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Faculty Senate, 4 March 2024



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

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

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

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

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

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, 4 March 2024** at **3:00 p.m.** in **Cramer Hall 53.**

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, March 4th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **March 4th**. 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 February 5th 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
- E. New Business
 - * 1. Curricular proposals: graduate (GC), undergraduate (UCC) – *Consent Agenda*
 - * 2. New program: MS in Applied Economics and Data Analytics (CUPA via GC)
 - * 3. New program: BA/BS in Human Services (SSW via UCC)
 - * 4. New program: BAS in Management & Leadership (SB via UCC)
 - * 5. New program: Grad. Cert. in Blindness and Low Vision (COE via GC)
 - * 6. New program: Minor in Accounting (SB 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 Committee on Work-Life Balance – *postponed from February*
- H. Adjournment

***See the following attachments:**

A.1. Roster

A.2. 2/5 Minutes – *Consent Agenda*

D.1.a-c. Propoposed constituional amendment; Q&A; anticipated proposed modification

E.1. Curricular proposals: graduate (GC), undergraduate (UCC) – *Consent Agenda*

E.2. MS in Applied Economics and Data Analytics (CUPA via GC)

E.3. BA/BS in Human Services (SSW via UCC)

E.4. BAS in Management & Leadership (SB via UCC)

E.5. Grad. Cert. in Blindness and Low Vision (COE via GC)

E.6. Minor in Accounting (SB via UCC)

G.3. 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]

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

The School of Business (SB) [4]

Dimond, Michael	SB	2025
Garrod, Nathaniel	SB	2025 +
Sanchez, Becky	SB	2026
Sorensen, Tichelle	SB	2024 *

College of Education (COE) [3]

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

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

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

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

Greco, Gina	WLL	2026
Jaén Portillo, Isabel	WLL	2024
Knight, Bill	ENG	2025
Perlmutter, Jennifer	WLL	2025 +
Watanabe, Suwako	WLL	2024 +

College of Liberal Arts & Sciences– Sciences (CLAS-Sci) [6]

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

College of Liberal Arts & Sciences– Social Sciences (CLAS-SS) [6]

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

Library (LIB) [1]

Emery, Jill	LIB	2025 +
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School of Public Health (SPH) [1]

Izumi, Betty	CH	2024 +
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School of Social Work (SSW) [4]

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

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

Eastin, Joshua	PS	2024
Golub, Aaron	USP	2025 *+
Leymon, Mark	CCJ	2026
Nishishiba, Masami	PA	2026
vacant		

Other Instructional Faculty (OI) [3]

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

All Other Faculty (AO) [9]

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

Notes:

* Interim appointment

+ Committee on Committees

Total positions: 56 • Status: 2/21/24

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
Halverson, Paul	Dean, OHSU-PSU Joint School of Public Health
Johnson, Andria	Interim Vice President for Finance and Administration
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 (also AQC co-chair)
Chivers, Sarah	Adjunct Faculty representative
Chorpenning, Matt	Steering Committee (2022-24)
Clark, Michael	IFS (Jan. 2023-Dec. 2025)
Emery, Jill	Presiding Officer Elect +
Farahmandpur, Ramin +	IFS (Jan. 2023-Dec. 2024)
Ford, Emily	IFS (Jan. 2024-Dec. 2026)
Greco, Gina +	Advisory Council (2023-25)
Hansen, David	Advisory Council (2023-25)
Harris, Randi +	Advisory Council (2022-24)
Ibrahim, Yousif	ASPSU President
Kelley, Sybil	Steering Committee (2022-24)
Lafferriere, Gerardo +	Advisory Council (2023-25)
Leymon, Mark +	Steering Committee (2023-25)

Phoenix, Nadine +	Chair, Committee on Committees
Reitenauer, Vicki	Faculty member on Board of Trustees
Ruth, Jennifer +	Advisory Council (2022-24)
Wilkinson, Lindsey +	Presiding Officer

Faculty Committee Chairs

Anderson, Tim +	Educational Policy Committee (co-chair)
Beer, John	Faculty Development Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Carpenter, Rowanna	Academic Quality Committee (co-chair, also PPO)
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: 2/21/24

DRAFT•Minutes of the Portland State University Faculty Senate, 5 Feb. 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, Golub Greco, Harris, Heryer, Ingersoll, Izumi, Jaén Portillo, Kennedy, Kerns, Knight, La Rosa, Lafferriere, Lafrenz, Leymon, Lindsay, Martin (Staci), Matlick, Nishishiba, Perlmutter, Phoenix, Romaniuk, Ruth, Sanchez, Schay, Sorensen, Taylor, Tenty, Tretheway, Tuor, Watanabe, Webb, Wern, Wilkinson, York.

Alternates present: Eowyn Ferey for Mudiamu, Norene Hough for ex-officio member Chivers.

Senators absent: Greenwood.

Ex-officio members present: Beyler, Bowman, Bull, Burgess, Bynum, Carpenter, Chabon, Clark, Cudd, Dottin, Ford, Hansen, Johnson, Kelley, Lambert, Lubitow, McNaron, Martin (Sheila), Monsere, Pendell, Peterman, Petit, Reitenauer, Robison, Spencer, Tankersley, Wagner, Willson, Zeidler.

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

A. ROLL CALL AND CONSENT AGENDA

1. Roll call

Consent Agenda *approved: A.2, A.3, E.1.*

2. Minutes of 8 January meeting were **approved** as part of the *Consent Agenda*.

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

G.3, Report of Ad-Hoc Committee on Senate Representation for Adjunct Faculty, was moved to follow announcements (after B.2).

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

WILKINSON noted the challenges of the previous month: some in the PSUcomm unity were still dealing with impacts of the ice storm.

WILKONSON encouraged faculty who'd not yet done so to complete the Heart of PSU survey for input into strategic planning, and to RSVP for an in-person engagement session. The Strategic Planning Steering Committee as trying to keep frequent communication and transparency at the forefront.

WILKINSON reported he had attended the annual Martin Luther King Jr. tribute sponsored by GDI and found the presentation on the Letter from Birmingham Jail to be moving and thought-provoking. One of the panelists noted the importance of practicing having difficult conversations, before they become so difficult that they are explosive or lead to insurmountable distrust. He was thinking about opportunities to grow from learning experiences.

A logistic change for the meeting, WILKINSON said, had been sparked by a suggestion from Carol GABRIELLI [CLAS]—namely, speakers in the room, when they wished to speak, would be brought a microphone (EMERY and LEYMON had volunteered to be runners). This would enable both those in person and those attending online to hear better, and would also make certain aspects of running the hybrid format meeting easier.

2. Announcements from Secretary

BEYLER reminded Senate members of the new procedure for obtaining the link for the online version of the meeting: upon completing the online form, they would receive the link just prior to the start of the meeting (in the 2 o'clock hour). In connection with the upcoming certification of the Faculty for Senate elections, he urges senators to urge their colleagues to update their degree information in the University's information system, as this is part of the criteria for unranked faculty.

Change in agenda order: G.3 moved here.

G. 3. Report from Ad-Hoc Committee on Senate Representation for Adjunct Faculty

WILKINSON reviewed the context: A proposed amendment to the Faculty Constitution was introduced at the October meeting. In November, it was referred to an Ad-Hoc Committee on Senate Representation for Adjunct Faculty, to be appointed by Committee on Committees, which would report back to Senate with possible recommended changes. That was the content of the present report [**February Agenda Attachment G.3**]. It was anticipated that there would be a motion for modification (amendment to the amendment) based on the recommendations. He introduced the committee members: Staci MARTIN (co-chair), Norene HOUGH (co-chair), Derek TRETHERWAY, Matt CHORPENNING, Ben BRUHN, and himself. BEYLER reminded senators that the report which would now be presented to Senate didn't constitute a votable item: that would come later.

MARTIN: Looking at pros and cons of the current language in the proposal, the committee arrived at suggested new language, which would take the form of a modification (amendment to the amendment). She noted that discussion of this issue had taken place over six years, volleying among various committees and working groups. The proposed changes were thus not a whim, but the product of extended deliberation. [For presentation slides, see **February Minutes Appendix G.3**.]

HOUGH noted that while it might appear that the [proposal] makes many changes [to the Faculty Constitution], this is in part because a change in one place may require other changes in language throughout the document. The committee is suggesting no changes to the first two sections of the amendment as introduced in October. The first section allows adjunct faculty senators to join [constitutional] committees. The second section defines the difference between faculty senators and adjunct faculty senators. This language, to which the committee is not making any changes, informed their thinking in the rest of the document. Most of the modifications occur in Article V.

TRETHERWAY said that the amendment as originally proposed limited eligibility to adjuncts who had taught at least one credit hour [in the given academic year]. They propose striking this and replacing it with reference to job titles. They also propose eliminating the condition for two-year appointments, as it came to attention that not all units use such appointments. The original proposal was for thirteen adjunct

representatives. They propose changing that to nine: one for each college that actually has adjuncts (thus not the Library).

CHORPENNING said that they recommend removing the language about two-year contracts because they did not want to create problems for adjuncts that were not problems for non-adjuncts. They were not worrying about whether someone who, say, only teaches once every four years is suddenly going to jump at the chance to be on Faculty Senate. Instead, they wished to make opportunity available to committed people. One technical change is that if the amendment passes, we no longer need the constitutional language about an ex-officio representative for adjunct faculty. The procedures for filling interim vacancies are the same as for current senators.

HOUGH observed that not everyone shared the same concept of who adjunct faculty are. There are 1200 different adjuncts filling many different roles at PSU under different titles: professors, instructors, researchers. The simple definition is that the person has appointment of less than 0.5 FTE [full-time equivalent]. Adjuncts teach 39% of student credit hours, and are directly interfacing with students every day. She teaches 200-plus students per year in undergraduate classes. BRUHN is a full-time K-12 educator, and supervises COE student teachers. Adjuncts have on-the-ground experience of what's happening with PSU students. 46% of undergraduate courses at PSU are taught by adjuncts. A common image is of adjuncts as temporary employees, but 46% of PSU's adjuncts have been at PSU more than four years, 24% more than ten years, and there are over 50 adjuncts who have been here more than twenty years. They are invested and committed, and want to bring their knowledge and experience working with students and in their fields. Many are practicing professionals. Adjuncts are asking work alongside [other] faculty senators as part of the decision making in governance. She acknowledged that this may seem a major change. Not everyone is aware of the discussions over six years. Peer institutions have adjunct faculty as part of their governance.*

Return to regular agenda order.

D. UNFINISHED BUSINESS

1. Amendment to Faculty Constitution: Senate and committee representation for adjunct faculty

The proposed amendment [February Agenda Attachment D.1.a] was introduced to Faculty Senate (first reading) at the October meeting. At the November meeting, it was referred to the ad-hoc committee whose report appears above. Along with the committee's report, it was now on the floor for further consideration by Senate.

CHABON asserted that the adjunct ranks [as stated in the proposed amendment] are not consistent with the rank definitions in the CBA [collective bargaining agreement].

HOUGH said that the language about ranks was not intended to be broad, not to align with any specific CBA. They were concerned that researchers would be left out.

MARTIN noted if there are problems it is capable of amendment. BEYLER explained that the definition of Faculty membership in the current Faculty Constitution distinguishes between ranked and unranked Faculty; that the ranks in question are all

* Note from Secretary: it does not appear to be the case that adjuncts are represented in the senate at peer institutions in Oregon; however, they are at a number of comparator institutions outside of Oregon.

those that include the word ‘professor’ or ‘instructor’; and that this definition encompasses all the rank designations in use at PSU. The current language covers all the cases that are available. If there’s a difference [in rank designations] for adjunct faculty, that would need to be taken into account, but he was unaware of any such difference. For unranked Faculty, there are a different set of criteria, which are again spelled out in the current Constitution. CHABON said that a number of ranks in the [PSUFA] CBA are somewhat narrower than for [full-time] faculty. She believed it is important that there be consistency. BEYLER: the presence [or absence] of the term ‘adjunct’ is not significant to the distinction of ranked vs. unranked faculty. The designation is based on what terms are used in the rank titles, not an explicit listing of all the various ranks. *

HOUGH said the committee talked a lot about the minimum qualifications. As TRETHERWAY pointed out, they wanted to align [the qualifications] with the current regular faculty, with the definition of adjunct as an appointment of less than 0.5 FTE. The intent was to encompass adjuncts in all their various roles throughout the University.

LAFFERRIERE noted that Advisory Council is not involved with creating or changing language of the proposed amendment, but only reviewing for form. His question: Would the proposed amendment change who is a member of which committees? If so, there would need to be language made to point out this change. That is the kind of thing that Advisory Council could possibly look into. In the same vein, LAFFERRIERE continued, what about Committee on Committees [CoC]?

HOUGH: Committee service is not mandatory. CoC would appoint one member to any give committee from among those adjunct senators interested—not one from each sector. LAFFERRIERE: And for CoC itself?

EMERY / LAFRENZ, intervening, **moved modification** of the proposed amendment (amendment to the amendment) according to the changes recommended by the Ad-hoc Committee on Senate Representation for Adjunct Faculty, as specified in **February Agenda Attachment D.1.b**.

Consideration of modification (amendment to the amendment) D.1.b

BEYLER, responding to LAFFERRIERE, said that as members of CoC are elected by caucuses of faculty senators from the respective divisions, and because nothing in the proposed amendment changes that, it would continue to be the case. Adjunct senators would be eligible to serve on CoC, but whether they would be chosen would be up to the respective caucuses. Advisory Council is elected by the Faculty at large, and nothing in the proposed amendment would change that.

EASTIN thanked the committee for their work in reviewing the language of the amendment. It’s been a matter of discussion for a long time, but many senators have not been privy to those discussions. He would like to hear what they consider to be costs or drawbacks to the proposal—of potentially allowing nine new Senate positions for part-time individuals with no minimum qualifications.

* Note from Secretary: just as the current language in the Faculty Constitution, by design, does not replicate the language in the AAUP CBA but rather covers all the ranks available according to the AAUP CBA, so the language in the proposed amendment, by design, does not replicate the language in the PSUFA CBA but rather covers all the ranks available according to the PSUFA CBA.

EMERY intervened to note that questions and discussion have to be specifically directed towards the moved and seconded modification (amendment to the amendment). HANSEN agreed that current discussion should be about the proposed modification and not the amendment as a whole. EASTIN paused the question. CLARK (Parliamentarian) recognized that we are sometimes loose about such rules, but given the complexity of the issue it would be good to keep the present discussion narrowly focused on the modified language. BEYLER, noting that the terminology can be confusing, summarized the specifics of the proposed modification: it would change the number of adjunct of senators from (potentially) 13 to 9, one for each college or school; it would remove the conditions of teaching at least one credit and holding a multi-year contract. That is the subject of the current discussion. WILKINSON: The motion on the floor is the moved and seconded modification. If the modification passes, then we would return to discussion of the amendment as whole. REITENAUER: Or also if the modification does not pass.

SANCHEZ **called the question** of the moved and seconded modification. [There was, however, at least one implicit objection to ending discussion.]

CUDD noted that EASTIN had raised the issue of the lowering of standards, and that probably should be discussed. HOUGH said that the ad-hoc committee discussed the removal of the one-credit-hour teaching requirement and the two-year contract language at some length. She pointed out that there are no minimum standards [other than the general rules of eligibility] for other NTTF or tenure-track faculty [senators]; we don't ask what Senate candidates did last year. In order to run [for Senate office], you have to have a current contract means, for someone less than 0.5 FTE, you have to be teaching, and one credit is the base for that. So that language was repetitive. Regarding the two-year contract: some units do not offer, despite the requirement that they are to offered after teaching more than 20 credit hours. This seemed to be creating a hurdle for sectors that just on principle do not issue two-year contracts, even to long-term serving adjuncts.

CHORPENNING did not agree—with all due respect to previous speakers—with the expression 'lowering standards'. In his department there are many tenured faculty with long institutional memory who don't actually serve in Senate, and we don't ask them those same questions. The committee thought about the problems that exist with participation in Senate for everybody. We have deeply committed adjuncts throughout the University, he said. They could not run the Masters of Social Work program, the only accredited public MSW program in Oregon, without committed adjunct faculty. He did not think allowing participation from adjuncts who wanted to participate lowered standards at all.

MONSERE clarified that for two-year contracts, adjuncts must have a professional evaluation. They can decline [going through] the evaluation, but if so, they don't receive a two-year contract. His question was when adjuncts would be certified to be eligible. He understood this would take place in spring. If they are not teaching the following year, and do not have a contract for the following year, since election to Senate is for a three-year term, what would happen? HOUGH said that certification and elections would take place in spring, parallel to the current elections. If someone is elected and then in the next year leaves the University, the procedure is the same as for current faculty senators: they would be replaced by the person who received the next highest number of votes. There is turnover among all staff. MONSERE: So you could serve as a Senator for one year

without a contract. HOUGH: No. You must have an appointment to run for Senate, and also to serve in Senate. You might have a term off from teaching but still have a contract. If your contract is not renewed, you could no longer be a senator.

CHABON asked: Senate, a few years ago, had a committee looking at a number of issues, including adjunct representation on Faculty Senate. Their recommendation was that there be one adjunct faculty member [Ad-Hoc Committee to Consider Definitions of Faculty Department, and Program – Final Report, Dec. 2021.] Then the number was changed to thirteen, and now to nine. She hoped someone could understand the history and what happened to the [AHC-Definitions] recommendation. HOUGH responded: The 2021 recommendation was that there be one voting adjunct member and that the matter be looked into further. The [working group] in 2022 originally suggested one senator for each of ten sectors, then by the time the amendment was introduced in October 2023, this was changed to thirteen [one for each of the extant Senate divisions.] The current ad-hoc committee, considering this, noted that the LIB and AO division don't have adjuncts; also, since some colleagues evidently felt the number was too high, they [re-]combined the three CLAS divisions into one; that gave the number of nine. WILKINSON added that the 2021 ad-hoc committee had a list of eight to ten charges, of which this was one. His impression was that they did not have much conversation about his specifically, which was why they recommended it be looked into further.

THIEMAN didn't think that one adjunct senator was sufficient to communicate the voice and needs of our adjuncts, who we hear are 46% of our teaching faculty. She supported adjunct inclusion in Faculty Senate, and the representation of nine senators from divisions that have adjunct faculty made sense. Adjuncts do a tremendous amount of work teaching but don't have a voice in Faculty Senate. She hoped we could quickly approve the modification, and then the amendment as a whole.

CLARK asked about the number of adjunct faculty serving on senates at U of O and OSU. It was answered that this information is reference in the ad-hoc committee's report **[February Agenda Attachment G.3].***

EASTIN wished for clarification about the number of senators, adjunct and otherwise. HOUGH: The language reserves nine seats for adjuncts and only adjuncts. It thus added nine senators to this body, not decreasing the number already here. EASTIN: The assumption is then that essentially there will be two types of elections. Why not just place a ceiling on the number of adjuncts who could serve in Senate and allow them to compete with others who might wish to run? HOUGH: That was not within the committee's purview, which was to review existing language [which did not include that option]. There was, however, concern that some units might send adjuncts in lieu of full-time faculty, or concern that adjuncts would not be considered competitive. WILKINSON reminded senators that the current discussion should be focused on the modification.

LAFFERRIERE noted that the modification would reduce the number of CLAS adjunct faculty senators, while CLAS [on its own] has about half the student credits hours of the whole University. HOUGH: Last fall CLAS had 218 adjuncts out of 830 total. It is a reality that some sectors will have a bigger [proportional] representation as others. The

* See a previous footnote.

committee talked about other formats, such as elections at-large. There was pressure about the overall number. [If it's smaller], who to combine, or who doesn't get one? TRETHERWAY asked what is the metric for Senate as a whole. Has the allocation changed? BEYLER: There is one faculty senator for every twenty faculty [in a division], and the allocation can change from year to year. Some committees, however, have one member per division regardless of size.

TAYLOR asked for clarification about how the modified text appeared in the materials packet. [The changes to the text are shown in **February Agenda Attachment D.1.b**; then there is a table showing the changes in the Constitution were the modified amendment to be adopted.] WILKINSON called for a vote on the modification, without objection.

The **modification of the constitutional amendment** (amendment to the amendment) as specified in **February Agenda Attachment D.1.b** was **approved** (35 yes, 5 no, 3 abstain, vote recorded by online survey).

Return to consideration of main motion (amendment) as modified.

BEYLER indicated (with consultation by CLARK) that discussion could continued if senators wished, but because the text of the proposed amendment had [substantively] changed, it could not be voted on at this meeting. WILKINSON wished to be mindful of time. Could there be further discussion next month? [Answer: Yes.]

LAFFERRIERE reverted to his question about language suitable to change of membership of committees. WILKINSON's understanding is that adjunct faculty senators can opt-in to choose to serve on a committee. LAFFERRIERE: In the part of the Faculty Constitution where committees are described [Art. IV] it doesn't say anything about adjunct senators; however, the proposed amendment calls for adjuncts to be assigned to committees. GAMBURD believed that constitutional language be modified to reflect the addition of adjunct members.

GAMBURD asked if we make further modifications [amendments to the amendment] next month, does that push consideration back another month. CLARK: Yes.

BEYLER, answering LAFFERRIERE: The amendment includes a passage which states that adjunct faculty senators may be appointed to Faculty committees as hereinafter described, following the process that has been indicated. It's a sentence that covers all the potential committees [in Art. IV], rather than having to repeat that language however many times. Because the Faculty Constitution includes an accumulation of changes over time, it's not composed according to strict linear logic. If we were writing it from scratch, that sentence might appear somewhere else, but we are not rewriting from scratch.

TAYLOR pointed out that we have students serving on Faculty committees; it's adjuncts who are the only category ineligible to serve. Student committee positions are notoriously difficult to fill; ASPSU has changed their rules to build in committee service, but there are still staffing problems.

HANSEN asked about [the amendment of] Article V, Section 1.A. Are the words appearing in quotation marks—professor, instructor—actual ranks? Do adjuncts have ranks? HOUGH: The language is intended to include all the possible titles.

CARPENTER: In crafting the language they looked at all the ranks available, and the words in quotation marks include those.

MARTIN was pleased that we were having a serious discussion of this important issue.

E. NEW BUSINESS – *none*

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

The changes to courses and new Race and Ethnic Studies Requirement courses listed in **February 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: Undergraduate Certificate in Cultural Resource Management (CLAS via UCC)

ZEIDLER gave an overview: The proposed certificate [**February Agenda Attachment E.2**] will demonstrate training to address needs in heritage and cultural resources management, including implementation of preservation laws; appropriate consultation strategies with Native American communities and other stakeholders; appropriate techniques for discovery, documentation, interpretation, and management of archeological, ethnographic, and other cultural resources. There are two tracks: community and policy, and technical skills. Each track includes core work in Anthropology, with collaborations in other departments. UCC appreciated this collaborative aspect.

SANCHEZ / GAMBURD **moved** approval of the Undergraduate Certificate in Cultural Resource Management, as summarized in **February Agenda Attachment E.2** and proposed in full in the Online Curriculum Management System.

The actual vote was delayed until later in the meeting because of technical difficulties; however, it is recorded here in the Minutes under the given agenda item.

The Undergraduate Certificate in Cultural Resource Management, a new program in the College of Liberal Arts and Sciences, summarized in **February Agenda Attachment E.3**, was **approved** (37 yes, 2 no, 1 abstain, vote recorded by online survey).

F. QUESTION PERIOD – *none*

G. REPORTS

1. President's report

CUDD expressed appreciation for faculty's working through the problems caused by the ice storm in January. She knew of colleagues who were displaced from homes, had power outages, etc., and of at least one person for whom this was still the case. She wanted to widely share the information, which she herself had just learned, that for faculty and staff in such circumstances, the University Place Hotel can provide housing at cost—she thought around \$50 per night. If it is for an extended period, they can submit paperwork to waive the local and state lodging tax. This applies for home damage from various causes, but also personal safety or domestic violence issues, heat or cold events, etc.

CUDD urged everyone to complete the Heart of PSU survey as part of strategic planning and to participate in the first round of in-person forums coming up. Information and updates are posted to the strategic planning website.

Hand in hand with strategic planning, CUDD said, is budgeting. We continue to face difficult decisions. It is important, she said, for everyone to have a clear understanding of the situation. A week and a half ago, the Board of Trustees Finance and Administration Committee met. It was a tense, difficult conversation, CUDD said, but a good one. The administration had several requests for guidance from the committee. First was a change of policy relating to reserves, revisiting the policy as it does every few years, particularly clarifying terms and definitions to match new reporting requirements. They also discussed the use of reserves for the upcoming fiscal year 2024-25 budget. This is part of the annual conversation about how to use various budget levers. The administration suggested a maximum tuition increase of 5% and use of up to \$21 million of E&G reserves. They shared a scenario to close the budget gap by 2027, guided by the strategic plan. The committee had many questions about specific actions to accomplish that, and expressed concern about using too much from reserves without a specific plan. The meeting adjourned without approving use of reserves. The administration will present a plan by the end of February, and hopes the committee will then provide clarity on use of reserves. It is a delicate situation. They do not want to make too many decisions in advance of strategic planning, but have to get some room to use some reserves in order not to make major cuts at this time.

CUDD related that the ice storm delayed the launch of the task force to address campus climate around the conflict in the Middle East. They used the time to have conversations facilitated by the National Policy Consensus Center about how the task force was framed and formed, and adjusted the focus based on that feedback. Task force committees will focus on physical safety, psychological safety, opportunities for intercultural dialogue, and protecting academic freedom and the civil rights of students. She is grateful to the leadership of former President PERCY and VP-GDI LAMBERT. The delayed kickoff meeting had about forty participants. It was not all rainbows and butterflies, CUDD said, but it's important that we create an environment for productive dialogue.

CUDD contrasted this effort with the protest group that disrupted the January 26th Board of Trustees meeting, causing the evaluation of the boardroom and resumption of the meeting on Zoom. Protesters shouted multiple demands, very loosely related to a ceasefire in Gaza, with a bullhorn, and were responsible for graffiti and property damage in two buildings on campus. The incident was frightening for many employees, and is under investigation by campus police.

CUDD believed the incident emphasizes the need to lean into productive dialogue, and the importance of respect alongside protections of free speech and academic freedom. She knew that faculty are on the front lines of many of these conversations, and that this is stressful. It is a time of heightened divisions for universities and communities everywhere. She is grateful for contributions faculty are making to respectful dialogue, and open to their ideas about how to improve the campus environment.

CUDD flagged the Presidential Speaker series, in which we are inviting presidents of majority-BIPOC institutions to present on what it means to be a minority-serving institution. Last month Dr. Angelica Garcia of Santa Rosa Junior College spoke, and coming in February is Dr. Rowena Tomin of San Jose City College.

CUDD celebrated the Alfred P. Sloan Foundation grant, announced last month, of \$250,000 over two years to enhance diversity of our Ph.D. programs in mathematics, statistics, physical sciences, engineering, and computer science. The team leading the grant is Tong ZHANG (Asst. Dean, MCECS), Dara SHIFRER (Assoc. Prof., SOC), Joseph BULL (Dean, MCECS), Todd ROSENSTIEL (Dean, CLAS), and Rossitza WOOSTER (Dean, GS).

2. Provost's report

CHABON echoed the President's appreciation for faculty's working through the ice storm, and acknowledgment of personal losses suffered by many. As Emily FORD had said at a recent BoT meeting, going above and beyond can come at a cost.

The [Academic Leadership Team] meeting pivoted to remote format because of the weather, CHABON reported. A common theme was morale and budget concerns, which go hand in hand, as does staff turnover. There were many ideas for new courses and programs, as well as advising, to meet students' interests. Collaborative research and teaching, summer activities, and a student-centered approach to scheduling were promising areas. Relatedly, members of the executive team met recently with PCC to discuss formalizing partnerships and collaborations, and a formal MOU is in the works.

CHABON said that Emily ACKERLAND, newly appointed director of Disability Resource Center (DRC), has hit the ground running in her position. For example, DRC met with PCC counterparts to build smoother transitions in accommodations and teaching for transfer students. They are working to alleviate wait times for initial appointments; supervised graduate interns have opened up an additional fifteen appointments per week, and they are adding counselor and consultant positions. The Testing Services Center has agreed to arranged a testing space for accommodated DRC students during peak times.

CHABON reported that Katherine BARICH, Erica WAGNER, Cindy BACCAR, and she had met with schedulers across campus to begin an institution-wide conversation about how to optimize course offerings: easing scheduling barriers, closing equity gaps, and maximizing resources. Connected with this initiative, PSU has joined a cohort of universities that will engage in the American Association of State Colleges project Ad Astra: Academic Planning for Equitable Success.

CHABON invited interested and eligible faculty and staff to apply for the two Provost Fellow opportunities announced in *Currently*.

In an update on searches, CHABON announced that Paul HALVERSON had joined the OHSU-PSU Joint School of Public Health as Dean. There is progress on the other five open dean searches. The weather created a challenge for the Library Dean candidates—one spent his entire visit at the Zag Hotel—but by the end of last week all finalists had completed campus interviews. The other four searches have officially launched.

CHABON shared news of recent recognitions. In January PSU received a multi-year designation as a community-engaged university, and accepted as a participant in the 2024 Institute of General Education, Pedagogy, and Assessment. A research team headed by Catherine de RIVERA (ESM) was interviewed by OPB about a invasive crab. Heejung CHANG (GGR, CLAS Assoc. Dean) was named an American Association of Geographers 2024 Fellow. Thanks to a donation by Douglas MORGAN and Walt ELLIS,

emeritus professors in CUPA, the Morgan Ellis Family Endowment for Community Centered Education, Scholarship, and Governance was established. Community Environmental Services and the Institute for Tribal Government were awarded \$700,000 from the US Environmental Protection Agency. The Math Department, the Learning Center, and the Math Education program are collaborating on a project to redesign how pre-college level math is taught; this included pilot courses taught at PSU in the fall. This is an example of collaborative accomplishment.

KERNS asked if the DRC is opening up for testing. CHABON: Only for accommodated testing. KERNS: That is great news for accommodated students.

KERNS also commented that the Faculty Excellence Awards do not include an award for non-tenure-track faculty. She hoped this could be addressed in coming years. CHABON said that this had been mentioned at her lunch with the presiding officer trio, and that she would be following up with President CUDD.

3. Report from Ad-Hoc Committee on Senate Representation for Adjunct Faculty

Moved above, to follow announcements.

4. Report from Committee on Work-Life Balance

*Without objection, the CWLB report was **postponed**, due to time, until March.*

H. ADJOURNMENT – The meeting was **adjourned** at 4:52 p.m.

Proposed Amendment: Adjunct Faculty in Senate

Norene Hough
Ex-Officio Adjunct Representative
USP & UNST
norenehough@pdx.edu

What is the Amendment Proposing?

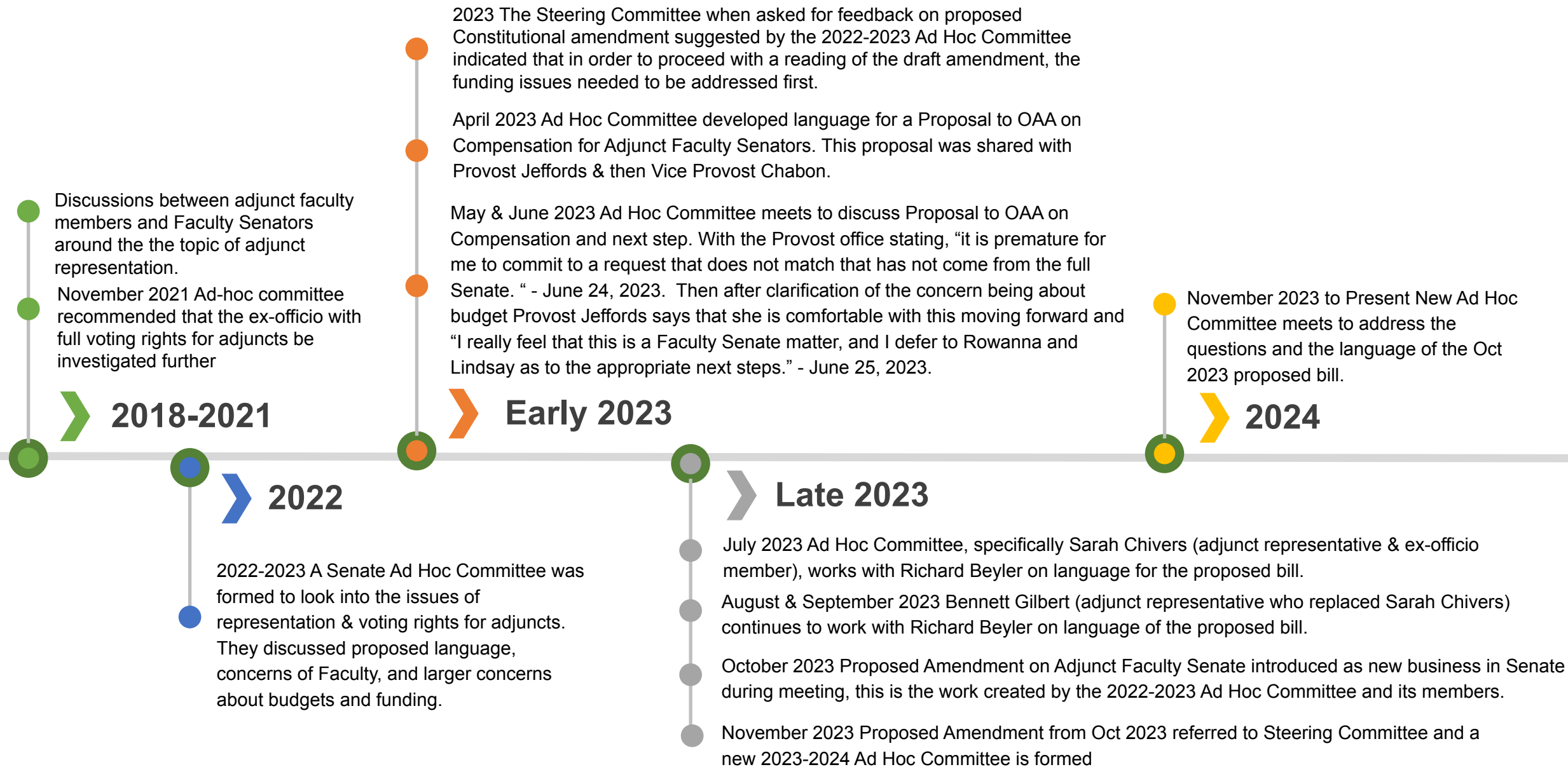
- **Adding 9 Adjunct Faculty Senators to the Faculty Senate**

- That is one senator from each sector: 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]

- **Creates new category of senators: Adjunct Faculty Senators**

- Elected by the adjuncts from that sector
- Function like exist senators: run for office, serve 3-year terms, represent their sector
- Full responsibility for voting and have the ability to serve on committees

History of this Amendment: Senate Faculty Adjunct Representation Timeline (2018-Present)



Why are adjunct faculty asking for this role?

- **The Adjunct Faculty are an important component of the PSU faculty**
 - Adjuncts are the part-time faculty with less than .50 FTE appointments. There are over 1,200 adjuncts employed by PSU each year.
 - Adjuncts are key staff for both teaching & research.
 - Adjuncts teach 39% of the student credit hours at PSU.¹
 - Adjuncts teach 46% of the undergraduate courses.²
- **Adjunct Faculty are long-term members of the PSU Community**
 - 64% have taught at PSU for more than 4 years & 24% have taught at PSU for more than 10 years. More than 50 Adjunct Faculty have been at PSU for over 20 years.²
 - We want to bring our knowledge and experience working with PSU students to the Faculty Senate.
- **Adjuncts Faculty want to productively work alongside Faculty Senators**
 - Want to formalize our voice in faculty governance, to participate in decisions that directly impact our daily responsibilities, and to have a voice in larger University decision making.
 - This proposal would align PSU with our peer institutions & other Oregon state schools who already include Adjunct Faculty in governance.

¹Based on data from 2022-2023 AY

²Based on data from 2021-2022 AY

Amendment to the PSU Faculty Constitution: Senate and committee representation for adjunct faculty

Introduced to Faculty Senate October 2023. Referred to ad-hoc committee November 2023. Reintroduced and modified (amendment to the amendment) February 2024.

Note from Secretary: This proposed amendment was introduced ('first reading'), with endorsement from ten faculty senators, at the October 2023 meeting. At the November meeting, Faculty Senate voted to refer the proposed amendment to an Ad-Hoc Committee on Adjunct Faculty Representation, which reported back to Senate at the February 2024 meeting (February Agenda Attachment G.3). Based on the committee's report, a modification (amendment to the amendment) was moved, seconded, and approved by majority vote. The version of the amendment appearing here is as modified at the February meeting.

CURRENT TEXT IN THE CONSTITUTION 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".

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.

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

Section 1. Membership

....

(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 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 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) 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.

The following table shows changes to the Faculty Constitution if the amendment (as modified Feb. 2024) were to be approved.

Current text of Faculty Constitution	Text as amended
<p>ARTICLE IV. ORGANIZATION OF THE FACULTY</p> <p>Section 4. Faculty Committees ...</p>	<p>ARTICLE IV. ORGANIZATION OF THE FACULTY....</p> <p>Section 4. Faculty Committees ...</p> <p>(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).</p>
<p>ARTICLE V. FACULTY SENATE</p> <p>Section 1. Membership</p> <p>(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.</p>	<p>ARTICLE V. FACULTY SENATE</p> <p>Section 1. Membership</p> <p>(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</p>

	and/or recognized in consideration for promotion and/or tenure in accordance with any applicable collective bargaining agreements.
<p>ARTICLE V. FACULTY SENATE</p> <p>Section 1. Membership</p> <p>...</p>	<p>ARTICLE V. FACULTY SENATE</p> <p>Section 1. Membership</p> <p>(2) Elected Adjunct Faculty Senators. Adjunct faculty senators shall be chosen from the Adjunct Faculty.</p> <p>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".</p> <p>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.</p> <p>c. Each voting sector of the Adjunct Faculty shall be</p>

	<p>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.</p> <p>d. The work of adjunct faculty senators shall be compensated in accordance with any applicable collective bargaining agreements.</p>
<p>ARTICLE V. FACULTY SENATE</p> <p>Section 1. Membership</p> <p>(3) Ex-officio Members</p> <p>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.</p>	<p>ARTICLE V. FACULTY SENATE</p> <p>Section 1. Membership</p> <p>DELETED</p>
<p>ARTICLE V. FACULTY SENATE</p> <p>...</p> <p>Section 2. Election of the Senate</p> <p>...</p> <p>(2) Identification of Candidates. At least eight weeks prior to the date of</p>	<p>ARTICLE V. FACULTY SENATE</p> <p>...</p> <p>Section 2. Election of the Senate</p> <p>...</p> <p>(2) Identification of Candidates. At least eight weeks prior to the date of</p>

<p>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.</p>	<p>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.</p>
<p>(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.</p>	<p>(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.</p>

(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 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.

(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

	<p>senator for a regular three-year term.</p> <p>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.</p>
<p>(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.</p>	<p>(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.</p>

Steering Committee responses to questions posed by OAA & Faculty Senators regarding proposed amendment to the Faculty Constitution. See questions from OAA [here](#) and questions from Faculty Senators [here](#).

If passed, what will the proposed amendment do? 2

In the proposed amendment, what are the eligibility requirements for adjunct faculty senator positions? 2

In the proposed amendment, how will adjunct faculty senators be elected? 2

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If passed, what will the proposed amendment do?

Create one adjunct faculty senator position for nine Senate voting sectors (excludes Library and All Others and combines three CLAS voting sectors/divisions into one). Each adjunct faculty senator will be elected by Adjunct Faculty colleagues in their respective voting sector.

Offer adjunct faculty senators (maximum of 9 elected) the opportunity to opt-in to serve on one Constitutional Committee each.

Ensure that adjunct faculty senators will be compensated for their time serving as senators and on Constitutional Committees in accordance with any applicable collective bargaining agreements.

In the proposed amendment, what are the eligibility requirements for adjunct faculty senator positions, including for adjunct faculty research assistants?

The criteria are the same as for current faculty senators, with the exception of the 0.5 FTE requirement.

Adjunct faculty senators must hold valid appointments by PSU in the year they are elected and also in the subsequent years they serve on Senate. In order to be

eligible to serve as a senator the adjunct must have an appointment for that academic year (similar to NTTF & TT faculty). If an adjunct were to leave the University or not have an appointment, they would not be eligible to remain as a senator (similar to NTTF & TT faculty).

In the proposed amendment, how will adjunct faculty senators be elected?

The Secretary to the Faculty shall send ballots with the names of eligible candidates for adjunct faculty senator positions 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.

How was the current structure/language of the amendment determined?

In AY 2022-23, a group of PSU faculty contacted the Faculty Senate presiding officer with a question: what is the process for adding adjuncts as voting members of the Senate? Following past practice, the Presiding Officer and Faculty Secretary, in consultation with Faculty Senate Steering Committee, helped craft language for a proposed amendment to the Faculty Constitution that would address the concern. After the language for the amendment was crafted, the PSU faculty members then obtained the endorsement of ten faculty senators, which is what is required for a proposed amendment to be brought to the Senate, per the Faculty Constitution. Any proposed amendment to the Faculty Constitution, by whomsoever written, can be brought to the Senate if it is endorsed by ten faculty senators.

The [original proposed amendment](#) was brought to the Senate in October, 2023. At the November meeting, the proposed amendment was referred to an Ad-Hoc Committee on Adjunct Representation in Faculty Senate, appointed by Committee on Committees, for review and return to Senate with recommended changes. A [modification to the amendment](#) was proposed in February, 2024, based on recommendations from the ad-hoc committee. The committee's report provided a [timeline](#) that reviews this history.

The working group from AY 2022-23, as well as the ad-hoc committee formed in November 2023, looked at multiple options for language on this amendment, and chosen from among them the option they thought was best for this institution. Other options included:

- Elect adjunct faculty senators at-large across the institution.
- Elect adjunct faculty senators on a per capita basis or per SCH by sector or division of the school.
- Follow the recommendations from the Ad-hoc Committee to Consider Definitions of Faculty, Department, and Program in the Faculty Constitution (see Nov 2021 report): electing a single adjunct faculty member to represent all adjuncts at PSU.

- Revise definition of “Faculty” to include adjunct faculty, which would allow adjuncts to run as candidates within their Senate division (as at, e.g., University of Pittsburgh and other schools).
- Create a system where TT, NTTf, and adjunct faculty would each be allotted a specific number of representatives.
- Include GTAs within the change; this likely raises certain questions that are different or go beyond those related to representation of adjunct faculty.
- The AY 2022-2023 working group & the AY 2023-2024 ad-hoc committee discussed at length the number of adjunct representatives and how they would be allocated. The language in the current proposal is the result of the latter group’s agreed upon language after investigation and discussion.

Many choices were considered. If a member of Senate would like to propose an alternative representation scheme, they are welcome to do so via a motion to modify the proposed amendment.

How will this administrative process be managed by the Senate?

As with current faculty senators, adjunct faculty senators will be elected by their peers. The election will run concurrently with other Faculty Senate elections.

If passed, we recognize this amendment would require some additional administrative processing. We also recognize that implementation of the proposed amendment will require collaboration between OAA and the Secretary to the Faculty and that not all details have been determined. Article VII, Section 6 of the [PSUFA CBA](#) on “extra-instructional activities” for adjunct faculty appears to provide pertinent guidance. Faculty Senate Steering welcomes any advice or suggestions.

Art. VII, Sec. 6 of the [PSUFA CBA](#) indicates that the supervisor of adjunct faculty is their department chair (or chair equivalent), who must approve any adjunct’s extra-instructional activities. Given their department chair is their assumed supervisor, it will be the responsibility of the adjunct’s department chair (or chair equivalent) to approve a wage agreement between the adjunct faculty senator and OAA each academic year for the adjunct’s senate-related work. This work will be facilitated by the Secretary to the Faculty. The department chair will need to ensure that the adjunct faculty senator does not work in excess of 0.49 FTE in a given year and to also, in conjunction with the Secretary to the Faculty, approve the adjunct faculty senator’s time sheet for their senate-related work. The Secretary to the Faculty maintains a roster of attendance at the Faculty Senate meetings (see the monthly Minutes). If an adjunct faculty senator cannot attend Faculty Senate meetings, they would not indicate attendance on their time sheet and would not be paid for attending.

Before the start of each academic year, the Secretary to the Faculty will require a copy of the approved wage agreement and certification of contract status for each elected adjunct faculty senator. This will ensure that the adjunct faculty senator is in fact eligible to serve in the Senate that year – that they have a contract or “appointment” during that academic year – and that the adjunct faculty senator has communicated with their supervisor to ensure they will not exceed 0.49 FTE due to Senate work and other work assignments in a given year. For context, if an adjunct

faculty senator were to participate in both Senate and serve on a constitutional committee in a given year, the projected commitment would be approximately 0.03 FTE.

Adjunct faculty senators would be elected to three-year terms. If the adjunct faculty senator can no longer serve as a senator during their elected term because they no longer work for the University or for any other reason, then the amendment provides that the person who ran in the election and received the second highest number of votes for that sector would replace them. This is the same procedure that is used currently for faculty senators.

Designation of alternates would be as for current faculty senators, but for adjunct faculty senators this process would also include ensuring alternates remain within the parameters specified in the PSUFA CBA.

Adjunct faculty senators would be bound by the same rule as faculty senators currently, that non-attendance (without providing an alternate) for more than three consecutive sessions means losing their senate seat.

What are the financial costs associated with the proposed amendment?

The Faculty Senate budget comes from OAA. On April 18, 2023, then Presiding Officer Rowanna Carpenter shared this [budget proposal](#) for adjunct faculty participation in Faculty Senate with now Interim Provost Shelly Chabon.

After updating the original budget proposal with modifications to the amendment and COLA increases, the total annual budget for a maximum of nine adjunct faculty senators and associated committee service comes to \$17,877.51 + OPE.

What are potential non-monetary costs or benefits associated with the proposed amendment?

We (various members of the Faculty Senate Steering Committee) have heard versions of the following comments related to the costs and benefits associated with passing the proposed amendment. Importantly, Faculty Senate Steering is not taking a position on any of the "costs" or "benefits" articulated below. Rather, we are simply identifying issues that have been raised with us.

- **Contingent Labor.** There is a growing prevalence of contingent labor in the academy, which poses problems for faculty autonomy and authority. This apparently relates to a feeling that the proposed amendment could represent a kind of concession or surrender to this trend. Others hold that the proposed amendment will not exacerbate this trend, nor will not passing the measure somehow contribute to solving the problem.
- **Adjunct commitment.** It's been suggested that adjunct faculty – either in general or in specific instances – may not be adequately committed to or engaged with the University to be entrusted with decision making authority. Others have noted that there are many adjunct faculty who are demonstrably committed to and engaged with PSU and its mission, and suggest that it is

precisely these individuals who will be most interested in and most likely to be elected to these positions.

- **Adjunct faculty may exclude FT Faculty.** It has been suggested that adding adjunct faculty senators could exclude participation by FT faculty, or make it more difficult for FT faculty to serve on committees. As currently written, there's no change quantitatively to current faculty representation in Senate or on committees. Others have argued that inclusion of adjunct faculty brings perspectives, expertise, energy, etc., that could be themselves positive additions.
- **Inconsistency of number of Senators.** Concerns have been raised that Senate has not, as a practice, ever set a minimum or maximum number of senators based on their employment classifications or union representation. Neither the current Faculty Constitution nor the proposed amendment makes any connection between union representation and Senate eligibility. Neither the current Constitution nor the proposed amendment makes any distinctions among specific academic ranks in regard to eligibility. Neither the current Constitution nor the proposed amendment mentions tenure status one way or another. The current Constitution makes reference to full-time equivalency (FTE), namely by limiting eligibility for Senate to appointments greater than 0.5 FTE. The proposed amendment addresses the FTE requirement, and only that requirement. Nothing in the amendment changes anything at all about how many (non-adjunct) faculty senators there are, nor how they are elected, etc. If there is interest/desire in specifying the number of senators by various categorizations – TT vs. NTT, for example – that could be done by further constitutional amendments.
- **Will this amendment meaningfully improve student outcomes?** This question has been raised. We don't have an answer. We can't say how the election of any senator (or group of senators) could improve student outcomes. Yet, given that adjuncts teach 46% of undergraduate courses and 39% of student credit hours at PSU (as reported by [Feb 2024 report from Ad-hoc Committee on Adjunct Representation In Faculty Senate](#)), it is arguable that adjunct faculty have a large impact on and deep understanding of curriculum at PSU. Faculty Senate, as a representative body, has responsibility for curriculum and educational processes at PSU, and adjuncts play a large part in that curriculum.

Are adjuncts qualified and available to serve on the Faculty Senate?

Adjuncts serve in many roles in our University. Most adjuncts are employed in teaching; a smaller number are in research. Some currently serve on committees and work within departments on both policy and curriculum. This participation was specifically encouraged by OAA & PSUFA (Letter of Agreement No. 2023-001). Adjuncts hold many different backgrounds and levels of education. Adjunct Instructors have advanced degrees or comparable experiences and many have a Ph.D. or other terminal degrees.

This proposal would allow adjunct faculty to choose adjunct faculty senators they feel best align with their own experiences and backgrounds and who they believe possess appropriate qualifications to serve in Faculty Senate. As with NTTF & TT senators, they will be elected to represent their sector by the decision of faculty in that sector. There is no single metric that colleagues use to make those decisions. In a democratic process, voters are entitled to vote for their elected representatives as they see fit.

Will limited interaction of adjuncts with policies at the department and university levels inform their ability to perform as senators? No senator comes in knowing all the policies of the University. Senators are asked to learn about specific issues as they encounter them. As with faculty senators currently, adjunct faculty senators will bring their individual experiences to this role. Currently, there is no guarantee that full time faculty elected to Senate have more than limited interactions with policies at the department and university levels. There is no test given to eligible Senate candidates about department and university policies. In fact, a substantial portion of the current constitutional Faculty are also not engaged in governance at the departmental level because they are not in departments in the governance sense.

How will these differences be factored into their committee selections?

Regarding committee work, Committee on Committees identifies faculty for constitutional committees using the preference survey sent to eligible faculty. The survey asks about relevant experience and skills for preferred committee assignments. We trust the Committee on Committees to make informed decisions about committee assignments for adjunct faculty senators in the same way they currently do when considering faculty preferences for committee work.

Relatedly, there is a question about how we will support adjunct faculty senators so they are equal peers. In general, Senate Steering assumes senators do not have detailed understanding of specific agenda items brought to the Senate floor, which is why an informational packet is sent out a week prior to the meeting, presentations are given on agenda items, and space is provided for discussion. We are always open to ideas about how to help all senators better understand department and university policies.

Another question concerns the availability of adjunct faculty to participate in Monday afternoon Senate meetings. **How can we expect adjuncts with full-time employment outside of PSU to make Monday afternoon meetings, especially adjuncts in our professional schools?** Accepting the role as faculty senator means a commitment of regular attendance to these meetings. Adjuncts who are elected to Senate will be aware of this commitment and will need to have or make time on their calendars for this regular meeting amidst other obligations, including other employment. This problem also pertains to current faculty senators, given teaching schedules, childcare responsibilities, etc. Unfortunately some people's existing obligations preclude service in Senate. It is hard to envision a day/time that works for everyone.

There are questions about **potential conflicts of interest** for adjunct faculty, who often work for multiple institutions, including other academic institutions. **Will adjunct faculty senators need to recuse themselves if their primary**

employer is not PSU and there is a question that could be a potential conflict of interest? The proposed amendment indicates that adjunct faculty senators would follow the same principles as NTTF & TT faculty. Conflicts of interest might also pertain to full-time faculty, albeit not in the form of another 'primary employer': additional appointments, consultancies, patents, or copyrights that may steer scholarly interests and institutional agendas in particular directions, candidacy for jobs at other institutions, etc. And yes, adjunct faculty senators will likely vote according to their preferences and incentives, just as all senators likely do.

Do other universities, in particular Oregon public universities, have adjuncts serving in the senate?

Information [reported by the Ad-Hoc Committee on Ad-Hoc Representation in Faculty Senate](#) in Feb 2024 was drawn from a 2021 report created by adjunct ex-officio Senate member Sarah Chivers in response to the recommendation from the Ad-hoc Committee to Consider Definition of Faculty. Her [report on adjunct senate representation at PSU comparator schools](#) looked at nineteen institutions. Of the nineteen institutions, eight have no adjunct (part-time) faculty voting representation, two have one adjunct senator, one has more than one adjunct senator, one has a distinct governance body for adjunct faculty, two make no distinction between part-time and full-time faculty, and for five of the institutions, adjunct representation in senate is unclear based on the passages quoted from governance documents.

In the [Feb. 2024 report](#), it was stated that University of Oregon has adjunct faculty senators. Our understanding is that this is incorrect. At UO someone with the title "adjunct" would not be eligible for Senate positions because they wouldn't be considered a member of the statutory faculty, as defined in their constitution (per Sally Weintrab, Senate Secretary & Advisor to the President).

While we did not receive a direct response from the Oregon State University Senate Secretary, "adjunct" is not included in the definition of Faculty on their Senate website.

7 February 2024

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: March 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

New Courses

E.1.a.1

- *MuEd 535 Advanced String Methods, 3 credits
Identify and acquire the fundamental knowledge and skills for running an effective orchestra program. Develop a vision for classroom routines and rehearsal process while refining approach and testing strategies through hands-on teaching experiences. Prerequisite: Graduate standing in music.

E.1.a.2

- *MuEd 536 Advanced Elementary Music Methods, 3 credits
Targeted for future teachers who anticipate a career as an elementary general music teacher. Explores content, classroom management, curriculum design, community building, and both teaching and non-teaching duties expected of the elementary music teacher from a lens of personal skills, strengths, interests, and passions. Prerequisite: Graduate standing in music.

E.1.a.3

- *MuEd 540 Culturally Responsive Music Teaching, 3 credits
Examines the ways in which traditional approaches to music education have included certain types of students while excluding others, particularly students of color, students experiencing poverty, and students for whom traditional school music classes are far removed from their personal experience of music. Students explore future-forward approaches to music education by investigating culturally responsive teaching practices, Universal Design for Learning, equitable approaches to repertoire selection, and current trends that connect K-12 students to various aspects of popular music and culture. Prerequisite: Graduate standing in music.

E.1.a.4

- *Mus 593 Conducting Lab, 1 credit
Provides students with real-life teaching and conducting experiences by conducting and coaching their peers in a chamber music setting. Course may be repeated for credit three times. Prerequisite: Graduate standing in music.

Change to Existing Courses

E.1.a.5

- *Arch 512 Design/Build 1, 2 credits – change credit hours to 4 credits

E.1.a.6

- *MuEd 520 Choral Literature and Rehearsal Techniques I, 3 credits – change course number to MuEd 531, change title to Choral Music Methods, change description, change prerequisite

E.1.a.7

- *MuEd 521 Choral Literature and Rehearsal Techniques II, 3 credits – change course number to MuEd 533, change title to Advanced Choral Methods, change description, change prerequisite

E.1.a.8

- *MuEd 522 Instrumental Literature and Rehearsal Techniques I, 3 credits – change course number to MuEd 532, change title to Instrumental Music Methods, change prerequisite

E.1.a.9

- *MuEd 523 Instrumental Literature and Rehearsal Techniques II, 3 credits – change course number to MuEd 534, change title to Advanced Band Methods, change prerequisite

E.1.a.10

- *MuEd 584 Music with Children, 3 credits – change course number to MuEd 530, change title to Elementary Music Methods, change description, change prerequisite

Drop Existing Courses

E.1.a.11

- *MuEd 580 Kodály Training: Level I, 5 credits

E.1.a.12

- *MuEd 581 Kodály Training: Level II, 5 credits

E.1.a.13

- *MuEd 582 Kodály Training: Level III, 5 credits

E.1.a.14

- MuEd 583 Kodály Training: Level IV, 5 credits

E.1.a.15

- *Mus 584 Music with Children, 3 credits

College of Liberal Arts and Sciences

New Courses

E.1.a.16

- Psy 539 Interpersonal Relationships Theory and Research, 4 credits
Social psychological research and theory on interpersonal relationships. Topics include: positive and negative relationship processes; how relationships contribute to health and well-being; what does a healthy

relationship look like? How are relationship processes investigated? Individual differences (e.g., gender, culture) in relationship processes. Students will become familiarized with both historic and contemporary approaches within the field, along with methodological approaches that are integral to the study of relationships.

E.1.a.17

- *Psy 572 Psychology of Addictive Behaviors, 4 credits
Psychology of addictive behavior comprises an area of study devoted to investigating and understanding psychological factors contributing to the development of substance-related and behavioral addictive disorders and related conditions, along with implications for prevention and treatment. Topics span alcohol and drug use and disorder and behavioral addictions, such as gambling. Expected preparation: Stat 243 and Stat 244, plus 12 credits in psychology, including Psy 321; Soc 200 and PHE 250 may be substituted for 4 of these credits.

E.1.a.18

- Psy 639 Interpersonal Relationships Theory and Research, 4 credits
Social psychological research and theory on interpersonal relationships. Topics include: positive and negative relationship processes; how relationships contribute to health and well-being; what does a healthy relationship look like? How are relationship processes investigated? Individual differences (e.g., gender, culture) in relationship processes. Students will become familiarized with both historic and contemporary approaches within the field, along with methodological approaches that are integral to the study of relationships.

School of Social Work

New Courses

E.1.a.19

- *CFS 560 Grief and Loss in Families, 4 credits
Examines grief through individual, family, and community experiences of loss. There will be an exploration and focus on relevant language and theoretical foundations surrounding loss, ambiguous loss, bereavement, and grief. We will identify and discuss historical and community-based perspectives on grief and loss, as well as self-awareness and self-care approaches. Resources available to children and families in their communities will be addressed, such as grief support programs, Hospice and palliative care, Death Cafes, Child Life, etc.

Changes to Existing Courses

E.1.a.20

- SW 511 Field Seminar and Field Placement, 1-4 credits – change title to Practicum Seminar and Practicum Placement, change description

E.1.a.21

- SW 512 Advanced Field Placement, 1-4 credits – change title to Advanced Practicum Placement, change description, 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.

College of Urban and Public Affairs

New Courses

E.1.a.22

- Ec 515 Applied Microeconomic Analysis, 4 credits
Exploration of mathematical models for analyzing consumer behavior, firm strategies, market dynamics, and economic equilibrium. In-depth application and critical analysis of microeconomic theories and their policy implications across these key domains. Prerequisite: Ec 201, and Ec 380 or Mth 251 or approval from the instructor.

Changes to Existing Courses

E.1.a.23

- *Ec 556 American Economic History: the First Century, 4 credits – change title to American Economic History: Colonial Era to 1900

E.1.a.24

- *Ec 569 Introduction to Econometrics, 4 credits – change title to Applied Econometrics, change description

E.1.a.25

- *PA 525 Grantwriting for Nonprofit Organizations, 4 credits – change description, add dual-level cross-listing

7 February 2024

TO: Faculty Senate

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

RE: March 2024 Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal, as well as Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

College of the Arts

Change to Existing Programs

E.1.b.1

- B.A./B.S. in Architecture – revising core requirement

E.1.b.2

- B.A./B.S. in Music: Musicology: Ethnomusicology – changing title to Music: Music History, revising core requirement, increasing minimum credits from 66 to 69 credits

E.1.b.3

- B.A./B.S. in Music: Performance – revising core requirement, increasing minimum credits from 66 to 69 credits

E.1.b.4

- B.A./B.S. in Music: Theory – revising core requirement, increasing minimum credits from 66 to 69 credits

E.1.b.5

- B.M. in Composition – revising core requirement, increasing minimum credits from 123 to 126 credits

E.1.b.6

- B.M. in Music Education – revising core requirement, revising and adding tracks, increasing minimum credits from 123 to 126 credits

E.1.b.7

- B.M. in Performance – revising core requirement, increasing minimum credits from 123 to 126 credits

E.1.b.8

- B.M. in Performance with an Emphasis in Voice – revising core requirement, increasing minimum credits from 121 to 123 credits

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

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

New Courses

E.1.b.9

- Art 219 Fashion Patternmaking, 4 credits
Uses 3D garment simulation software to teach flat pattern development for clothing design. Students learn 3D body scanning techniques to generate size-inclusive clothing designs that they can take into production.

E.1.b.10

- Art 314 Sustainable Fashion Practice, 4 credits
Teaches sustainable strategies for designers and product developers working in clothing and textiles. The class uses circular economy models to investigate a wide variety of approaches to designing, producing, distributing, and consuming fashion responsibly. Students apply skills in collaborative assignments that align with workplace deliverables.

E.1.b.11

- Art 319 Fashion Research & Ideation, 4 credits
Focuses on responsive, size-inclusive approaches to designing clothing that blend function and aesthetics. Students identify current needs not addressed in the fashion industry and design a collection that offers a solution. Classroom assignments are designed to align with workplace deliverables. Prerequisite: Art 219 or Art 216.

E.1.b.12

- MuEd 342 High String Techniques, 1 credit
Designed for String Track Music Education majors. Learn to play, teach, and maintain both violin and viola in order to prepare for a career as an orchestra teacher at the elementary, middle, and high school levels. Prerequisite: MuEd 043, MuEd 045, MuEd 201.

E.1.b.13

- MuEd 343 Low String Techniques, 1 credit
Designed for String Track Music Education majors. Learn to play, teach, and maintain both cello and string bass in order to prepare for a career as an orchestra teacher at the elementary, middle, and high school levels. Prerequisite: MuEd 043, MuEd 045, MuEd 201.

E.1.b.14

- MuEd 344 Classroom Instrument Techniques, 1 credit
Provides pedagogy and techniques most common to the Orff-Schulwerk approach to elementary general music education with a focus on classroom instruments including recorder, ukulele, and hand percussion. Content includes strategies for teaching each instrument, managing behaviors, adapting for learners with different skills and abilities, and choosing appropriate repertoire and curriculum. Prerequisite: MuEd 043, MuEd 045, MuEd 201.

E.1.b.15

- MuEd 345 Teaching Musicianship, 1 credit
Provides pedagogy and techniques most common to the Kodály approach to K-12 music education with a focus on building music literacy through singing.

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

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

Content includes appropriate pedagogical sequencing of musical elements, managing behaviors, adapting for learners with different skills and abilities, and choosing appropriate repertoire and curriculum. Prerequisite: MuEd 043, MuEd 045, MuEd 201.

E.1.b.16

- MuEd 346 Marching Band Techniques, 1 credit
Familiarizes students with all aspects of running a marching band program including marching band philosophy, show design, recruitment, finances, boosters groups, student wellness, scheduling, and rehearsal techniques. Prerequisite: MuEd 043, MuEd 045, MuEd 201.

E.1.b.17

- *MuEd 435 Advanced String Methods, 3 credits
Identify and acquire the fundamental knowledge and skills for running an effective orchestra program. Develop a vision for classroom routines and rehearsal process while refining approach and testing strategies through hands-on teaching experiences. Prerequisite: MuEd 430, MuEd 432.

E.1.b.18

- *MuEd 436 Advanced Elementary Music Methods, 3 credits
Targeted for future teachers who anticipate a career as an elementary general music teacher. Explores content, classroom management, curriculum design, community building, and both teaching and non-teaching duties expected of the elementary music teacher from a lens of personal skills, strengths, interests, and passions. Prerequisite: MuEd 431 or MuEd 432.

E.1.b.19

- *MuEd 440 Culturally Responsive Music Teaching, 3 credits
Examines the ways in which traditional approaches to music education have included certain types of students while excluding others, particularly students of color, students experiencing poverty, and students for whom traditional school music classes are far removed from their personal experience of music. Students explore future-forward approaches to music education by investigating culturally responsive teaching practices, Universal Design for Learning, equitable approaches to repertoire selection, and current trends that connect K-12 students to various aspects of popular music and culture. Prerequisite: MuEd 430.

E.1.b.20

- Mus 446 Sound Design, 4 credits
Students use current technologies to record, edit, synthesize and process sound in the creation of professional quality sounds effects used in multi-media applications. Prerequisite: Mus 247 or instructor permission.

E.1.b.21

- Mus 447 Songwriting, 4 credits
Explores facets of songwriting including lyrics, melody, harmony, arrangement and texture, structure and dramatic arc, performance, and collaborative work. Throughout the course students will analyze and discuss

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

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

songs of diverse genres, and experiment with songwriting elements through games and creative prompts. Prerequisite: Mus 247.

E.1.b.22

- Mus 449 SAMP Topics, 4 credits
Examines a specific topic in the field of Sonic Arts and Music Production, which may involve aesthetic, creative, analytical, performative, interactive, collaborative and/or technical perspectives and methods. Course may be taken more than once with different topics. Prerequisite: Mus 247.

E.1.b.23

- *Mus 493 Conducting Lab, 1 credit
Provides students with real-life teaching and conducting experiences by conducting and coaching their peers in a chamber music setting. Course may be repeated for credit three times. Prerequisite: Mus 320.

Change to Existing Courses

E.1.b.24

- *Arch 412 Design/Build 1, 2 credits – change credit hours to 4 credits

E.1.b.25

- Art 291 Introduction to Sculpture, 4 credits – change description and prerequisite

E.1.b.26

- Art 296 Digital Drawing, Painting and Printmaking, 4 credits – change prerequisite

E.1.b.27

- Art 318 Weaving: Pattern & Structure, 4 credits – change prerequisite

E.1.b.28

- Art 355 Video Installation, 4 credits – change prerequisite

E.1.b.29

- Art 374 Intermediate Sculpture Topics, 4 credits – change title to Sculpture Topics, change prerequisite

E.1.b.30

- Art 392 Painting, 4 credits – change description

E.1.b.31

- Art 428 Art with Kids: Museum and Community at KSMoCA, 4 credits – change prerequisite

E.1.b.32

- *Art 494 Advanced Sculpture, 4 credits – change prerequisite

E.1.b.33

- MuEd 201 Introduction to Music Education, 2 credits – change corequisite

E.1.b.34

- MuEd 332 String Techniques, 1 credit – change prerequisite

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

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

E.1.b.35

- MuEd 333 Guitar Techniques, 1 credit – change prerequisite

E.1.b.36

- MuEd 334 Vocal Techniques K-12, 1 credit – change prerequisite

E.1.b.37

- MuEd 335 Percussion Techniques, 1 credit – change prerequisite

E.1.b.38

- MuEd 336 Flute and Double Reeds, 1 credit – change prerequisite

E.1.b.39

- MuEd 337 Clarinet and Saxophone, 1 credit – change prerequisite

E.1.b.40

- MuEd 338 High Brass Techniques, 1 credit – change prerequisite

E.1.b.41

- MuEd 339 Low Brass Techniques, 1 credit – change prerequisite

E.1.b.42

- MuEd 340 Wind Instrument Techniques, 3 credits – change prerequisite

E.1.b.43

- MuEd 341 Jazz Techniques, 1 credit – change prerequisite

E.1.b.44

- *MuEd 420 Choral Literature and Rehearsal Techniques I, 3 credits – change course number to MuEd 431, change title to Choral Music Methods, change description, change prerequisite

E.1.b.45

- *MuEd 421 Choral Literature and Rehearsal Techniques II, 3 credits – change course number to MuEd 433, change title to Advanced Choral Methods, change description, change prerequisite

E.1.b.46

- *MuEd 422 Instrumental Literature and Rehearsal Techniques I, 3 credits – change course number to MuEd 432, change title to Instrumental Music Methods, change description, change prerequisite

E.1.b.47

- *MuEd 423 Instrumental Literature and Rehearsal Techniques II, 3 credits – change course number to MuEd 434, change title to Advanced Band Methods, change description, change prerequisite

E.1.b.48

- *MuEd 484 Music with Children, 3 credits – change course number to MuEd 430, change title to Elementary Music Methods, change description, change prerequisite, change corequisite

E.1.b.49

- Mus 101 Contemporary Music Theory I, 4 credits – change grading option

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

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

E.1.b.50

- Mus 102 Contemporary Music Theory II, 4 credits – change grading option

E.1.b.51

- Mus 103 Contemporary Music Theory III, 4 credits – change grading option

E.1.b.52

- Mus 197 Chorus, 1 credit – change title to Choir

E.1.b.53

- Mus 205 Listening I, 1 credit – change title to Listening

E.1.b.54

- Mus 304 Music History: Medieval, Renaissance, and Baroque, 4 credits – change description

E.1.b.55

- Mus 305 Music History: Classical and Romantic, 4 credits – change description

E.1.b.56

- Mus 306 Music History: 20th Century, 4 credits – change description, change credit hours to 2 credits

E.1.b.57

- Mus 397 Chorus, 1 credit – change title to Choir

E.1.b.58

- *Mus 470 Topics in Music History, 2 credits – change prerequisite

E.1.b.59

- *Mus 482 Topics in Music of the African Diaspora, 2 credits – change prerequisite

Drop Existing Courses

E.1.b.60

- *MuEd 480 Kodály Training: Level I, 5 credits

E.1.b.61

- *MuEd 481 Kodály Training: Level II, 5 credits

E.1.b.62

- *MuEd 482 Kodály Training: Level III, 5 credits

E.1.b.63

- Mus 206 Listening II, 1 credit

E.1.b.64

- *Mus 484 Music with Children, 3 credits

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

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

School of Business

Changes to Existing Courses

E.1.b.65

- +BA 101 Introduction to Business and World Affairs, 4 credits – change course number to BA 101Z, change title to Introduction to Business, change description

E.1.b.66

- +BA 211 Fundamentals of Financial Accounting, 4 credits – change course number to BA 211Z, change title to Principles of Financial Accounting, change description

E.1.b.67

- +BA 213 Decision Making with Accounting Information, 4 credits – change course number to BA 213Z, change title to Principles of Managerial Accounting, change description

E.1.b.68

- *Mgmt 421 Design Thinking for Social Innovation, 4 credits – change prerequisite

E.1.b.69

- Mgmt 422 Money Matters for Social Innovation, 4 credits – change prerequisite

E.1.b.70

- Mgmt 423 Storytelling and Impact Measurement for Social Innovation, 4 credits – change prerequisite

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.b.71

- B.A./B.S. in Chicano/Latino Studies – change program name to Chicanx/Latinx Studies

E.1.b.72

- Minor in Chicano/Latino Studies -- change program name to Chicanx/Latinx Studies

E.1.b.73

- Undergraduate Certificate in Chicano/Latino Studies -- change program name to Chicanx/Latinx Studies

E.1.b.74

- B.A./B.S. in Philosophy – revising core and elective requirements

E.1.b.75

- Minor in Philosophy – revising core requirement

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

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

New Courses

E.1.b.76

- Phl 211 Philosophy of Games, 4 credits
From ancient board games to virtual reality, discover how games mirror and mold human society, values, and identity. Explore essential questions such as: Why do we play? How do games blur reality and fiction? What ethical concerns arise in gameplay? How have games influenced philosophy? Using the lenses of ethics, metaphysics, and epistemology, students will understand games as profound cultural artifacts that reflect deeper truths about humanity.

E.1.b.77

- *Psy 472 Psychology of Addictive Behaviors, 4 credits
Psychology of addictive behavior comprises an area of study devoted to investigating and understanding psychological factors contributing to the development of substance-related and behavioral addictive disorders and related conditions, along with implications for prevention and treatment. Topics span alcohol and drug use and disorder and behavioral addictions, such as gambling. Expected preparation: Stat 243 and Stat 244, plus 12 credits in psychology, including Psy 321; Soc 200 and PHE 250 may be substituted for 4 of these credits. Prerequisite: Upper division standing.

Changes to Existing Courses

E.1.b.78

- +Eng 104 Introduction to Fiction, 4 credits – change course number to Eng 104Z, change description

E.1.b.79

- +Eng 105 Introduction to Drama, 4 credits – change course number to Eng 105Z, change description

E.1.b.80

- +Eng 106 Introduction to Poetry, 4 credits – change course number to Eng 106Z, change description

E.1.b.81

- Phl 379U Feminist Care Ethics, 4 credits – change grading option

E.1.b.82

- +Psy 200 Psychology as a Natural Science, 4 credits – change course number to Psy 201Z, change course title to Introduction to Psychology I, change description

E.1.b.83

- +Psy 204 Psychology as a Social Science, 4 credits – change course number to Psy 202Z, change title to Introduction to Psychology II, change description

E.1.b.84

- WS 379U Feminist Care Ethics, 4 credits – change grading option

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

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

School of Social Work

New Prefix/Subject Code

E.1.b.85

- HS (Human Services)

New Courses

E.1.b.86

- *CFS 460 Grief and Loss in Families, 4 credits
Examines grief through individual, family, and community experiences of loss. There will be an exploration and focus on relevant language and theoretical foundations surrounding loss, ambiguous loss, bereavement, and grief. We will identify and discuss historical and community-based perspectives on grief and loss, as well as self-awareness and self-care approaches. Resources available to children and families in their communities will be addressed, such as grief support programs, Hospice and palliative care, Death Cafes, Child Life, etc. Prerequisite: Upper-division standing.

E.1.b.87

- HS 303 Trauma Informed Helping Professional, 4 credits
Introduces students to Trauma Informed Care (TIC) principles in human service settings. Students will learn about the history of the TIC movement and current approaches. Students will review the science of trauma and toxic stress (neurobiology, epigenetics, adverse childhood experiences, and resiliency) and will gain an appreciation for trauma informed care as a universal precautions approach versus a trauma specific intervention. Students will also examine the ways in which policies and procedures in human service settings can trigger stress responses.

E.1.b.88

- HS 305 Human Services Management Systems, 4 credits
In this immersive course, students will develop the knowledge and skill necessary for management in a human service organization. The course covers topics such as organizational theory and behavior, human resource management, financial management, program evaluation, strategic management, and ethical and professional issues in human service management. The course prepares students for entry-level positions or further education in the human service management field. Students will be expected to complete field work observing a skilled leader in a social service agency.

E.1.b.89

- HS 307 Inquiry, Evaluation & Accountability, 4 credits
Introductory course on the principles and methods of inquiry, evaluation, and assessment in human services. Students will learn how to assess strengths, evaluate needs, and measure outcomes in human service organizations. Students will gain knowledge in research design; logic models; use of common assessment instruments; data collection and analysis; operationalization of accountability measures; evaluation of services; and report writing/ communication of results.

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

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

E.1.b.90

- HS 411 Introduction to Practice and Skill Assessment I: Portfolio Learning, 4 credits

In this introductory course to practice and skill development, students will create a collection of works demonstrating beginning knowledge, skill, and competence in human service practice. This course will assess human service skills that are essential for empathic and effective communication with diverse individuals, families, and communities.

E.1.b.91

- HS 412 Practice & Skill Development in Human Services II, 4 credits
This intermediate practice and skill development course will build core human service skills essential for culturally responsive human service practice, including effective and empathic communication with diverse individuals, families, and communities. This course will use case study and simulation to promote experiential, hands-on learning. Prerequisite: HS 411.

E.1.b.92

- HS 413 Practice & Skill Development in Human Services III, 4 credits
This advanced practice and skill development course will further refine core human service skills essential for culturally responsive human service practice, including effective and empathic communication with diverse individuals, families, and communities. This course will use case study and simulation to promote experiential, hands-on learning. Prerequisite: HS 411.

College of Urban and Public Affairs

Change to Existing Programs

E.1.b.93

- Post-Baccalaureate Certificate in Criminology and Criminal Justice – changing minimum passing grade for courses in the major from a C to a C-

E.1.b.94

- B.A./B.S. in Urban and Public Affairs – revising core and elective requirements, changing minimum passing grade for courses in the major from a C to a C-

New Courses

E.1.b.95

- PS 110 Civic Leadership Development, 4 credits
Engages students in civic activity and provides them with an understanding of political organizing, participatory democracy, and student advocacy. Along with a traditional classroom component, students in the course are required to work with student government or with a student organization that fosters the political, social, cultural, and physical development of their members and that seeks to advance students' interests both within and outside the university.

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

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

E.1.b.96

- PS 340 The Politics of Global Development, 4 credits
A study of why some countries have been able to achieve economic growth and improvements in their citizens' wellbeing while others have not. Topics include: defining development, deep sources of development such as geography and factor endowments, the legacies of historical institutions on development, the helpful or harmful role of the state in development, the impact of ethnicity and gender on development, conflict, and poverty reduction strategies.

Changes to Existing Courses

E.1.b.97

- CCJ 360 Victimology, 4 credits – change title to Victims of Crime, change description

E.1.b.98

- CCJ 420 Criminal Law and Legal Reasoning, 4 credits – change title to Criminal Law, change prerequisite

E.1.b.99

- *Ec 456 American Economic History: the First Century, 4 credits – change title to American Economic History: Colonial Era to 1900

E.1.b.100

- *Ec 469 Introduction to Econometrics, 4 credits – change title to Applied Econometrics, change description

E.1.b.101

- *PA 425 Grantwriting for Nonprofit Organizations, 4 credits – change description, add dual-level cross-listing

E.1.b.102

- UPA 425 Urban and Public Affairs Seminar, 4 credits – change prerequisite

Drop Existing Courses

E.1.b.103

- Ec 201H Honors Principles of Microeconomics, 4 credits

E.1.b.104

- Ec 202H Honors Principles of Macroeconomics, 4 credits

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

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

7 February 2024

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: M.S. in Applied Economics and Data Analytics

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

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

**PROPOSAL SUMMARY FOR
College of Urban and Public Affairs
M.S. in Applied Economics and Data Analytics**

Effective Term: Fall 2024

Overview of the Program

The Master of Science in Applied Economics and Data Analytics (MS-AEDA) aims to equip students with a comprehensive understanding of economic theories and their practical applications in real-world contexts. It is designed to provide graduate-level analytical training that will prepare and enhance students' skills for professional careers in business, banking, consulting, government, research, and nonprofit organizations. By integrating theoretical frameworks with empirical analysis, the program seeks to develop students' analytical and problem-solving skills in economic decision-making. This will foster critical thinking and quantitative reasoning skills, empowering students to evaluate policy issues and make informed recommendations to diverse audiences.

The MS-AEDA emphasizes the applied aspect of economic theories, so students will engage in hands-on research projects, data analysis, and case studies to explore real-world economic issues. While doing this, the program will additionally incorporate interdisciplinary perspectives, connecting economics with other fields such as business, finance, public policy, and environmental sciences. To cater to students' specific interests and career goals, the MS-AEDA includes a final project that will allow students to delve deeper into specialized topics and acquire expertise, providing a solid foundation for their professional endeavors.

Upon completion, students with the MS-AEDA degree will have a foundational understanding of applications of economics and data analytic concepts. They will be able to provide evidence and insights in the context in which decision-makers will be able to derive economic value.

Evidence of Need

This proposal for the one-year MS-AEDA is supported by two forms of market analysis. First, with the assistance of the Dean of the Graduate School, Professor

Rossitza Wooster, we obtained information from the Office of the State Economist that highlights the growing demand for employment

Second, PSU's OAI conducted market analyses using Lightcast and also provided the full market analysis from EAB on four different aspects: (i) An occupation review for 13 related occupations 15-2099 Mathematical Science Occupations, (i-a) for the region (the states of OR, WA, and CA) and (i-b) National sample; (ii) A program overview for the CIP code 45.0601 Economics, General (i-a) for the region (the states of OR, WA, and CA) (i-b) National sample.

The reports are included in the full proposal. In summary, the Office of the State Economist of Oregon (Appendix 1 at the end), which explored the "Top 15 Occupations for Recent Economics Graduates with a Graduate Degree" identified a projected 11% job growth from 2021-2031, and over a million job openings nationally and over 12,000 job openings in Oregon. The report also identified that the median wage was \$87,016.

The Lightcast Occupations reports find 6.7 million jobs, with a median compensation of \$93,000 and a job posting demand of 242,000 at the national level. Within the region, the report finds 1.25 million jobs, with a median compensation of \$100,000 and a job posting demand of 44,000.

The Lightcast program overview highlights that there is no distance, which we assume to be online, programs that compete with this proposed program in the region. The report also identifies that an in-person Masters in Economics program University of Oregon had 31 completions in 2021 and that the California State University System with four campuses in East Bay, Long Beach, Sacramento, and Los Angeles had a total of 34 completions leading us to conclude that there will be a robust demand for an online one-year masters in economics program.

Course of Study

The MS-AEDA is designed to provide graduate-level analytical training that will prepare and enhance students' skills for professional careers in business, banking, consulting, government, research, and nonprofit organizations. The MS-AEDA is designed to balance economic theory with cutting-edge data analytics and practical applications drawing from a range of elective fields. This degree is designed to be flexible enough so that students can complete the 45 credits online in one year, or enroll part-time over two or more years.

In addition to the 16-credit core curriculum, students complete elective courses for a minimum of 45 credits. The core courses cover the fundamentals of advanced microeconomics, macroeconomics, applied econometrics, and econometric theory with practical training on data analysis using R, Python, and Stata. The elective courses allow students to tailor their education to specific interest and acquire a diverse skill set valuable in today's dynamic job market. Finally, students will also have 9 credits of research, reading and conference. This allocation includes 3 credits (EC 505) throughout the regular academic year, providing opportunities for meetings with the Program Director (to be defined below) to discuss and refine research ideas. This preliminary phase aims to lay a robust foundation for the substantial 6-credit (EC 506) commitment during the summer term, where students will actively pursue and develop their final research project in a more structured

and immersive manner. This integrated approach ensures a thoughtful and progressive exploration of research endeavors.

Core Courses: 16 credits

- EC 515 Applied Microeconomic Analysis (4)
- EC 569 Introduction to Econometrics (4)
- EC 570 Econometrics (4)
- EC 590 Advanced Macroeconomics (4)

Elective Courses: 20 credits

List of elective courses from the Department of Economics

- EC 517 Women in the Economy (4)
- EC 518 Economics Department Seminar (1)
- EC 520 Money and Banking (4)
- EC 522 Economics of Sustainability: Theory and Practice (4)
- EC 527 Cost-Benefit Analysis (4)
- EC 530 Resource and Environmental Economics (4)
- EC 531 Urban Economics (4)
- EC 535 Public Spending and Debt Policy (4)
- EC 538 Energy Economics (4)
- EC 541 International Monetary Theory and Policy (4)
- EC 550 Economics of Development (4)
- EC 572 Time Series Analysis and Forecasts (4)
- EC 576 Implementing Econometrics using Stata and R (4)

List of elective courses from other departments

- FIN 551 Managerial Finance (4)
- PHL 574 Philosophy of Logic (4)
- PHL 524 Epistemology (4)
- SYSC 513 Holistic Strategies for Problem Solving (4)
- SYSC 514 System Dynamics (4)
- SYSC 525 Agent Based Simulation (4)
- SYSC 535 Modeling & Simulation with R & Python (4)

List of elective courses from other departments offered in-person

- FIN 515 Economics and Sustainability of the Firm (2)
- FIN 516 Managerial Macroeconomics (2)
- SYSC 518 System Sustainability and Organizational Resilience (4)
- USP 515 Economics: Applications in Urban Studies (4)
- USP 517 Urban Economic Development Policy (3)
- USP 551 Community Economic Development (3)
- USP 572 Regional Economic Development (3)

Research, Reading and Conference: 9 credits

- EC 505 Reading and Conference (3)
- EC 506 Special Projects (6)

Minimum credits: 45

7 February 2024

TO: Faculty Senate

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

RE: B.A./B.S. in Human Services

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

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

**PROPOSAL SUMMARY FOR
School of Social Work
B.A./B.S. in Human Services**

Effective Term

Fall 2024

Overview of the Program

The School of Social Work (SSW) at PSU is Oregon's only publicly funded Council on Social Work Education (CSWE) accredited program. To fulfill its statewide mandate, the Human Services program, housed in the School of Social Work, will be offered as a fully asynchronous online option. To earn a degree at PSU with a major in Human Services, students must meet PSU BA/BS degree requirements and complete the 56-credit the Human Services major. The major includes 20 credits of foundational human service coursework; 12 credits of human service skills development and practice coursework; 12 elective credits in courses designed to deepen historical and contemporary knowledge of diverse individuals, families, and groups; and 12 elective credits in one of four workforce-based concentrations: 1) addictions, 2) behavioral health, 3) children and youth; and 4) gerontology.

Disciplinary Foundation: The field of Human Services is broad and interdisciplinary. It seeks to define and respond to human need and human development by combining concepts from a range of social science fields, including but not limited to: anthropology, psychology, social work, sociology, public health, race and ethnic studies, and so on. Both academic discipline and profession aim to prevent behavioral health and psychosocial problems and to improve overall quality of life among service users. The Human Services profession also seeks to improve accessibility, accountability, and coordination among professionals and agencies.

Program Objectives: Human service professionals are committed to improving quality of life for individuals, families, and communities. This program will prepare individuals with the knowledge and technical skills to deliver care across a range of settings, including schools, hospitals, behavioral health agencies, clinics, disability services, addictions treatment facilities, residential and nursing homes, and other settings. The foundation of successful human service practice is the ability to see the human first. The Human Service major at PSU is distinguished by its emphasis on cultural humility and responsivity. Students will learn to see people and communities in all their complexity and to work with them in collaborative, respectful, and person-centered ways. As mentioned, the program will offer four concentrations that are a direct response to workforce needs in the State of Oregon. These focused areas (Addictions, Behavioral Health, Child and Youth Work, and Aging) will prepare graduates to seek specialized credentialing in these disciplines and will lay the foundation for potential graduate work.

Programmatic Focus: This program was designed with practitioners in mind and will prepare graduates to obtain direct practice positions in the human services field. It differs from psychology and sociology because it is interdisciplinary and blends electives drawn from these majors with generalist human service field practice techniques. It differs from Social Science because it is uniquely designed to prepare students for immediate entry into the direct practice employment. It differs from Child, Youth, and Family Studies and from the BA/BS in Social Work because it does not require a practicum placement but rather grants credit for prior learning (CPL) when students can demonstrate that they are competent in core areas of human service practice. Those students who do not qualify for Credit for Prior Learning may develop core Human Services competencies through extensive virtual simulation experiences.

Evidence of Need

The School of Social Work has been listening actively to workforce stakeholders as programs in the school prepare new professionals. A consistent request has been to consider a Human Service major. One of the workforce stakeholder partners, the Oregon Alliance of Children's Program identified, "Workforce is our most important resource in the public behavioral health system. The position vacancy is as high as 50% in some critical areas like crisis intervention and in services for people involved in the justice system...It will take 5-10 years to catch up with the demand, and in order to retain the mission-driven workforce we have and entice others to make the commitment to the public behavioral health system..." The market demand for helping professionals has grown exponentially in the wake of Covid-19 and increasingly challenging global circumstances.

The full proposal includes the following materials: 1) HSD Occupational Outlook; 2) Human Service Pathways and competencies completed by the Council on Adult and Experiential Learning (CAEL) with HECC funding; 3) Oregon specific job posting analytics (Lightcast analysis also provided by HECC funding); and 4) a Lightcast Program Overview for Human Services. All indicate significant market demand.

Course of Study

Required Foundation Human Services Coursework (20 credits):

- HS 303 - Trauma Informed Helping Professional (4 credits)
- HS 305 - Human Service Management Systems (4 credits)
- HS 307 - Inquiry, Evaluation, & Accountability (4 credits)
- CFS 391 - Family Theories (4 credits)
- CFS 487 - Examining Bias and Belief (4 credits)

Advanced Practice courses (12 credits)

The following series of practice and skill development courses will nurture competencies essential for effective and empathic communication with diverse individuals, families, and communities. These courses will draw on real-world scenarios to simulate effective practice in human services and will incorporate virtual and time-limited scheduled assessments of competency. **Prior Learning will be assessed in HS 411, which may lead to the award of Credit for Prior Learning in lieu of HS 412 and HS 413.

- HS 411 - Introduction to Practice and Skill Assessment I: Portfolio Learning * (4 credits P/NP) (new course)
- HS 412- Practice and Skill Development in Human Services I * (4 credits P/NP) (new course)
- HS 413- Practice and Skill Development in Human Services II * (4 credits P/NP) (new course)

Race and Ethnic Studies courses to promote Culturally Responsive Practice (12 credits)

- Full list of course options is available in the full proposal.

Workforce Based Concentrations (12 credits)

1) Addictions; 2) Behavioral Health; 3) Child and Youth Work; 4) Gerontology

- Full list of course options is available in the full proposal.

Minimum credits: 56

Minimum grade allowed to pass major requirements: C-

PASS grades only allowed for HS 411, HS 412, HS 413

7 February 2024

TO: Faculty Senate

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

RE: B.A.S. in Management & Leadership

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

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

PROPOSAL SUMMARY FOR School of Business

B.A.S. in Management & Leadership

Effective Term

Fall 2024

Overview of the Program

The undergraduate program in business administration adheres to the principle that in a free society the business enterprise must be responsibly and efficiently managed. The undergraduate degree program includes both business and non-business courses. The mission of the undergraduate program is to provide students with a broad understanding of business and to equip them with the dynamic skills required to work successfully in a complex and changing global environment.

The Bachelor of Applied Science (BAS) in Management & Leadership is available to individuals holding an Associate of Applied Science (AAS) degree at a regionally accredited community college, excluding AAS degrees in Business or Accounting. The program's foundation is in business administration, management, and leadership, with a focus on management for applied technical leaders. The objective of the program is to provide AAS degree holders working in technical fields with the education and support to move into management positions. The BAS in Management & Leadership is a customized pathway that selects coursework for AAS degree holders to benefit from their vocational training and the program is designed for students with vocational coursework outside of the fields of business and accounting. The curriculum is structured for student success and includes a selection of the University's general education program, The School of Business core curriculum and their prerequisites, and required and elective upper-division management courses.

Evidence of Need

Primary Audience, Oregon AAS degree holders:

For 2021-22 (the most recent data available), HECC's [Oregon Community Colleges Data Mart](#) reports 3,353 Associate of Applied Science degrees awarded by community colleges in the state of Oregon. Our community college partners in this proposal, PCC and CCC account for 1,094 of the AAS degrees awarded in 2021-22.

Lightcast Market Analysis:

The full proposal includes two reports describing the market analysis for management degrees (i.e., Business Administration and Management, General 52.0201). The Program Develop & Review file shows 11,964 completions of management degrees in Oregon in 2022 with growth in distance offered programs over the past ten years. Both files show robust occupational demand for management degrees in Oregon and in Portland, with a 7.4% increase in target occupation for Oregon over the next 5 years. The majority of management positions in Oregon are in the Portland Metropolitan area and one of the purposes of this degree is to provide adult learners in the Portland Metropolitan area with the education and training advance their careers to management positions in their fields of expertise (e.g., the topic of their non-business / non-accounting AAS degree).

Regional competition review:

A Bachelor of Applied Science degree is offered in management at Southern Oregon University (SOU), Oregon Institute of Technology (OIT), Eastern Oregon University (EOU), Clark College in Washington, Chemekata Community College, and Lane Community College.

SOU and OIT enrolled over 30 students the first term they launched. OIT and EOU draw students wanting to earn a 4-year degree to increase their career opportunities into supervisory and managerial roles whereas SOU relies on community college advisors who encourage their students enrolled in AAS programs to continue their study at a 4-year institution. Clark College and Lane Community College focus on continuing students with associate degrees. Portland State University will be able to draw both working professionals and community college students into this program because of its proximity to Portland Community College (PCC) and its location within a vibrant working community.

Economic Analysis of Regional Market for BAS Programs in Management & Leadership

The Oregon Employment Department projects healthcare, data science, and high tech to be the fastest growing industries over 2020-2030, and that management occupations are in demand and growing. Almost all job

openings in the fastest-growing industries require a bachelor's or advanced degree to be competitive (Source: State of Oregon Employment Department, Salem, OR). Given these findings, we focused on gathering data on students entering Associate of Applied Science (AAS) degree programs to see if the pipeline existed. At PCC alone the AAS represents 29% of all degrees awarded in 2021-22 ([source](#)), yet the Portland State School of Business has no dedicated pathway for these students to follow. As mentioned earlier, The School of Business has AAS degree holders pursuing a BA/BS degree which is evidence of some demand. We believe the demand will grow and so will the persistence of these students if we develop this program.

Of those students pursuing an AAS degree at PCC, the top majors include IT management of all variations (18.9% of all AAS degrees awarded at PCC 2021-22). Many of these positions require a technical/occupational associate's degree (AAS) to enter but require a bachelor's degree in order to be competitive or to advance (Table 1). In addition, the number of computer and mathematical jobs continues to increase steadily in Oregon and nationally meaning the front-end of the pipeline will likely continue. The Oregon Employment Department projects healthcare to be one of the fastest growing industries over 2020-2030, making IT managers in hospitals also in high demand. Source: State of Oregon Employment Department, Salem, OR.

AAS degree(s) that will be accepted for the B.A.S. in Management & Leadership

The AAS degrees that will be accepted for this BAS degree are AAS degrees from a regionally accredited institution except for Business or Accounting AAS degrees. While some non-business BAS degrees identify a narrow set of AAS degrees that will be accepted, this business program, as well as other BAS in Management programs in Oregon typically accept any AAS degree. We intentionally exclude students with an AAS degree in Business or Accounting because this degree is designed to provide management education for non-business technical degree holders. Students with an AAS degree in Business or Accounting should consider PSU's existing BA/BS degrees in Business and/or other subjects.

How student success will be supported for students whose prior coursework has been primarily vocational in nature

First and foremost, the Bachelor of Applied Science in Management & Leadership is structured with prerequisites and planned sequencing which brings students along rather than expecting them to come in at a level of advanced understanding. We have prerequisites for our business courses and a structure of courses that ensure students can build upon their knowledge in a scaffolded way. Second, staff and faculty, including academic advisors, will be made aware of the new program so that they may support

student success for those whose prior coursework has been primarily vocational. Third, The School of Business will utilize its trained area directors and course coordinators to provide students and instructors with proactive and reactive support for the program and its curriculum. These directors and coordinators meet quarterly and will be trained on this program through the quarterly meetings. Fourth, The School of Business provides tutoring for notoriously difficult classes, which will support these students. Finally, business is a field that is vocationally oriented, so we expect students who have vocational training will do quite well. The BAS in Management & Leadership is a customized pathway that selects coursework for AAS degree holders to benefit from their vocational training and the program is designed for students with vocational coursework outside of the fields of business and accounting.

Course of Study

Major Requirements:

Lower Division Business (14 credits)

- BA 101 Introduction to Business 4 credits)
- BA 211 Fundamentals of Financial Accounting (4 credits)
- BA 213 Decision Making with Accounting Information (4 credits)
- BA 216 Applied Excel for Business (2 credits)

Business Core (38 credits)

- BA 300 Business Communication (2 credits)
- BA 301 Research and Analysis of Business Problems (4 credits)
- BA 302 Organizational Behavior (4 credits)
- BA 303 Business Finance (4 credits)
- BA 311 Marketing Management (4 credits)
- BA 325 Information Literacy (4 credits)
- BA 327 Data Analysis & Visualization (2 credits)
- BA 339 Supply Chain Management (4 credits)
- BA 385 Business Environment (4 credits)
- BA 495 Business Strategy Capstone (6 credits)

General Education (20 credits)

- Ec 201 Principles of Microeconomics (4 credits)
- Ec 202 Principles of Macroeconomics (4 credits)
- STAT 241 Application of Statistics for Business (4 credits)
- or
- STAT 243Z Elementary Statistics I (4 credits)
- Comm 111Z Public Speaking (4 credits)
- WR 121Z Composition I (4 credits)

School of Business Management & Leadership Courses (24 credits)

- Mgmt 351 Human Resource Management (4 credits)
- Mgmt 428 Team Processes (4 credits)
- Mgmt 445 Organizational Design & Change (4 credits)
- Mgmt 464 Contemporary Leadership Issues (4 credits)
- Mgmt Upper Division Upper Division (4 credits)
- Mgmt 409 Internship/Practicum (4 credits)

Minimum credits: 96 credits

Minimum grade allowed to pass major requirements: C-

PASS grades not allowed

7 February 2024

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Graduate Certificate in Blindness and Low Vision

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

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

**PROPOSAL SUMMARY FOR
College of Education
Graduate Certificate in Blindness and Low Vision**

Certificate Type

Graduate Certificate: Admission to graduate status required.

Effective Term

Fall 2024

Overview of the Program

The Visually Impaired Learner Program provides an initial license or endorsement to work with students who have blindness or visual impairments. With an authorization of birth-21, students will achieve the competencies to deliver services in both public school and specialized school settings. The primary focus of the program is to prepare candidates to teach within the expanded core curriculum and adapt the general education curriculum to ensure accessibility for students. For clarity, there is an existing option for candidates to take more courses beyond the endorsement courses below so that they can earn their endorsement plus masters. This graduate certificate will be for candidates who are seeking the Visually Impaired Learner Endorsement only.

Evidence of Need

To illustrate the market demand for this graduate certificate, the table below shows the number of program inquiries, applicants, and total enrollment in the Added Visually Impaired Learner Endorsement program for the past three academic years. As can be seen in the table, the number of applications does not match the number of inquiries. One reason for this is that students in licensure-only programs are not eligible for financial aid. Therefore, potential inquiries often decide to not enroll in the licensure only

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

Program Inquiries

- 2020-21: 46
- 2021-22: 30
- 2022-23: 23

Program Applications

- 2020-21: 1
- 2021-22: N/A
- 2022-23: 5

Total Enrollment

- 2020-21: 2
- 2021-22: 6
- 2022-23: N/A

Course of Study

- SpEd 540 Foundations of Education for the Visually Impaired Learner (3 credits)
- SpEd 545 Introduction to Orientation and Mobility and Independent Living Skills (3 credits)
- SpEd 575: Braille III (3 credits)
- SpEd 541: Implications of Vision Problems of Children/Youth (3 credits)
- SpEd 576: Visually Impaired Learners with Additional Disabilities (3 credits)
- SpEd 509: Practicum I (3 credits)
- SpEd 546: Braille I (3 credits)
- SpEd 547: Braille II (2 credits)
- SpEd 542: Assessment of Visually Impaired Learner (3 credits)
- SpEd 543: Reading and Literacy K-12: VIL (3 credits)
- SpEd 509: Practicum II (3 credits)
- SpEd 544: Methods VIL (3 credits)

Minimum credits: 35

7 February 2024

TO: Faculty Senate

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

RE: Minor in Accounting

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

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

**PROPOSAL SUMMARY FOR
School of Business
Minor in Accounting**

Effective Term

Fall 2024

Overview of the Program

The accounting area is proposing a 28-30 credit course sequence that includes coursework required for entry-level careers in accounting or personal finance. This sequence would not meet CPA exam eligibility requirements. The goal is to provide PSU students with an employer recognized credential short of a full undergraduate accounting degree. PSU students from any degree path are currently able to take the proposed course sequence, but do not receive any formal credential to effectively communicate to prospective employers.

The proposed minor is completely made up of courses currently offered by the accounting area. There is currently capacity within existing sections to absorb additional students during rollout.

There is a current, nationwide shortage of entry-level accounting staff across a range of settings and industries. As further evidence of need and anticipated demand for an accounting minor degree, Oregon (Fall 2023) and Oregon State (Fall 2024) will soon offer a similar course sequence.

We hope this additional offering allows students from business (BTA/FIN) and non-business (governmental, nonprofit, etc.) degree paths to pursue positions that also require a foundational accounting skillset (e.g., corporate finance, real estate finance, personal finance, inventory management, nonprofit, government). Conversations with corporate controllers and chief financial officers at a recent professional association dinner suggest the

proposed sequence prepares students for general accounting roles within small to medium sized businesses, nonprofits, and state/local/federal government.

Evidence of Need

We anticipate strong demand from students in other academic programs who hope to supplement their existing degree with an accounting skillset. Examples include students interested in fields like personal finance, real estate, supply chain; or students looking for an initial foothold for a career in a governmental agency or nonprofit organization.

The BTA/FIN degree paths currently serve large numbers of School of Business students. Demand from outside The School of Business is uncertain, but not required for program success. The accounting area has slack capacity to absorb up to 50 minor students per year without the need of additional course sections.

As further proof of anticipated demand, UO and OSU approved a similar minor path available to all students within their schools of business.

Course of Study

We propose a course sequence of 28-30 total credits. Students outside of the business school would need to take the complete series. Business majors in other areas already take BA 211, BA 213, and BA 325 as part of their current degree path and would require an additional 16-18 credits. Finance majors already take BA 211, BA 213, BA 325, and Actg 381 and would require an additional 12-14 credits.

Required Courses (26 credits)

- BA 211Z Principles of Financial Accounting, 4 credits
 - BA 213 Introduction to Accounting, 4 credits
 - Actg 335 Accounting Information Systems and Analytic Fundamentals, 4 credits
 - Actg 360 Management Accounting, 2 credits
 - Actg 381 Financial Accounting and Reporting I, 4 credits
 - Actg 382 Financial Accounting And Reporting II, 4 credits
 - BA 325 Information Literacy & Technical Competence for Business Professionals, 4 credits
- or
- BA 336U Essential of Information Technology for Non-Business Majors, 4 credits

Elective (2-4 credits)

Select based on anticipated career path. Choose from:

- Actg 383 Financial Accounting and Reporting III, 4 credits
- Actg 395 Taxation, 4 credits
- Actg 416 IT, Cybersecurity and Compliance, 4 credits
- Actg 430 Governmental Accounting, 2 credits

Minimum credits: 28

Minimum grade allowed to pass program requirements: C-

PASS grades not allowed for program requirements

Work-Life Balance Survey Report

Prepared by

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Mary Oschwald, PhD, Director & Research Associate Professor,
Debi Elliott, PhD, Senior Research Associate,
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Work/Life Balance Committee:

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Celine Fitzmaurice, Teaching Assistant Professor, University Studies
Randi Harris, Director, Transfer & Returning Student Resource Center
Kara Hayes, Student Success Manager, Transfer & Returning Student Resource Center
Christina Luther, Director, International Student and Scholar Services
Olyssa Starry, Associate Professor, University Honors College
Gina Turner, Benefits Manager, Human Resource

Portland State University

2023

Executive Summary

Portland State University's (PSU) Work/Life Balance Committee launched this study in November 2022 to understand employees' experiences with PSU family-friendly programs/policies, work flexibility, campus life and atmosphere, and personal health and well-being, and the need for dual career programs. The study utilized an online survey that included both quantitative and qualitative approaches. A total of 890 employees' responses were included for data analysis.

Key findings include:

- Many employees reported having heavy workloads due to understaffing caused by employees' leaving combined with a hiring freeze.
- Many employees appreciate family leave; however, unpaid family leave leads to financial strain, which is a barrier to access.
- AAUP's sick bank is helpful; many employees ask for similar benefits for their classification in order to be able to care for their family members.
- PSU childcare on campus has a long waitlist and is costly. Due to understaffing at Helen Gordon Child Development Center (HG CDC), many employees struggled with limited hours and unexpected closures.
- The vast majority of employees expressed their preference for flexible work arrangements (remote work and flexible scheduling) for increased productivity without distractions, avoiding time-consuming commute and costly parking, addressing concerns for safety on campus and in downtown Portland, and being able to care for themselves and/or family members (including immunocompromised, children, elders, family with disabilities). Thus, many employees consider flexible work arrangements helpful for recruitment/retention of employees. They observed a lack of flexible work arrangement support resulting in employees' leaving and causing difficulty hiring.
- Across units, there were different levels of support and accommodation towards flexible work arrangements.
- Many employees reported feeling supported by their supervisors or colleagues in accommodating flexible work arrangements and caring for their well-being, while

most employees felt that they were not supported nor cared about by higher administration/PSU at large.

- Employees were frustrated with higher administration (President, Vice Presidents) and their supervisors (Department Chairs, Directors) mostly working remotely while they were asked to be in person.
- While many tenure-track faculty emphasized dual career accommodation, many other employees perceived dual career accommodation as unfair/inequitable.
- Instead of top-down approaches which many people considered causing disparities, many employees recommended bottom-up solutions, including providing funding for employees' organized events/workshops to meet the diverse needs of employees.

Common suggestions that employees made to promote well-being include accommodation for flexible work arrangements, staff job sharing and cross training, flex time, paid family leave, increasing wages for lower paying positions, free Rec Center membership, free parking and public transportation support, discounted childcare on campus, support for caring elders or family with disabilities, and supporting bottom-up solutions. The results of the survey will direct the initiatives of the committee in the coming year and inform recommendations to update the PSU Work/Life balance policy to support employees' work/life balance moving forward.

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