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Faculty Senate, 6 May 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

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Nominations for Presiding Officer Elect for 2024-25

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, 6 May 2024** at **3:00 p.m.** in **Cramer Hall 53.**

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

AGENDA

A. Roll Call and *Consent Agenda* (see also E.1, G.5, G.6)

- * 1. Roll Call
- * 2. Minutes of April 1st 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

Nominations for Presiding Officer Elect for 2024-25

C. Discussion – *none*

D. Unfinished Business

- * 1. Amendment to Faculty Constitution: Revision of charge of University Research Committee

E. New Business

- * 1. Curricular proposals: undergraduate (UCC) – *Consent Agenda*
- * 2. Creation of the School of Earth, Environment, and Society within CLAS and elimination of five departments (EPC)
- * 3. Community Engaged Learning course designation (AQC)
- * 4. Ad-Hoc Committee on the Role of Senate in PSU's Efforts to Become an Effective Minority-Serving Institution (Steering)

F. Question Period

G. Reports from Officers of the Administration and from Committees

- 1. President's report
- 2. Provost's report
- * 3. Report of VP-GDI A. Lambert: Embracing our majority-BIPOC future
- 4. Budget Committee report
- * 5. Notifications of program moratorium: MA/MS in Economics (GC/EPC), Undergrad. Cert. in International Business (UCC/EPC) – *Consent Agenda*
- * 6. Annual report of Race and Ethnic Studies Requirement Committee – *Consent Agenda*

H. Adjournment

***See the following attachments:**

A.1. Roster

A.2. 4/1 Minutes – *Consent Agenda*

D.1. Constitutional amendment on URC charge

E.1.b. Curricular proposals: undergrad. (UCC) – *Consent Agenda*

E.2. Creation of SEES (EPC)

E.3. CEL course designation (AQC)

E.4. AHC-MSI (Steering)

G.3. GDI report

G.5. Program moratorium: MA/MS in Economics, Undergrad. Cert. in Int'l Business (EPC)

G.6. RESRC Annual Report

ROSTER FOR 2023-24

Steering Committee

Lindsey Wilkinson, Presiding Officer

Rowanna Carpenter, Past Presiding Officer • Jill Emery, Presiding Officer Elect

Cindy Baccar (2023-25) • Matt Chorprenning (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, 1 Apr. 2024 • DRAFT

Presiding Officer: Lindsey Wilkinson

Secretary: Richard Beyler

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

Alternates present: Norene Hough for Ex-Officio Member Chivers; Yves Labissiere for Izumi.

Senators absent: Craven, Tuor.

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), McNaron, Monsere, Mulkerin, Pendell, Peterman, 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 4 March meeting were **approved** as part of the *Consent Agenda*.

3. Procedural: Presiding Officer my move any agenda item – *Consent Agenda G.3, AAUP report, moved to follow New Business and precede G.1.*

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

WILKINSON conveyed from the Academic Computing Infrastructure Committee a request that faculty complete the 2024 computing technology survey. Nominations for the annual Presidential student awards are due on the 12th. He noted upcoming Board of Trustees and committee meetings.

2. Announcements from Secretary

BEYLER reminded senators of the annual Faculty elections candidate opt-in and committee preference surveys would be coming out soon.

D. UNFINISHED BUSINESS

1. Amendment to Faculty Constitution: Senate and committee representation for adjunct faculty (as modified at the February and March meetings)

LEYMON / TAYLOR **called the question** for a vote on the amendment. EASTIN raised an **objection**. In response to a question from GAMBURD, it was clarified that the question on the floor was the proposed constitutional amendment as modified at the

February and March meetings [**April Agenda Attachment D.1**]. The motion to **call the question** was **not approved** (23 yes, 28 no, 3 abstain, vote recorded by online survey).

EASTIN noted that while in the previous meetings there had been much discussion of the respective modifications, there had not been much discussion of the amendment itself. He supported adjunct representation in Senate, but did not like how the bill was written: it would lead to a factionalization of Senate. There would be eight places specifically reserved for adjunct senators, who would be accountable only to adjunct faculty. That is a level of protection that not other group has in Senate, EASTIN argued. Currently, senators are accountable to everyone who is eligible to vote. He worried about the consequences of such a factionalization. His preference would be to enable adjuncts to vote alongside any other faculty or staff [who are eligible].

GRECO wished to clarify what lay behind the modification she introduced at the last meeting. Most general education taught by adjuncts is taught in CLAS. Every person who gets a degree from PSU, regardless of college, passes through CLAS for their writing, lab science, and language requirements for the bachelor's degree. Many of those courses are taught by adjuncts. They will bring a view of the student experience to this body. They support our students. She thought they should have adequate representation.

RUTH, apropos of EASTIN's comments: we call it Faculty Senate, but it's really a University Senate that includes academic professionals and administrators. She had often wondered about a [governance body] just for instructional faculty to discuss pedagogy and curriculum. But this raises a number of questions that are too big to deal with today. She thanked GRECO for her thoughtful work on the question of distribution. If a factionalization results, she noted, our unions are [already] divided between full-time and part-time faculty in a way that she believed did a disservice to contingent faculty.

The amendment to the Faculty Constitution regarding adjunct faculty representation as previously modified, as given in **April Agenda Attachment D.1**, was **approved** by the requisite two-thirds majority (34 yes, 13, no, 5 abstain, vote recorded by online survey).

In response to a question from ARYAFAR, BEYLER clarified that the vote was above the two-thirds majority because abstentions count as a non-vote. Parliamentarian CLARK confirmed that this accords with *Robert's Rules of Order*, section 44.9, which states that voting majorities counted by members present are undesirable, in that they make abstention or a non-vote, whether by deliberation or indifference, the equivalent of a no vote. BEYLER noted that this had been stated at a prior meeting.

E. NEW BUSINESS

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

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

2. New program: Minor in Sustainable Fashion (COTA via UCC)

SPENCER gave an overview of the proposed new program in COTA: 28 credits, emphasizing sustainable and inclusive approaches to textiles and apparel, and practical

skills for careers in the fashion and entertainment industries. A 2023 report forecast a need for gender-fluid fashion and a need to avoid green-washing. The minor includes 12 required credits and 16 credits of electives from the approved list.

GAMBURD / GRECO moved approval of the Undergraduate Minor in Sustainable Fashion as summarized in **April Agenda Attachment E.2**.

CUDD asked about evidence for need for the program. What was cited sounded like an industry report. HERYER said that they researched need specifically in Oregon. The state is the third largest employer of fashion designers because of the large athletic and outdoor apparel industry. We are close to Los Angeles and Seattle, markets for entertainment design. There is also a significant independent clothing design scene. The program arose out of students' desire for skills related to these industries. There was a survey of students. The program builds mostly on existing coursework.

KENNEDY said she looked up courses on the course projection guide, and didn't find some. Are there courses still to be developed? Are their prerequisites? Do you need to be an Art major to do the minor? HERYER said they regularly offer most of the courses. Three are three new courses piloted this year. The minor is open to all students. It's intersectional and touches business, the sciences, gender studies, etc.

GARROD asked if they had explored synergies with the Athletics and Outdoor program in the School of Business. HERYER: There are already two courses that can be substituted as part of that certificate program, and they are exploring other collaborations.

The Minor in Sustainable Fashion, a new program in the College of the Arts, as summarized in **April Agenda Attachment E.2** and proposed in full in the Online Curriculum Management System [OCMS], was **approved** (38 yes, 8 no, 2 abstain, vote recorded by online survey).

3. New program: Undergrad. Cert. in Criminal Law and Justice (CUPA via UCC)

SPENCER gave an overview of this proposed new program in CUPA: a certificate for students with an interest in understanding criminal law and developing legal skills for careers within and related to the criminal justice system. A survey of students showed that criminal law related careers were among the most commonly endorsed career interests. The course of study requires 24 credits, including three criminal law and practice courses and three justice system courses.

EMERY / GRECO moved approval of the Undergraduate Certificate Criminal Law and Justice as summarized in **April Agenda Attachment E.3**.

KENNEDY asked how this will be complementary to or different from the present Minor in Law and Legal Studies in terms of career preparation. Kelsey HENDERSON (CCJ) was recognized to respond: They spoke with the pre-law advisor Chris SHORTELL, who is coordinator of law and legal studies. The courses are different from those included in that curriculum pathway. It was SHORTELL's opinion, HENDERSON said, that this might be of more interest to students interested in criminal law specifically. KENNEDY asked further, if students taking this minor would be applying to law school, and if advisors could say it would be helpful for them preparing for the LSAT. HENDERSON noted the certificate will give students something transcriptable for application purposes. They believe the courses would be beneficial for that preparation.

BACCAR asked if the certificate would be available to students getting the Criminology and Criminal Justice major, or would it be replicative of that major? HENDERSON said it was intended to be available to all students.

FERBEL-AZCARATE asked if there had been consideration about incarcerated students, from a curricular or pedagogical orientation. HENDERSON couldn't speak to that specifically, but noted that many CCJ courses were included in the Inside Out program at Coffee Creek Correctional Institution. She would convey this question back to faculty.

The Undergraduate Certificate in Criminal Law and Justice, a new program in the College of Urban and Public Affairs, as summarized in **April Agenda Attachment E.3** and proposed in full in OCMS, was **approved** (45 yes, 2 no, 3 abstain, vote recorded by online survey).

4. Change of academic area distribution for certain Geography courses (ARC)

WATANABE said that Academic Requirements Committee had received a request to change the academic area distribution of GEOG 412 from social science to science, and to add a lab/fieldwork designation to GEOG 475, 480, 481, and 490. ARC had approved this request and was now presenting it to Senate.

LAFRENZ / GRECO **moved** approval of the change of academic area distribution for the Geography courses listed in **April Agenda Attachment E.4**.

WATANABE believed the change for GEOG 412 was straightforward. ARC discussed the nature of the lab component for the other courses—in this case, primarily computer work. After discussion with a GGR representative, they voted to approve the designation.

The change of academic area distribution for the Geography courses listed in **April Agenda Attachment E.4** was **approved** (unanimously, vote recorded by online survey).

5. Name change of Freshman Inquiry to First-Year Inquiry (USC)

WILLSON / THIEMAN **moved** changing the name of Freshman Inquiry to First-Year Inquiry, as specified in **April Agenda Attachment E.5**.

WILLSON reviewed reasons for this proposal by University Studies Council. The language is more gender inclusive and aligns with general education scholarship over the past thirty years.

The name change to First-Year Inquiry, as stated in **April Agenda Attachment E.5**, was **approved** (39 yes, 5 no, 1 abstain, vote recorded by online survey).

LAFRENZ asked about the origins of and procedure for the proposal. WILLSON: It originated with UNST faculty and then went to USC. BEYLER: The principle is that you don't get to rename your [program] unilaterally without Senate approval.

6. Introduction of proposed amendment to Faculty Constitution: University Research Committee charge revision – first reading

PENDELL introduced a proposed change to the charge of the University Research Committee [given in **April Agenda Attachment E.6**]. URC had struggled with certain elements of the existing charge—pragmatically ignoring certain specific provisions. It seemed better to update the constitutional charge, and ten senators were willing to

endorse this revision in the form of an amendment to the charge in the Faculty Constitution. It brings URC into better alignment with the charges of other committees.

LAFFERRIERE asked about the apparent removal of any reference to running surveys to collect information. PENDELL: Yes, the new language says “solicit input.” The experience seemed to be that people took the word “survey” very literally, and a survey might or might not be the best way of obtaining particular information, or the best use of the committee’s time.

F. QUESTION PERIOD – none

G. REPORTS

Change in agenda order: G.3 moved here

3. AAUP report on IELP MOA

FORD introduced herself in her capacity as President of PSU-AAUP. David KINSELLA (PGA; Vice President for Collective Bargaining, PSU-AAUP) was recognized. [For presentation slides, see **April Minutes Appendix G.3.**]

FORD said that AAUP had been engaged in bargaining over the loss of twelve jobs of colleagues in the Intensive English Language Program. They wished to report on what occurred and why, providing opportunity for questions and discussion.

On February 12th, FORD said, AAUP leaders were called into a meeting together with some Faculty Senate officers and notified that Interim Provost CHABON was going to recommend the elimination IELP. They were asked if the union would consider bargaining a Memorandum of Agreement [MOA] to make that happen, rather than using the process of contract Article 22 on retrenchment. Art. 22 may only be invoked by the University President, usually upon recommendation from administrative leadership, and includes PSU-AAUP and Faculty Senate in consultative roles. Other articles also deal with elimination of programs and positions, but Art. 22 has a shorter timeline.

The AAUP officers responded, FORD said, that they could not answer the question without speaking with IELP faculty. Ultimately it was the IELP faculty’s decision to try to bargain an MOA rather than going through Art. 22. FORD characterized the decision: they had been handed something stinky, and it was either going to be stinky with money or stinky without money for people who were being laid off. The IELP faculty decided to go with stinky with potential for severance pay. That was the conditions, FORD said, under which the agreement was reached.

KINSELLA added that the MOA does not affect the any shared governance process required for program elimination. It only suspends what would normally happen according to the contract in terms of the Association’s mostly consultative role if Art. 22 were to be revoked. These were suspended in an attempt to bargain a severance package.

KELLY called for recognition of student Quinn BICER. BICER, as leader of an informal Student Committee to Save Language and Cultural Studies at PSU, said that their group strongly condemned elimination of the IELP. It isn’t in alignment with diversity, equity, and inclusion principles, BICER said: international students are in important part of the PSU community, and IELP is an important part of having international students here. They strongly urged reconsideration of this decision. FORD agreed. The Union had been

offered two options. She hoped the President and Provost would address BICER's concerns in their reports. She urged student representatives to attend the upcoming Board of Trustees meetings.

LINDSAY: The process of bargaining the MOA was torturous and traumatic for everyone involved. It was set up so that the faculty had to reach a consensus, regardless of either they totally agreed or accepted it. This was close to impossible in that there are twelve faculty with very different life circumstances. The [ultimate] reason for the decision was compassion for faculty members who were in fear and terror over losing their jobs. The minimum amount of service the University [of the faculty involved] is 18 years; she [LINDSAY] has been 28 years at PSU. It was a terrifying loss, and completely unexpected as IELP faculty had been given repeated assurances in the fall that there would be no layoffs and that elimination of the program was not being considered. She wanted senators to know that in case this kind of situation comes up in the future. The decision was not anything that anyone felt good about, but it was made out of compassion for fellow faculty members. She noted also that the colleagues affected are all women.

KELLEY appreciated BICER's comments, and thanked LINDSAY for the compassion that she had shown and shared. This was a top-down decision that did not involve faculty and staff the chance to come together and rethink how they organize themselves. She understood that IELP had been involved in several conversations about alternative placement of faculty and creative re-organization. The institution was side-swiping these creative ideas. We are not re-connecting, we are siloing and disconnecting. For years the only solution offered to budget problems has been cutting. We are now so fractured and disconnected there's nothing left to cut.

REITENAUER: We've been promised, effectively, in sometimes brutal terms, that this is going to happen to a number of faculty and staff next year and beyond. To LINDSAY's point about how IELP found itself in this position, what advice did FORD and KINSELLA have for Senate members who cared about rebuilding and not deconstructing the University? If we want to be a premier place for students who have been traditionally underserved, REITENAUER didn't believe we can get there through cutting the very persons—academic professionals, staff, contingent faculty, continuous appointment faculty—who are effectively serving those students. What should we be thinking about, what should we be doing, knowing this is coming down the pike?

FORD, responding: Be engaged. Show up. What we've been experiencing is demoralizing. Her own first reaction was to just shut down. Yet she was standing there [before Senate] in this elected office. She kept showing up despite the urge to just shut down and cry. It was important to be as engaged as possible: to attend Faculty Senate meetings, reading the materials Packet, reading the Board of Trustees docket and reports from the Faculty Budget Committee, showing up in person at ASRC 515 for the BoT and committee meetings. She urged faculty, whether academic professionals, non-tenure-track, or tenure-related, to read the CBA and bookmark the articles that have to do with their respective positions, to understand all the processes that may happen. If you know the rules, then you know how decisions are made.

GRECO: The faculty from IELP who are being let go possess exactly the kind of pedagogical qualities we need at this institution right now. Their specialty is helping

students to be college-ready and college-successful. We struggle with our retention and graduation rates. We should be investing serve our students better in this way, which would also help us grow. Not everyone has that expertise, and we are letting go twelve people who possess it.

JAÉN PORTILLO: Art. 22 says a condition requiring reduction or elimination of a department may be declared if the President finds that a serious distortion of the academic and other essential programs and services would result if retrenchment procedures were not implemented. How was it conveyed to our Union that not eliminating IELP will result in such a distortion of academic and other programs? Within the context of the closure, we'll be taking a hit to our mission and our commitment to diversity, equity, and inclusion. How was it explained to you that this was an absolutely necessary measure in this context? KINSELLA: The short answer is we never got that far. Showing a serious distortion caused by one program to other essential programs is part of what would have appeared in the President's report on financial conditions under Art. 22. The Union did not agree that Art. 22 was appropriate, but were told that was the alternative. They were faced with a choice: either try to negotiate an MOA with a severance package, or roll the dice with Art. 22. It was an excruciating decision, as LINDSAY related. If we had gotten to the point of hearing evidence of a 'serious distortion,' we would have engaged in that debate. The problem is that Art. 22 doesn't allow us to grieve that factual finding.

EMERY asked for recognition of Eowyn FERREY (IELP Director). FERREY had been with IELP since 2007. She had the almost the least seniority in the program yet was its Director. They been through the previous Art. 22 process. IELP faculty did not expect this [new] retrenchment to come, FERREY said. On February 12th they were told that a decision had been made to make this recommendation. They were fairly fresh off the previous Art. 22 retrenchment which resulted in the layoff of 40% of their faculty. It is no secret they have faced steep enrollment declines. There has been attrition in staff as well. They have gotten about as skinny as they can get. They are still recovering from the loss of expertise. When she came into the Director position, it took here several months to find all the documents because half our people were gone.

FERREY offered this as context as to why, when IELP faculty were told of this decision, many didn't have any faith that they could prevail. She thanked her colleagues for the compassion they showed. She was one of the people who was terrified to lose her job in four months, and to try to answer two questions about how she would continue to house her children as a single parent and as a renter in expensive city. There was an economic expedient that broke their hearts. She wanted to share that with those present today.

ROMANIUK said that KINSELLA's comment about the Art. 22 rationale not being grievable reminded her of decisions about the academic professional reclassification, with many having no success in getting their positions reclassified, after a lengthy process that was not grievable. What would it take to change that? KINSELLA said they could be changed via bargaining in a new contract—for example, opening Art. 22 and trying to bargain for a more robust role of Faculty Senate in the process.

LINDSAY thanked the students who voiced concern about the loss of this program. Last month she called for a restructuring, not an elimination. Even if the faculty is gone, the

need for their services will remain. If the program is put into some kind of moratorium it can be brought back, but if it is eliminated the connections to governmental agencies, embassies, and so on will be lost and hard to bring back. Word would get out that PSU is not international student friendly. She had written to the President and Provost about how the pathways area could be profitable, but that has fallen on deaf ears so far.

Return to regular agenda order.

1. President's report

CUDD found the testimony about what's happening to IELP painful to listen to, but she was pleased that we were able to come to a memorandum of agreement to provide something of a softer landing for those whose jobs are being cut. We're in very difficult times, CUDD said, and have difficult decisions ahead. There is an annual deficit of more than a \$20 million dollars to eliminate. We have spent down our reserves, she said, and continue to spend on our reserves at a rapid rate, so there aren't a lot of options other than in some way restructuring the University. When she took the position she knew that this would be a challenge. She appreciated FORD's call for engagement. She wanted to hear everyone's ideas to find the best way forward. It will not be easy, but she believed we would emerge as a stronger institution.

Last week CUDD had been in Boston with members of our Board of Trustees at a conference entitled Meeting the Moment for governing boards and university presidents. They talked about challenges to faculty governance, challenges to institutional autonomy and board independence, emerging AI technologies, declining public confidence in higher education, and declining enrollment and the budget challenges that come with that.

CUDD had the chance to tour her old institution, Boston University. It was interesting, she said, to see the changes and the vibrancy of the institution and the city. It was a contrast to Portland, she had to say. That is what she wanted for Portland and Portland State: to be really vibrant once again.

CUDD reported that the strategic planning process continues to evolve. She thanked members of the Faculty who've been involved in the process. The Strategic Planning Steering Committee and work groups have reviewed a great deal of material, including the results of the campus engagement forums, and completed some of the items on their to-do list. For example, they have drafted a set of action-oriented guiding commitments—pledges that we make to our students, faculty, staff, and community that bridge the gap between values and practical actions. They've also gathered and summarized findings about our key markets—students as they're selecting schools, and employers our students hope to land jobs with when they complete their degrees. We're also beginning to gain an understanding of what students, faculty, and staff and community members value about PSU, and how it is and can be distinct from other higher education institutions. The working group is using this knowledge to generate a set of value propositions that we want to deliver on for our students, faculty, staff, and community. The strategic planning website contains all of the materials being used during the process.

The pieces are starting to fall into place, CUDD said. We will need to make some choices about priorities. It is important to shape our near-term future without losing sight of our longer term aspirations. We will come to campus in May with an opportunity to provide

feedback in both in person and virtual settings. In June, we will present to the Board a set of strategic imperatives, the actions that we must take to ensure that PSU is equipped to deliver what the future needs from us. Once approved by the Board of Trustees, the strategic plan will provide us a destination. But we will need to think carefully to chart a map for how to get there. Next year, we will work with the entire campus community to implement the plan in a thoughtful and financially sustainable way.

CUDD reported that in the Place Matters design competition last month, three nationally known design teams were on campus to learn about our needs for the campus environment. The teams put together some cool ideas on how to activate our public spaces, such as the Urban Plaza. Teams toured campus and met with a cross-section of faculty, staff, and students, including heads of Student Success and Enrollment, COTA students and faculty, and the Facilities department. They also examined information from the Strategic Planning Steering Committee. They will be back in June to present ideas.

CUDD reviewed PSU's proposal to build a downtown performing arts and culture complex on our campus that would replace the Keller Auditorium. This was for CUDD a hopeful and inspiring, a project that would define the future of the city of Portland and greatly enhance the role of Portland State and how we let knowledge serve the city. The proposal is a new state-of-the-art performing arts complex plus a hotel and educational facility on the site of our what is now our University Place Hotel. The city council will vote on whether the city will renovate the existing auditorium or build something new. So The project that would be many years in the making—2030 before the venue would open. It has the potential to change the trajectory of our campus and the city of Portland. She saw it as analogous to what's happened with BU and Kenmore Square.

CUDD introduced Kimberly KOOPS-WRABEK, who joined PSU in January as Associate Vice President for Government Relations, coming from a similar position at Oregon Tech. CUDD invited her to report on the short session of the Oregon legislature.

KOOPS-WRABEK appreciated the chance to speak about the work of the Government Relations office to coordinate PSU's relationship with policymakers and their staff at the local, state, and federal levels. She wanted the office to be a resource to support faculty and staff to make sure PSU is being set up for success. She would be working closely with RGS to help manage relationships with federal agencies. If there are stories of the impact of federal grants, she wanted to tell those stories to policy makers and local officials; she urged faculty to share those stories with her office.

KOOPS-WRABEK continued: the Oregon legislature had recently concluded its short session, held in even-numbered years. It is a 35-day session, intended originally for budget adjustments and technical fixes to policy. This session, however, bucked the narrative. Policy makers made sweeping changes to behavioral health policy, including investments in behavioral health and solutions to the addiction crisis. There was \$1.3 million dollars to the PSU School of Social Work to expand capacity to graduate more social workers. PSU has currently the only public school of social work in the state, and 50% of Oregon social workers came through our MSW program. PSU also plays a critical role in semiconductor talent and workforce development, and that was another topic that legislators took up. PSU punches above our weight in this area. We have more graduates working at Intel than any other university in the state, and are number two

globally. The state invested \$1.9 million dollars in PSU for the creation of a semiconductor innovation center. There was also \$500,000 for PSU's Center for Women's Leadership.

There was some unfinished business, KOOPS-WRABEK said. She heard that legislators received over \$1.3 billion for agency budget adjustments and had about \$150 million to work with. Some things left behind are really important to PSU and our students. One is funding for the Strong Start summer bridge program. There is funding for this summer, but we'll need to go back for funding in the 2025 long session. PSU was also supportive of the Oregon Student Association-led student emergency needs package request, for \$1 million dollars to support open source text materials as well as \$5 million for a hunger-free campus grant program. She believed OSA will bring back that request in the future.

Another piece of unfinished business, KOOPS-WRABEK continued, was the sustainability funding from the participatory budgeting process in the fall. We are still working to unlock the second tranche of funds. That money is allocated to the emergency board, which will likely meet in May. We attempted to unlock that funding earlier because it's critical that the University has we make tough budget decisions. Oregon ranks 45th in per student funding for public universities, KOOPS-WRABEK noted. That's not okay. She appreciated faculty's advocacy for the University.

CUDD gave a reminder of the Presidential Speaker Series, which continues with Michael Sorrell of Paul Quinn College. She also thanked members of the subcommittees of the Building Community Task Force.

2. Provost's report

CHABON, responding to the previous heartfelt comments, acknowledged the pain that her decision has caused. She realized that for many, trust had been compromised in recent weeks. She knew that we all may not see things the same way all up the time, but remained confident that we could keep dialogue open and work together in spite of these differences, and that differences need not dissolve into distrust. She met with members of the Office of Global Engagement and Innovation, including IELP members affected by this decision, right before spring break. She was moved by their thoughtfulness, courage, candor, and vulnerability. She had engaged with OHSU. PCC. University of Oregon, Clackamas Community College, and many other community members and industries about how we might turn this challenge into an opportunity to serve our international students in new ways and to redeploy these talented faculty. She was open to hear ideas that we have not considered. She wished for the best possible outcome for individuals, the University, and the community.

CHABON continued: As reported by FORD and KINSELLA, the administration reached a MOA with AAUP that will eliminate the IELP and without the Art. 22 retrenchment process. The MOA provides for a one-time lump-sum payment and other provisions for IELP faculty members leaving PSU. The administration planned to submit a proposal to the Faculty Senate in accordance with the relevance Senate procedure by the end of this week. She was grateful for the Faculty Senate's role in this process and to AAUP partners for their diligence and strong advocacy for faculty.

Reporting on searches, CHABON said that 180 meetings had been scheduled thus far for April for candidates for the deans of CUPA, COE, SSW, and SB. An offer had been accepted for the Library Dean position. In the internal search for Associate Vice Provost for Academic Advising, Randi HARRIS had accepted that role starting today. Following on the report of the Committee on Work-Life Balance, two Provost's Fellows, Shannon YENTZER (MCECS) and Cynthia MOHR (PSY) would explore options to guide faculty and staff upon their return to work following leave.

CHABON reported that on Friday we were notified that PSUs Russian Flagship proposal will be one of only four funded for the 24-28 period, alongside Wisconsin-Madison, Georgia, and Indiana. She congratulated Bill COMER and colleagues in WLL for this remarkable achievement.

CHABON announced that on Wednesdays from 3:00 to 4:00 the Disability Resource Center will be hosting virtual faculty and staff gatherings on navigating student disabilities. Also, a new faculty portal is available, allowing faculty to log in and view a list of students who have activated accommodations for a class.

In winter of 2022, CHABON continued, a committee of faculty and staff members in partnership with OAA was charged with developing an academic freedom website. Last month they disseminated a draft of the material to campus constituents and after incorporating their comments. The material has been published on the OAA website. It includes communication guidelines, procedures about how and where to get help depending on the nature of a threat, and instructions about precautions to take when one feels threatened. She thanked the committee members, and especially Hannah MILLER, Chris MONSERE, and Krista STEARNS for their work on the website.

CHABON announced that at the end of spring term there will be a new event to celebrate and honor our faculty who will be retiring.

Having attended the PSU production of *Measure for Measure*, CHABON borrowed from Shakespeare and said that, measure for measure she remained optimistic that we will embrace the challenges ahead while being true to ourselves.

JAÉN PORTILLO: From the previous discussion about IELP, and how faculty and students feel about the elimination, she worried about our institution's future ability to serve our students and our diverse communities. How can we ensure that our DEI mission and our commitment to local and global communities will not be eroded by decisions that are ad hoc and emerge from financial constraints? Where is the boundary between the need to make difficult financial decisions and the need to respect our mission? What message do we send to our diverse communities about our priorities?

CUDD responded that our commitment to diversity, equity and inclusion is absolute and unwavering. She believed very strongly that diversity is important for an educational institution, and that its benefits can only be achieved if students, faculty, and staff feel that they are included and they belong. That being said, CUDD continued, we face very difficult allocation and budget decisions. We will have to make some decisions, she said, that will disappoint people. She recognized that. They would try to make the best possible decisions that are consistent with our long-term aspirations as a inclusive educational institution that also serves our city through its research and outreach.

RUTH, apropos of the academic freedom website, noted that we have had protests on campus and were likely to have more. She believed that it's our responsibility as a university to educate students and faculty about civil disobedience—about how, where, and when to choose to be strategically civilly disobedient. What can we do to prepare our students and ourselves so that we don't end up disciplining students who just care desperately about some event that is happening? CHABON responded that we have a lot of work ahead of us. There are models at other universities, such as co-led or co-taught courses and workshops. CUDD thanked RUTH for raising the issue. She was grateful the academic freedom website was done, but realized this was only the beginning. We do much through SALP and other components of Student Affairs, CUDD said, advising students on procedures for protest and so forth—on where the limits are. The limits are basically: no assault, no property damage.

KELLEY was in the previous discussion reminded of a scab being picked open. She felt that was how we've been operating for the last few years, apropos of the comment about trust being violated. No one has any illusions that we don't have hard decisions ahead of us. We have been all-in for strategic planning. It felt like the scab had gotten healed over, but when it's ripped open again the wounds are deeper and harder to heal. At the last BoT Finance and Administration Committee meeting, many faculty, staff, and students showed up. They support what the administration is trying to do for this institution. And you can't do it without us.

3. AAUP report – *moved above*

H. ADJOURNMENT – The meeting was **adjourned** at 5:14 p.m.



PORTLAND STATE UNIVERSITY

**American Association of
University Professors**

Promoting Quality Higher Education – An Investment in Oregon's Future

IELP Memorandum of Agreement: A Report

Program Reductions/Eliminations/Layoffs

PSU-AAUP

Curricular Changes (6 months notice):

- Article 17 - Academic Professional Faculty
- Article 18 - Non-tenure Track Faculty

Retrenchment (less than 6 months notice):

- Article 22 - Retrenchment*
- Article 23 - Retrenchment Hearings

[PSU Standards - Conditions of service](#) - outline timely notice for layoffs for tenured faculty (pp. 51-52).

*faculty layoff order is outlined in Article 22.

Faculty Senate

- Ad hoc committees may be created, e.g. APRCA
- For program elimination reviews and approvals must go through: Educational Policy Committee, Faculty Budget Committee, Presiding Officer
- Invocation of Article 22 - Retrenchment, triggers a joint process that includes Faculty Senate and PSU-AAUP

IELP Timeline

2017/2018 - Article 18 - reductions based on “curricular changes.”

2020/2021 - Article 22 - reductions based on finances. APRCA involvement. See [APRCA webpage](#).

2023/2024 - MOA in lieu of Article 22

- October 16, 2023 - OGEI Director promises no layoffs
- February 12, 2024 - Interim Provost notifies AAUP, Faculty Senate, and IELP of recommendation to eliminate IELP. Interim Provost requests PSU-AAUP consider bargaining an MOA instead of Article 22 Retrenchment.
- February 23, 2024 - AAUP notifies Administration that IELP will enter into MOA bargaining
- March 4, 2024 - First bargaining session cut short due to Administrative communications undermining Faculty Senate processes and PSU-AAUP negotiations.
- March 17, 2024 - Tentative agreement between PSU-AAUP and Administration
- March 26, 2024 - Membership ratifies agreement*

*Administration requested a shortened ratification timeline, because they did not want the ratification to overlap with potential of Article 22 invocation

IELP MOA

University concessions to PSU-AAUP:

- To each IELP Faculty member - one-time, taxable lump sum payment of \$25,500 on June 15, 2024.
- Eligibility to apply for emeritus status, effective when they are no longer on the recall list.
- Any teach-out plan for IELP students will be staffed by IELP faculty on the recall list.
- IELP faculty who receive favorable decisions on their promotional reviews in progress, if recalled, will be employed at their new rank.
- IELP entitled to a 50% discount on courses and programs at PSU's Center for Executive and Professional Education (CEPE).

PSU-AAUP concession to the University:

- The University is not required to follow the contractual processes for layoffs in Article 18 or Article 22, except as specified or referenced in the MOA. In the case of Article 22, this includes forgoing presentations to PSU-AAUP and Faculty Senate and subsequent comment periods.

Program Eliminations: What Senate Should Know

- Current program elimination recommendation of IELP must go through a Faculty Senate shared governance process
- PSU-AAUP asserts that Article 22 - retrenchment, was inappropriate in 2021 and now in 2024.
- Article 22 - Retrenchment
 - Only the University President may invoke Article 22 - Retrenchment
 - Requires a “serious distortion” of the University’s budget
 - Includes no provisions for severance
 - Invocation of Article 22 triggers Senate participation in the process

Article 22 - Retrenchment - Checklist

FORMAL NOTICE TO AAUP

Formal notice from the President to AAUP that the University's financial condition is such that a departmental reduction or elimination may be unavoidable. The notice must include an offer to schedule a meeting between AAUP and appropriate University officials to present and discuss the financial condition of the University leading to the need for program reduction or elimination.

FACULTY SENATE PRESENTATION

University administration presents to Faculty Senate a full description and analysis of the University's financial condition that has led to the need for program reduction or elimination. This can take place at a regular or special meeting of the Faculty Senate.

FIRST THIRTY DAY COMMENT PERIOD

President sets a deadline for submission of comments and recommendations. The deadline must be no sooner than thirty after the meeting with AAUP and the Faculty Senate presentation.

FIRST COMMENT PERIOD - REQUIRED ACTIONS

University President must give "thoughtful consideration" to comments and recommendation received; the President or her designee must meet with the AAUP to hear and discuss their comments and recommendations upon request; and the President and the AAUP must both "facilitate" Faculty Senate consideration.

Article 22 - Retrenchment - Checklist Cont'd

DECLARATION OF PROGRAM REDUCTION

After the first comment period ends, the President formally declares the existence of a condition requiring departmental reduction or elimination.

PROVISIONAL PLAN

Concurrent with the declaration or shortly thereafter, the University announces a provisional plan for department reduction or elimination. Plan must include tentative reductions to specific departments a deadline for comments on the provisional plan of no less than thirty days (second comment period).

SECOND THIRTY DAY COMMENT PERIOD

President will receive and consider comments and recommendations from the Faculty Senate, AAUP and the faculty of any department proposed for reduction or elimination. If the provisional plan would lay off more faculty than the departmental faculty recommend, then the President or her designee must meet with the departmental faculty for further discussion.

FINAL PLAN ANNOUNCED

At the conclusion of the second comment period, the President will announce a final plan and notify affected departments of the amounts and nature of reductions to be applied.

Amendment to the PSU Faculty Constitution: University Research Committee charge revision

Introduced to Faculty Senate 1 April 2024. Final consideration 6 May 2024.

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.

Procedural note: Per Article VIII, this proposed constitutional amendment, endorsed by ten faculty senators, was introduced at the April meeting. It was reviewed for proper numbering and form by Advisory Council. It is presented at the May meeting for consideration of final passage.

5 April 2024

TO: Faculty Senate

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

RE: May 2024 Consent Agenda

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

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

College of the Arts

Change to Existing Programs

E.1.b.1

- B.A./B.S. in Art History – add transfer credit options for requirements and reduce minimum credits from 66 credits to 58 credits

E.1.b.2

- B.A./B.S. in Cultural History of the Arts – revise core requirements

School of Business

Change to Existing Programs

E.1.b.3

- B.A./B.S. in Business Administration – revise core requirement and add elective requirement to the Advertising Management concentration

E.1.b.4

- Business Minor in Advertising Management – change “finance elective” to “focused elective”

Changes to Existing Courses

E.1.b.5

- BA 211Z Principles of Financial Accounting, 4 credits – change prerequisite

E.1.b.6

- BA 300 Business and Professional Communication, 2 credits – change prerequisite

E.1.b.7

- BA 301 Research and Analysis of Business Problems, 4 credits – change prerequisite

E.1.b.8

- BA 302 Organizational Behavior, 4 credits – change prerequisite

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

E.1.b.9

- BA 325 Information Literacy & Technical Competence for Business Professionals, 4 credits – change title to Information Literacy & Technical Competence for Business, change description and prerequisite

Maseeh College of Engineering and Computer Science**Change to Existing Program**

E.1.b.10

- B.S. in Computer Science – revising core requirements

New Courses

E.1.b.11

- CE 367 Environmental Sustainability, 4 credits
Applications of the principles of energy transfer, mass transfer, and thermodynamics to environmental systems. Topics include mass balance and residence times; heat, work, and internal energy; phase transitions; heat transfer; and renewable energy systems. Prerequisite: Junior standing in Civil and Environmental Engineering.

E.1.b.12

- CS 160 Exploring Computer Science, 4 credits
An inclusive and beginner-friendly course providing an introduction to programming and computer science. Geared towards students with no prior coding experience, the course welcomes those with limited math or computing backgrounds. This supportive environment offers an accessible pathway for students interested in exploring programming and computer science, regardless of their intended major.

E.1.b.13

- CS 284 Algorithmic Thinking, 4 credits
Introduces the foundations of algorithmic thinking and design through computer programming. Computational data structures. Recursive problem solving. Dynamic Programming. Algorithmic complexity analysis. Implementation and analysis of classical computer algorithms. Programming implementation in a modern programming language (like Python). Prerequisite: CS 161, CS 250, both with a grade of C- or better.

Changes to Existing Courses

E.1.b.14

- CE 341 Soil Classification and Properties, 4 credits – change prerequisite

E.1.b.15

- *CE 432 Structural Steel Design, 4 credits – change prerequisite

E.1.b.16

- CE 434 Principles of Reinforced Concrete, 4 credits – change prerequisite

E.1.b.17

- CS 250 Discrete Structures I, 4 credits – change prerequisite

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

E.1.b.18

- CS 305 Social, Ethical, and Legal Implications of Computing, 2 credits – increase credit hours to 4 credits, change prerequisite

E.1.b.19

- CS 350 Algorithms and Complexity, 4 credits – change prerequisite

E.1.b.20

- CS 469 Software Engineering Capstone I, 3 credits – change credit hours to 4 credits, change prerequisite

E.1.b.21

- CS 470 Software Engineering Capstone II, 3 credits – change credit hours to 4 credits

Honors College**Changes to Existing Courses**

E.1.b.22

- Hon 101 The Global City, 5 credits – update Banner title to allow for rotating topic titling

E.1.b.23

- Hon 102 The Global City, 5 credits – update Banner title to allow for rotating topic titling

E.1.b.24

- Hon 103 The Global City, 5 credits – update Banner title to allow for rotating topic titling

E.1.b.25

- Hon 201 Urban Social Systems: Methods in the Social Sciences, 4 credits – update Banner title to allow for rotating topic titling

E.1.b.26

- Hon 360 Honors Writing for Transfer Students, 4 credits – update Banner title to allow for rotating topic titling

College of Liberal Arts and Sciences**Change to Existing Programs**

E.1.b.27

- B.S. in Data Science – revise core requirement and increase minimum credits from 73 credits to 77 credits

E.1.b.28

- B.A./B.S. in Mathematics – revise core requirement

E.1.b.29

- Undergraduate Certificate in Teaching English as a Second Language – change minimum passing grade from a C to a C-

New Courses

E.1.b.30

- Hst 373 After Empire: Immigration & Decolonization in the UK, 4 credits
Two crucial postwar developments in modern Britain are too often considered separately: the dismantling of the largest empire in history and the simultaneous creation of an increasingly multiethnic, multiracial society driven by immigrant communities from Britain's former colonies. This course considers a range of efforts by Britons across the social spectrum to imagine a decolonized, multicultural contemporary Britain against the ever-present backdrop of its recent colonial history.

E.1.b.31

- SpHr 383 Diversity and Advocacy for Pre-Professionals, 4 credits
Provides students with a foundation of knowledge in culturally responsive practices that honor diverse lived experiences, with a specific focus on race, ethnicity, and cultural background, in medical, educational, and professional settings. Examines systemic, institutional, and societal issues that create and maintain barriers to services. Introduces students to power structures, self-reflective practices, and advocacy avenues to promote access.

Changes to Existing Courses

E.1.b.32

- Bi 462 Cellular Neuroscience, 4 credits – change prerequisite

E.1.b.33

- Bi 463 Systems Neuroscience, 4 credits – change prerequisite

E.1.b.34

- Hst 358U Europe from National Unification to European Union, 4 credits – change title to Modern Europe, 1848-1945: Imperialism to Decolonization

E.1.b.35

- Mth 271 Mathematical Computing, 4 credits – change title to Python for Data Science, change description and prerequisite

E.1.b.36

- SpHr 385 Autism Spectrum Disorders, 4 credits – change title to Autism, change description

E.1.b.37

- SpHr 496 Introduction to Clinical Management, 4 credits – change prerequisite

E.1.b.38

- Stat 351 Probability and Statistics for Electrical and Computer Engineering, 4 credits – change description

Drop Existing Courses

E.1.b.39

- ChLa 411 Chicano/Latino History Seminar, 4 credits

E.1.b.40

- Hst 383U Modern Iraq and Syria, 4 credits

School of Public Health**Change to Existing Program**

E.1.b.41

- B.A./B.S. in Public Health Studies – revise requirement for Community Health Promotion concentration

New Courses

E.1.b.42

- PHE 424 Accelerated Lactation Education 1, 6 credits
Remote asynchronous course where students view recorded lectures and complete assignments via Canvas. While some live collaborative learning activities will be offered weekly, they will not be required. Designed for students who want to improve their lactation skills or become International Board Certified Lactation Consultants. This accelerated course is the first in a series of two courses and covers the first 60 hrs of the 100 hrs of lactation education offered by the OHSU-PSU School of Public Health. The International Board of Lactation Consultant Exam requires 95 hours of lactation education. Prerequisite: Instructor permission and completion with passing grade of college level: Biology, A&P series, Anthropology or Sociology, Infant Development, Nutrition, Communication Skills.

E.1.b.43

- PHE 425 Accelerated Lactation Education 2, 4 credits
Remote asynchronous course where students view recorded lectures and complete assignments via Canvas. While some live collaborative learning activities will be offered weekly, they will not be required. Designed for students who want to improve their lactation skills or become International Board Certified Lactation Consultants. This accelerated course is the second in a series of two courses and covers the second 40 hours of the 100 hour course. The International Board of Lactation Consultant Exam requires 95 hours of lactation education. Prerequisite: Instructor permission and completion with passing grade of college level: Biology, A&P series, Anthropology or Sociology, Infant Development, Nutrition, Communication Skills. PHE 424 first course of this series

Changes to Existing Courses

E.1.b.44

- PHE 275 Stress Management, 4 credits – change title to Stress and Human Health, change description

E.1.b.45

- PHE 321U Introduction to Health Policy, 4 credits – change title to Introduction to Health Policy and Health Law, change description

E.1.b.46

- PHE 427 Introduction to Health Informatics 4 credits – change title to Managing Information in Health Services, change description

College of Urban and Public Affairs**New Courses**

E.1.b.47

- CCJ 311 Defense, Prosecution, & Justice, 4 credits
From the initial decision to arrest, all the way to a jury verdict, legal actors' decisions shape the course of a criminal case. We focus on timely issues facing the American Courts system (e.g., bail reform and pretrial release), paying careful attention to how the adversarial system has dictated the role and actions of the defense attorney and prosecuting attorney in relation to these topics. All the while, asking questions about what is fair and just.

E.1.b.48

- CCJ 386 Sex Crimes, 4 credits
An examination of the nature and etiology of the major categories of sex offenses and provides an overview of the history of sexual behavior, contemporary justice system responses to the problem of sex crimes, including investigations and prosecutions of sex crimes, as well as potential defensive theories thereto, sex offender registration, and punishment and treatment alternatives to incarceration for sex offenders.

E.1.b.49

- PS 364 Politics of Identity and Inequality in the Middle East, 4 credits
Explores the identity politics of the Middle East and North Africa, analyzing the social fabric of the region's varied countries to uncover the organizing structures and human vulnerabilities and ascertain the ongoing developmental trajectories of these societies, including their overall stability and prosperity. Ten weekly modules explore such topics as oil legacies, environmental harm, religious movements, and gender and identity politics. The course explores the role that complex and intersecting identities play in shaping social, economic, and political outcomes in the region.

Cover Memo

To: Todd Rosenstiel
Dean College of Liberal Arts and Sciences

Cc: Molly Janssen,
Co-chair of the Faculty Senate Education Policy Committee

Tim Anderson
Co-chair of the Faculty Senate Education Policy Committee

From: Charles Klein
Chair of the Department of Anthropology

Max Nielsen-Pincus
Chair of the Department of Environmental Science and Management

Martin Lafrenz
Chair of the Department of Geography

John Bershaw
Chair of the Department of Geology

Peter Veerman
Director of the Complex Systems Program

Date: November 29, 2023; Updated April 4, 2024

Re: Proposal to Create a New School Integrating the Departments of Anthropology, Environmental Science & Management, Geography, Geology, and the Complex Systems program

The purpose of this memo is to memorialize the intent of the Departments of Anthropology, Environmental Science and Management, Geography, Geology, and the Complex Systems program to eliminate our current departmental structures and create **the School of Earth, Environment, and Society** within the College of Liberal Arts and Sciences..

This proposal is the result of a nearly two-year-long process engaging faculty and staff within our units, as well as students, peer institutions, and community partners. The process of creating the proposal unfolded as follows:

- **Relmagine Grant** – With input from our faculty, the Departments of Environmental Science & Management, Geography, and Geology wrote and were awarded a grant from

Provost Susan Jeffords to reimagine the education and research programs of our units. Through the ReImagine grant, we undertook a process that:

- Engaged in one-on-one discussions with each of the faculty within our units about their hopes and fears for the future of our units;
 - Engaged with individual faculty from outside our units as well as whole units including Anthropology, Biology, Complex Systems, and Indigenous Nations Studies;
 - Formed a workgroup to develop ideas for future options for collaboration; and
 - Outlined a framework for discussing the creation of a new school
- **The Exploratory School Initiative** – Between June and December 2022, each of our units and the Biology Department held votes to formally express our interests in exploring the creation of a new school. A majority of voting members in each unit ultimately voted to join the new initiative and establish a process for exploring the creation of a new unit. The initiative was comprised of the following elements designed to gather faculty, student, administrator, and community partner input:
 - The [Exploratory School Initiative website](#) was created to make our process transparent and log our progress.
 - The chairs of the units wrote an [initiative brief](#) to describe the initiative and provide for discussion.
 - Over 70 faculty and staff participated in a virtual kick-off meeting to review the initiative brief and entertain discussion about the initiative.
 - An 17-member workgroup consisting of faculty and staff from each of the units met regularly during March - June 2023 to develop a [conceptual framework](#) for a school proposal based on [information gathered by the workgroup](#), including:
 - Identification of and research on peer models (including web-based research and interviews);
 - Outreach to and engagement with students, faculty, staff, employers and community partners, colleagues at local community colleges; and
 - Development and compilation of institutional data, including evaluation of unit level bylaws and governance structures and university guidelines for creating new units.
 - A 13-member workgroup consisting of faculty and staff from each of the units met regularly during June - September 2023 to develop [a report on governance options and alternatives for the new school](#), including options for governance structure (e.g., leadership, committees, etc.), guidelines for external engagement, identification of similarities and differences in existing department-level bylaws.
 - Approximately 45 faculty, staff, and administrators participated in an in-person workshop in September 2023 to review and offer feedback on the options developed by the summer workgroup.
 - **EPC New Unit Proposal** — The Department Chairs used feedback from the previous efforts and specifically the September Exploratory School Initiative workshop to complete a draft of the template for the Faculty Senate Education Policy Committee (EPC)

“Creation of an Academic Unit” form. Between October and early November 2023, each Department reviewed and commented on the draft proposal. Department Chairs used the collective feedback from our units to make revisions to the draft EPC proposal. The revised draft proposal was again reviewed by the units and then finalized. The units agreed, following a $\frac{2}{3}$ affirmative vote of at least 4 units, to submit the proposal to the CLAS Dean with the names of all faculty in the supportive departments. Following University guidelines and each of our bylaws, each of our units voted between Nov. 1 and Nov. 21, with a result of five of the six units voting with a $\frac{2}{3}$ majority or greater for the proposal. Among supporting units, the final vote was 41-2, with four abstentions. Biology voted to not join the initiative.

- Naming the School** - After voting to support the new school proposal, the Department chairs, with assistance from CLAS Dean’s office staff, embarked on a 3-month [naming process](#). The process hosted focus groups with students, faculty, alumni, and employers; conducted several surveys of focus group participants and faculty; and encouraged departmental faculty discussions to coalesce on a name. The name was chosen to reflect the diversity of our disciplines, and recognize the existing Earth, Environment, and Society PhD program, while also maximizing support and minimizing concerns about the name from stakeholders. Following University guidelines and each of our bylaws, each of our units voted between March 8 and April 3, with a result of greater than a $\frac{2}{3}$ majority from all five units, and a final vote tally of 41-0, with two abstentions.
- Next Steps** – As discussed in our proposal to create a new unit, the next steps in our process include developing an inclusive name for our new school prior to full Faculty Senate review, drafting governance documents, and establishing school functions and structures. We have proposed AY 2024-2025 as a transition year where departments will continue to operate as school functions and structures are initiated. To be clear, our proposal is to establish the new school in Fall 2024 and eliminate department units in Fall 2025, allowing for the year of transition.

This cover memo is intended to summarize briefly the process that led to this proposal, our units’ support for the proposal, and to ask Dean Rosenstiel to submit the proposal for the creation of a new school to Faculty Senate and, ultimately, to Interim Provost Chabon with the College’s full support. If CLAS, Faculty Senate or its committees, or Interim Provost Chabon have any follow-up questions or require further information, Max Nielsen-Pincus (ESM Chair) and Kris Fedor (Dean’s Office) are both EPC members, and Martin Lafrenz (Geography Chair) is a Faculty Senate Budget Committee member and can provide responses.

We are grateful for the support from the CLAS Dean’s Office in the creation of this proposal, and we look forward to helping lead a pathway to a new future in CLAS and at PSU.

Creation of an Academic Unit

1. Identify the type of unit (see accompanying approval process flow chart and description for each):

The new unit will be a **School** within the College of Liberal Arts and Sciences that is composed of the current Departments of Anthropology, Environmental Science and Management, Geography, Geology, and the Complex Systems program. The School will be a department-equivalent unit within the College of Liberal Arts and Sciences, and the departmental structure of the existing departments will be merged into the single School.

2. Proposed name of the unit?

The new school will be named **the School of Earth, Environment, and Society (SEES)**. This name was selected after a three-month long naming process that gathered input from faculty, current students, alumni, employers, and staff from across the five units. The name builds on the existing Earth, Environment, and Society PhD program, captures the diversity of the participating units, and generates the most support with the least opposition from among the voting faculty and stakeholders.

3. How does the unit help Portland State University to achieve its goals (e.g., pedagogy, research, community service, diversity and inclusion)?

The proposed school leverages Portland's urban setting, surrounding social and natural landscapes, and strong partnerships to develop unique research collaborations and student opportunities at the nexus of **Earth, environment, and society**. Underlying the formation of the new school is PSU's commitment to the principles of justice, diversity, equity, and inclusion.

Mindful that forward-looking careers and solutions to problems require transdisciplinary understandings and approaches, the school will offer expertise in the areas reflected by the academic programming, teaching, research and other programs currently present in Anthropology, Environmental Science and Management, Geography, Geology, and Complex Systems, and is designed to leverage the diverse work and talents of *all* faculty and staff from these departments.

Aligned with our commitment to “let knowledge serve,” we are committed to **teaching and research that contributes to a thriving Portland, while also having an impact at regional, national, and international/global scales.**

School Value Proposition - Students

The school’s primary function is to train PSU students – from Pell eligible students and transfer students, to lifelong learners – in the areas of Earth, environment, and society. Mindful that higher education is a keystone in a functional society, we will establish a multidisciplinary school that creates opportunities for interdisciplinary pedagogies and programs that meet the current and future needs of our local and regional workforce. We intend to carry our disciplines forward and recognize that organizing under one roof offers opportunities for greater collaboration and innovation.

To improve learning and career outcomes for our students, we will focus on:

- **Innovative interdisciplinary coursework, degree pathways, and research opportunities** in addition to the current programs and pathways.
- **Providing holistic advising and wraparound student support**, including mentoring, shared cohort opportunities for identifying a major and career path, and smooth transfers from community colleges.
- **Offering community-building** spaces and events to help students network with their larger cohort and prepare for professional interactions and job/career opportunities.
- **Partnering with employers to create new experiential learning opportunities**, such as paid internships, collaborative field trips, and inquiry-based learning inside and outside the classroom.
- **Improved course scheduling** with reduced scheduling conflicts and increased breadth of course options.
- **Placing Justice, Equity, Diversity, and Inclusion (JEDI) values at the center of the school.**

Value Proposition - Community

The school is positioned to help communities thrive through our research, teaching, and service. The school would serve our Portland community, the Pacific Northwest, and the globe, including our surrounding tribal communities and governments, by addressing global challenges and their local manifestations.

To enhance our value-add to the community, we will focus on:

- **Producing competent, exceptional community members and workforce leaders,** trained in state-of-the-art thinking and decision making, environmental stewardship, and creative problem solving.
- **Connecting employers with our students and graduates.**
- **Serving as a hub for providing reliable, timely expertise** to government agencies, non-governmental organizations, schools, media, and industries locally and beyond.
- **Serving as a thought partner and “workhorse” for our local communities,** including to help revitalize our local Portland Community for the coming decades.
- **Addressing climate change and resiliency issues around heritage, health, and the environment,** through interdisciplinary research on human-environment interactions.
- **Serving as an incubator for solutions,** leveraging our transdisciplinary expertise in systems thinking and process-based understanding.

Value Proposition – Science/Society

The school is positioned to address our most pressing societal issues through our collective expertise across a diversity of allied disciplines. The school brings together experts with diverse social and natural science disciplinary and methodological research backgrounds, in a setting that fosters innovative and collaborative approaches to addressing grand challenges.

To enhance our value-add to science/society, the new school would focus on:

- **Training the next generation of scholars and professionals** in interdisciplinary methods and approaches, with an emphasis on science that can be applied to community/societal problems.
- **Fostering a supportive research environment** within the school through collaborative governance, creating a school culture centered around trust and collaboration, and providing research administrative support to enable research successes.
- **Recruiting diverse new faculty, staff, and students** who have a passion for interdisciplinary research and teaching on issues related to the Earth, environment, and society.
- **Supporting faculty, staff, and students in seeking external research funding** related to our shared interests, through school-based mentoring/peer mentoring, collaboration, and resources.
- **Leveraging our existing and new laboratory spaces, equipment, and facilities** where possible through resource sharing and collaborative proposals for new equipment.

Value Proposition – Faculty

The school will provide a range of benefits to faculty related to service and teaching loads, graduate advising, and promotion and tenure reviews.

To enhance the worklife of our faculty, the new school would:

- **Operate faculty governance committees at the school level** thereby reducing redundancy of committee structures currently replicated across departments, which will reduce faculty committee assignments.
- **Create opportunities for interdisciplinary courses and team-teaching** through curricular alignment across the programs.
- **Positively impact faculty graduate advising** by having a broader pool of faculty for graduate students to draw and create more opportunities for graduate committee selection, which will improve graduate student and advisor experiences.
- **Engage a discussion about equity of faculty workloads** and the balance of teaching, research, and service across faculty within the school.
- **Offer faculty a smooth transition to the school by maintaining the option for faculty to be reviewed (i.e., pre- and post-tenure/milestone) under their current faculty review department guidelines** (i.e., tenure, milestone, promotion, PCAR, PTR,) until the new school fully develops its P&T guidelines.

Value Proposition – Staff

The CLAS Dean's Office is currently developing a new administrative staffing model that focuses on the hiring of academic professionals to perform specialized tasks like financial and academic services, student affairs, and events and outreach. The CLAS Dean's Office proposed staffing model is a good fit for the School, which envisions "staff leadership areas" as described in section 7 below. It is our intention that all current department staff will be employed as School staff, and organized as a team with specialized focal areas, including financial services, academic services, student services (undergraduate and graduate), research services, and events and outreach. In this model, a team lead will manage School staff (similar to the existing Department Manager position).

To enhance staff effectiveness and job satisfaction, the new School will:

- **Create specialty areas for staff** that fit seamlessly into the proposed CLAS Dean's Office staff model.
- **Allow for cross-training of staff** in other similar positions across the college, creating backups that function when staff are on vacation, are sick, or get called into other duties.
- **Improve the clarity of job descriptions** and enhance faculty-staff relationships through a more clear articulation of who is responsible for which tasks.
- **Improve job satisfaction for staff** through building a model of positions that are based on a specialized expertise that is part of a career pathway.
- **Improve staff compensation** making staff positions more competitive in the labor market.

- **Avoid putting staff members in positions where they are the only qualified person to perform a wide array of critical, time-sensitive functions without support or backup,** which leads to bottlenecks, frustration, and turnover.
- **Safeguard existing specialized staff roles,** such as lab staff who are currently working on a project to organize into a science stockroom and lab preparation group.

4. What are the objectives and planned outcomes for the unit?

The proposed School has the following objectives:

- Include all of the academic programming, research and other programs of the departments and programs that voted to join the School, including existing majors, minors, and certificates.
- Include and leverage the diverse work and talents of faculty and staff from these departments.
- Recognize that the school will house and welcome faculty and staff from a diverse range of disciplines and departments.
- Increase student success by enabling new learning opportunities and increasing career readiness.
- Serve as a “hub” for cross-campus collaboration for the vision of the School.
- Enhance visibility and partnership opportunities in Portland and beyond.
- Elevate and preserve faculty shared governance and improve faculty workload and development, at a minimum through:
 - Implementing a governance structure that is fair and equitable to all the component disciplines.
 - Distributing Service/Committee workload: Sharing service and committee requirements by having a school-wide P&T committee, school-wide curriculum committee, etc.
 - P&T/Faculty Reviews: fair and simple procedure for P&T during transition.
- Increase staff opportunities for specialization and professional development and leverage the collective staff positions to support the needs of the school (i.e., to provide opportunities for all current staff).
- Increase research collaboration, impact, and funding opportunities.
- Develop agreement with PSU administration for eventual new investments in TT, NTTF, and staff positions that are critical to support implementation of the New School model.
- An equitable approach for establishing teaching, advising, research loads, and common standards for graduate assistant pay across units.

- Preservation of existing programs, faculty, and staff, recognizing that preserving programs requires sufficient allocation of faculty, staff, and GTAs.
- Relative to our current collective financial footprint, the creation of School should be budget neutral.

5. What significant activities will take place within the unit?

- a. Indicate the expected percentage of time and resources that will be allocated to each activity. Please include, if appropriate: courses to be offered, course development, research performed, community partnerships built, other (specify).**

Our units currently engage in teaching, research, service, and outreach. Although we expect more collaboration across the curriculum, research, and service of our current units, we do not anticipate a fundamental change in the distribution of activities currently undertaken by the existing units.

All current curriculum (programs, degrees, certificates, courses, prefixes) will be moved under the new School. Under the new School there will be potential for revisions of curriculum to increase collaboration and strengthen the student academic experience. The School Curriculum Committee, formed from representatives from each academic area, may review the programs/courses and recommend areas where curriculum may be streamlined, consolidated, co-taught, or revised.

Below is the list of current programs in each of the units:

Existing Shared Programs

- Course Prefix: SCI (science general education)
- Earth, Environment, and Society Ph.D.
- B.A., B.S. in Environmental Studies (co-managed with ESM & GEOG)
- Minor in Climate Change Science and Adaptation (co-managed with ESM & GEOG)

Anthropology

- Course prefix: ANTH
- B.A., B.S. in Anthropology
- Minor in Anthropology
- M.A., M.S. in Anthropology

Environmental Science & Management

- Course prefix: ESM
- B.A., B.S. in Environmental Sciences
- Minor in Environmental Science
- Minor in Sustainability
- Undergraduate Certificate in Forest Ecology and Management (on moratorium)
- Undergraduate Certificate in Lake and Reservoir Management
- M.S. in Environmental Science and Management
- M.E.M. in Environmental Science and Management
- P.S.M. in Environmental Science and Management
- Graduate Certificate in Hydrology

Geography

- Course prefix: GEOG
- B.A., B.S. in Geography
- B.A., B.S. in Environmental Studies (ESM)
- Minor in Geography
- Minor in GIS
- Minor in Water Resources
- Minor in Climate Change Science and Adaptation (ESM)
- M.A., M.S. in Geography
- M.S. in GIS
- Graduate Certificate in GIS

Geology

- Course prefix: G
- B.A., B.S. in Geology
- B.A., B.S. in Earth Sciences
- Minor in Geology
- Minor in Environmental Geology
- Minor in Space and Planetary Science
- M.A., M.S. in Geology
- P.S.M. in Applied Geosciences
- Graduate Certificate in Engineering Geology
- Graduate Certificate in Environmental Geology
- Graduate Certificate in Hydrogeology

Complex Systems

- Course prefix: SYSC
- Minor in Systems
- M.S. in Systems Science
- Ph.D. in Systems Science
- Graduate Certificate in Computational Intelligence
- Graduate Certificate in Computer Modeling Simulation

6. Why is a new unit needed to achieve these outcomes and to host these activities?

This School presents a unified vision for faculty, staff, students and community partners between Anthropology, Environmental Science & Management, Geography, Geology, and Systems Science. Formal collaboration through creation of a new unit will:

- Improve and foster new interdisciplinary academic programming;
- Support existing and innovative new teaching and pedagogy;
- Enhance student outcomes and opportunities;
- Make more effective use of staff resources;
- Maintain and elevate high quality research;
- Support fundraising; and
- Explore connections to faculty in other units.



Our proposed unit will differentiate PSU programs from more traditional disciplinary units

and offerings at the University of Oregon, Oregon State University, and other institutions across the Pacific Northwest. The interdisciplinary initiative will support curricula, research, and other activities that address the lived experiences of students in order to attract and retain PSU's diverse and first-generation student body. Collaboration will be pursued while maintaining disciplinary identity. A new School with shared governance and collective financial resources would enable:

- A collective and active role in the transformation of PSU.
- A school-wide vision for university strategy and resource allocation (i.e. hiring, administrative support, marketing and visibility, etc.).
- Creation of co-taught introductory courses that allow students to test and familiarize themselves with allied programs prior to choosing a degree path.
- Shared and interdisciplinary degree programs or course offerings that reduce artificial boundaries currently imposed on students by our existing degree pathways.
- Streamlined and coordinated curricular offerings to produce more equitable teaching loads and incentivize interdisciplinary team teaching and community engagement (currently inhibited due to competition for SCH).
- Increased elective courses offerings to serve across programs, making up for a recent trend of reduced departmental course offerings.
- Combined upper level courses that teach skills and methods across disciplines when appropriate (i.e. statistics, research methods, communication, etc.).
- Expanded student access to expertise in specific areas like equity and justice, adaptation to climate change, Indigenous Traditional Ecological and Cultural Knowledge, complex systems modeling, and other specializations that are currently siloed in units based on past hiring opportunities.
- Increased diversity of faculty and voices, particularly in small departments.
- Improved experience for incoming and current students through shared orientations, broader affinity groups, etc.
- Improved integration of our knowledge and problem-solving approaches for local partnerships with government, non-profit, and private sector enterprises whose realities transcend our traditional disciplinary boundaries.
- Increased collaboration across academic areas through the creation of a position (Director) and governance structure designed to and responsible for increasing collaboration for the benefit of students, employees, and the community.
- Pooled scholarship and expertise that take better advantage of both external partnerships and fundraising opportunities.
- Highlighting future areas for transdisciplinary growth (e.g., faculty hires, new staff positions, collocation of space, etc.) aimed at improving student access and success by integrating work in areas such as climate change and adaptation, environmental and

climate justice, applied conservation, human health and cultural diversity, impacts of pollution and natural hazards, and complex systems and resilience thinking.

- Working towards co-location to facilitate connection and sharing between allied academic areas.

a. What other units are already undertaking similar activities? Meet with these units and include documentation on the outcomes of these meetings.

The departments involved in this proposal are the main related units undertaking the activities in this proposal. In addition, over the past two years as our proposal has evolved, representatives from our units have met with faculty from Indigenous Nations Studies, Math and Statistics, Sociology, Physics, Chemistry, Economics, Women Gender and Sexuality Studies, the OHSU-PSU School of Public Health, and others who have expressed interest in our initiative. In addition, the Department Chairs for our five units have worked in close partnership with the CLAS Dean's Office for the past year, regularly meeting with CLAS Dean's Office administrators and staff. We have also made presentations and given regular updates to the CLAS all-chairs group.

b. Why is a separate identity and/or structure key to success in meeting the objectives and planned outcomes?

Our proposed school is designed around the axiom that collaboration among our units would improve our curricula, student outcomes, and research opportunities, while also attracting others to our collaboration. The School highlights opportunities that cut across our departments' existing expertise while simultaneously showcasing the need for institutional growth that supports an evolving and equitable university, community, and region. The reorganization of our units into the School differentiates PSU from more traditional disciplinary offerings in forestry, fish & wildlife, geology, and geography at the University of Oregon, Oregon State University, and other institutions across the Pacific Northwest. Broadly interdisciplinary undergraduate and graduate curricula and research initiatives that address the lived experiences of students and those in the community would also attract and help retain PSU's diverse and first-generation student body. Finally, we believe that this initiative can contribute to PSU's motto of "Let knowledge serve the city" by collectively leveraging the existing government, non-profit, and private sector partnerships developed by our departments.

The School initiative has already fostered new coordination among our units that will lead to substantial curricular improvements that address equity concerns, streamline and reduce redundancy of course offerings, and increase student access and success at the undergraduate

and graduate levels. Curricular improvements, such as a common suite of lower division courses across departments and shared degree programs, will help reduce artificial boundaries currently imposed on students by our departments and program structures. Existing boundaries between our departments limit students' curricular options due to the need to select among a number of unique lower division pathways that offer similar and sometimes overlapping curricula, but that increase the time to degree completion if students switch among majors or lead to failure if they get discouraged by "having to start over" if their interests change. Curricular redundancies also discourage students when they take courses across departments; at least two of our three departments teach introduction to Earth science, GIS, hydrology, natural resource and environmental management, environmental literacy; and multiple CLAS departments teach overlapping courses related to climate change. Streamlining our curricular offerings could help reduce relatively high teaching loads and incentivize interdisciplinary team teaching and community engagement, both of which improve student retention. Finally, our initiative will point to investments in identifying future areas for transdisciplinary growth aimed at improving student access and success by integrating work on climate change, environmental and climate justice, applied and community-based conservation, pollution and natural hazards resilience, among other possibilities. In the context of PSU's declining enrollment, our proposed School develops a structure through which we can begin to address the above issues, remove barriers to student success, look toward the future of our degree and curricular offerings, and develop a distinctive and transdisciplinary brand for PSU education and research programs.

Our initiative would first build on existing cross-departmental and interdisciplinary engagement among our departments (e.g., the Environmental Studies Bachelor's degree, the Climate Science and Adaptation minor, the Professional Science Masters programs, and the Earth, Environment, and Society doctoral program), as well as build bridges to other programs (e.g., the new Emergency Management and Community Resilience Program, the Honors College, the School of Gender, Race, and Nations, among others). Second, the initiative would allow faculty in our departments and others to coordinate our collective expertise towards a future-focused curriculum, emphasizing climate change, environmental and climate justice, conservation science, geospatial data science, human-environment interactions, natural hazards, and contaminants of emerging concerns, layering these topics over our existing traditional offerings. Third, our future-oriented curricular foci leverage the applied problems that drive student interest in our disciplines, address real-world problems like those we increasingly experience in our region, and create opportunities to invite participation from faculty in other units with overlapping interests (e.g., the School of Gender, Race, and Nations, Physics, Communication, Economics, Environmental Engineering, Sociology, Public Administration, etc.). A broader and better coordinated curriculum will attract and retain a more diverse student body that

reinforces students' sense of belonging and community, which can help to retain students and point them on a path to success. Finally, collaboration among core units in this initiative improves administrative and staff support for our programs allowing us to be more effective with existing resources, while also pointing towards opportunities for value-added investments.

c. How will these outcomes be measured and assessed? What benchmarks will be used to determine the success of the unit?

We plan to regularly monitor several key performance indicators ([Appendix 1](#)) as our new school is implemented and operating:

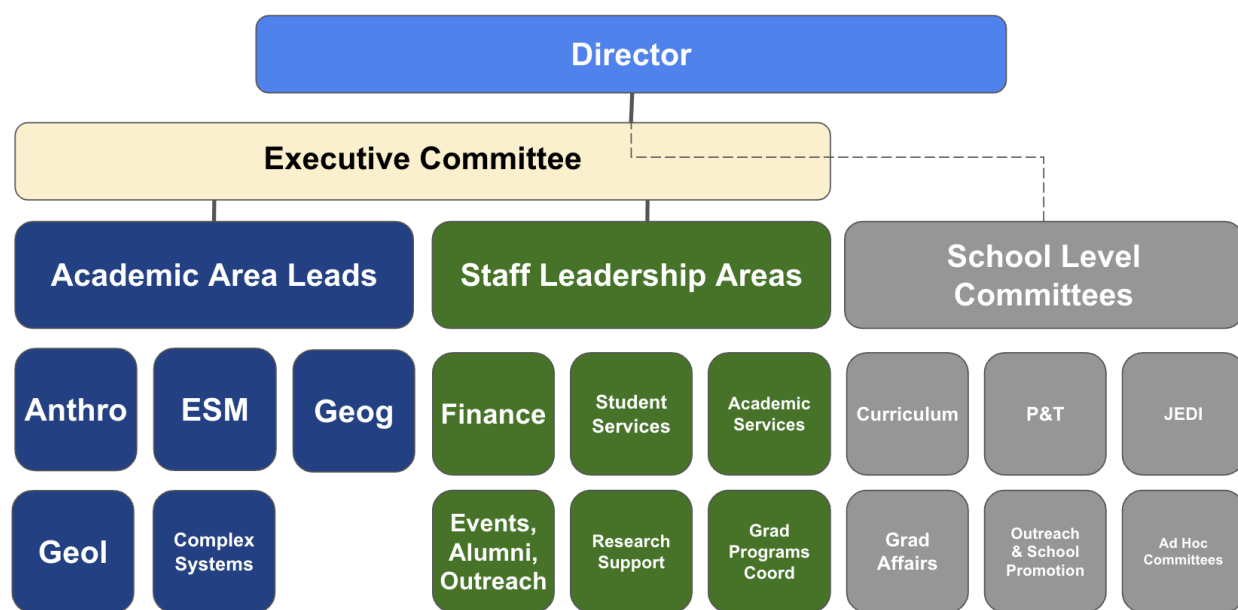
- Number of declared majors, minors, certificate students, and graduate program participants;
- Student demographics and BIPOC student representation;
- Student credit hours across all School course offerings;
- Student sense of belonging and isolation;
- Graduations per year & 6-year graduation rate;
- Employment, graduate school, and internship outcomes;
- Partnerships; and
- External funding.

7. What is the proposed structure of the unit? Examples include: Where will it be housed? Will it become a separate administrative unit? Will it have its own support staff? How will faculty become affiliated with the unit? Will faculty FTE be assigned to the unit? What is the likely faculty composition (% tenure-track, % fixed-term, % adjunct)? According to what rules will faculty be evaluated for P&T?

The School will be a department-equivalent unit within the College of Liberal Arts and Sciences, and will be composed of what now are the Departments of Anthropology, Environmental Science & Management, Geography, Geology, and the Complex Systems program. After a transition year (AY 2024-2025) to allow all School functions to be initiated, the departmental structure will be eliminated and current faculty and staff positions will be established in the school. All faculty and staff at 0.5FTE and above who are currently employed in these units (i.e., tenure track faculty, non-tenure track faculty, SEIU staff, AAUP staff, and Un/Un staff) will have a position in the new School. While some staff positions may be revised, as detailed in the governance structure section below, the intention is not to cut or eliminate the employment or FTE of any employee in the above categories. Adjunct faculty, GAs, and temporary employees are subject to the terms of their contracts and CBAs.

Governance

The School governance structure is depicted in the figure below, and will include a director, academic area leads, staff leads, and School-wide committees, each of which is described in more detail below. Faculty governance is a key component of the School governance model, and it is our intention to use an inclusive approach based on the shared philosophy that faculty maintain existing rights and privileges when the school is formed, including for voting, committee service, and other governance functions. The school governance structure was developed through the work of two workgroups constituted by 27 faculty and staff from among the units that worked from March - September 2023. The details described below were then workshopped in an all-hands retreat in September 2023.



Academic area leads, staff leadership, school committee chairs, and the director all interact to form the school leadership structure.

School Director

The School Director is responsible for finance, curricular coordination, faculty reviews and other personnel matters, school-wide outreach and development, fostering school identity and interactions, and managing day-to-day operations of the school. The School Director is supported by a leadership team, including academic areas leads, staff leads, and school committees. The first School Director will be selected by an internal nominating process, followed by a majority vote of the School's voting membership. It is worth noting that an external search for a director also was considered and preferred by some faculty and staff; future searches for directors therefore may be internal or external in nature. The School Director will serve a three-year term with the possibility for renewal for two total terms of service. Some school members also preferred having no term limits or a five-year term.

Duties & Responsibilities

- Final proposal for annual course plan.
- Annual budget request and management that is linked to the annual course plan. The School Director also proposes an internal budget for any further budget elements (e.g., S&S spending, special projects, etc.).
- P&T/CA/PTR related recommendations and annual review letters (similar to what a department chair does now), as well as taking on other related personnel issues as needed (e.g., courtesy appt, affiliates, etc.). The School Director is responsible for seeking external reviews.
- School promotion and outreach, including a school-wide newsletter, academic area specific webpages, exit interviews, tracking graduate outcomes, alumni tracking, and fundraising.
- Finalizing hiring proposals and communicating hiring priorities to the Dean.
- Planning and organizing school-wide meetings (the frequency of which will be determined in bylaws) and other school-wide events.

The workgroup notes that the school by-laws will identify some decisions that require a vote of the voting school membership. The executive committee (composed of academic area and staff leads) will provide advice and consent on major decisions that do not require a vote of the membership (e.g., annual course plan, curricular changes, major financial decisions/annual budget, etc.).

Academic Area Leads

Academic Area Leads are elected by each academic area, and are responsible for major curriculum, learning objectives, assessment, initiating course and program proposals, and other academic affairs associated with the academic area majors, minors, or certificate programs. Academic areas will maintain orientations, graduation ceremonies, and other academic area specific events. All Academic Area Lead responsibilities are supported by relevant school staff. Academic area leads will serve a three year-term and be staggered from the Director's term so that School leadership does not completely turn over all at once.

Duties & Responsibilities of the Academic Area Leads

- Maintaining curricula for academic majors, minors, certificates, and graduate programs, including learning objectives and assessment.
- Identify hiring priorities needed to maintain and/or grow the academic areas and interdisciplinary opportunities.

- Draft annual course plan for their area with assistance of relevant staff, and review and provide feedback on the final proposed school-wide course plan, including identification of adjunct instructors and area-level hiring needs.
- First responders for faculty curriculum-related issues (e.g., course assignments, etc.), and partner to academic advisors for student related issues (e.g., DARS exceptions); refers issues that cannot be solved at the academic area level and those that involve disputes among faculty to the School Director.
- Partner with the School Director on school-wide events, and coordinate academic area-specific events with support from school staff and academic area faculty where appropriate.
- Responsible for managing PSU Foundation accounts associated with the academic area.
- Maintaining regular academic area meetings (each academic area decides cadence).

Committees

Committee service is an important aspect of faculty governance. Further, engagement of staff leadership on committees enhances the potential for faculty and staff to work in partnership with each other. Standing school-wide committees include the Executive Committee, Curriculum Committee, P&T Committee, Graduate Affairs Committee, and Outreach and School Promotion Committee. We also note that faculty and staff have discussed other important committees, including JEDI and research committees as essential components of the School, although those committee charges and structures have not yet been described.

- **Executive Committee** – The Executive Committee is tasked with assisting the director on major decisions and School strategy, and includes the five academic area leads plus staff representation. The Executive Committee may also include the previous school director and a position for the director-elect. The Executive Committee is tasked with reviewing and proposing revisions to the budget, strategic direction, hiring proposals, bylaws, P&T guidelines, etc. Given the link between budget and course plan, the executive committee also reviews the final proposed annual course plan. The Committee chair is selected by committee members.
- **Curriculum Committee** – The Curriculum Committee is composed of faculty from each of the academic areas focused on long-term and strategic ways to change the current curriculum. The committee may also be tasked with reviewing and providing feedback on curriculum proposals, conducting program assessments, and other strategic considerations. The committee members are nominated by and voted on by faculty in each academic area. The committee chair is selected by the committee members, and the committee may include academic area leads as needed, and has staff undergraduate

and graduate program coordinators as resource members.

- **Promotion & Tenure Committee** – The P&T Committee is composed of faculty from the academic areas and is tasked with promotion, tenure, continuous appointment, PTR, and related faculty personnel reviews. The committee chair is selected by committee members. The committee has staff as a resource member, but is not responsible for soliciting external reviews. A majority of the faculty in the current units prefer a model where the committee includes one member of each academic area plus at least one additional ad-hoc member from each academic area that has a candidate up for review to ensure representation from academic areas in faculty reviews. Third-year, promotion, tenure, and milestone/continuous appointment reviews are done by a subpanel of three P&T committee members, including two from each reviewees academic area, one of whom presents the relevant case and the subpanel recommendations to the full committee; full committee makes recommendation to the School Director.

The faculty of the School will create and receive approval on official School P&T guidelines. The intention is during the transition year of the new school, the School P&T committee will review the P&T guidelines of each former unit and use these as a guide to draft School-wide P&T guidelines that will be used for all faculty being reviewed within the School. The P&T committee will bring this draft to the full School faculty for review, edits, and vote. We note that an initial review of department P&T guidelines found that across our five units, there is substantial similarity in P&T guidelines already. The school will follow the CLAS and OAA process for review and approval of these P&T guidelines.

Until the school receives official P&T guidelines that are approved and signed by CLAS and OAA, faculty members under review will use their current P&T committees and guidelines. For example, a faculty formerly in the Geography department will be reviewed using the former Geography P&T committee and guidelines. This applies to annual, promotion, tenure, milestone, PTR, and PCAR reviews. Once official School P&T guidelines are in place, pre-tenure faculty hired prior to Sept 16, 2025 and who have not yet gone through 3rd year review will be allowed to choose to be reviewed using their former department's P&T guidelines or the new School P&T guidelines. Pre-tenure faculty who have gone through 3rd year review will continue to be reviewed under the P&T guidelines they chose for 3rd year review; this is consistent with the PSU P&T Guidelines. The formation of the School does not have any impact or make any changes to individual faculty members' existing supplemental letters.

All reviews will adhere to the PSU P&T Guidelines.

- **Graduate Affairs Committee** – The Graduate Affairs Committee will be composed of faculty from the academic areas tasked with managing the graduate application review process (the graduate affairs committee is NOT a deliberative body deciding which applicants are accepted), annual review process for graduate students, reviewing graduate curriculum proposals, and other graduate affairs as needed. Although it may be ideal to have representatives from each academic area on the Graduate Affairs Committee, the committee should have, at a minimum, representatives from a majority of academic areas. The committee chair is selected by committee members, and the graduate program coordinator staff is a resource member to the committee.
- **Other School-wide Committees** - In the process of developing this proposal, other important school-wide committees have been discussed and will require further discussion in the development of bylaws to determine our capacity to maintain additional committees as either standing or ad-hoc committees, including:
 - **Student Affairs Committee** - To include and give students a voice in school governance and community (consisting of students and 1 or 2 faculty or staff representatives).
 - **JEDI Committee** - To identify and implement best practices that keep JEDI at the center of the school.
 - **Research & Space Committee** - To establish policies regarding research activity and space allocation as the school evolves, collocates, etc.
 - **Outreach & Community Building Committee** - To assist in integrating our programs with the City, including partnerships (internships and research), career paths, easing community college transfer / pathways, external advisory panel(s), marketing / communication, overseeing the seminar series, etc.

8. Who will have administrative oversight for the unit?

The College of Liberal Arts and Sciences will have administrative oversight of the proposed school. For the purposes of Cognos management, data for all degrees and students will be under the School. The School will require a new code. However, we will carry forward codes for all existing graduate, major, minor, and certificate programs. During the transition year described in the next section, we will work with the Registrar's Office, Academic Scheduling, and OIT to make sure all PSU data systems for the new school are in place by Fall 2025.

9. When would the unit be established? What is the period of time for the unit to operate (if it is not permanent)? Describe how the unit may evolve or expand.

The intention is for the new school to be established effective Fall 2024. AY 2024-25 will be a transition year in which the current departments will continue to function individually; faculty/staff, curriculum, budget, etc. will remain in the individual departments during this transition year. During AY 2024-25, a transition team and various committees will work on bylaws, budget, course plan, promotion & tenure guidelines, etc. so that all school-wide functions are operational by the start of Fall 2025, at which time the individual departments would be eliminated. Specific timeline details are described in the following timeline.

Timeline

AY 2023-2024

Fall & Winter

- Units vote to approve the final EPC proposal to create a new School (effective Fall 2024), eliminate departmental units (effective Fall 2025; Appendix 2), and transition all existing departmental activities and functions to academic areas within the new School.
- Implement a process to establish a school name (decision by March)

Winter & Spring 2024

- Establish transition team comprised of existing Department chairs and staff representatives
- Form ad hoc bylaws committee to begin draft bylaws
 - Establish process for nomination of director (part of bylaws)
- Transition team, CLAS and staff representatives to work on staffing model
- Identify future hiring priorities to meet academic area needs to maintain major curriculum, and to meet opportunities for future interdisciplinary growth.

Summer 2024

- Ad hoc bylaws committee finalizes draft bylaws
- Transition team works on initial draft of school-level P&T guidelines
- Transition team works on School website

AY 2024-2025

Fall 2024

- Schoolwide retreat planned by the transition team.
- Vote on bylaws

- Vote on director-elect
- Establish ad hoc committee to finalize school level P&T guidelines
- Establish curriculum and graduate committee
- Director-elect and chairs establish annual course plan for AY 25-26
- Director-elect begins budget planning process for FY 25-26

Winter 2025

- Connect with registrar, DARS, scheduling, etc. to transition departments to school
- Conduct graduate admissions using a school-wide process for those degrees with a common admissions deadline and process.

Spring 2025

- Departments nominate and elect academic area leads.
- School-wide P&T committee is nominated based on anticipated AY 2025-2026 P&T reviews (3rd year, milestone, P&T, PTR, PCAR, etc.)
- Selection of curriculum and graduate committees for AY 2025-2026 is completed according to bylaws.
- Establish other committees as capacity permits.

AY 2025-2026

- School is fully operational

10. What additional resources are needed for the unit? From where will these resources come? What revenue will the unit generate?

- **Budget:** The budget for the new school, including anticipated sources of revenue and expenditures, will be the combined, existing budgets of the five units listed in this proposal. For the 2022-2023 fiscal year, the combined revenues of the units was approximately \$14.6M and expenses were \$11.5M.
- **Space:** The five units will remain in their current office, lab, and research spaces in SRTC, Cramer Hall, FHM, and the future VSC. It is our goal to work toward co-locating in the future as space becomes available at the university.
- **Staff:** The new unit will include all current staff in the five units, including one department manager, one AAUP staff, 4.7 OS2s (2.7 vacant FTE), and 1 lab staff. We recognized that the CLAS is currently reorganizing staff support services. Hence, we anticipate that our staff support will look different, e.g., some staff will change classifications and be more specialized in their roles. We are optimistic that the new

school will be well-supported by this new CLAS staffing model and that the new school will act as an opportunity to refine this new staffing model.


- Support Services: We do not anticipate needing increased support services at this time, including laboratory equipment, library resources, or computers. We will continue to operate within our existing office, classroom, lab, and research spaces.

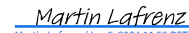
11. List the individuals proposing the change and their departmental affiliations.

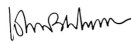
Faculty and staff across the five units worked together between March and September 2023 to develop the new school concept. Engagements included a 17-member Exploratory School Discussion Workgroup convened between March 23 and May 25, a 13-member Summer Workgroup convened between June 28 and Sept. 15, in-person retreats for all faculty and staff from the five units on March 10 and Sept. 22, and Zoom Town Hall meetings on May 10 and June 1. Google Form surveys were distributed by the workgroups in the spring and fall for input, and an [initiative website](#) was maintained throughout the process with updates and links for submitting input.


Signatures


Request prepared by*:


Max Nielsen-Pincus, Chair
Environmental Science and Management
Date:  01/05/2024

Martin Lafrenz, Chair
Geography
Date:  01/05/2024

John Bershaw, Chair
Geology 
Date: 01/05/2024

Charles Klein, Chair
Anthropology 
Date: 01/05/2024

Peter Veerman, Director
Complex Systems 
Date: 01/05/2024

Approved by *: Todd Rosenstiel
Title: Dean, College of Liberal Arts and Sciences 
Date: 01/09/2024

** Signatures are required of the immediate supervisor, and administrators at each level above that of the immediate supervisor, that approve the project prior to submission to EPC. Insert additional rows if needed.*

Reviewed by Budget Committee Chair: Yes -- see memo pp. 27-28

Date: 2/5/2024

Reviewed by Educational Policy Committee Chair: Yes -- approval in meeting notes

Date: 4/5/2024

Reviewed by Senate Presiding Officer representing Faculty Senate:

Date: .

Approved by Provost: .

Date: .

College of Liberal Arts and Sciences**Dean's Office**

Post Office Box 751

Portland, Oregon 97207-0751



Jan. 9, 2024

To Faculty Senate Educational Policy Committee:

The purpose of this letter is to affirm the College of Liberal Arts and Sciences' enthusiastic and wholehearted support of the attached proposal from faculty in the Departments of Anthropology, Environmental Science and Management, Geography, and Geology, and the Complex Systems program to eliminate their current departmental structures and create a new school within the College of Liberal Arts and Sciences.

As clearly documented, this faculty-led initiative represents nearly two years of highly transparent, thoughtful and engaged leadership by faculty and staff in these units. Change is rarely easy at universities, and the courage and vision associated with this changemaking work is to be recognized and celebrated widely at Portland State. This proposal is a pioneering and hopeful example of collaborative, proactive, and positive student-, faculty- and staff-centered organizational change. I believe this work and approach can (and will) serve as a model for other efforts across our college and campus. Further, as a faculty-led initiative with strong support from my team, I see this work as a remarkable example of effective shared governance. I wish to personally thank all of the faculty, staff and students who have been involved in this work and I look forward to fully supporting these colleagues in developing a thriving, distinctive and future-ready new school of learning, research and community engagement within the College of Liberal Arts and Sciences.

As highlighted in the proposal, the creation of this new school offers a significant and substantially improved value proposition for students, faculty, staff and community, and I fully agree with this assessment. As proposed, this new school would improve learning and career outcomes for our students, and I believe will also directly and substantially enhance the work life of our faculty and staff. The transformations outlined in this proposal are complementary and consistent with other improvements that we have been working to make in our college. Also, given that "schools" within larger integrated Colleges of Liberal Arts and Sciences are not unusual at many universities, the proposed structure is not unfamiliar or unexpected. Indeed, I would argue that this "schools within a college model" can be a remarkably effective way to responsibly structure support for our students, faculty and staff.

Finally, I want to affirm that no new financial resources are needed to support this proposal at this time. This fall, we have seen a significant increase in student

enrollment in courses to be housed in the new school, further highlighting student interest in these disciplines. In the months ahead, I will be working with the department chairs and faculty leadership to develop a comprehensive strategy and plan to support this new school's growth, success, impact and future expansion. The College of Liberal Arts and Sciences is in full support of this faculty proposal and I believe this school will ultimately emerge as a real differentiator as part of PSU's strategic educational future. As a university, it is essential that we all rally behind and fully support our faculty colleagues in their collaborative and forward-looking efforts to secure a better future for our students, faculty, and staff at PSU. As the Dean of CLAS, I am fully committed to supporting and resourcing this positive and critically important changemaking work.

Sincerely,

A handwritten signature in black ink, reading "Todd Rosenstiel". The signature is fluid and cursive, with the first name "Todd" and last name "Rosenstiel" clearly legible.

Todd Rosenstiel
Dean, College of Liberal Arts and Sciences

Date: February 5, 2024

To: Joan Petit, Co-chair of the Faculty Senate Education Policy Committee
Tim Anderson, Co-chair of the Faculty Senate Education Policy Committee

Cc: Faculty Senate Steering Committee

From: Jill Emery, Co-chair of the Faculty Senate Budget Committee
Martin Lafrenz, Co-chair of the Faculty Senate Budget Committee

Re: Proposal to Create a New School Integrating the Departments of Anthropology, Environmental Science & Management, Geography, Geology, and the Complex Systems program

The Departments of Anthropology, Environmental Science & Management, Geography, Geology, and the Complex Systems program submitted a proposal to the Faculty Senate Educational Policy Committee (EPC) regarding the merger of these units into one school to be named later. EPC discussed the proposal on 1/12/2024 and determined that this was a “major” change and thus, requested that the Faculty Senate Budget Committee (FSBC) review the proposal. We introduced the proposal to FSBC on 1/22/2024 and subsequently discussed the proposal on 2/5/2024. In attendance for that discussion were Charles Klein, Chair of the Department of Anthropology, Max Nielsen-Pincus, Chair of the Department of Environmental Science and Management, and Peter Veerman, Director of the Complex Systems Program.

The comments by FSBC members included:

“This is a different model than the School of Business and SGRN, and thus, who would have budget authority?”

The proposers responded that there would be no department chairs but rather academic area leads to facilitate delivery of all existing programs which constitutes over 90% of existing budget. However, the units would combine their budgets, and the director would have budget authority over these funds and be responsible for finance, curricular coordination, faculty reviews and other personnel matters, school-wide outreach and development, fostering school identity and interactions, and managing day-to-day operations of the school.

“How will you choose a director?”

The proposers responded that the first School Director will be selected by an internal nominating process, followed by a majority vote of the School’s voting membership. It is worth noting that an external search for a director also was considered and preferred by some faculty and staff; future searches for directors therefore may be internal or external in nature. The

School Director will serve a three-year term with the possibility of renewal for an additional term. for two total terms of service.

There were no additional questions, but there were some comments. A member of FSBC noted that individuals in some current school models wish to return to a department model and encouraged the proposers to seek out advice from existing schools and to carefully draft by-laws. It was suggested that the School of Business is a good model to emulate. It was suggested that it is unclear whether this reorganization will result in a reduction in faculty or staff positions. The proposers highlighted text in the document stating that all “faculty and staff at 0.5FTE and above who are currently employed in these units (i.e., tenure track faculty, on-tenure track faculty, SEIU staff, AAUP staff, and Un/Un staff) will have a position in the new School.” The committee commented that the wording could be more clear in stating that no one will be moved to a different, lower-paying position. Finally, the committee suggested that there may be cost savings associated with this merger but acknowledged that this was not the intent of the proposal.

The committee commented that the merger may reduce the faculty workload (especially committee work), and will benefit students by providing them with more scheduling options to complete their degrees as courses across former departments will be added to those that can fulfill degree requirements for each major. It will also reduce redundancy in course offerings across departments, which will allow an increase in the diversity of offerings. Because of these changes, the proposal may be slightly budget-positive as it will increase student retention and degree completion rates.

It is the opinion of FSBC that this merger appears to be budget neutral. The proposers submitted RCATs from each unit, and there were no questions about these documents or concerns noted about revenue loss from the merger. As such, we see no reason why this proposal should not move forward with respect to the budget implications that are under our charge.

Appendix 1. Key Performance Indicators for the School of Earth, Environment, and Society

Key Performance Indicators

Declared Students.....	p.2
Student Demographics.....	p.3
Student credit hours across all School course offerings.....	p.4
Student Sense of Belonging and Isolation.....	p.5
Graduations per year & 6-year graduation rate.....	p.8
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Partnerships.....	p.10
External Funding.....	p.13

Key Performance Indicators

Declared Students

Table 2. Declared majors, minors, certificate students, and graduate program participants.

(Winter 2023)	ANTH	ESM	GEOG	GEOL	SYSC	TOTAL
UG Major	101	231	56	73	.	461
UG Minor	41	119	93	59	9	321
GR Major	25	52*	22	16	12	127
GR Certificate	.	4	18	.	7	29
	161	402	187	146	28	924

*Includes Earth, Environment, and Society doctoral program students whose advisors are faculty in Geography and Geology.

Student Demographics

Table 3. Race, ethnicity, and international characteristics by degree level and program.

(Spring 2023)	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	Two or more	White	Unknwn	Intl
Bachelors Students									
Anth (n=91)	.	1%	2%	8%	.	5%	79%	3%	1%
ESM (n=212)	<1%	5%	2%	12%	2%	8%	68%	4%	.
Geog (n=51)	.	.	2%	6%	.	20%	69%	2%	.
Geol (n=71)	.	.	1%	6%	.	8%	77%	6%	1%
Total Bachelors (n=989)	1%	11%	3%	14%	1%	9%	55%	3%	1%
Masters Students									
Anth (n=21)	5%	95%	.	.
ESM (n=26)	4%	.	.	4%	.	4%	77%	.	12%
Geog (n=27)	.	11%	.	10%	.	5%	86%	.	.
Geol (n=9)	.	.	.	11%	.	.	56%	.	22%
SySc (n=8)	.	.	14%	.	.	.	43%	.	43%
Total Masters (n=91)	1%	1%	.	5%	.	4%	84%	<1%	5%
Doctoral Students									
EES (n=23)	.	5%	.	9%	.	.	64%	.	23%
SySc (n=5)	.	.	20%	.	.	.	80%	.	.
Total Doctoral (n=28)		2%	2%	13%	.	9%	68%	2%	11%

Student credit hours across all School course offerings

Table 4. Undergraduate and graduate student credits hours by unit.

	Summer 2022	Fall 2022	Winter 2023	Spring 2023	Fiscal Year 2022-2023
<hr/>					
Undergraduate SCH					
ANTH	526	2,219	1,760	2,112	6,617
ESM	494	2,730	1,875	2,270	7,369
GEOG	748	2,269	2,352	2,175	7,544
GEOL	340	1,883	1,772	1,819	5,814
SYSC	0	232	268	360	860
Total UG SCH	2,108	9,333	8,027	8,736	28,204
<hr/>					
Graduate SCH					
ANTH	34	156	146	131	467
ESM	20	305	269	258	852
GEOG	58	432	464	432	1,386
GEOL	24	152	134	156	466
SYSC	0	93	132	97	322
Total Grad SCH	136	1138	1145	1074	3493
<hr/>					
Total SCH	2244	10471	9172	9810	31,697
<hr/>					

Student Sense of Belonging and Isolation

We conducted a survey of students in our units in the spring of 2023 to better understand their beliefs and attitudes towards their major or graduate program. Nearly 1,000 students were recruited and 310 students completed at least 50% of the questionnaire. Included in the questionnaire was a 10-item set of statements designed to measure belonging and isolation for university students (CITATION). Responses were coded strongly disagree (-2) to strongly agree (+2) with a midpoint of neither agree or disagree (0).

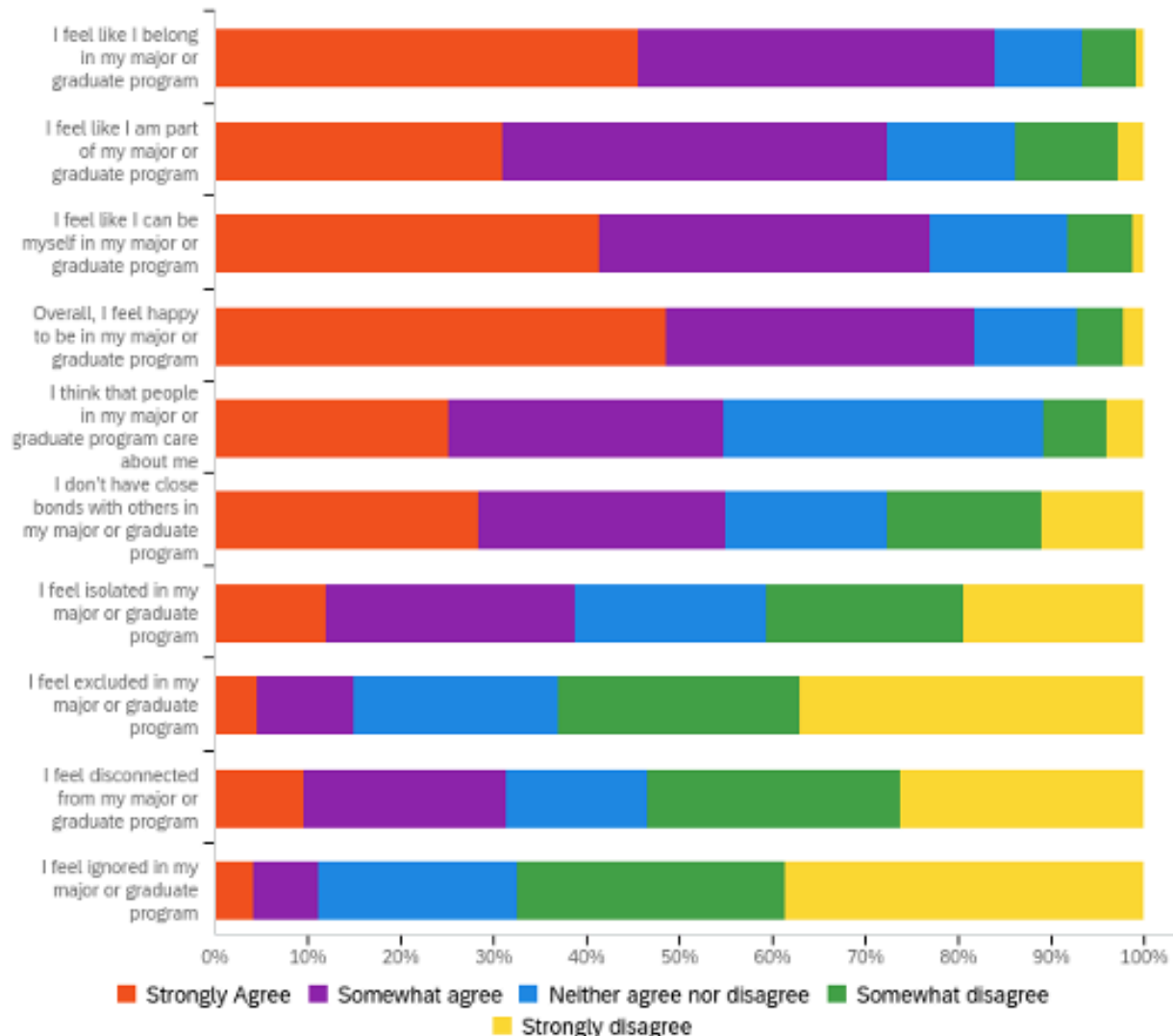


Figure 1. Student responses to questions that asked students to rate how strongly they agree or disagree with each of the statements listed on the y-axis (n varies from 314 to 319 per item).

We created numeric averages for the top 5 and bottom 5 items in Figure 1 to measure student belonging (top 5 items) and student isolation (bottom 5 items). Each scale demonstrated sufficient internal validity (Chronbach's alpha= 0.XX and 0.XX for belonging and isolation, respectively). We summarized belonging and isolation (Table 1) by student level (e.g., undergraduate, masters, doctoral) and by program (e.g., ANTH, ESM, etc.). The two scales were

negatively correlated ($r=-0.65$), indicating that overall, students who feel a sense of belonging and community and in their major or graduate program also feel less isolated.

Table 4. Belonging and isolation by student level and program (Biology student responses were removed). Belonging and isolation range from -2 to +2, with a midpoint equal to zero. Positive values for belonging indicate stronger agreement with statements of connection with the major or degree; positive values for isolation indicate agreement with statements of exclusion associated with the major or degree.

	(n)	Belonging	Isolation
Level			
Undergraduates	121	1.06	-0.37
Masters	39	1.12	-0.52
Doctoral	13	0.81	-0.32
Other (e.g., postbac)	11	0.79	0.05
Program			
Anth	24	0.91	-0.18
EarthSci	3	0.80	-0.93
EVSC	49	1.18	-0.60
EVST	24	0.88	-0.18
Geog	6	1.27	0.30
Geol	15	1.25	-1.00
M_Anth	8	1.08	-0.13
M_ESM	9	1.22	-0.67
M_EnvMgmt	9	1.24	-0.71
PSM_ESM	1	1.00	0.20
M_Geog	7	1.40	-0.69
M_Geol	4	1.15	-1.15
PSM_AppGeoSci	1	1.40	-0.80
PhD_EES	12	0.93	-0.32
PhD_SYSCI	1	2.00	-1.40
Grand Total	173	1.04	-0.37

Graduations per year & 6-year graduation rate

Table 5. Average number of bachelors degrees granted by major and 6-year graduation rate (from Tableau).

	Average degrees granted per Year (2019-2022)	6-year graduation rate
Undergraduate Programs		
ANTH	42	50%
EVSC	33	60%
EVST	22	72%
GEOG	45	47%
GEOL	27	75%
EARTHSCI	4	50%
All Undergrad Programs	174	63%

Table 6. Average number of graduate degrees granted by program and time to graduation (from Cognos, degrees granted by unit report).

	Average degrees granted per Year (2019-2022)	Time to Graduation (years)
Graduate Programs		
ANTH-MA/MS	6	TBD
EES-PHD	6	TBD
ESM-MS	5	TBD
ESM-MEM	8	TBD
ESM-PSM	2	TBD
GEOG-MA/MS	9	TBD
GEOG-GIS	0	TBD
GEOL-MS	7	TBD
GEOL-PSM	0	TBD
SYSC-MS	5	TBD
SYSC-PHD	2	TBD
Total Grad Degrees Per Year	50	TBD

Employment and graduate school outcomes

Outcomes for graduates are not systematically followed across programs at this time. However, during the summer of 2023, we piloted a process to track alumni outcomes across several undergraduate and graduate degree programs within or shared with the Environmental Science and Management Department. The [full results of the LinkedIn analysis](#) showed that:

1. For undergraduate alumni:

- **Over 70% of alumni on LinkedIn reported employment in the field of environmental science and management or had matriculated to graduate school.**
- Most EVSC graduates work in either the private sector (e.g., environmental consulting) or for NGOs.
- The plurality of EVST graduates reported employment in the public sector, evenly divided between local, state, and federal governments.
- Matriculation to graduate school was about 10% of recent graduates, but 25% for those that moved outside of Oregon and the Portland Metropolitan area
- Over 18% of BIPOC students reported graduate school outcomes.

2. For graduate program alumni:

- **97% of graduate program alumni on LinkedIn or found on the web reported employment clearly related to their graduate training.**
- Nearly half of PhD graduates reported academic employment (the other half work between NGOs, private sector, and governments).
- Half of MS graduates and 60% of PSM graduates reported working for governmental agencies (the majority of MSs for state governments; the majority of PSMs for local governments).
- MEM graduates were more evenly split with 40% working in the private sector and 35% for government agencies.

The [full results of the LinkedIn analysis](#) includes tables showing most recent employer and most recent job title, or graduate school outcomes, graduation date, GPA, degree granted, and race/ethnicity for each undergraduate and graduate program alumni found. Summary tables are also included.

Next steps for this key performance indicator are to survey alumni about compensation, job satisfaction, and related issues, as well as expand this approach to other majors and graduate programs.

Partnerships

A partnership analysis was conducted by the Institute for Sustainable Solutions (ISS). ISS staff interviewed a sample of faculty from the current department to identify existing partnerships with external organizations, and capture some of the observations from faculty about working with local partners. A key performance indicator in this area has not yet been specified, but the following provides an initial analysis that we plan to build on.

Partnerships identified so far are listed below (note: this is not a comprehensive list), and an example of partnership outcomes are displayed in Table 7.

Government Partners:

- Oregon Department of Energy
- City of Portland Bureau of Planning and Sustainability
- Port of Portland
- USGS
- Clackamas River Water Providers
- Water and Environment Services
- Portland Water Bureau
- US Forest Service
- Clean Rivers Coalition (Multnomah County)
- National Parks Service
- Metro
- Oregon Fish and Wildlife
- Oregon Department of Transportation
- Oregon Health Authority
- Pacific Northwest National Laboratory
- Oregon Department of Geology and Mineral Industries
- Oregon Health Authority

Private Sector

- AltaRock Energy
- Environmental Defense Fund
- Lake Oswego Corporation
- OMSI
- NW Natural
- Providence Healthcare
- Weyerhaeuser

Table 7. List of former graduate students who did an internship with the Lake Oswego Corp, their degree programs and major advisors, and their current professional positions.

Year	Intern Name	Program/Advisor	Current position
2006	Zoe Rodriguez del Rey	MS (Elise Granek)	Water resources Manager, Coachella Valley Water District, Yucca Valley, CA
2009	Ben Johnson*	MS (Alan Yeakley)	Managing Hydrogeologist, GSI Water Solutions
2009	Danny Warren*	MEM (Mark Sytsma)	Data Manager / Programmer Washington Dept. of Fish and Wildlife
2012	Lillian Gehres*	MEM (Yangdong Pan)	Water quality specialist, Portland Water Bureau
2013	Yuan Grund*#	MS (Yangdong Pan)	Water Quality Analyst, Oregon Department of Environmental Quality
2015	Maddee Rubenson*	MEM (Eugene Foster & Yangdong Pan)	Ecosystems Services Analyst, Freshwater Trust
2017	Jeff Brittan	MS (Angela Strecker)	Water Quality Specialist, Oregon Department of Environmental Quality
2018	Laura Costedone*#	EES (Mark Sytsma)	Post-doc fellow, The Finnish Environmental Institute
2021	Lara Jansen	EES (Angela Strecker)	The ORISE fellow, EPA in Corvallis starting in summer 2023

*Students who used their intern projects as part of their thesis/dissertation; *#Students who published their intern projects in peer-reviewed journals.

Initial Partnership Analysis Observations:

- Most partnerships have formed out of individual relationships, and dependent on individual relationships for maintenance
- Most are with government (at all levels)
- One reason why they favor government partnerships is because of funding. Nonprofits, community groups and smaller businesses have a harder time with funding projects
- When partners have an interest in science and scientific method it leads to collaboration, better work, and a more satisfying relationship. It can also lead to a deeper, longer-term partnership
- Figuring out the administrative side of partnerships was difficult for both faculty and partners. It can also be difficult to create synergy between faculty/partner timelines; and making timelines work with SPA.
- There seems to be a lack of staff who are dedicated to creating inroads to new organizations/partnerships
- Faculty are mostly unaware of partnerships that others hold--there is a desire to know who is working with who and on what

External funding

Table 8. External award expenditures for July 1, 2022 - June 30, 2023 by department and disaggregated into direct and indirect costs. The Indirect rate is calculated as indirect costs over direct expenditures.

	Direct Expenditures	Indirect Costs (F&A)	Total Grant Expenditures	Indirect Rate
ANTH	\$ 1,135,741	\$ 239,368	\$ 1,375,109	21%
ESM	\$ 1,362,436	\$ 419,216	\$ 1,781,651	31%
GEOG	\$ 885,858	\$ 231,443	\$ 1,117,300	26%
GEOL	\$ 361,283	\$ 134,407	\$ 495,689	37%
SYSC	\$ -	\$ -	\$ -	
Grand Total	\$ 3,745,317	\$ 1,024,433	\$ 4,769,750	27%

Elimination of an Academic Unit

Elimination of an Academic Unit must receive the same level of scrutiny as the creation of a new unit. Decisions to eliminate must consider the impact on Portland State University's missions, values, research, and pedagogy.

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Requests may be prepared by members of the Unit, Unit Heads, Deans, or the Provost, depending on who is initiating the elimination (including who is responsible for hiring and for resource allocation decisions that lead to effective elimination).

Procedure:

1. Identify the type of unit (see accompanying approval process flow chart and description for each):

The unit to be eliminated will become an academic area within a new **School** to be housed in the College of Liberal Arts and Sciences; the new school will be composed of the current Departments of Anthropology, Biology, Environmental Science and Management, Geography, Geology, and the Systems Science program (to be renamed Complex Systems). The School will be a department-equivalent unit within the College of Liberal Arts and Sciences, and the departmental structure of the existing departments will be merged into the single School.

2. Name of the unit:

Department of Anthropology

3. Provide a justification for the elimination addressing all of the following points:

The justification of the elimination of the unit is to make possible the creation of the new School, the details of which are detailed in the Creation of a New Unit form for the new School.

4. What will happen to significant activities that are currently being performed by the unit?

The activities that currently are being performed by the unit will be transitioned in the new School, the details of which are detailed in the Creation of a New Unit form for the new School. Although we expect more collaboration across the curriculum, research, and service of our current units, we do not anticipate a fundamental change in the significant activities performed or the distribution of activities currently undertaken by the existing units. All current curriculum (programs, degree, certificates, courses, prefixes) will be moved under the new School. Under the new School there will be potential for revisions of curriculum to increase collaboration and strengthen the student academic experience. All faculty and staff at 0.5FTE and above who are currently employed in these units (i.e.,

tenure track faculty, non-tenure track faculty, SEIU staff, AAUP staff, and Un/Un staff) will have a position in the new School. The intention is not to cut or eliminate the employment or FTE of any employee in the above categories. Full details may be found in the attached Creation of an Academic Unit form.

5. When would the elimination be enacted?

The elimination of the unit will take effect in the Fall Quarter 2025.


Checklist

Documentation of discussion and consultation with faculty and staff is provided in the Creation of a New Unit form for the new School and on the [Exploratory School Initiative website](#).


Signatures

Request prepared by*:

Charles Klein, Chair
Anthropology
Date:


Charles Klein (Jan 8, 2024 08:37 PST)
01/08/2024

Approved by *: Todd Rosenstiel
Title: Dean, College of Liberal Arts and Sciences
Date:


Todd Rosenstiel (Jan 9, 2024 16:28 PST)
01/09/2024

** Signatures are required of the immediate supervisor, and administrators at each level above that of the immediate supervisor, that approve the project prior to submission to EPC. Insert additional rows if needed.*

Reviewed by Budget Committee Chair: Yes -- see memo pp. 27-28
Date: 2/5/2024

Reviewed by Educational Policy Committee Chair: Yes -- approval in meeting notes
Date: 4/5/2024

Reviewed by Senate Presiding Officer representing Faculty Senate:
Date:

Approved by Provost: .
Date:

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2. Name of the unit:

Complex Systems Program

3. Provide a justification for the elimination addressing all of the following points:

The justification of the elimination of the unit is to make possible the creation of the new School, the details of which are detailed in the Creation of a New Unit form for the new School.

4. What will happen to significant activities that are currently being performed by the unit?

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5. When would the elimination be enacted?

The elimination of the unit will take effect in the Fall Quarter 2025.


Checklist

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Signatures

Request prepared by*:

Peter Veerman, Director
Complex Systems
Date:


JJF Veerman (Jan 8, 2024 12:04 PST)
01/08/2024

Approved by *: Todd Rosenstiel
Title: Dean, College of Liberal Arts and Sciences
Date:


Todd Rosenstiel (Jan 9, 2024 16:28 PST)
01/09/2024

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Date:

Approved by Provost: .
Date:

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2. Name of the unit:

Department of Environmental Science and Management

3. Provide a justification for the elimination addressing all of the following points:

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5. When would the elimination be enacted?

The elimination of the unit will take effect in the Fall Quarter 2025.

Checklist

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Signatures

Request prepared by*:

Max Nielsen-Pincus, Chair
Environmental Science & Management
Date:

Max Nielsen-Pincus
Max Nielsen-Pincus (Jan 9, 2024 08:05 PST)
01/09/2024

Approved by *: Todd Rosenstiel
Title: Dean, College of Liberal Arts and Sciences
Date:

Todd Rosenstiel
Todd Rosenstiel (Jan 9, 2024 16:28 PST)
01/09/2024

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2. Name of the unit:

Department of Geography

3. Provide a justification for the elimination addressing all of the following points:

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Signatures

Request prepared by*:

Martin Lafrenz, Chair
Geography
Date:

Martin Lafrenz
Martin Lafrenz (Jan 8, 2024 08:54 PST)
01/08/2024

Approved by *: Todd Rosenstiel
Title: Dean, College of Liberal Arts and Sciences
Date: .

Todd Rosenstiel
Todd Rosenstiel (Jan 9, 2024 16:28 PST)
01/09/2024

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2. Name of the unit:

Department of Geology

3. Provide a justification for the elimination addressing all of the following points:

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Signatures


Request prepared by*:

John Bershaw, Chair
Geology
Date:


01/08/2024

Approved by *: Todd Rosenstiel

Title: Dean, College of Liberal Arts and Sciences
Date: .


Todd Rosenstiel (Jan 9, 2024 16:28 PST)
01/09/2024

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Date: .

Approved by Provost: .
Date: .

Portland State University Faculty Senate Motion
6 May 2024

Community engaged learning course designation

Motion presented by the Academic Quality Committee

Faculty Senate approves the following description of a community-engaged learning course (CEL):

A CEL course involves collaboration among community partners, students, and faculty/staff for the mutually beneficial exchange of knowledge, experiences, and resources. It is important that:

- community-engaged experiences are central to course outcomes and goals (for all participants)
- Participants reflect critically on their community engagement.

Background, rationale, and preliminary discussions

WHY

The Carnegie Foundation's classification for community engagement recommends that having a campus-wide definition for community engagement and a community-engaged course designation are two crucial tools towards more intentional and effective community engagement in higher education. While Portland State University (PSU) currently has a course designation, our community does not yet have an agreed-upon description of the criteria that define a community-engaged course. It is our hope that the Faculty Senate will help the PSU community clarify what we mean when a community-engaged course is marked as such in the course catalog.

For decades Portland State University (PSU) students, faculty and staff have utilized community-engaged learning (CEL):

- To augment student success, both while at PSU and upon graduation (e.g., alumni professional and civic outcomes)
- As a curricular practice aligned with course learning objectives and/or desired program outcomes
- As part of PSU's ongoing pursuit of racial justice and equity
- As a means to participating in and supporting local, regional, national and global movements for environmental sustainability and social justice
- As part of our commitment to partner with local, regional, national and global communities in mutually-beneficial ways (e.g., "Let knowledge serve the city")
- As an alumni engagement opportunity
- As a public institution funded to meet the interests and needs of the Portland area, the State of Oregon & the wider community

HOW

The depth and breadth of CEL @ PSU can vary greatly. Some key variables include:

- The extent to which CEL course activities utilize a critical, justice-oriented power analysis and frame
- The length of and depth of the partnership w/ non-PSU community-based organizations (e.g., 50+ yrs of partnership like Mt. Hood Kiwanis Camp, alums work there)
- The impact CEL has on non-PSU community-based organizations (e.g., building organizational capacity, yielding grant funding, preparing future employees/workforce development)
- The significance of the CEL project within the course and/or program of study (e.g., community-based participatory action research, 1 guest speaker, touring an off-campus facility, episodic engagement)
- The location of the CEL component (i.e., do students leave campus? Does a community partner come to campus or Zoom into class? Is the partner another PSU entity?)
- The extent to which students, partners and other CEL participants co-create course objectives, activities, assessment mechanisms and other course elements

EXAMPLES

- University Studies (UNST) Senior Capstone Course @ Mt. Hood Kiwanis Camp - for more than 50 years, interdisciplinary groups of PSU students have served as camp counselors, building relationships with and supporting the experiences of campers with disabilities while exploring intercultural communication strategies and the inter-professional, collaborative nature of the nonprofit sector. About 25 years ago this course was implemented as a UNST 421 Senior Capstone which incorporates academic course content and rigorous reflection supporting the four UNST goals (Communication, Critical Thinking, Diversity Equity and Social Justice as well as Ethics, Agency and Community).
- School of Social Work practicum education - undergraduate and graduate students dedicate 300-500 hours during the academic year to educationally focused, professionally supervised practicum. Students develop competence in social work skills and professional values in community based organizations in support of the community partners' mission. They engage in responsive practices that address the pressing needs of the most vulnerable and marginalized individuals, families, groups, and communities
- Speech & Hearing Sciences graduate students complete clinical practicum experiences that support services in local schools and provide needed expertise, such as the Bilingual Spanish Assessment Clinic, which conducts

evaluations in Spanish and English for children who have been referred for special education.

- College of the Arts partners with Dr. Martin Luther King, Jr. Elementary School for Dr. Martin Luther King, Jr. School Museum of Contemporary Art ([KSMoCA](#)). KSMoCA connects public school students, teachers, administrators, and staff, PSU students (graduate and undergraduate), and PSU faculty with internationally renowned contemporary artists through collaborative workshops, exhibitions, artists lectures and site-specific commissions. Students learn through experience about museum practice and careers in the arts by participating as curators, preparators, artists, gallerists, writers, and docents. KSMoCA reimagines the way museums, public schools, and universities can affect people, culture, and perspectives by creating radical intersections for sharing resources across organizations. Programs are developed collaboratively with Dr. MLK Jr. School community, PSU students, and a team of supporting artists.
- Zapoura Newton-Calvert's "Social Justice in K12 Education" Capstone is an online community-interdependent course partnered with Reading Is Resistance, Teaching for Change, Libraries for Liberation, and
- Alissa Leavitt's "Pathways to Health Equity"
- College of Education teacher candidates complete year-long practicum (student teaching) experiences in K-12 school settings.
- Better Block PSU is a partnership program between the volunteer-led group Better Block PDX and Portland State University, encouraging everyone to imagine what spaces could be when they are designed for people. Local community partners can submit their project ideas to be considered at any time. These projects promote equitable placemaking, community building, and active transportation advocacy. Integrated into PSU planning and engineering classes, PSU students support community members with the technical aspects of infrastructure improvements—elevating and materializing their ideas by developing plans, designs, and engineering concepts. It's a shift from the status quo with a ground-up approach and their transportation expertise can help community members in navigating the permit process or proposing informed solutions to the city.
- In PSU's College of Urban & Public Affairs, Dr. Kacy McKinney's partnership with Street Roots and the Independent Publishing Resource Center connect PSU students with lived experiences of homelessness with comic book artists for the co-creation of (auto)biographical zines presenting counter-narratives that address transphobia, racism, classism and other timely issues.

PARTNER/COLLABORATOR ENGAGEMENT

Portland State University Faculty Senate Motion
6 May 2024

Ad Hoc Committee on the Role of Senate in PSU's Efforts to Become an Effective Minority Serving Institution

Motion presented by Steering Committee

The Faculty Senate appoints an Ad Hoc Committee on the Role of Senate in PSU's Efforts to Become an Effective Minority Serving Institution.

This committee will:

- Review relevant documentation and reports, including federal status designations, the Time to Act plan, and [task force reports](#), and identify specific roles and responsibilities that intersect with the authority of the Faculty.
- Consider the best way to advise the Senate and its committees on all aspects of MSI designations, including teaching, curriculum, programs, student recruitment and retention, and direct student support.
- Research and present recommendations to the Senate describing how the Faculty, Faculty Senate, and Faculty Committees should fulfill those roles and responsibilities. Specifically,
 - Should there be a constitutional committee related to federal status designations? If yes, what should be the charge and make up of that committee?
 - Should the charges of Faculty committees be revised to include the roles and responsibilities identified?
- Coordinate with appropriate Constitutional and Administrative committees. (e.g, Faculty Budget Committee, Diversity Action Council, and others) to clarify roles and responsibilities in our efforts to become an effective MSI
- Coordinate with relevant campus units and parties (GDI, AANAPISI leaders, HSI leaders, etc.) to clarify roles and responsibilities in our efforts to become an effective MSI
- Present a report to Senate Steering Committee by March 1, 2025 for presentation to Senate in April 2025.

The Committee on Committees shall appoint faculty members representing each of the Senate divisions and 1 DEI advocate. The Office of Global Diversity and Inclusion shall appoint up to 2 consultants, representatives of AANAPISI and HSI designations shall appoint up to 2 consultants. Steering Committee and Faculty Budget Committee shall each appoint 1 consultant.

Background, rationale, and preliminary discussions

Portland State University is a federally designated Minority Serving Institution (MSI). A presentation on Portland State University's minority serving institution (MSI) efforts at the November 2023 Faculty Senate meeting included a description of a minority serving institution strategy, which promotes "belonging and justice by addressing the unique needs and challenges faced by students." MSI strategies that promote diversity, equity, and excellence for all students require targeting all of the following areas: recruitment and retention; financial aid and scholarships; academic support; campus climate; faculty and staff representation; and curriculum and scholarship

One recommendation from the MSI presentation was to establish a Constitutional Committee on Minoritized Federal Status Designations. Before pursuing the establishment of a Constitutional Committee, it is important to identify the appropriate roles and responsibilities for the Faculty related to the ways the institution will support a changing student demographic through teaching, curriculum, programs, student recruitment and retention, and direct student support.

Embracing Our Majority BIPOC Future

SUPPORTING A PARADIGM SHIFT: DID YOU KNOW

Emerging majority BIPOC student institution (not just MSI) means we will be:

- An AANAPISI
- HSI

And that we have

- 352 more black students than anyone
- 84 more native students than anyone else
- 49 more Pacific Islander students than anyone else
- The total BIPOC student population exceeds the white population
 - 2nd year where first year class is majority BIPOC students
- We are an urban serving anchor institution that serves mostly students from the state and really students from the tri county area.



OUR DIVERSITY HAS TO MEAN SOMETHING

We have an opportunity to make:

PSU the institution of choice for minoritized people [and by extension all people, because the changes you make to support minoritized people benefit all: university design, curb cut], in the Portland metro area and beyond, who want to be seen, valued, developed, and equipped to lead the future.

We want to be a place where people come to thrive!!

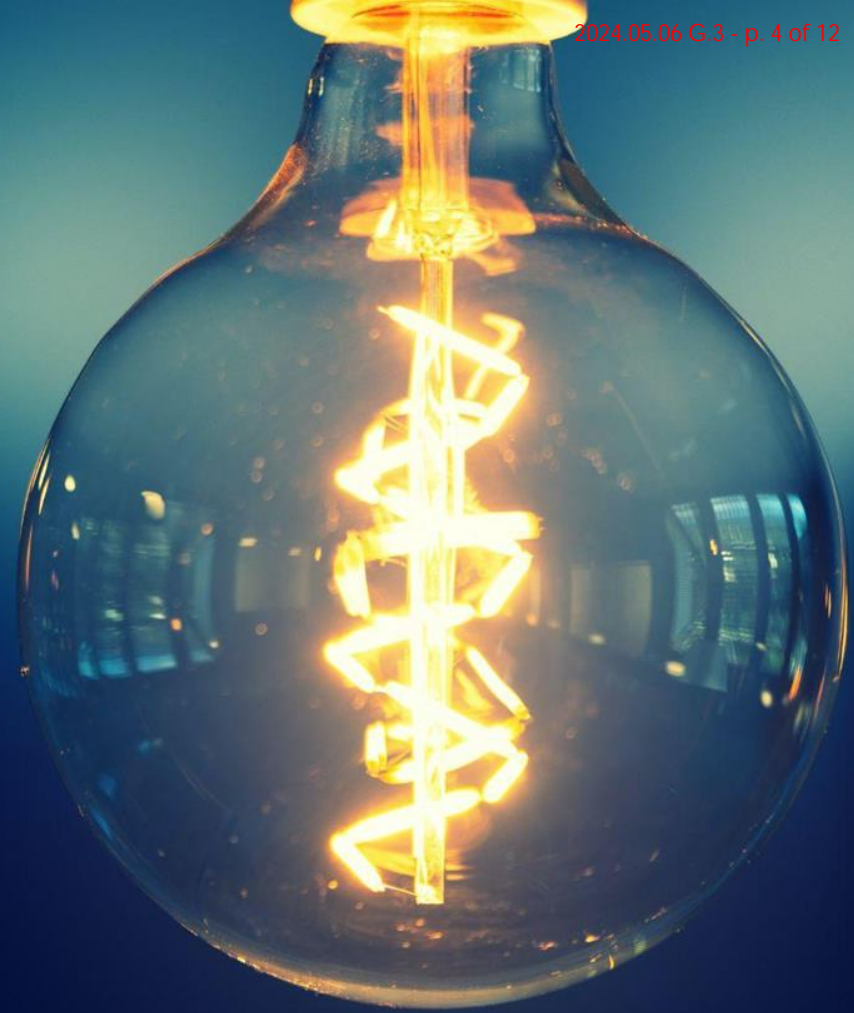
Belong, Believe, Become

Process as important as outcome.

Asset based. BIPOC centered and led. Future Focused. Liberatory outcomes

THE MAIN IDEA/POINT

Leverage Culture, identity, history and community as the assets they are to support success.



EMBRACING OUR MAJORITY-BIPOC FUTURE

TRADITIONAL AND LIBERATORY OUTCOMES¹

CAPACITY BUILDING

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS²

IDENTITY DEVELOPMENT

LEVERAGE CULTURAL WEALTH / ASSET-BASED APPROACH

ETHNORELATIVE PRACTICES AND POLICIES

MSI DESIGNATIONS

CLOSING THE GAP

GROUNDING IN PLACE, HISTORY & POSSIBILITY

INTERGROUP RELATIONS

AANAPISI & HSI

DATA DISAGGREGATION & INTERSECTIONS

FUTURE-FOCUSED
PRESENT ACTIONS
HISTORICAL CONTEXT

CONNECTING ACROSS DIFFERENCES
INTERGROUP ENGAGEMENT

FOUNDATIONAL SUPPORTS

BASIC NEEDS

HOLISTIC HEALTH

ADVISING/WAYFINDING

SAFE CAMPUS

CONNECTING/SCALING BEST/NEXT PRACTICES

REMOVING BARRIERS

¹ Gina Garcia's work

² Samuel Museus' work

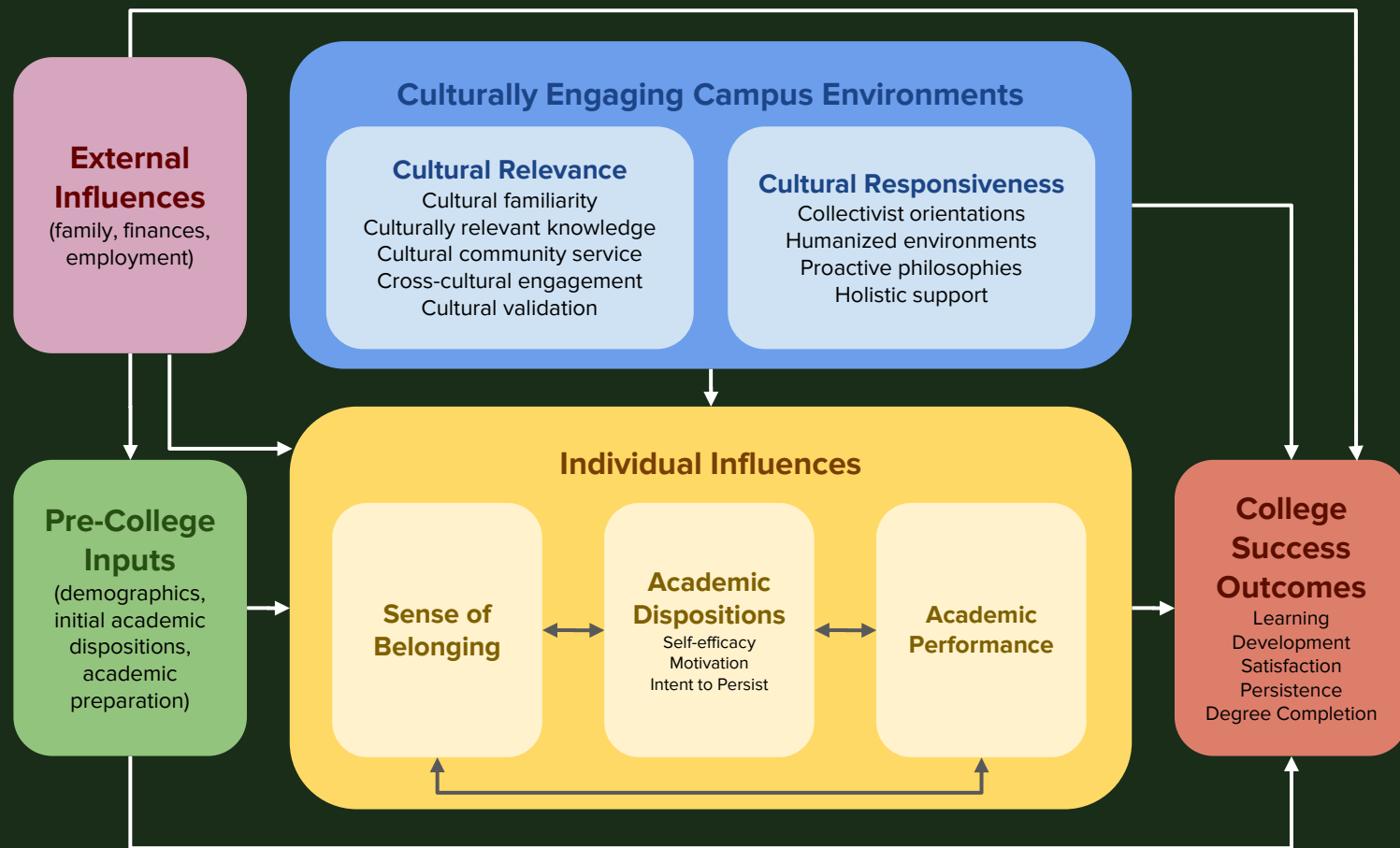


Figure 1. The Culturally Engaging Campus Environments (CECE) Model of College Success

OPPORTUNITY TO INTENTIONALLY [ETHICALLY] CONNECT

Leadership from the margins

- Ethnic Studies, Multicultural and minoritized infrastructure, minoritized employees (parallel university that supports and inoculates/double consciousness)
 - By marginalization
 - By choice
 - Safety
 - Agency (freedom to be culturally centered/innovate)
 - Rebellion Shared expertise that have been under implemented (task force reports)
 - Recognizing prior missed opportunities and leaning in (2011, 2017)
- Leadership at the center
 - Institutional infrastructure where resources and power are often concentrated (and contested)



IT'S ALL HERE

Portland State
UNIVERSITY

Questions and Discussion

DIVERSITY, EQUITY AND INCLUSION UPDATE

Ame Lambert

Vice President, Global Diversity and Inclusion

CURRENT SNAPSHOT: EQUITY SCORECARD UPDATE:

Note: absence of data for Pacific Islander and MENASA students, disaggregated Asian American data

- Communities/areas of concern
 - Equity Gaps in persistence for Native American Students, but the trend is positive
 - Widening equity gaps in persistence for Black students in the last two years
 - Native and Black students have equity gaps re/: academic markers
- New Insights
 - Black males and Latinos [males] have downward trends
 - Equity gaps for first generation and Pell eligible students most true for white students
 - Native and Latine applicants more likely to be hired
 - Asian, Black and Native Hawaiian/Pacific Islander applicants less like to be hired
- Continued positive trends (Students)
 - Asian Americans and Non US citizens for persistence

IT WON'T BE QUICK, SIMPLE OR EASY...

But if we can do this, imagine the positive impact on:

- Student access, persistence, success and thriving
- Our Brand
 - And ability to bring in external funds
- Alumni and community partnerships and perception of the institution
 - Activation on our behalf
- Our budget
- Our current and future viability
 - **BET ON US!! OUR FUTURE DEPENDS ON IT!!!**





Notification of a Program Moratorium (Suspension of Admission)

To: Cindy Baccar (Registrar)
 Mary Breaden (GS)
 David Burgess (OIRP)
 Josh Davis (OIA)
 Nicolle DuPont (RO)
 Courtney Hanson (GS)
 Elijah Herr (FA)
 Vanelda Hopes (OAA)
 Jenny Koivisto (RO)
 Megan Looney (SFS)
 Christina Luther (OIA)
 Zach Markiss (OIRP)
 Nick Matlick (RO)
 Debbie O'Dea (FA)
 Emily Offerdahl (ADM)
 Bill Ryder (ADM)
 Brian Sandlin (OAA)
 Shelly Sass (FA)
 Deanna Smith (FA)
 Julie Smith (UComm)
 Kathy Thomas (RO)
 Pam Wagner (RO)
 Eki Yandall (ADM)

CC: Laura Hickman (CUPA)
 Anh Ly (ECON)
 Cesar Rodriguez (ECON)
 Forrest Williams (ECON)

From: Andreen Morris (OAA)

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

Date: 14 February 2024

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

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

Type of Program Notification: Moratorium (Suspension of Admission)	
Program Title: M.A./M.S. in Economics	
Effective Term: Fall 2024	
School/College: College of Urban and Public Affairs	
Department/Division: Economics	

BANNER and Web Information:	
BANNER Code: ECON	Description: Economics
CIP Code: 45.0603	Display on Web: No

Program Approvals:
Educational Policy Committee Review Date: 1/12/2024
Graduate Council Review Date: 2/7/2024
Provost Approval: 2/7/2024
NWCCU Acknowledgement Date: 2/7/2024



Notification of a Program Moratorium (Suspension of Admission)

To: Cindy Baccar (Registrar)
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 Brian Sandlin (OAA)
 Shelly Sass (FA)
 Deanna Smith (FA)
 Julie Smith (UComm)
 Kathy Thomas (RO)
 Pam Wagner (RO)
 Eki Yandall (ADM)

CC: Jacob Suher (SB)

From: Andreen Morris (OAA)

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

Date: 7 March 2024

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

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

Type of Program Notification: Moratorium (Suspension of Admission)
Program Title: Undergraduate Certificate in International Business
Effective Term: Fall 2024
School/College: School of Business

BANNER and Web Information:	
BANNER Code: IBSC	Description: International Bus Studies Cert
CIP Code: 52.1101	Display on Web: No

Program Approvals:
Educational Policy Committee Review Date: 2/23/2024
Undergraduate Curriculum Committee Review Date: 2/19/2024
Provost Approval: 2/26/2024
NWCCU Acknowledgement Date: 2/26/2024

19 April 2024

TO: Faculty Senate

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

RE: Annual Report from the Race and Ethnic Studies (RESR) Committee

2023-2024 Committee membership: Pedro Ferbel-Azcarate (RESR committee chair, BST), Molly Benitez (WGSS), Kali Simmons (INST), Martin Gonzalez (CHLX), Kate Constable (Society and Identity Pathway Identity Director), Priya Kapoor (IGS), Toeutu Faaleava (McNair Scholars), Madi Lou Alexander (Grad student, SOC), Federico Perez (HON)

Committee charge (quoted from faculty senate website):

1. Identify topical areas, learning goals, and pedagogies associated with the RES requirement.
2. Examine syllabi and recommend which courses will count toward the RES requirement for bachelor's degrees.
3. Recommend courses that will meet the RES requirement to be voted on by the Faculty Senate.
4. Establish guidelines for reviewing for new courses to receive RES designation.
5. Review transfer credits to meet the RES requirement when necessary.
6. Act in liaison with other committees, units, and stakeholders (including undergraduate students) as needed, in providing guidance and reviewing course requirements.
7. Report to the Faculty Senate at least once each year.

The RESR Committee is now in its second year of implementation. In the Fall 2023 term, seeing a continued need for more RESR courses, the RESR Committee met multiple times to draft a new call for proposals, which included a detailed document that clarified the history, epistemology, curricular focus, pedagogical tools and learning goals of the RESR, posted on the Faculty Senate website:

https://docs.google.com/document/d/1jQHT8VUhkbZRMInYgn9VVp_V0cQ_XIC7b7_TvDqzSJo/edit

The committee also created a new course proposal submission form and an internal rubric to

evaluate course proposals. These actions respond to a continued need for RESR courses, so students may coordinate their schedules with their major requirements and graduate on time.

After setting a January 26, 2024 deadline for faculty to submit proposals, the Committee met to discuss the 40 plus new submissions and other course change inquiries received, and reviewed them, providing recommendations to Faculty Senate and feedback to course proposers, that were not recommended. At the same time, the committee addressed issues of community college and other transfer classes, in conjunction with appropriate offices at PSU. Approximately 10 student petitions were also reviewed for RESR credit considerations.

The list of approved courses was submitted to the Faculty Senate Steering Committee for inclusion in the April, 2023 Faculty Senate consent agenda.

The RESR Committee has been discussing how to ensure the rigor of the requirement, and its specific curricular and pedagogical intent. These discussions led to the “living” document cited above, with descriptions of learning goals and topical content, as well as teaching/learning strategies and pedagogies. This work is ongoing and informed by the inter, trans and multi-disciplinarity of Ethnic Studies curriculum taught at PSU, along with the particular sets of knowledge and experience engaged by PSU faculty, students and staff. The RESR committee also addressed how we can ensure the availability of RESR classes, so students can easily navigate their requirements, and graduate on time. Several policies were created and areas were recognized for further attention, and are shared here with the Faculty Senate for future consideration.

1. Policy on quorum for voting: 5 out of 8 appointed committee members present shall be a quorum. Voting may be considered by remote presence. Voting strives for consensus but defaults to a majority vote.

2. Policy for submission of RESR classes: Determined each year by the committee, whether once a

year or on a rolling submission basis. The committee highly recommends that courses are submitted by the instructors who will teach them. The committee also recommends that courses are discreet numbered classes as opposed to special topics classes. For Ethnic Studies units (BST, NAS, ChLa) and cross-listed and affiliated classes, courses may be submitted to the RESR committee by unit Chairs for RESR consideration and Faculty Senate approval.

3. Policy for reviewing transfer credits to meet RES requirement at PSU: Colleges, Universities and other academic programs may request, in partnership with Portland State University units, that their classes count for the RESR. The instructors of the classes to be considered should submit, for each class, the name of the instructor, their contact information, whether the class is considered domestic or international, a detailed class syllabus, and a no more than 2 page rationale, addressing how their class is in line with the current definitions of curriculum, pedagogy and learning goals appropriate for RESR classes at PSU (https://docs.google.com/document/d/1jQHT8VUhkbZRMInYgn9VVp_V0cQ_XIC7b7_TvDqzSJo/edit.) The RESR committee will review such requests at the beginning of the PSU Winter term, by the deadline provided. Send submission documents and correspondence to RESR@pdx.edu Approved classes may be subject for additional review, as per the guidance of the RESR committee. Re-submissions may be considered.

4. International and Domestic RESR class lists: The RESR committee evaluates the availability of classes in both categories and makes recommendations to Faculty Senate. Appropriate classes that address both International and Domestic curriculum may appear on both lists. The RESR was passed to have students take one class from both lists. The RESR Committee observed that the learning goals of International and Domestic classes align around teaching goals and methodologies such that the Faculty Senate may consider in the future accepting any two RESR classes (from either list) to fulfil the requirement. At the same time, members of the Committee recognized the importance of internationalization to student learning as well as the multiple scholarly traditions that examine histories of inequality across the globe. For this reason, and in light of the relatively lower offerings of International RESR courses at this time, it would be

desirable to encourage more submissions, and/or more sections offered of existing RESR classes in relevant fields and a streamlined submission/ approval process for courses on global processes of racialization, discrimination, and systemic oppression.

5. Policy for review of RESR classes every 3 or 5 years. The Committee recommends reviewing syllabi of classes on the RESR list to ensure they continue to be appropriately classified. No decision made at this time.

6. Honors College provides RESR classes for Honors students that other PSU students cannot take. The University Honors College encourages collaboration across campus, including on RESR approved courses, through two key initiatives: The Honors Faculty Fellowship and Honors Upper-Level Seminars. Faculty across PSU are invited to apply to be an Honors Faculty Fellow and join Honors' tight-knit interdisciplinary faculty for one year (up to three years). Faculty fellows receive a summer stipend for course design and teach their in-load courses within the research-focused and writing-intensive curriculum of the Honors College. PSU faculty are also invited to apply to teach a 400-level departmental seminar (HON 407) open to Honors students. The seminar fulfills Honors junior year requirements. This is an opportunity to teach small, interdisciplinary, and highly-motivated cohorts of students (course cap is 20), as well as design upper-level courses on any subject and field of research.

7. RESR event to bring together RESR faculty, especially faculty who would like to learn more about proposing an RESR class. Proposal for Faculty Senate to provide administrative support for this event in Fall term 2024, before the deadline for new RESR course submission.

8. Final observation and recommendation as a minority-serving institution: PSU should consider the importance of the RESR and support it as necessary. Noting that this requirement is not currently housed or funded by a particular School, Program, or department, the RESR committee calls on Faculty Senate to consider how the RESR may be better articulated in its general education curricular mission and its vision for undergraduate success. The committee recognizes the need

for dedicated administrative support for the work of the RESR committee.

Given the continued need for RESR courses, greater planning may help focus the intent of the RESR in such a way that students are better supported along their path to graduation, especially “minority” students. The RESR has adopted a model whereby a diversity of course curricula are offered throughout the university. Another model may be to ask what specific curricula we want students to access, which fit closest with the academic mission of PSU. From a general education perspective focusing on civic engagement, for example, we might ensure that RESR classes be offered that consider Portland, Oregon- based environmental/social justice learning goals.

The question for faculty senate, in consideration of the RESR, would be: what is our core educational mission and vision that guides the curricula we want students to be required to receive? Perhaps with UNST and Honors looking at their general education curricular delivery, this would be a good time to coordinate more visionary thinking for the RESR as well.

The RESR event Fall term could be a time for Faculty Senate to work on creating such a vision.