Jimenez, CPSO Lieutenant, maji2@pdx.edu
- Jessica Navlet, CARE Advocate, navlet@pdx.edu
- Dana Tasson, Associate Vice Provost for Student Health and Wellbeing, tassond@pdx.edu
- Michele Toppe, Vice Provost for Student Affairs, toppem@pdx.edu
- Ashley Wendler, Executive Director of University Housing & Residence Life, awendler@pdx.edu

Portland State University

Campus Budget Planning Overview

From Faculty Senate Budget Committee

January 8, 2024

Budgetary Vision of PSU

Finance & Administration Vision Statement:

"Finance and Administration supports the people and place that are Portland State University, an institution committed to impacting the community as a vibrant center for learning, scholarship, research, creativity, and community engagement."

Annual Budget Forecast Standard Guidance Principles:

● Limiting the impact on enrollment, student success, and completion
● Improving the effectiveness of academic and administrative operations to better support our core mission

Guiding Principles from FS Budget Committee

- Recognizing that PSU is open, inclusive, and committed to diversity and equity, and has committed to utilizing an equity lens in campus decision-making, the University should endeavor in all budget decisions to close gaps in equity experienced by students, faculty, and staff from traditionally underrepresented groups.
- In addition to the equity lens for underrepresented groups, equity should also be considered when making budget decisions that concern the wages of permanent faculty, adjunct faculty, and staff, with the guiding principle of equal pay for equal work. This principle will need to be moderated at times by short-term budget concerns, but should be a guiding factor for long-term financial planning within the units.
- Protect and promote further development of instructional activities, programs, and services that support student success.
- Provide students with access to a diverse curriculum and a well-rounded liberal arts education.
- Consider investments that generate new revenue, encourage long-term viability, and improve efficiency.
- Implement budget decisions that support the success of students and faculty.
- Engage with other divisions to encourage budgeting decisions that do not adversely impact instruction.
- Consider the impacts of sustained budget reductions on course offerings, research support, student services, and faculty development.
- Employ these principles for decisions made within each unit as well as for Academic Affairs and the university as a whole.

PRINCIPLED DECISION MAKING FRAMEWORK from OA
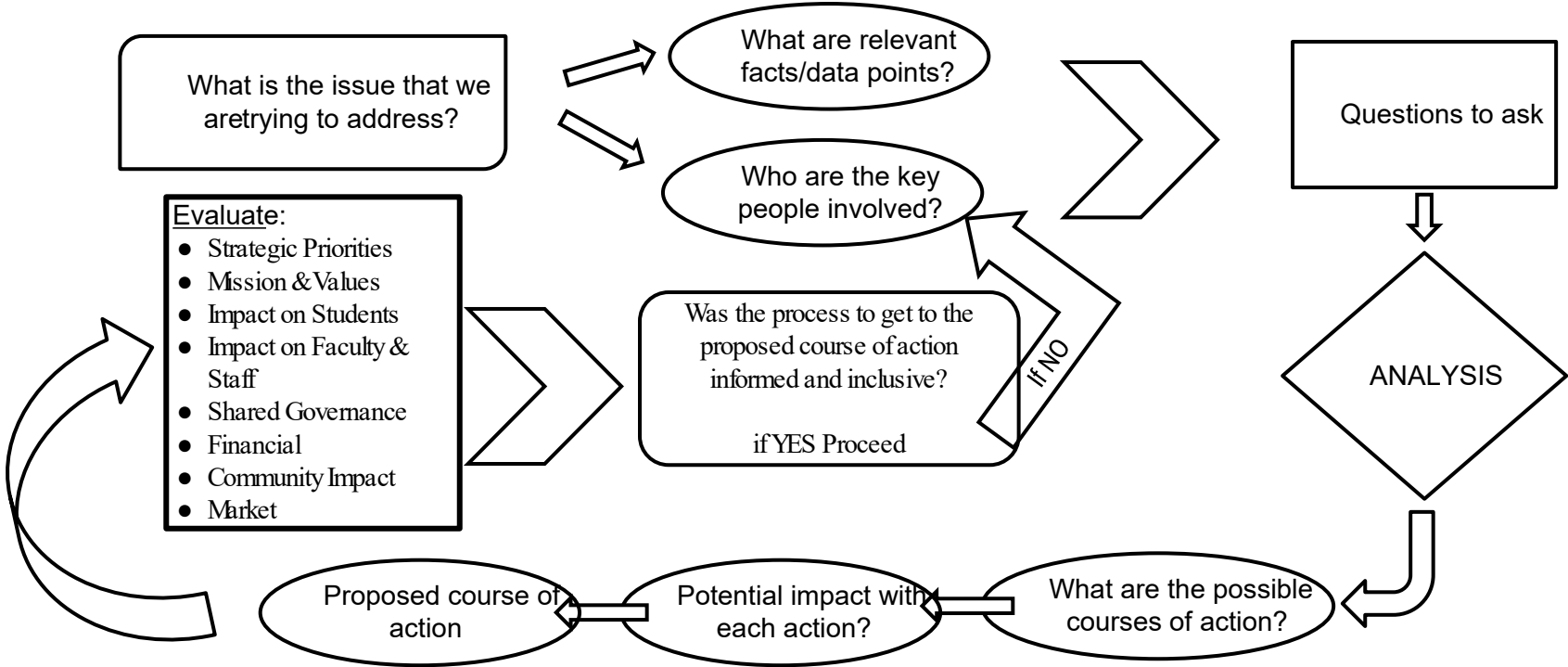
Where FS Budget Committee Sits:

We Play an Advisory Role in the PSU Budget Process

University Budget

OAA Budget

FS Budget Committee

Changes to Note with Campus Budgeting

- Board of Trustees centering budget discussions secondarily after academics and student affairs conversations

- FADM seeking participatory input on short term budgetary decisions & holding multiple budget forums

- OAA focusing budget scenarios on principled decisions determined in each OAA unit & including department chairs in IPEB process

Integrated Enrollment & Planning Budgetary (IPEB) Process

- This year, the FSBC IPEB questions are being distributed at the same time as the instructions from OAA to be completed simultaneously

- FSBC will meet with and review all revenue supported units in addition to the revenue generating units (Schools & Colleges)

- FSBC has drafted three key questions to answer with review of the IPEB documentation submitted to help inform our overall report to both OAA & Faculty Senate

FSBC Questions for IPEB Process

1. What strategies are you taking to align your operational structure with your current budget?
2. Are there structural impediments to your budget processes?
3. Were there specific budget scenarios or budget guidance that your unit was given in developing your IPEB submissions (e.g. % reductions, etc) ? If so, please describe.
4. In the past three years, has your unit had to invest/support infrastructure/space changes without additional support from centralized funding?
5. If your unit is receiving financial sustainability funding, how do you see sustaining these initiatives after the investment funding has been expended?
6. How are research indirects used by your unit? Do you have plans to improve support for faculty engaged in research in relation to the funding supplied?
7. What financial opportunities do you see with organizational restructuring in your school/college/unit?
8. What regular curricular review measures are undertaken in your unit to align changing student interests with curriculum and limited instructional capacity? Consider regular processes in your unit for program moratorium, program elimination and change, course drops and change, low enrollment course policy, and others. How do you analyze if these changes have any financial impact?

Three Key Questions

- Are there efforts underway in your unit to grow your service level?
- Does the current budgeting process include any structural impediments that create challenges or barriers for you/your unit? If so, please elaborate.
- What budget related questions/concerns can the faculty senate budget committee should be made aware of or consider with our review?

Timeline for FY2025 Budget Decisions

- General fund scenarios to understand impact at reductions of .5%/1%/1.25% at division level came in December 2023
- IPEB kick-off meeting & instructions will be distributed to OAA units first week in January 2024
- BoT F&A Committee to set budget guidelines on January 25th
- IPEB materials due back by mid-February 2024
- Conversations with FSBC mid-Feb to Mid-March 2024
- Follow-up conversations with FSBC feedback & adjustments with updated data from OAA up thru April 2024
- Budgeting finalization by OAA at the end of April 2024
- Report on budget allocations in OAA by Mid-May 2024

FSBC Tracking for Budgetary Impacts

- Curricular/program/school/college changes

- Strategic planning

- Consolidation of support services

- Enrollment/Retention

Recommendations

- The creation of division, college, school, unit budget teams to help inform the administrative budgetary strategies undertaken by each OAA unit; required investment of time and effort by faculty

- Greater transparency & participation possibilities from Deans & OAA Directors to their unit faculty/staff overall

- Better understanding by unit/discipline curriculum committees of financial impacts of curricular decision making

Questions to Faculty Senate?

- What is the faculty willingness for more participatory budgeting practices?

- What do you want to see/know going into the campuswide February Budget Forum?

Adjunct Faculty Senators:
Proposed amendment to the PSU Faculty Constitution

Introduced to Faculty Senate October 2023. Postponed from November 2023. Renewed consideration February 2024.

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

CURRENT TEXT TO BE DELETED IS STRUCK OUT.
TEXT TO BE ADDED IS UNDERLINED.

******

ARTICLE IV. ORGANIZATION OF THE FACULTY

....

Section 4. Faculty Committees

....

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

ARTICLE V. FACULTY SENATE

Section 1. ~~Membership~~

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

(2) Elected Adjunct Faculty Senators. Adjunct faculty senators shall be chosen from ~~the Adjunct Faculty.~~

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

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

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

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

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

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

….

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

Section 2. Election of the Senate

….

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

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

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

(4) Terms and Limits of Membership.

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

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

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

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

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

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

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

APPENDIX

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

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

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

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

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

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

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

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

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

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

Note from Secretary, 1/29/24: Per Article VIII of the Faculty Constitution, the above proposed was introduced ('first reading') at the 11/6/23 meeting. At the next meeting on 12/4/24, Faculty Senate voted to refer the proposed amendment to an ad-hoc committee, which would report back to Faculty Senate with recommendations by the February meeting. The committee's report appears as item G.3 in the February agenda and is included below in the meeting materials packet.

Proposed Language Changes on Adjunct Representation Amendment

Note from Secretary: The report of the Ad-Hoc Committee on Adjunct Faculty Representation, item G.3 on the February Agenda, includes recommendations for changes to the language of the proposed amendment to the Faculty Constitution. It is anticipated that a proposed modification ('amendment to the amendment') based on the committee's report will be moved and seconded at the February meeting, for consideration and vote by Senate. The text of a potential modification ('amendment to the amendment') is given here, along with a table of the resulting constitutional changes should the amendment in its modified form be approved.

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The proposed amendment to the Faculty Constitution on adjunct faculty representation (item D.1.a) is hereby modified as follows. Text in the proposed amendment to be deleted is ~~struck through~~; text to be added is <u>underlined</u>.

Article V, Section 2(1)a, delete:
~~and who have taught at least one credit hour during that academic year~~.

Article V, Section 2(1)b, change the first sentence as follows:
The Adjunct Faculty shall be divided into <u>nine</u> voting sectors ~~according to the divisions defined above (Article IV, Section 4)~~ <u>as follows: College of Liberal Arts and Sciences [CLAS]; The School of Business [SB]; the College of Education [COE]; the Maseeh College of Engineering and Engineering and Computer Science [MCECS]; the College of the Arts [COTA]; faculty in the School of Public Health whose institutional home is Portland State University [SPH]; the School of Social Work [SSW], the College of Urban and Public Affairs [CUPA], and Other Instructional Faculty [OI]</u>.

Article V, Section 2(1)c, delete:
~~with two-year contracts~~.

Article V, Section 2(2), delete:
~~who are appointed with a two-year contract~~

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The following table shows changes to the Faculty Constitution if the proposed amendment as modified herein were to be approved.

Current text of Faculty Constitution	Text as amended including modifications proposed herein
ARTICLE IV. ORGANIZATION OF THE FACULTY …. **Section 4. Faculty Committees** …	**ARTICLE IV. ORGANIZATION OF THE FACULTY**…. **Section 4. Faculty Committees** … **(5) Adjunct faculty appointees to constitutional committees.** Adjunct

	faculty senators, chosen as hereinafter described (Article V, Sections 1-2), shall indicate to the Committee on Committees each year if they have interest in serving on one or more constitutional committees listed above (Section 4 of this Article), and if so, which one(s). For each constitutional committee for which one or more adjunct faculty senators have expressed interest, Committee on Committees shall appoint one adjunct faculty member from among that interest pool, in addition to the membership given in the respective committee charges above (Section 4[4] of this Article).
ARTICLE V. FACULTY SENATE **Section 1. Membership** **(1) Elected Senators.** Elected members of the Senate shall be chosen from the members of the Faculty. Representation shall be proportional by the divisions defined above (Article IV, Section 4). Administrative ex-officio members, defined hereinafter (Article V, Section 1[3].b) shall be eligible to vote for senators if they are members of the Faculty, but ineligible to serve as elected senators. Elected senators shall have full rights of making motions, participating in discussions, and voting.	**ARTICLE V. FACULTY SENATE** **Section 1. Membership** **(1) Elected Faculty Senators.** Faculty senators shall be elected from the Faculty by its members. Representation shall be proportional by the divisions defined above (Article IV, Section 4). Administrative ex-officio members, defined hereinafter (Article V, Section 1[3].b) shall be eligible to vote for senators if they are members of the Faculty, but ineligible to serve as elected senators. Elected faculty senators shall have full rights of making motions, participating in discussions,and voting. The work of faculty senators shall be compensated and/or recognized in consideration for promotion and/or tenure in accordance with any applicable collective bargaining agreements.
ARTICLE V. FACULTY SENATE **Section 1. Membership** ...	**ARTICLE V. FACULTY SENATE** **Section 1. Membership** **(2) Elected Adjunct Faculty Senators.** Adjunct faculty senators

shall be chosen from the Adjunct Faculty.

a. The Adjunct Faculty during a given academic year shall consist of all persons holding appointments of less than fifty percent full time equivalent at Portland State University with a rank that includes the term "professor," "instructor," "adjunct," or "research".

b. The Adjunct Faculty shall be divided into nine voting sectors as follows: College of Liberal Arts and Sciences [CLAS]; The School of Business [SB]; the College of Education [COE]; the Maseeh College of Engineering and Engineering and Computer Science [MCECS]; the College of the Arts [COTA]; faculty in the School of Public Health whose institutional home is Portland State University [SPH]; the School of Social Work [SSW], the College of Urban and Public Affairs [CUPA], and Other Instructional Faculty [OI]. If Adjunct Faculty members have appointments in more than one sector, they shall be assigned to the voting sector in which they have the highest full-time equivalent.

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

d. The work of adjunct faculty senators shall be compensated in

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

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

elected to three-year terms, and those with the next highest number of votes will be elected to two-and one-year terms as necessary to provide that approximately one-third of the Senate shall be elected each year. The Secretary to the Faculty shall inform each division as to the number of vacancies and length of term of each position to be elected each year.

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

cases, a faculty member in the said division receiving the largest number of votes will be elected to three-year terms, and those with the next highest number of votes will be elected to interim two-and one-year terms as necessary to provide that approximately one-third of the Senate shall be elected each year. The Secretary to the Faculty shall inform each division as to the number of vacancies and length of term of each position to be elected each year.
b. Adjunct faculty senators shall be elected for three-year terms. Approximately one-third of the Adjunct Faculty voting sectors shall conduct an election each year. Special provision for implementation: in the first election after adoption of this amendment, the voting sectors for Adjunct Faculty will be grouped at random, in approximately equal numbers, into three cohorts. Each voting sector in Cohort I will elect an adjunct faculty senator for an interim one-year term. Each voting sector in Cohort II will elect an adjunct faculty senator for an interim two-year term. Each voting sector in Cohort III will elect an adjunct faculty senator for a regular three-year term.
c. Senators shall be ineligible for re-election until one year has elapsed following the end of a regular three-year term or resignation. No person shall be eligible to represent more than one division or voting sector.

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

11 January 2024

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: February 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

Change to Existing Course

E.1.a.1
- Mus 597 Chorus, 1 credit – change title to Choir

School of Business

Changes to Existing Course

E.1.a.2
- Mgmt 533 Alliances and Acquisitions, 4 credits – change prerequisite

* 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.

11 January 2024

TO: Faculty Senate

FROM: Pedro Ferbel-Azcarate, Chair, Race & Ethnic Studies Requirement
        Committee

RE: February 2024 Consent Agenda

The following course proposals have been approved by the Race & Ethnic Studies
Requirement Committee and are recommended for approval by the Faculty Senate.

Courses focused on the U.S. Experience

E.1.d.1

- FILM 484 Anatomy of a Movie: Daughters of the Dust

Courses focused on the experience of groups under European and U.S. Colonialism and imperialism beyond the U.S.

E.1.d.2

- BSt 301U/Hst 301U/WS 335U Women in African History

E.1.d.3

- BSt 333 Protests and People Power in Contemporary Africa

E.1.d.4

- BSt 368U/WS 368U Gender and Sexualities in Africa

11 January 2024

TO: Faculty Senate

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

RE: Undergraduate Certificate in Cultural Resource Management

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

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

PROPOSAL SUMMARY FOR
College of Liberal Arts and Sciences

Undergraduate Certificate in Cultural Resource Management

Certificate Type
Undergraduate certificate: Earned at completion; admission to University required

Effective Term: Fall 2024

Overview of the Program

The proposed Certificate in Cultural Resources Management (CRM) will serve students wishing to join cultural resources programs for Native American Tribes, federal and state agencies, and the private sector. CRM is the fundamental implementation of the preservation and heritage movement in North America and is a model for the rest of the world. Practitioners come from many fields including archaeology, cultural anthropology, museum curation, history, historical architecture, and historical landscape architecture. Governmental agencies, academia, and the private sector need the unique skills of CRM to address major development and infrastructure projects funded or permitted by governments or occurring on government property. The proposed certificate relies on a core of courses in Anthropology with compatible electives in Indigenous Nations Studies, Environmental Science and Management, Geology, Geography, and History.

The Certificate will demonstrate that individuals have received essential training to address a multitude of crucial needs in heritage and cultural resources management, including an understanding of the implementation of preservation laws, appropriate consultation strategies with Native American communities and other stakeholders, appropriate techniques for the discovery, documentation, interpretation, and management of archaeological, ethnographic, and other cultural resources. This knowledge and skill set will support natural and cultural resources management, human remains repatriation, education and interpretation positions in federal and state agencies, Tribes, and the private sector and fulfill urgent needs for trained cultural resources technicians and specialists leading to a career in cultural resources and heritage management.

Evidence of Need

In a study the department conducted of CRM professionals in the Pacific Northwest (PNW), interviewees noted a substantial need for more CRM professionals for the indefinite future, in large part due to the increased number of projects spurred by the Infrastructure Incentive and Jobs Act of 2021 (Infrastructure Act) (Barcalow and Anderson 2023). Altschul and Klein (2022:361) estimate that over the next decade, annual CRM spending will increase from $1.46 to a little more than $1.85 billion. This is a conservative estimate that largely looked at economic growth estimates along with increased spending from the Infrastructure Act and does not include funding from the Great American Outdoors Act (GAOA) of 2020. More specifically, GAOA provides federal agencies up to $1.9 billion per year between FY 2021 and FY 2025 to perform deferred maintenance on facilities located on public lands which include many historic properties, including historic buildings, structures and sites, including archaeological sites.

The continued funding from the Infrastructure Act and implementation of the GAOA will continue to create a tremendous push for CRM. Altschul and Klein estimate that approximately 11,000 CRM jobs will be added in all CRM fields, with more than 8,000 of those going to archaeology. They further argue that the structure and orientation of current academic programs is inadequate to address skills required for CRM, which could create significant issues for projects to meet regulatory requirements. These national trends are reflected in recent Oregon data (see 2021 4th Quarter report in the full proposal), which identified "aggressive job posting demand over a deep supply of regional jobs."

Course of Study

The cultural resource management (CRM) certificate is designed for students wishing to join cultural resources programs for Native American Tribes, federal, and state agencies and the private sector. CRM is the fundamental implementation of the preservation and heritage movement in North America and is a model for the rest of the world. Practitioners come from many fields including archaeology, cultural anthropology, museum curation, history, historical architecture, and historical landscape architecture. The PSU CRM certificates include course work in archaeology; applied anthropology; geographic information systems; geology; natural and cultural resource policy and management; Tribal sovereignty, governance, and policy; and public outreach and education. Students chose from two tracks depending on their interests, career goals, and existing skills sets.

To be awarded the certificate, students must complete all the certificate requirements specified below for one of the two track options. Track A focuses on the community and policy dimensions of CRM work, while Track B focused on the technical skills needs to conduct CRM-related archaeological work.

Track A: Cultural Resource and Heritage Management

Required Core Courses (17 credits):
- Anth 102 Introduction to Archaeology (4 credits)
- Anth 350 Archaeology Methods and Theory (4 credits)
- Anth 350L Archaeology Methods and Theory Laboratory (1 credit)
- Anth 456 Cultural and Heritage Resources (4 credits)

- NAS 346 Contemporary Issues in Indian County (4 credits)

Electives (12 credits chosen from the following courses):
- Anth 313U Native American and Settler Relations
- Anth 314U Native Americans
- ANTH 404 Internship
- ESM 435 Natural Resource Policy & Management
- GEOG 412 Global Climate Change Science and Global Climate Change Science and Socio-environmental Impact Assessment
- GEOG 440 The Ecology and Management of Wildfire
- GEOG 444 Political Ecologies of the Western US
- HST 493 Introduction to Public History
- HST 494 Public History Seminar
- HST 495 Public History Lab
- NAS 411 Nationhood: Tribal Sovereignty, Governance & Policy
- NAS 442 Decolonizing Methodologies

29 Credits Total

Track B: Archaeology Technician

Required Core Courses (21 credits):
- ANTH 102 Introduction to Archaeology (4 credits)
- ANTH 350 Archaeology Methods and Theory (4 credits)
- ANTH 350L Archaeology Methods and Theory Laboratory (1 credit)
- ANTH 456 Cultural and Heritage Resources (4 credits)
- GEOG 488 Geographic Information Systems I: Introduction (4 credits) or equivalent
- GEOG 492 Geographic Information Systems: Advanced GIS (4 credits) or equivalent

Electives (8 credits chosen from the following courses)
- Anth 404 Internship
- Anth 452 Arch Lab Methods
- Anth 453 Field Methods
- Anth 454 Arch Field School (or alternative Field School offered by another institution)
- Anth 460 Public and Community Archaeology
- ESM 416 Ecosystem Restoration
- G 318/319 Processes in the Surface Environment
- G 341U Geology of the Oregon County
- G 423/L Statistics and Data Analysis in the Geosciences
- G 424/L Geographic Information Systems for the Natural Geosciences
- G 425 Field GIS
- G 435/L Sedimentology and Stratigraphy

29 credits total

Minimum grade: C-

PASS grades will be accepted

Ad-Hoc Committee on Adjunct Representation in Faculty Senate
Report on Committee Findings and Recommendations
29 Jan 2024

Committee Members, designated by Committee on Committees:
  Staci B. Martin (Co-Chair, SSW, NTTF)
  Norene Hough (Co-Chair, CUPA, Adjunct)
  Benjamin Bruhn (COE, Adjunct),
  Derek Tretheway (MCECC, TT),
  Lindsey Wilkinson (CLAS, TT)
  Matt Chorpenning (SSW, NTTF)

Committee Charge
On the November 6, 2023, Faculty Senate (FS) meeting, a motion was introduced and passed by the FS to refer an introduced constitutional amendment concerning adjunct voting rights and representation to FS to an ad hoc committee. The language of the motion passed: "Approve the referral of the proposed constitutional amendment D.2 to Committee on Committees, to establish a representative working group which will report back to Senate by the February 5 meeting."
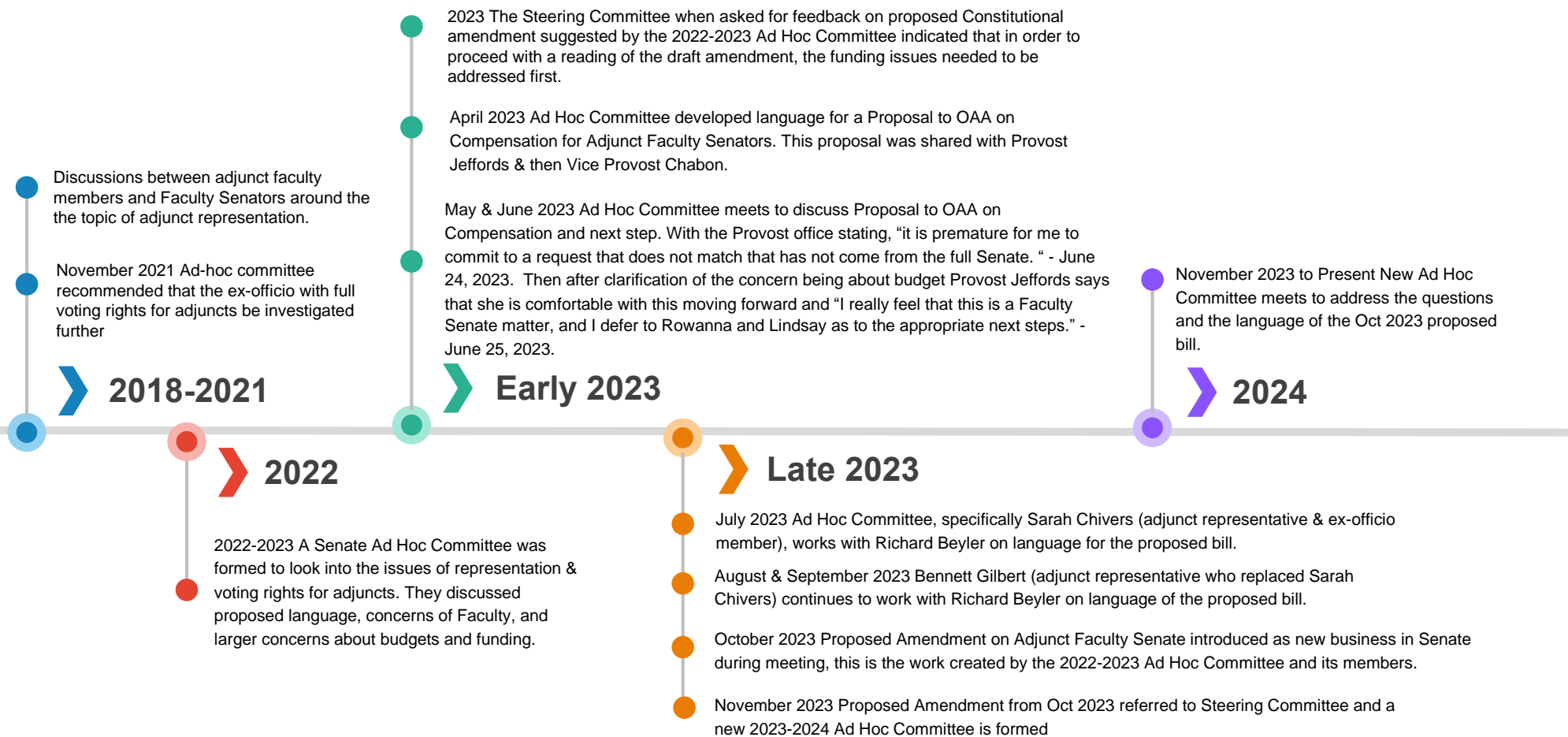
The purpose of this committee was to:
  • Recommend new language that would have to take the form of a modification (amendment to the amendment) to be voted on by the Senate
  • Identify pros and cons with the language as is

Included in this Findings and Recommendations
  • Time Line
  • Proposed Language Change
  • Q&A

Senate Faculty Adjunct Representation Timeline (2018-Present)

2023 The Steering Committee when asked for feedback on proposed Constitutional amendment suggested by the 2022-2023 Ad Hoc Committee indicated that in order to proceed with a reading of the draft amendment, the funding issues needed to be addressed first.

April 2023 Ad Hoc Committee developed language for a Proposal to OAA on Compensation for Adjunct Faculty Senators. This proposal was shared with Provost Jeffords & then Vice Provost Chabon.

May & June 2023 Ad Hoc Committee meets to discuss Proposal to OAA on Compensation and next step. With the Provost office stating, "it is premature for me to commit to a request that does not match that has not come from the full Senate. " - June 24, 2023. Then after clarification of the concern being about budget Provost Jeffords says that she is comfortable with this moving forward and "I really feel that this is a Faculty Senate matter, and I defer to Rowanna and Lindsay as to the appropriate next steps." - June 25, 2023.

Discussions between adjunct faculty members and Faculty Senators around the the topic of adjunct representation.

November 2021 Ad-hoc committee recommended that the ex-officio with full voting rights for adjuncts be investigated further

November 2023 to Present New Ad Hoc Committee meets to address the questions and the language of the Oct 2023 proposed bill.

2018-2021

Early 2023

2024

2022

2022-2023 A Senate Ad Hoc Committee was formed to look into the issues of representation & voting rights for adjuncts. They discussed proposed language, concerns of Faculty, and larger concerns about budgets and funding.

Late 2023

July 2023 Ad Hoc Committee, specifically Sarah Chivers (adjunct representative & ex-officio member), works with Richard Beyler on language for the proposed bill.

August & September 2023 Bennett Gilbert (adjunct representative who replaced Sarah Chivers) continues to work with Richard Beyler on language of the proposed bill.

October 2023 Proposed Amendment on Adjunct Faculty Senate introduced as new business in Senate during meeting, this is the work created by the 2022-2023 Ad Hoc Committee and its members.

November 2023 Proposed Amendment from Oct 2023 referred to Steering Committee and a new 2023-2024 Ad Hoc Committee is formed

Proposed Language Changes by Ad Hoc Committee on Adjunct Representation

Current Text of Faculty Senate Constitution	Amendment as Proposed in October	Recommended Language by the Ad Hoc Committee
ARTICLE IV. ORGANIZATION OF THE FACULTY .... **Section 4. Faculty Committees** …	*No Proposed Change from the Committee* **ARTICLE IV. ORGANIZATION OF THE FACULTY** .... **Section 4. Faculty Committees** … **(**5) Adjunct faculty appointees to constitutional committees. Adjunct faculty senators, chosen as hereinafter described (Article V, Sections 1-2), shall indicate to the Committee on Committees each year if they have interest in serving on one or more constitutional committees listed above (Section 4 of this Article), and if so, which one(s). For each constitutional committee for which one or more adjunct faculty senators have expressed interest, Committee on Committees shall appoint one adjunct faculty member from among that interest pool, in addition to the membership given in the respective committee charges above (Section 4[4] of this Article).	
ARTICLE V. FACULTY SENATE **Section 1. Membership** **(1) Elected Senators.** Elected members of the Senate shall be chosen from the members of the Faculty. Representation shall be proportional by the divisions defined above (Article IV, Section 4). Administrative ex-officio members, defined hereinafter (Article V, Section 1[3].b) shall be eligible to vote for senators if they are members of the Faculty, but ineligible to serve as elected senators. Elected senators shall have full rights of making motions, participating in discussions, and voting.	*No Proposed Change from the Committee* **ARTICLE V. FACULTY SENATE** **Section 1. Membership** **(1) Elected Faculty Senators.** Faculty senators shall be elected from the Faculty by its members. Representation shall be proportional by the divisions defined above (Article IV, Section 4). Administrative ex-officio members, defined hereinafter (Article V, Section 1[3].b) shall be eligible to vote for senators if they are members of the Faculty, but ineligible to serve as elected senators. Elected faculty senators shall have full rights of making motions, participating in discussions and voting. The work of faculty senators shall be compensated and/or recognized in consideration for promotion and/or tenure in accordance with any applicable collective bargaining agreements.	
Current Text of Faculty Senate Constitution	**Amendment as Proposed in October**	**Recommended Language by the Ad Hoc Committee**

Current Text of Faculty Senate Constitution	Amendment as Proposed in October	Recommended Language by the Ad Hoc Committee

ARTICLE V. FACULTY SENATE
 	
Section 1. Membership
…
	ARTICLE V. FACULTY SENATE
	
	Section 1. Membership
	
	(2) Elected Adjunct Faculty Senators. Adjunct faculty senators shall be chosen from the Adjunct Faculty.
	   a. The Adjunct Faculty during a given academic year shall consist of all persons holding appointments of less than fifty percent full time equivalent at Portland State University with a rank that includes the term "professor," "instructor," "adjunct," or "research" and who have taught at least one credit hour during that academic year.
	   b. The Adjunct Faculty shall be divided into voting sectors according to the divisions defined above (Article IV, Section 4). If Adjunct Faculty members have appointments in more than one sector, they shall be assigned to the voting sector in which they have the highest full-time equivalent.
	   c. Each voting sector of the Adjunct Faculty shall be represented by one adjunct faculty senator chosen from among the members of that sector with two-year contracts, elected by all members of that sector. Elected adjunct faculty senators shall have full rights of making motions, participating in discussions, and voting.
	   d. The work of adjunct faculty senators shall be compensated in accordance with any applicable collective bargaining agreements.
		ARTICLE V. FACULTY SENATE
		
		Section 1. Membership
		
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		   b. **The Adjunct Faculty shall be divided into 9 voting sectors as follows: College of Liberal Arts and Sciences [CLAS]; The School of Business [SB]; the College of Education [COE]; the Maseeh College of Engineering and Engineering and Computer Science [MCECS]; the College of the Arts [COTA]; faculty in the School of Public Health whose institutional home is Portland State University [SPH]; the School of Social Work [SSW], the College of Urban and Public Affairs [CUPA], and Other Instructional Faculty [OI]. If Adjunct Faculty members have appointments in more than one sector, they shall be assigned to the voting sector in which they have the highest full-time equivalent.**
		   c. Each voting sector of the Adjunct Faculty shall be represented by one adjunct faculty senator chosen from among the members of that sector, ~~with two-year contracts~~ elected by all members of that sector. Elected adjunct faculty senators shall have full rights of making motions, participating in discussions, and voting.
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ARTICLE V. FACULTY SENATE	**ARTICLE V. FACULTY SENATE**	**ARTICLE V. FACULTY SENATE**
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Current Text of Faculty Senate Constitution	Amendment as Proposed in October	Recommended Language by the Ad Hoc Committee
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	No Proposed Change from the Committee
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	  b. Adjunct faculty senators shall be elected for three-year terms. Approximately one-third of the Adjunct Faculty voting sectors shall conduct an election each year. Special provision for implementation: in the first election after adoption of this amendment, the voting sectors for Adjunct Faculty will be grouped at random, in approximately equal numbers, into three cohorts. Each voting sector in Cohort I will elect an adjunct faculty senator for an interim one-year term. Each voting sector in Cohort II will elect an adjunct faculty senator for an interim two-year term. Each voting sector in Cohort III will elect an adjunct faculty senator for a regular three-year term.
	  c. Senators shall be ineligible for re-election until one year has elapsed following the end of a regular three-year term or resignation. No person shall be eligible to represent more than one division or voting sector.	

(5) Interim Vacancies. Interim vacancies that occur in the Senate shall be filled by appointment by the Secretary to the Faculty, who shall designate to fill the unexpired term with the non-elected candidate who in the	*No Proposed Change from the Committee* **(5) Filling of Vacancies.** If an elected Senate position becomes vacant prior to completion of senator's term, the Secretary to the Faculty shall make an appointment to fill the position on an interim basis until the end of the unexpired term. The Secretary shall designate the non-elected candidate who had the greatest number of votes in the most recent election for the division or sector in which the vacancy exists. If no such candidate exists, the	

immediate past Senate election had the greatest number of votes in the division in which the vacancy exists. An interim appointee shall be eligible for election at the end of his or her term.	position shall remain vacant until the next annual Senate election, when it will be filled for either a regular three-year term or an interim term of one or two years so as to preserve the approximate symmetry of annually open positions within the division and in Senate as a whole. A senator holding an interim position shall be eligible to be a candidate for re-election at the end of the interim term.

Ad Hoc Committee on Adjunct Representation
Questions and Answers

Why is this important to our Senators?
- Cultivate an equitable representation, 39% of Student Credit Hours (SCH) are taught by adjunct faculty at PSU;
- Share duties and responsibilities of committee work;
- Align with other Oregon Universities (Both UO & OSU include adjunct faculty in their decision-making bodies);

Why is the committee proposing 9 adjunct representatives? Proposed nine total representative elected from the 9 colleges/ divisions/ sectors. This lowered the number from 13 by eliminating the Library and All other Faculty (AO) where there is not an adjunct representation and combined the three sectors of CLASS into one representative.

We propose nine representatives from the following: (College of Liberal Arts and Sciences [CLAS]; The School of Business [SB]; the College of Education [COE]; the Maseeh College of Engineering and Engineering and Computer Science [MCECS]; the College of the Arts [COTA]; faculty in the School of Public Health whose institutional home is Portland State University [SPH]; the School of Social Work [SSW], the College of Urban and Public Affairs [CUPA], and Other Instructional Faculty [OI].

Are adjuncts committed or invested in PSU? As of AY 2021-22, 62.4% of adjunct faculty have been working at PSU for more than 4 years. 20.4% of adjunct faculty have been working at PSU for 11 or more years.

How did the committee propose on which adjuncts could qualify as adjunct representatives? We wanted to treat adjuncts as any another faculty group. Elections will be run and voted by adjunct peers. Adjuncts would have to meet requirements of definition membership listed in the proposed Article V. section 1(2). This would mean they would have to have an appointment the year they run and the year they serve.

Recommendation: See our proposed chart for the changes.

PORTLAND STATE UNIVERSITY FACULTY SENATE

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

Faculty Senate will convene on **Monday, 5 February 2024** at **3:00 p.m.** in **Cramer Hall 53**.

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, February 5th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **February 5th**. Items on the Consent Agenda are automatically **approved** or **received** unless any Senator notifies the Presiding Officer and Secretary, no later than the end of Roll Call, of a request for separate consideration.*

AGENDA

A. Roll Call and *Consent Agenda (see also E.1)*
* 1. Roll Call
* 2. Minutes of January 8th meeting – *Consent Agenda*
   3. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*

B. Announcements
   1. Announcements from Presiding Officer
   2. Announcements from Secretary

C. Discussion – *none*

D. Unfinished Business
* 1. Amendment to Faculty Constitution: Senate and committee representation for adjunct faculty *(see also G.3)*

E. New Business
* 1. Curricular proposals: graduate (GC), RESR courses – *Consent Agenda*
* 2. New program: UG Cert. in Cultural Resource Management (CLAS 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 Ad-Hoc Comm. on Adjunct Faculty Representation *(see also D.1)*
* 4. Report from Committee on Work-Life Balance

H. Adjournment

*See the following attachments:
A.1. Roster
A.2. 1/8 Minutes – *Consent Agenda*
D.1.a-b. Propoposed constittuional amendment and proposed modification
E.1. Curricular proposals: graduate (GC), RESR courses (RESRC) – *Consent Agenda*
E.2. Undergrad. Cert. in Cultural Resource Management (CLAS via UCC)
G.3. AHC-AFR report
G.4. Work-Life Balance Survey Report