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Faculty Senate, 1 April 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
Introduction 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, 1 April 2024** at **3:00 p.m.** in **Cramer Hall 53.**

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, April 1st**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **April 1st**. 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), Race and Ethnic Studies Requirement courses (RESRC) – *Consent Agenda*
 - * 2. New program: Undergrad. Minor in Sustainable Fashion (COTA via UCC)
 - * 3. New program: Undergrad. Cert. in Criminal Law & Justice (CUPA via UCC)
 - * 4. Change of academic area designation for certain Geography courses (ARC)
 - * 5. Name change of Freshman Inquiry to First-Year Inquiry (USC)
 - * 6. Introduction of proposed amendment to Faculty Constitution: University Research Committee charge revision – *first reading*
- F. Question Period
- G. Reports from Officers of the Administration and from Committees
 - 1. President's report
 - 2. Provost's report
 - 3. Report from AAUP on IELP Memorandum of Agreement
- H. Adjournment

***See the following attachments:**

A.1. Roster

A.2. 3/4 Minutes – *Consent Agenda*

D.1. Propoposed constitutional amendment on adjunct faculty representation

E.1.a-b,d. Curricular proposals: graduate (GC), undergrad. (UCC), RESR courses – *Consent Agenda*

E.2. Undergrad. Minor in Sustainable Fashion (COTA via UCC)

E.3. Undergrad. Cert. in Criminal Law & Justice (CUPA via UCC)

E.4. GGR academic area designation (ARC)

E.5. FRINQ name change (USC)

E.6. Proposed constitutional amendment on URC charge

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, 4 Mar. 2024•**DRAFT**

Presiding Officer: Lindsey Wilkinson

Secretary: Richard Beyler

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

Alternates present: Norene Hough for ex-officio member Chivers, Julie Hackett for Sorensen.

Senators absent: Dimond, Golub, Kennedy.

Ex-officio members present: Allen, Beyler, Bowman, Bull, Burgess, Bynum, Carpenter, Chabon, Chorpenning, Clark, Cudd, Dottin, Ford, Glascott, Hansen, Johnson, Kelley, Knepfle, Lambert, Lubitow, Martin (Sheila), Monsere, Mulkerin, Petit, Reitenauer, Spencer, Tankersley, Toppe, Wagner, Willson, Wooster, Zeidler.

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

A. ROLL CALL AND CONSENT AGENDA

1. Roll call

Consent Agenda *approved without objection: A.2, A.3, E.1.*

2. Minutes of 5 February meeting were **approved** as part of the *Consent Agenda*.

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

G.3, Report of Work-Life Balance Committee, was moved to follow announcements. D.1, Amendment to Faculty Constitution, was moved to follow new business. New business item E.5 was moved to follow E.2, and voting was combined onto a single form. E.3 and E.4 were moved to follow E.6, and voting was combined onto a single form.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

WILKINSON referred to the book *I Feel Love* by Rachel Nuwer, which is about the use of psychedelic drugs to allow patients with therapy-resistant, trauma-related mental health conditions to reconnect with their emotional selves and develop a sense of trust and goodwill in the social world. The belief that people are good, that they care about us, and that they act in good faith is predictive of mental health. When we don't believe the people around us are acting in good faith, our world view becomes skewed.

WILKINSON noted President CUDD's statement in this morning's Currently and a subsequent message from AAUP about potential inaccuracies in the President's statement. IELP faculty are in early conversations with the Administration about a possible memorandum of agreement related to the elimination of IELP. In some ways this decision to eliminate IELP is not surprising, maybe not even to some colleagues in that unit. He did not wish to debate pros and cons at this moment. However, many faculty,

including members of Faculty Senate Steering Committee, were concerned about the timing of the decision, especially in light of what IELP faculty were told in October—that there would not be major decisions about IELP layoffs or program elimination this academic year so that they, along with the rest of us, could engage in a strategic planning.

WILKINSON worried that the timing of the decision could lead faculty to feel that our leaders are not acting in good faith. He hoped that is not the case, but he worried about it. It could lead some [faculty] to ask ourselves when there are moments our leaders choose to engage faculty with honesty, integrity, and care, if there are moments when they will not. Many members of Steering feel that not to acknowledge previous conversations seems disingenuous and not in alignment with that Senate has been seeking from the Administration for years: more transparent, collaborative, integrity-filled decision making, especially around issues that impact curriculum and faculty well-being. He looked forward to hearing more in the President's and Provost's reports, and hoped that IELP and Administration can find a resolution that does the least amount of harm to our colleagues and to the relationships that we have worked on in the last six months.

WILKINSON said that Senate will continue to ask that the formal governance processes related to program elimination [be followed], as we consider the well-being of our students, our faculty, and our campus. He guessed that actions of the Board of Trustees would be relevant to the timing. Upcoming meetings of BoT its Finance and Administration Committee would be considering the Administration's budget proposal, including a recommendation to use up to \$21 million of E&G reserves for the fiscal year.

2. Announcements from Secretary

BEYLER gave some procedural reminders. Colleagues should be on the lookout for and respond to the annual survey to opt-in as a candidate for Senate and other Faculty elections, to be distributed early in spring term.

Change in agenda order: G.3 moved here.

G. 3. Report from Work-Life Balance Committee

WILKINSON introduced Pamela BOCK (Asst. Dir., Services for Students with Children), Chair of the Work-Life Balance Committee, along with Randi HARRIS as another committee member. Also present was committee member Christina LUTHER (International Student Services). The committee was formed in 2015, BOCK said, out of a taskforce established to provide support for employees' work-life balance. The committee has nine members, appointed by AAUP, Faculty Senate [Committee on Committees], and the Administration. One specific charge is to propose revisions to the 2001 Work-Life Balance Policy, which states intentions but doesn't really include any detail or structures of how that support should be enacted.

Before suggesting any changes, BOCK said, the committee wanted to hear from colleagues about their needs. The result was a survey crafted to understand the impact of current policies and programs and how they do or don't support employees in issues relating to workplace flexibility, campus life and atmosphere, health and well-being, child and elder care, safety, etc. The survey was distributed in November 2022 to 3542 people. Close to 900 responded, resulting in about 200 pages of detailed qualitative data. [For summary see **March Agenda Attachment G.3.**] BOCK cautioned that COVID

restrictions were more prevalent at that time, and many employees had not yet returned from remote work. Some changes were enacted since the survey—for example, Oregon paid family leave and practices related to dual-career hiring.

The responses, BOCK continued, included a healthy mix of perspectives. The committee wanted to give appropriate voice to all that was shared. With the support of the Administration and AAUP, they enlisted the assistance of colleagues in the Regional Research Institute [SSW] to conduct a formal analysis of the qualitative results.

HARRIS indicated the survey focused on five areas, in which respondents ranked their satisfaction and provided qualitative feedback. Overall people were satisfied with PSU's childcare programs, though there were concerns about accessibility and affordability. The AAUP sick leave bank was a positive. Challenges for eldercare and inflexible work arrangements made up a large part of the feedback. The committee was struck by a desire, across all job categories, for workplace flexibility. There is a perception of inequity across different employee types in access to flexible work arrangements. Employees were appreciative of supportive supervisors, but frustrated that flexibility was sort of being taken back with the end of COVID restrictions.

In regard to health and well-being, HARRIS said, there was a feeling of being under-resourced, even when there was access to resources and services. Since the survey, Oregon paid family leave has been implemented and other work is in progress to offer assistance to employees returning from extended leaves. A continuing concern, HARRIS said, was unequal workload and expectations between female and male faculty.

Campus life scores were around the midpoint, HARRIS noted. What stood out was the challenge to find time to build community, and inequity based on the type of role one has. For the dual-career program, HARRIS continued, many of the responses were 'not applicable.' Traditionally this has been available only to administrators and some faculty; however, work is being done in OAA to review and update this program. As the survey went out in 2022, HARRIS said, there was much about a desire for a bottom-up approach to the return to campus [after the pandemic], and a perception that many higher-level administrators were still working remotely.

HARRIS thanked the analysis team and Provost CHABON for identifying RRI as a resource. She also thanked Emily FORD and Christina RESTAD [AAUP council] for contributing to the committee's analysis.

BOCK said the committee was honored to have received such robust feedback, and acknowledged the time many colleagues spent on their responses. They are using the data to develop recommendations for a University-wide policy.

JAÉN PORTILLO drew attention to the needs of international staff and students.

KERNS thanked the committee for their efforts. Many colleagues have responsibilities in addition to their work, so she appreciated that the University and Faculty Senate are prioritizing these issues.

Change in agenda order: D.1 moved to follow section E.

E. NEW BUSINESS – *none***1. Curricular proposals (GC, UCC, USC) – Consent Agenda**

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

Change in agenda order: New business items other than Consent Agenda considered in the order: E.2, E.5 (voting combined onto one form); E.6, E.3, E.4, (voting combined onto one form).

2. New program: MS in Applied Economics and Data Management (CUPA via GC)

LUBITOW introduced the proposal: a fully online proposal, which requires the creation of only one new course. It is fully supported by current faculty, so no need for new hires. Full-time students can complete it in one year if they enroll during the summer. It involves hand-on research project through data analysis and case studies. The audience is working professionals. It will be the only program like this in Oregon. The proposing faculty did a market analysis showing specific need here.

GRECO / GAMBURD **moved** approval of the MS in Applied Economics and Data Management, as summarized in **March Agenda Attachment E.2** and proposed in full in the Online Curriculum Management System [OCMS].

The MS in Applied Economics and Data Management, a new program in the College of Urban and Public Affairs, summarized in **March Agenda Attachment E.2**, was **approved** (40 yes, 1 no, 1 abstain, vote recorded by online survey distributed after E.5).

5. New program: Graduate Certificate in Blindness and Low Vision (COE via GC)

LUBITOW described this proposed certificate as complementing the existing licensure [program]. It addresses financial barriers to enrollment: the certificate is a specific way that people can access financial aid. The degree is primarily online. Although current and projected numbers may be small, the courses are already [in place with] dedicated faculty, not no additional resources will be needed.

EMERY / HARRIS **moved** approval of the Graduate Certificate in Blindness and Low Vision, as summarized in **March Agenda Attachment E.5** and proposed in full in OCMS.

The Graduate Certificate in Blindness and Low Vision, a new program in the College of Education, summarized in **March Agenda Attachment E.3**, was **approved** (39 yes, 2 no, 1 abstain, vote recorded by online survey).

6. New program: Minor in Accounting (SB via UCC)

SPENCER said this proposal came from the School of Business with Matt KAUFMAN as the lead author. It is a sequence for entry-level careers in accounting or personal finance, accessible to all PSU students not needed CPA exam eligibility. There is a nationwide shortage of such entry-level accounting staff. They anticipate demand from students seeking to supplement their degree with accounting skills.

MUDIAMU / WATANABE **moved** approval of the Minor in Accounting, as summarized in **March Agenda Attachment E.6** and proposed in full in OCMS.

BURGESS: Do students taking the minor have to be admitted to SB? SPENCER called on KAUFMAN to answer the question: It is open to all students. They tried to minimize prerequisites for students outside SB, though a few remain.

TAYLOR commented that her accountant, whom she had been working with for almost twenty years, said that [her firm] cannot take on any more clients because they don't have enough [accountants]. She would recommend it as a job opportunity.

The Undergraduate Minor in Accounting, a new program in the School of Business, summarized in **March Agenda Attachment E.6**, was **approved** (45 yes, 0 no, 2 abstain, vote recorded by online survey distributed after E.4).

3. **New program: BA/BS in Human Services** (SSW via UCC)

SPENCER said the program will be fully asynchronous online, with skill development and workforce based concentrations. There is evidence of high market demand for human service professionals, especially post-COVID. The program addresses crisis intervention, culturally responsive practices, addictions, behavioral health, child and youth work.

BLAJESKI / GAMBURD **moved** approval of the BA/BS in Human Services, as summarized in **March Agenda Attachment E.3** and proposed in full in OCMS.

INGERSOLL asked how the new HS classes—a new course code—would fall into the academic distribution areas. SPENCER called on Jana MEINHOLD: Child, Youth, and Family Studies Program will be renamed Family Studies and Human Services, and will house the Child, Youth, and Family studies major and the Human Services major. INGERSOLL continued: Usually when a department wants their courses to be included under the Social Science or Arts and Letters academic distribution area, they go through the Academic Requirements Committee. She wondered if this was being considered. SPENCER asked Tozi GUTIERREZ (SSW). She thought they had not yet approached ARC. They followed the procedure put together by Andreen MORRIS [Curriculum Coordinator, OAA] and this was not one of the requirements. SPENCER suggested this would be something to follow up on later. GAMBURD pointed out that existing courses are probably already classified. GUTIERREZ: It's a mix of new and existing courses. MORRIS clarified that the ARC [area distribution process] is not required for a new course proposal; it is a separate process.

The BA/BS in Human Services, a new program in the School of Social Work, summarized in **March Agenda Attachment E.3**, was **approved** 39 yes, 5 no, 3 abstain, vote recorded by online survey distributed after E.4).

4. **New program: BAS in Management & Leadership** (SB via UCC)

SPENCER said that this proposal came from the School of Business with Cliff ALLEN and Jacob SUHER as lead authors. It is designed for students holding associate of applied science degrees in various technical fields, to provide a pathway into management positions. There were 3353 AAS degrees awarded in 2021-22, and a projected 7.4% increase in management roles in Oregon; thus, there is robust demand for management education tailored for technical experts. SPENCER noted that the requirements are based the general requirements for BAS degrees recently approved by Senate.

HARRIS / MUDIAMU **moved** approval of the BAS in Management and Leadership, as summarized in **March Agenda Attachment E.4** and proposed in full in OCMS.

The BAS in Management and Leadership, a new program in the School of Business, summarized in **March Agenda Attachment E.4**, was **approved** (41 yes, 2 no, 4 abstain, vote recorded by online survey).

Change in agenda order: D.1 moved here.

D. UNFINISHED BUSINESS – *moved from above*

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

*The proposed amendment as introduced to Faculty Senate (first reading) at the October meeting. At the November meeting, it was referred to an ad-hoc committee. At the February meeting, modification #1 [amendment to the amendment] was approved. This version appears in **March Agenda Attachment D.1.a**.*

GRECO / LAFFERRIERE **moved to modify** the proposed amendment (amendment to the amendment) in accordance with the text given in **March Agenda Attachment D.1.b**.

Consideration of proposed modification #2 D.1.b (amendment to the amendment)

GRECO said she had been struggling with the desire to add adjunct representation to Senate. Adjuncts teach many of our classes, including many that are BA and BS requirements—writing and lab science. Senate has changed its numbers: some time ago, the size was cut in half to make us more deliberative. How do we now add representation so we are not too large? It also seemed to GRECO that the numbers were out of proportion in terms of representation for CLAS. Adjuncts in CLAS are 26% of the adjunct population and teach 30% of the adjunct classes, but have only one of nine senators in the current proposal. [See **March Minutes Appendix D.1**.] A caveat is that the data is imperfect. We don't even know exactly how many tenure-track faculty we have at a given moment. When she was on the [AAUP] bargaining committee there were two lists that were different.

GRECO's proposed for CLAS to be represented by two adjunct senators. Some other schools had enough [adjunct] population to have one senator. Some didn't have that many, and so were collapsed together as a voting group. She put CUPA with SPH because the latter's faculty came from CUPA when SPH was created, though not many of them are still around. COE has a high proportion of adjunct relative to full-time faculty, so that seemed to justify an adjunct senator for COE.

GRECO summarized: There would be eight adjunct senators elected by seven voting sectors, with CLAS electing two. BEYLER commented that the word 'sector' is used instead of 'division' because the latter has some connotations that don't work with GRECO's proposed amendment. In this context it simply means voting group.

TRETHEWAY asked whether the question [at hand] was whether CLAS is underrepresented, or whether adjuncts are underrepresented. In [many Faculty] committees, CLAS has six representatives. He thought that we should not use faculty [as the metric] but rather students—where students are graduating from. If we use that measure, the numbers are also out of whack, as is Senate, as are the committees. GRECO

responded: We are now just looking at adding adjuncts. The modification would change the proposal from nine [senators] to eight, two of whom would come from CLAS. That reflects the number of adjuncts and the number of adjunct classes pretty well. If we want to reassess how many people are in this body from other groups, that would be a different proposal. HOUGH said that the ad-hoc committee had discussed these issues thoroughly, looking at many models.

IZUMI's concern was that SPH and the various units in CUPA have very different perspectives. She understood the reason for collapsing them together based on numbers, but they have different interests.

LAFFERRIERE pointed out that [current] Senate representation is one for every twenty faculty members. He believed GRECO's proposed modification to be in that spirit. TRETHERWAY believed there may be a larger discussion. Part of the problem, he said, is that we are a faculty-first institution. Student wants or student needs are not even on page one. If we are a representative body, its should be based on students. The number one objective metric we have is student graduation, and where they graduated from. That's the basis of the state funding model: student success and completion. We don't get money by racking up SCH, but by graduating people. GRECO appreciated the student first argument, but believed that the numbers cited are also reflected in the proportions she had proposed. If the number of senators [as whole] do not, that is a different discussion. FARAHMANDPUR said that the state funding model is a different thing from representation. He didn't understand the connection.

The **modification #2** (amendment to the amendment) in **March Agenda Attachment D.1.b** was **approved** (28 yes, 12 no, 7 abstain, vote recorded by online survey).

Return to consideration of main motion (proposed constitutional amendment) as modified

WILKINSON indicated that the amendment, as now modified, would return to the April agenda for discussion and a vote. BEYLER noted that **March Agenda Attachment D.1.c** shows changes the constitutional text including the modifications.

Return to regular agenda order.

F. QUESTION PERIOD – none

G. REPORTS

1. President's report

CUDD reported that over 400 colleagues participated in the strategic planning engagement sessions last month. The table notes produced some 10,000 words of feedback. We engage in budget planning for the coming academic year at the same time that we optimistically plan for PSU's vibrant future. Close to 300 colleagues came to the online budget forum on February 21st. A daunting budget deficit has continued to grow due to inflation, demographic shifts, and shrinking enrollment and class sizes. We have to hold some urgency, CUDD said, to address a gap that has grown to nearly \$30 million, if we do nothing—not raise tuition nor make any cuts. Of course we will do something, so that's why while we work on a principled and collectively created strategic plan to guide our decision making, we have to engage in prudent planning.

To that end, CUDD continued, Interim Provost CHABON recommended and she [CUDD] agreed that we take steps within Faculty Senate and AAUP procedures to close the International English Language Program (IELP) no sooner than July 1st.

With regard to the *Currently* article and blog post from earlier today, CUDD wanted to now give her sincere apology for not stating this accurately and clearly. She had already corrected the blog post. But what was stated earlier today was unclear. What she should have said is that she has decided to take the steps necessary with Faculty Senate and AAUP to get to the conclusion she sought. She apologized for suggesting that we have already done so. We have not done so. CUDD said that they are still in the process of negotiations about the exact process that will be applied. She apologized to the AAUP leadership for suggesting that they have engaged in formal consultation with us about this. There have been only informal discussions.

CUDD wished to address what she had been hearing from people who feel that this decision violates promises she had made to the campus community. She had been upfront from the beginning that we need to begin making cuts in advance of the strategic plan, and that we would try to ensure that those cuts don't preclude us from implementing that plan. On September 23rd, she met with Faculty Senate Steering Committee and shared the following statement: "As much as possible, we will align budget decisions with the strategic planning process; however, budget decisions have to be made earlier in the year, which will mean that the plan will be more useful in the following year." At the October Faculty Senate meeting, she said: "The strategic planning process will guide our financial decisions into the future. But we need to take some immediate actions to address challenges." At the December meeting she outlined scenarios for planning as we await the BoT decision about the use of reserves: cuts of 0.5%, 1%, and 1.25%. Due to cost increases averaging 3.6%, these constitute effective cuts of 4.1%, 4.6%, and 4.85%. She also said we would not be making across-the-board cuts. At the February meeting, she explained scenarios presented to the Board, which included a tuition increase and use of \$21 million in E&G reserves, with some cuts. She remarked that we do not want to make too many decisions in advance of strategic planning. But we need to get some room to use some reserves in order not to make major cuts at this time.

CUDD continued: She had never said that we would not make any cuts in advance of the strategic plan. These are not easy decisions. We are a community and we feel any cuts personally. But the vibrant, promising future of PSU requires us not only to develop a durable strategic plan for the future, but also to have effective and efficient management of our programs right now. An example is the efforts underway to improve our scheduling and the efficient deployment of our teaching faculty. Our strategic plan will help us with the larger budget decisions yet to come. She was working hard to ensure that we have the time to develop that plan as a collective before those decisions are made.

Later this week, CUDD said, the BoT Finance & Administration Committee will reconvene to consider her request to approve the use of reserves. To allow that to happen, we need to clearly state our strategic imperatives: what we do to create the unique value proposition that we can bring to our students. A core question is how we can achieve financial sustainability while fulfilling our mission. Informed by our institutional values and the co-created strategic imperatives of the strategic plan, we will evaluate and manage our degree programs based on their fit with the PSU mission, and their overall

success both internally and with respect to external market forces and basic economics. We want to invest for greater impact for our students and reduce the factors that lead to inequitable faculty workloads, CUDD said. We'll also streamline administrative functions across the University. To ensure our resources are used to best serve our students and provide faculty and staff support to do their jobs with distinction, [we will need] regular analysis of the factors that determine the value of academic programs and non-academic services, alignment with our mission, contribution to academic success, and consistency with students' needs. CUDD valued the important role of Faculty Senate in the strategic planning process and looked forward to working with Senate on the important decisions yet to come.

CUDD called attention to the Presidential Speakers Series on how to embrace our Minority Serving Institution status. The previous speakers were Angélica Garcia and Rowena Tomaneng; the next speaker would be Frank Arpan, president of Haskell Indian Nations University.

CUDD acknowledged the heartbreaking war in the Middle East. Tensions on campus remained challenging. Members of the task force are meeting in committees to address topics such as violence prevention, safety, inter-group dialogue, and academic freedom. She thanked task force participants for their careful consideration.

GRECO wanted us to be mindful of the wealth of knowledge and skill of the people in IELP, in bringing students up to speed with readiness for university courses. As we rethink that unit, those faculty could be very important in our efforts to serve students and graduate more students.

JAÉN, as an international faculty member and former international student, emphasized the importance of IELP for our internationalization goals. She hoped that would be part of the conversation as this decision was being made.

GAMBURD noted that the previous time IELP faced this kind of elimination, the Senate process had to begin by March 15th in order to unfold before faculty went off nine-month contracts. Was this timeline being followed or compressed? CUDD said they were mindful of the timeline.

DE LA VEGA was very interested in our movement towards being a Hispanic Serving Institution. Her own work was bilingual. As a teacher-educator she looked at the wealth of knowledge and resources we have on campus. She appreciated outside perspective, but didn't want to lose sight of what we have in our own community: bilingual scholars, people with understanding of the intersection of language and culture.

LINDSAY noted that it is the 60th anniversary of IELP. She had been at PSU for 40 years, starting as an undergraduate. It was a disservice, she thought, to lose these essential services and educational opportunities. In IELP they had seen enrollment grow and diminish and grow and diminish. Restructuring had enabled them to continue. She was dismayed that the decision was being made to end the program rather than restructure it in ways that have been suggested to the Provost. There are viable ways to be financially sustainable. She asked that the President reconsider the elimination of IELP, not only for support of the existing faculty, but even more because of the essential work they do with students from across the world. Having international students is important to our

community, particularly as an [MSI]. She knew that CUDD had been very involved in the resurrection of downtown, and PSU is essential to that. Losing [IELP] altogether will be damaging, and its services will still be needed. It will be hard to restore.

FORD noted that the IELP budget is \$1.65 million, yet the elimination of the program would save only around \$700,000 per year. It is a drop in the bucket for what we have to cut. Why do this now when we would be doing something that is more strategic? It seemed to her that the decision had not been thought out, in consideration of the numbers. She was curious about the income that the University gets from students who've finished the program and then enroll at the University. Her sense is that this amount is double that of the IELP budget line. CUDD said that the Provost would be giving more details. Her understanding was that the budget savings will be around \$1.7 million.

2. Provost's report

CHABON reported on several accomplishments and events involving PSU. The Chamber Choir had a busy schedule of performances, including a sold-out concert with the Oregon Symphony, and singing to open the 2024 Oregon state legislative session by invitation of Rob Wagner, president of the Oregon State Senate. She congratulated choral faculty Coty Raven MORRIS and Ethan SPERRY. Faculty from the Philosophy Department—Molly Baer KRAMER, Dave WEBER, Noah SHARPSTEIN, and Alex SAGER—hosted the tenth annual Oregon high school and middle school Ethics Bowls. On February 16th, PSU hosted 205 Pacific Islander students to learn from campus and community partners about PSU and college entry.

Along with Chris MONSERE, CHABON had been exploring creation of an excellence award for non-tenure-track faculty. They plan to have one in place for AY 2024-25.

CHABON announced that an offer was made to a University Library Dean candidate, and she hoped to have more to share in coming weeks. Applications for the CUPA, SB, COE, and SSW dean searches were due. An internal search for the Associate Vice Provost of Academic Advising was underway, with final round interviews coming in mid-March. OAA created a department chair appointment and stipend process, and they were in the process of rolling out implementation. The Disability Resource Center will establish a faculty advisory committee.

CHABON regretted to announce that Dr. Amy “Eliza” GREENSTADT had lost her five-and-a-half year battle with cancer and passed away on February 9th. GREENSTADT served as a professor in CLAS with appointments in English and WGSS, and then in COTA in the School of Film. We were all deeply saddened, CHABON said, by the passing of our friend and colleague.

CHABON then turned to the decision that was made regarding IELP. As the President reported, she [CHABON] recommended the dissolution of the IELP to take place no sooner than July 1st. Like many such programs across the country, our IELP saw drastically reduced enrollment since 2012, due in part to declining enrollment of international students. In 2018, low enrollments led to programmatic changes in IELP, with the University laying off five non-tenure-track faculty members under terms of [AAUP CBA] Article 18.

In 2021, CHABON continued, enrollment trends continued downward. The University laid off an additional nine non-tenure-track faculty members as a formal departmental reduction under Article 22. There was \$300,000 of strategic investment in the Office of Global Engagement and Innovation to help the program boost enrollment and become financially sustainable at a lower staffing and budget level. Those efforts, CHABON said, proved unsuccessful at increasing enrollment. In the last fiscal year, IELP had 30 PSU-admitted students, of which only 113 had ESL holds, and 11 full-time faculty members and an administrative program assistant.

CHABON said that they utilized the principled decision-making framework, shared with campus at the fall budget forum, to analyze a variety of factors including headcount, staffing history, RCAT information, other available programs in the community, key groups to be consulted, and the impact of any option on students and faculty. Campus members have provided input over the last several years. Via the Article 22 process, they invested in the program in the hope that things would turn around. This was not a rush to make a decision, CHABON said. It was a difficult decision because they have greatly valued the work done by IELP colleagues, and they understand that they will be directly affected by layoffs.

CHABON said that they would work as appropriate with Faculty Senate and union partners to develop a plan to teach-out current students and support faculty and staff who will be laid off. She had already started making calls and holding meetings, inquiring about professional development, career coaching, and possible employment options. She was heartened to learn that the faculty through AAUP agreed to attempt to develop a Memorandum of Agreement with OAA that would guide the eventual elimination of IELP faculty positions without going through Article 22 again. She acknowledged this was a big ask under the circumstances, but she believed it would benefit all parties.

CHABON was sorry that there were some communication challenges [earlier] today, and appreciated being given the benefit of the doubt.

CHABON knew that the proposed closing of IELP raised questions about our commitment to international students. There are currently 1103 international students enrolled at PSU, of whom 30 are in IELP. They are a valued part of this institution. While recognizing the important role IELP has played over the years, they were optimistic that through a combination of community resources and campus services, we could continue to meet the needs of our international and non-native English-speaking students.

The PO recognized Carol GABRIELLI (CLAS), who asked if a historical piece had been considered. Her understanding was that Fariborz MASEEH, who had been so generous to PSU, credited his connection to PSU and again his giving to PSU with direct link to his experience in IELP. She wondered if it had been thought appropriate to include him in this decision, or if he knows of it. CHABON responded that alumni were included in the groups they would be engaging with. As to who would be involved in decision making, those processes are laid out for us. She was hopeful that an MOA would work. If not, the process to be followed would be [that stated in] Article 22. CHABON acknowledged that IELP has had a rich and valuable history at PSU.

LINDSAY hoped the MOA is successful, because the Article 22 process is a heavy lift, to argue that the savings were such that, if you didn't do it, it would destroy the backbone

of the University. She wondered why there had not been a look at maintaining the Pathways Level 4 and 5 programs which can be revenue-producing for the University. She knew there had been suggestions to the Provost about restructuring, so that services are continued while we focus on the successful end of the pathways program. CHABON believed an MOA would be helpful in that it would give opportunity to focus on the people who will be impacted and work together to address their needs, and how we can best support them. Options like reducing and restructuring were considered under the principled decision making model. There are a variety of issues around accreditation what would be left in teaching out Levels 4 and 5—as well as the past ten years of data that led to this decision. Redeployment opportunities for current faculty is something they are looking at in different ways.

JAÉN: [We are] in a delicate dynamic between decisions that we make to help our financial situation and the need to honor our mission—internationalization, and diversity, equity, and inclusion—and serve our local our global communities. How does this decision fit in that dynamic? Which of those factors is, or should be, more heavily influencing our decisions? We heard from colleagues who know the long term trajectory [of IELP] and the adjustments made when numbers were lower. If future brings a different scenario, and if we eliminate this important component of internationalization, we won't be able to get it back. CHABON responded that there a lot to unpack, but that the commitment to DEI is strong and unchanged. Conversations are beginning; they are not over.

GAMBURD expressed appreciation for those who are leading our institution during very difficult times of financial exigency, even if we can't call it that officially. She also appreciated their frankness in communicating with us and acknowledging infelicities in some of those communications. She recalled the long process of academic program review and curricular adjustments. When talking about eliminating programs, we are at the interface between fiduciary responsibility of our budgetary leaders for financial sustainability, and the Faculty responsibility for decisions about the curriculum. The APRCA Committee engaged in conversations about that aspect of shared governance. She appreciated that an MOA might be a way to address individual needs, but she felt that we were being presented with a *fait accompli*, with the process taking place elsewhere, outside of Faculty Senate purview. CHABON: The official processes were to begin today. They notified Senate and AAUP informally several weeks ago, and at the same time reached out to IELP to inform them. As CUDD said, no decision has made yet, though she [CHABON] did make a recommendation as described. They have considered the deadlines relevant to Article 22, and have it mapped out. It is not their intent to leave people out of the process. To this point there has been no invocation of Article 22.

FORD remarked that any MOA would not supersede the Faculty Constitution nor the process for program elimination through Faculty Senate channels. Any MOA has to be ratified by AAUP membership. There is no guarantee that an MOA can be reached to be sent out for ratification. A message sent out by AAUP earlier today outlines inaccuracies in the message in *Currently*.

LINDSAY reverted to the statement about investments in OGEI. She characterized what has happened to IELP as a kind of slow strangling, because the monies that went to OGEI for more active recruiting of admissions have not panned out. Faculty would say: are we supposed to be teaching classes or recruiting? She believed it could be a successful

program if restructured, and if the University showed integrity in making that effort. Where did the money go? It didn't transform very much the marketing and recruiting that is needed. IELP may have a low enrollment number right now, but they have touched many of the international students [at one time or another].

WILKINSON said that Faculty Senate leadership will be in constant communication with AAUP and OAA to follow the process.

3. Report from Committee on Work-Life Balance

Moved above, to follow announcements.

H. ADJOURNMENT – The meeting was **adjourned** at 5:04 p.m.

DRAFT

Data from Cognos as of 11/28/23. Screen: AFT representation (PSUFA)

Sorted by "Timesheet organization" and then categorized by Senate division

Faculty w/ more than one appointment placed (for head count) in division w/ highest FTE

Division	Adjunct Population	FTE	FT Pop. as of 4/23	Ratio PT Pop. : FT Pop.	Ratio PT FTE : FT FTE	Total FTE	Adjunct FTE / Total FTE
AO	8	2.22	177	non-instructional div.			
CLAS-AL	87	32.88	104	0.84	0.32	136.88	0.24
CLAS-Sci	54	17.58	129	0.42	0.14	146.58	0.12
CLAS-SS	77	25.84	123	0.63	0.21	148.84	0.17
COE	121	20.39	68	1.78	0.30	88.39	0.23
COTA	149	39.68	78	1.91	0.51	117.68	0.34
CUPA	57	16.83	91	0.63	0.18	107.83	0.16
LIB	0	0	19	non-instructional div.			
MCECS	43	12.92	107	0.40	0.12	119.92	0.11
OI	43	16.2	53	0.81	0.31	69.2	0.23
SB	81	44.13	72	1.13	0.61	116.13	0.38
SPH	23	5.87	29	0.79	0.20	34.87	0.17
SSW	88	23.72	85	1.04	0.28	108.72	0.22
Total	831	258.26	1135	0.73	0.23	1393.26	0.19

Adjunct Faculty Senators: Proposed amendment to the PSU Faculty Constitution

1 April 2024

Introduced to Faculty Senate 2 October 2023.

Modified (amendments to the amendment) 5 February and 4 March 2024.

THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY IS HEREBY AMENDED AS FOLLOWS. CURRENT TEXT TO BE DELETED IS ~~STRUCK OUT~~. TEXT TO BE ADDED IS UNDERLINED.

ARTICLE IV. ORGANIZATION OF THE FACULTY

Section 4. Faculty Committees

....

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

ARTICLE V. FACULTY SENATE

Section 1. Membership

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

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

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

b. The Adjunct Faculty shall be divided into seven 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] together with Other Instructional Faculty [OI]; the College of the Arts [COTA]; faculty in the School of Public Health whose institutional home is Portland State University [SPH] together with the College of Urban and Public Affairs [CUPA]; and the School of Social Work [SSW] 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. CLAS voting sector of the Adjunct Faculty shall be represented by two adjunct faculty senators, and all other voting sectors of the Adjunct Faculty shall be represented by one adjunct faculty senator, chosen from among and elected by the members of the respective sectors.

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) were to be approved.

Current text of Faculty Constitution	Text as amended including modifications #1 (Feb.) & #2 (Mar.)
ARTICLE IV. ORGANIZATION OF THE FACULTY	ARTICLE IV. ORGANIZATION OF THE FACULTY....
Section 4. Faculty Committees ...	Section 4. Faculty Committees ...

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

ARTICLE V. FACULTY SENATE

Section 1. Membership

...

ARTICLE V. FACULTY SENATE

Section 1. Membership

(2) Elected Adjunct Faculty

Senators. Adjunct faculty senators shall be chosen from the Adjunct Faculty.

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

b. The Adjunct Faculty shall be divided into seven voting sectors as follows: College Of Liberal Arts and Sciences [CLAS]; School of Business [SB]; College of Education [COE]; Maseeh College of Engineering and Computer Science [MCECS] together with Other Instructional faculty [OI]; College Of The Arts [COTA]; faculty in the School of Public Health whose institutional home is Portland State University [SPH] together with College of Urban and Public Affairs [CUPA]; and the School Of Social Work [SSW]. 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. The CLAS voting sector of the Adjunct Faculty shall be represented by two adjunct faculty senators, and all other

	<p>voting sectors of the Adjunct Faculty shall be represented by one adjunct faculty senator, chosen from among and elected by the members of the respective sectors. 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 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>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 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</p>

	<p>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>
<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.</p> <p>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.</p>	<p>(4) Terms and Limits of Membership.</p> <p>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.</p> <p>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. <i>Special provision for implementation: in the first election after adoption of this amendment, the voting sectors for Adjunct Faculty will be</i></p>

	<p><i>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.</i></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>

7 March 2024

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: April 2024 Consent Agenda

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

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

College of the Arts

Change to Existing Program

E.1.a.1

- M.Arch. in Architecture (2 year track) – add new requirement, reduce electives

New Course

E.1.a.2

- Arch 535 Public Interest Design in Practice 1, 4 credits
Seminar on selected topics focusing on the practice of public interest design (PID). Discussions, presentations, lectures, and readings on relevant topics will help inform the term-long projects students will be engaging in to learn first-hand the practices and skills necessary for the successful practice of public interest design. Discussions and exchanges in the seminar will focus on creating a critical understanding and perspective on this emerging and dynamic field.

College of Education

New Course

E.1.a.3

- ECED 531 Young Children as Citizens: Global Perspectives on Rights, 2 credits
Explore the history and diverse meanings of children's rights, including the UN Convention on the Rights of the Child, through a global and culturally inclusive lens. Develop a deeper understanding of how young children can be viewed as citizens with rights to access, participate in, and contribute to their communities in meaningful and equitable ways. Learners will consider policies and strategies to support a rights perspective in early childhood settings and develop their own applications.

Changes to Existing Courses

E.1.a.4

- *ECED 573 Assessment and Technology in Early Childhood Education, 3 credits – change description, add to dual-level cross-listing

E.1.a.5

- SpEd 549 Orientation and Mobility Methods, 3 credits – change prerequisite

E.1.a.6

- SpEd 550 Orientation and Mobility Assessment and Instruction—Children, 3 credits – change prerequisite

E.1.a.7

- SpEd 551 Orientation and Mobility Assessment and Instruction—Children, 3 credits – change prerequisite

E.1.a.8

- SpEd 552 Orientation and Mobility Advanced Techniques, 4 credits – change prerequisite

E.1.a.9

- SpEd 554 Orientation and Mobility Practicum, 3-12 credits – change prerequisite

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.10

- M.A./M.S. in Sociology (thesis option) – add two core requirements, reduce electives

E.1.a.11

- Ph.D. in Sociology – change core requirements, increase minimum credits from 81 credits to 108 credits

School of Public Health

Changes to Existing Courses

E.1.a.12

- CPH 515 Geographic Information Systems for Public Health, 3 credits – change prefix/subject code from CPH (Community & Public Health) to ESHH (Environmental Systems and Human Health)

E.1.a.13

- CPH 615 Geographic Information Systems for Public Health, 3 credits – change prefix/subject code from CPH (Community & Public Health) to ESHH (Environmental Systems and Human Health)

School of Social Work

Change to Existing Program

E.1.a.14

- M.S.W. in Social Work – replace elective course with a required course

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

New Courses

E.1.a.15

- SW 536 Futures Thinking and Foresight Practice for Equity, Well-Being and Community Flourishing, 3 credits

The future of well-being and community flourishing is comprised of an array of risks and opportunities. Exploring a variety of social and political dynamics, this course will engage students in futures thinking (theory and philosophies), as well as foresight practice (applied tools) to deepen anti-racist and pro-equity approaches to collective future-making about well-being. Imagination is prioritized as students envision better futures, while responding to the risk array present in the contemporary ecosystem in dynamic tension.

E.1.a.16

- SW 538 Critical Refugee and Migration Studies, 3 credits

Builds critical theoretical knowledge around the drivers and impact of migration with a particular focus on forced migration, and builds knowledge and skills for working with refugee and migrant populations at the community, organizational, family and individual levels. Critical theories are applied to force social constructs to create space for deeper scholarship on race, refugees, and international law.

College of Urban and Public Affairs

New Course

E.1.a.17

- *PS 534 The Making and Unmaking of American Racial Hierarchy, 4 credits
History shows that racial justice movements in the United States are always met by often violent counter movements that seek to roll back the clock on civil rights. This course views ongoing struggles over American racial hierarchy through the lens of rival political coalitions. Part 1 explores the racial hierarchy of early America and its collapse after the Civil War. Part 2 looks at struggles over American racial hierarchy in the 20th century and up to the present day. Part 3 looks ahead to consider alternative scenarios for the future.

7 March 2024

TO: Faculty Senate

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

RE: April 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 Program

E.1.b.1

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

New Courses

E.1.b.2

- ArH 340 Survey of African-American Art, 4 credits
Examines the formation of African American cultural movements beginning in the 20th century and ending in the 21st century. Students will learn about the sociopolitical factors that shaped the art practices and aesthetic philosophies of Black visual artists who participated in movements like the Harlem Renaissance, New Negro Movement, and the Black Arts Movement, as well as their influence on the development of Black aesthetics in the 21st century.

E.1.b.3

- ArH 341 The Black Arts Movement, 4 credits
Examines the political and cultural contributions of Black American artists during the Black Arts Movement/Black Power Movement of the 1960s and 1970s. While the emphasis of the course will be on the visual arts, we will also examine other art forms that were central to the movement including poetry, literature, and music, as well as relevant historical and cultural texts.

E.1.b.4

- ArH 343 Post-Black Arts Movement, 4 credits
Traces the cultural impact of the Black Arts Movement of the 1960s and 1970s on contemporary forms of African American cultural expression. During the Black Arts Movement Black artists and literary figures created works of art that spoke directly to the “needs and aspirations of Black America”. Today, Black artists and writers continue to use their work to center Black experiences. Using a variety of cultural texts, this course will investigate the influence of the Black Arts Movement on the formation of Black culture in the 21st century.

* 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.

Change to Existing Courses

E.1.b.5

- Art 292 Introductory Sculpture Topics, 4 credits – change title to Sculpture Topics, change description and prerequisite

E.1.b.6

- Art 373 Intermediate Sculpture, 4 credits – change prerequisite

School of Business

Changes to Existing Courses

E.1.b.7

- Actg 381 Financial Accounting and Reporting I, 4 credits – change prerequisite

E.1.b.8

- BA 495 Business Strategy, 6 credits – change prerequisite

E.1.b.9

- BTA 428 Data Privacy, Security and Ethics, 4 credits – change prerequisite

College of Education

New Course

E.1.b.10

- *ECED 473 Assessment and Technology in Early Childhood Education, 3 credits

Critically examine and experience culturally and developmentally appropriate documentation, assessment and technology strategies for use in diagnostic, formative, and summative evaluation of learning and development of young children and for making educational decisions in early childhood settings.

Using an equity and inclusion lens, consider how a competent and participatory image of children can frame classroom assessment and technology. Create and share a portfolio and digital gallery of assessments for collaborative reflection.

College of Liberal Arts and Sciences

Change to Existing Program

E.1.b.11

- Undergraduate Certificate in Advanced Proficiency in Russian – Revise core curriculum and reduce credit hours from 56 to 50 credits

New Course

E.1.b.12

- Kor 303 Third-Year Korean Term 3, 4 credits
Korean 303 is designed for learners who have taken First and Second-year Korean, and KOR 301 & KOR 302 or have an equivalent background in Korean language and culture. The course will allow students the competence to handle communicative tasks and social situations at a level that covers

* 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.

more than simple exchanges of basic information. Prerequisite: Kor 301 and Kor 302.

College of Urban and Public Affairs

Change to Existing Programs

E.1.b.13

- B.A./B.S. in Criminal Justice – changing minimum grade from a C to a C-, reducing minimum credits from 69 credits to 61 credits by removing internship requirement

E.1.b.14

- B.A./B.S. in International and Global Studies – removal of Latin American Studies track, revision of required courses, revision of how electives are distributed, changing minimum grade from a C to a C-.

New Course

E.1.b.15

- *PS 434 The Making and Unmaking of American Racial Hierarchy, 4 credits History shows that racial justice movements in the United States are always met by often violent counter movements that seek to roll back the clock on civil rights. This course views ongoing struggles over American racial hierarchy through the lens of rival political coalitions. Part 1 explores the racial hierarchy of early America and its collapse after the Civil War. Part 2 looks at struggles over American racial hierarchy in the 20th century and up to the present day. Part 3 looks ahead to consider alternative scenarios for the future. Prerequisite: Upper division standing.

7 March 2024

TO: Faculty Senate

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

RE: April 2024 Consent Agenda

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

Courses focused on the U.S. Experience

E.1.d.1

- Ec 417 Women in the Economy, 4 credits

E.1.d.2

- Eng 309U Indigenous Nations Literature, 4 credits

E.1.d.3

- Eng 469 Advanced Topics in Asian American Literature and Culture, 4 credits

E.1.d.4

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

E.1.d.5

- Geog 446 Water Resource Management, 4 credits

E.1.d.6

- Geog 449 Geography of Food, 4 credits

E.1.d.7

- GRN 410 Topic: Race and Ethnic Studies, 4 credits

E.1.d.8

- Hon 101 The Global City: Understanding the Uneven American Urban Experience, 5 credits

E.1.d.9

- Hon 407 Seminar: Critical Readings in Asian American Studies, 4 credits

E.1.d.10

- Hon 407 Seminar: Queering the Metropole, 4 credits

E.1.d.11

- NAS 309U Indigenous Nations Literature, 4 credits

E.1.d.12

- ¹PHE 399 Special Studies: Asian American Health Equity, 4 credits

E.1.d.13

- PIAA 301 Introduction to Pacific Islander Studies, 4 credits

¹ Currently being reviewed as a new course (PHE 316)

E.1.d.14

- ²PIAA 399 Special Studies: Asian American Health Equity, 4 credits

E.1.d.15

- Psy 428 Diversity, Prejudice, and Intergroup Relations, 4 credits

E.1.d.16

- Psy 429 The Psychology of Race and Gender in Sport, 4 credits

E.1.d.17

- SW 410 Topic: Social Justice in Health, 4 credits

E.1.d.18

- Unst 101 Freshman Inquiry: Race and Social Justice, 5 credits

E.1.d.19

- Unst 220 Sophomore Inquiry: Community Studies, 4 credits

E.1.d.20

- Unst 421 Capstone: Racial Equity in Oregon, 6 credits

E.1.d.21

- WS 417 Women in the Economy, 4 credits

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

E.1.d.22

- ArH 379U Latin American Baroque Art, 4 credits

E.1.d.23

- Ec 325 Latin American Economics, 4 credits

E.1.d.24

- Eng 372U Topic: Eco-Writing Ecoliteracy as Equity, 4 credits

E.1.d.25

- Geog 340U Global Water Issues and Sustainability, 4 credits

E.1.d.26

- Geog 345U Resource Management, 4 credits

E.1.d.27

- Geog 370U Global Migration, 4 credits

E.1.d.28

- Geog 450 Climate and Society, 4 credits

E.1.d.29

- Hon 101 The Global City: Urbanization and the Global Color Line, 5 credits

E.1.d.30

- Hon 101 The Global City: Women in Middle Eastern Cities, 5 credits

E.1.d.31

- Hon 407 Seminar: Global City through Film, 4 credits

² Currently being reviewed as a new course (PIAA 316)

E.1.d.32

- Hst 369U Women in World History, 4 credits

E.1.d.33

- ³Hst 399 Special Studies: After Empire Immigration & Decolonization in the UK

E.1.d.34

- Intl 349U Gender and International Development, 4 credits

E.1.d.35

- Intl 370U Global Migration, 4 credits

E.1.d.36

- PS 361U Introduction to the Politics of the Middle East, 4 credits

E.1.d.37

- PS 362U Arab-Israeli Conflict, 4 credits

E.1.d.38

- PS 399 Special Studies: Politics of Identity and Inequality in the Middle East and North Africa, 4 credits

E.1.d.39

- PS 472 Democratization and Authoritarianism in the Middle East and North Africa, 4 credits

E.1.d.40

- PS 473 Government and Politics of Arab North Africa, 4 credits

E.1.d.41

- Span 342 Early Modern and Colonial Cultural Literary Expression, 4 credits

E.1.d.42

- WS 349U Gender and International Development, 4 credits

E.1.d.43

- WS 372U Topic: Eco-Writing Ecoliteracy as Equity, 4 credits

E.1.d.44

- WS 482 Topics in Global Sexual Studies: Transnational Sexualities, 4 credits

³ Currently being reviewed as a new course (Hst 373)

7 March 2024

TO: Faculty Senate

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

RE: Minor in Sustainable Fashion

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

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

PROPOSAL SUMMARY FOR
College of the Arts
Minor in Sustainable Fashion

Effective Term: Fall 2024

Overview of the Program

The minor in Sustainable Fashion packages elective courses in the Art Practice program that emphasize sustainable and inclusive approaches to textiles and apparel. The minor offers Portland State University students to gain practical skills for launching careers in the fashion and entertainment industries. The curriculum centers on circular design philosophies for clothing the body, which promote ethical approaches to research, ideation, and production.

Evidence of Need

The purpose of the proposed Sustainable Fashion minor is to bring innovation to the apparel industry with a nonbinary approach to gender, inclusive sizing, circular supply chains, and ethical and sustainable design as its core curriculum. This is an emerging field within the industry, and although the sustainable apparel sector has not been quantified as a separate category by many labor market studies, it has been cited for years as a top need in leading fashion industry reports.

Looking next at global trends, a reliable indicator of growth in the Sustainable Fashion market was produced by Statista, the market, and consumer data company. Research shows the sales share of sustainable clothing items for the global apparel market was approximately 3.9 percent in 2021. This value is expected to increase in the coming years to 6.1 percent in 2026.

The management consulting company, McKinsey, released The State of Fashion 2023 forecasting report that highlighted the need for gender-fluid fashion and the need to combat greenwashing, with sustainability being a top priority. These are precisely the skills that this PSU Sustainable Fashion minor proposal offers. Here are some of the McKinsey report insights:

- Gender-fluid fashion is gaining greater traction amid changing consumer attitudes toward gender identity and expression. For many brands and retailers, the blurring of the lines between menswear and womenswear will require rethinking their product design, marketing, and in-store and digital shopping experiences.
- As the industry continues to grapple with its damaging environmental and social impact, consumers, regulators, and other stakeholders may increasingly scrutinize how brands communicate about their sustainability credentials. If brands are to avoid “greenwashing,” they must show that they are making meaningful and credible changes while abiding by emerging regulatory requirements.
- Fashion executives need a new vision for what the organization of the future will require, focusing on attracting and retaining top talent, as well as on elevating teams and critical C-suite roles to execute priorities such as sustainability and digital acceleration.

Three key points from “How Fashion Can Close Its Skills Gap,” dated March 3, 2023, from Business of Fashion Professional, elaborate on a similar theme:

- Advancements in technology coupled with heightened expectations for fashion firms to be more diverse and sustainable are yielding a whole new set of skill deficits in areas like design and supply chain.
- Fashion firms are creating their own college environments by partnering with existing schools to create curricula and train students to match their organizations’ precise needs.
- Regular workshops, cross-training, and renewed investment in executive development programs could address skills gaps among mid-to-senior level employees.

Market researcher Cognizant’s 2022 Jobs of the Future Index shows postings for sustainability specialists rose by more than 600%. They state, “These jobs will likely continue to grow as sustainability becomes a boardroom priority.”

These market studies all point to a greater demand for skill sets associated with sustainable practices across the apparel industry. Portland defines itself as a center of sustainable and progressive policies and initiatives. It makes sense that PSU would offer an innovative Fashion Design program that addresses this need in the Portland metro area and state.

Additionally, the performing arts scene in Portland requires costume designers for opera, theater, film, and animation. Alumni from the current Textile Arts curriculum have gone on to successful careers in the entertainment industry in Portland and beyond.

Course of Study

Required Courses (12 credits)

- Art 216 Sewn Construction - 4 credits
- Art 314 Sustainable Fashion Practice - 4 credits

Choose 4 credits from the following:

- Art 322U History of Dress I - 4 credits
- Art 323U History of Dress II - 4 credits

Elective Courses (16 credits)

Choose 16 credits from the following courses:

- Art 219 Fashion Patternmaking - 4 credits
- Art 313 Textile Design - 4 credits
- Art 316 Fabric & Form - 4 credits
- Art 318 Weaving: Pattern & Structure - 4 credits
- Art 319 Fashion Research & Ideation - 4 credits
- Art 416 Textile Arts Studio - 4 credits

Minimum credits: 28 credits

Minimum grade: C-

PASS grades will not be accepted

7 March 2024

TO: Faculty Senate

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

RE: Undergraduate Certificate in Criminal Law & Justice

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

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

**PROPOSAL SUMMARY FOR
College of Urban and Public Affairs
Undergraduate Certificate in Criminal Law & Justice**

Certificate Type

Undergraduate certificate: Earned with baccalaureate; admission to University required

Effective Term

Fall 2024

Overview of the Program

The objectives of this certificate are to serve the increased student demand for a concentrated program of study on the complex interplay between criminal law and the functioning of the criminal justice system. The curriculum is designed for both Criminology & Criminal Justice (CCJ) majors (who can selectively choose their bachelor's degree electives to specialize in Criminal Law and Justice through this certificate), and for non-CCJ majors interested in adding this program of study due to their particular career interests. The structure of the certificate is to provide equal attention to courses building knowledge and skills in Criminal Law (and the practice thereof) and courses that center a criminological analysis of criminal justice policy and practice in key substantive areas of demonstrated student career interest.

This certificate is designed for students who have a specific interest in understanding criminal law and in developing legal skills for careers within and related to the criminal justice system. It provides an opportunity for students to focus on how the content, practice and enforcement of criminal law impacts individuals and society, particularly through the structure and function of the criminal justice system. Students will gain insights into the practical application of

both research and criminological theory to the law and criminal justice policy and practice. Throughout the program, the concept of “equal justice under the law” will be examined from diverse perspectives in the context of the criminal law-making, enforcement, and imposition of criminal punishments. Students are able to tailor the electives to focus on specific subject areas within criminal justice policy and practice that is most relevant to their career goals and interests.

Evidence of Need

Over the past year, CCJ faculty have been collecting data of various sorts on prospective and current student demand related to criminology and criminal justice topics. Anecdotally, academic advisors and individual faculty reported that a growing number of students have been expressing an interest in focusing on criminal law. CCJ conducted a survey of current students registered for CCJ's intro course and two upper division elective courses. Criminal law and legal related careers were among the most commonly endorsed of the career interests among registered students. In addition, the CCJO program added a career interest question to its program-level application and observed a similar pattern among the open-ended responses among prospective CCJ students. Criminal law-related careers were near the top of criminal justice-related career interest articulated by CCJO applicants.

Course of Study

The Criminal Law & Justice certificate is made up of 24 credits, consisting of three Criminal Law & Practice courses and three Criminal Justice System courses. No more than one certificate course (4 credits) may be satisfied by transfer credit.

Criminal Law & Practice Courses (12 credits)

- CCJ 310 American Courts (4)
CCJ 420 Criminal Law & Legal Reasoning (4)
- One upper division Criminal Law & Practice Elective (4)

Criminal Law & Practice Electives

- CCJ 345 Human Behavior & the Law (4)
- CCJ 311 Defense, Prosecution & Justice (4)
- CCJ 317 Race, Crime & Criminal Justice (4)*
- CCJ 360 Victimology (4)
- CCJ 390U Crimes of the Powerful

* CCJ Majors seeking this certificate may not choose CCJ 317 as an elective toward this certificate because this course is already required for the CCJ bachelor's degree.

Three Criminal Justice System Courses (12 credits)

- CCJ 200 Criminology & Criminal Justice (4)

- Two Criminal Justice System courses upper or lower division electives (8)

Criminal Justice System Electives

- CCJ 210 Introduction to Juvenile Justice
- CCJ 230 Policing in America*
- CCJ 240 Punishment and Corrections*
- CCJ 312 Criminal Behavior
- CCJ 315 Crime Myths
- CCJ 320U Theories of Crime and Justice*
- CCJ 330U Crime Control Strategies*
- CCJ 350U Ethical Leadership in Criminal Justice
- CCJ 365U Crime and Social Justice
- CCJ 370U Women, Crime & Justice

* CCJ Majors seeking this certificate may not choose CCJ 230, CCJ 240, CCJ 320U, CCJ 330U as electives toward this certificate because these courses are required for the CCJ bachelor's degree.

Minimum credits: 24 credits

Minimum grade: C-

PASS grades will not be accepted

Portland State University Faculty Senate Motion
1 April 2024

Changes to Science and Lab designation for some Geography courses

Motion presented by the Academic Requirements Committee

Faculty Senate approves a change in the distribution designation from 'Social Science' to 'Science' for GEOG 412 and the granting of the designation of 'Lab/Fieldwork' for GEOG 475, 480, 481, and 490.

Science designation

GEOG 412 Climate Change Science and Socio-Environmental Impact Assessment

Science with Lab/Fieldwork designation

GEOG 475 Spatial Database Design and Applications

GEOG 480 Fundamentals of Remote Sensing

GEOG 481 Digital Image Analysis I: Introduction

GEOG 490 GIS Programming

Background, rationale, and preliminary discussions

Background: The Department of Geography has been offering a number of geography courses among which many are already listed with the Science Distribution designation as shown in the list in the attached memo by the department chair, Dr. Martin Lafrenz. Geography is a field that includes four sub-disciplines: human geography, nature-society relations, physical geography, and computation geography, and because of the range of the sub-disciplines, the field of geography can fall under social science or science. Accordingly, a geography course, depending on the degree of emphasis, can be designated as social science or science while some courses may incorporate elements from multiple sub-disciplines. In addition, some GEOG courses have a lab component whose curriculum incorporates elements of a lab science course such as experiments and hands-on activities.

Through the review of the current GEOG courses by the departmental curriculum committee, they discovered that GEOG 412, while it is currently designated as social science, should be designated as a science course and four 400-level courses listed below should be designated as science lab courses.

Rationale: GEOG 412 Climate Change Science and Socio-Environmental Impact Assessment is taught by two faculty members, Dr. Holz and Dr. Loikith, whose background is physical geography, and the course content covers key elements of the physical climate system, the physics of the greenhouse effect, and other features of ecological systems.

The four courses, GEOG 475, 480, 481, and 490 are currently designated as science courses without the lab designation, but they incorporate a significant amount of work for experimentation, observation, or practice in Geographic

Information Science as well as the catalog descriptions of these courses mention inclusion of a lab component.

The Academic Requirement Committee (ARC) reviewed the courses in terms of the curricular content and the nature of lab work, including the computer-based lab work which ARC found to be in alignment with the other science labs that incorporate experimentation and hands-on learning activities. The ARC gives full support for the requests made by the Geography Department.

Portland State University Faculty Senate Motion
April 1, 2024

Freshman Inquiry Name Change

Motion presented by the University Studies Council

Change the name of Freshman Inquiry to First Year Inquiry

Background, rationale, and preliminary discussions

The rationale behind this name change includes and is not exclusive to the following:

Freshman is a biased and sexist term;

First Year Experience is the current language used in the general education scholarship, for the past 10 or more years, in regards to the first-year experience at colleges or universities.

Proposed amendment to the PSU Faculty Constitution: University Research Committee charge revision

Introduced to Faculty Senate 1 April 2024

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

The charge of the University Research Council in Art. IV, Sec. 4(4)r is hereby changed as follows.

New text:

1. Solicit input from the Faculty regarding the infrastructure, training, and services available to faculty for the conduct of research and creative works, including satisfaction, suggestions for improvement, and any obstacles identified by the faculty.
2. Recommend to the Vice President for Research and Graduate Studies, Provost, and the President suitable policies and standards for University-level investments and initiatives pertaining to research.
3. Recommend to the Faculty Senate or its appropriate committees and to the dean responsible for undergraduate general education suitable policies and standards for research in undergraduate education.
4. Work with relevant members of the administration to develop ideas and plans to improve and increase research across the University, and suggest paths forward through challenges.
5. Act as liaison to other Faculty committees (e.g. the Faculty Development Committee) and administrative committees (e.g. Space Allocation Committee) when research infrastructure, training, services, and policies are relevant.
6. Report at least once each year to the Senate.

Current text:

1. Conduct periodic surveys of the Faculty regarding the infrastructure, training, and services available to faculty for the conduct of research, including satisfaction, suggestions for improvement, and any obstacles identified by the faculty.
2. Recommend to the Provost and President suitable policies and standards for University-level investments and initiatives pertaining to research. Recommend to the Faculty Senate or its appropriate committees and to the Dean of Undergraduate Studies suitable policies and standards for University Studies courses and programs.
3. Work with relevant members of the Faculty and Administration to develop Data Management infrastructure and policies.

4. Work with relevant members of the administration to develop ideas and plans to improve and increase research across the University, and; and to suggest paths forward through challenges.
5. Act in liaison with appropriate committees, including the Academic Quality Committee and the Faculty Development Committee.
6. Report at least once each year to the Senate, including the results of faculty surveys and a report on research at all degree levels including undergraduate.

Per Article VIII, this proposed constitutional amendment is endorsed by the following faculty senators:

1. Shannon Blajeski (SSW)
2. Kate Constable (AO)
3. Jill Emery (LIB)
4. Ramin Farahmandpur (COE)
5. Michele Gamburd (CLAS-SS)
6. Gina Greco (CLAS-AL)
7. Garrison Greenwood (MCECS)
8. Martin Lafrenz (CLAS-SS)
9. Mark Leymon (CUPA)
10. Rachel Webb (CLAS-Sci)

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