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## Faculty Senate Monthly Packet October 2024

Portland State University Faculty Senate

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# Faculty Senate, 7 October 2024



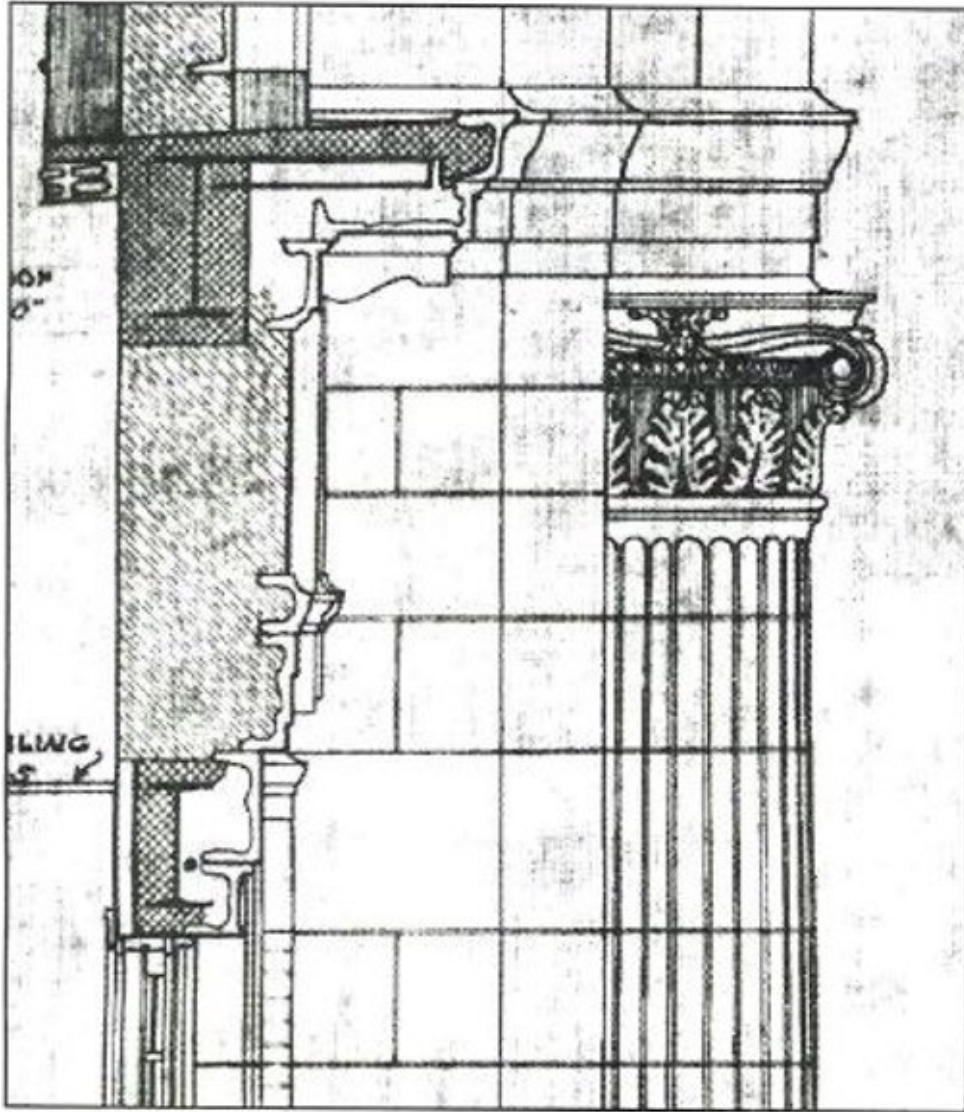
In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with 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 detail of a column capital that appears in the Faculty Senate Agenda each month was scanned (by courtesy of PSU Facilities) from the elevation drawings for Lincoln Hall—originally Lincoln High School—which in 1953 became the first downtown building for what was then Portland State Extension Center. The architectural firm Whitehouse & Foulhoux crafted the drawings circa 1910.

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, 7 October 2024** at **3:00 p.m.** in **Cramer Hall 53.**

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, October 7th**. Items on the Consent Agenda are automatically **approved** or **received** unless any Senator notifies the Presiding Officer and Secretary, no later than the end of Roll Call, of a request for separate consideration.*

**AGENDA**

A. Roll Call and *Consent Agenda* (see also E.1)

- \* 1. Roll Call
- \* 2. Minutes of June 3rd meeting – *Consent Agenda*
- \* 3. OAA response to Senate actions of June 3<sup>rd</sup> – *Consent Agenda*
- 4. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*

B. Announcements

1. Announcements from Presiding Officer
2. Announcements from Secretary
3. Introductions:
  - New deans – X. Arch (LIB), M. Brooks (COE), P. Halverson (SPH),  
Q. Hu (SB), E. Wong (SSW), J. Youde (CUPA)
  - N. DuPont, Registrar
  - B. Roland, ASPSU President
  - A. Johnson, VP-FADM
  - A. Lindgren, AVP for Research
  - E. Shortlidge, Interim Vice Provost for Student Success
  - Committee chairs – R. Spencer & B. Zeidler (UCC), S. Randol (GC),  
A. Sugimoto & D. Tretheway (BC), T. Anderson & J. Petit (EPC)
4. Voter registration efforts (M. Frisk)
5. Faculty Research Awards (R. Tankersley, A. Crelly)

C. Discussion – Academic Program Revitalization

D. Unfinished Business – *none*

E. New Business

- \* 1. New UNST cluster course (USC) – *Consent Agenda*
- \* 2. New program: MS in Semiconductor Technology (GC)
- \* 3. Adding ESOL programs to admissions criteria (ARC)
- \* 4. Credit for prior learning policy change (ARC, EPC, SSC, UCC)

F. Question Period

G. Reports from Officers of the Administration and from Committees

1. President's report
2. Provost's report
3. OAI report on Turnitin contract (M. Giovannozzi)

**\*See the following attachments:**

A.1. Roster

A.2. 6/3 Minutes – *Consent Agenda*

A.3. OAA response to 6/3 Senate actions – *Consent Agenda*

E.1 UNST cluster course (USC) – *Consent Agenda*

E.2. MS in Semiconductor Tech. (GC)

E.3. ESOL admissions criteria (ARC)

E.4. CPL policy change (ARC, EPC, SSC, UCC)

## ROSTER FOR 2024-25

### Steering Committee

Jill Emery, Presiding Officer

Lindsey Wilkinson, Past Presiding Officer • Matt Chorpensing, Presiding Officer Elect

Kate Constable (2024-26) • Mark Leymon (2023-25) • Nick Matlick (2024-25) • Sonja Taylor (2024-26)

Ex-officio: Richard Beyler, Sec. • Ramin Farahmandpur, IFS • Vicki Reitenauer, BoT • Jennifer Kerns, CoC

#### College of the Arts (COTA) [4 + 1]

Boyle, Antares	MUS	2026
Evans, Kristine	A+D	2027 @
Ruth, Jennifer	FILM	2025
Schay, Mari	MUS	2026 +
Singer, Amanda	MUS	2027

#### The School of Business (SB) [3 + 1]

Dimond, Michael	SB	2025
Dixon, Isaac	SB	2026 @*
Garrod, Nathaniel	SB	2025 +
Sanchez, Becky	SB	2026

#### College of Education (COE) [3 + 1]

Farahmandpur, Ramin	ELP	2026
Kelley, Sybil	ELP	2025 *
Kulow, Torrey	C&I	2027
McConachie, Lisa	SPED	2027 @

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

Anderson, Tim	ETM	2025
Aryafar, Ehsan	CS	2026
Fant, Karla	CS	2027
Greenwood, Garrison	ECE	2025
Johnson, Gwynn	CEE	2027

#### College of Liberal Arts & Sciences— Arts & Letters (CLAS-AL) [5 + 1]

Clark, Michael	ENG	2027
Dolidon, Annabelle	WLL	2027 +
Greco, Gina	WLL	2026
Knight, Bill	ENG	2025
Patcha Lum, Sidouane	ENG	2025 +*
Van Heest, Katie	ENG	2025 @*

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

Bershaw, John	GLG	2027 +
Cruzan, Mitch	BIO	2025 *
Daescu, Dacian	MTH	2025
Lafferriere, Beatriz	MTH	2027
Lafferriere, Gerardo	MTH	2026 +
Tuor, Leah	BIO	2025

#### Notes:

@ Adjunct Faculty Senator

+ Committee on Committees

\* Interim term

#### College of Liberal Arts & Sciences— Social Sciences (CLAS-SS) [6 + 1]

Craven, Sri	WGSS	2025 +
Damron, Jason	WGSS	2026 @*
Gamburd, Michele	ANT	2026
Kerns, Jennifer	HST	2026 +
Lafrenz, Martin	GGR	2025
Luckett, Thomas	HST	2027
Thompson, Melissa	SOC	2027

#### Library (LIB) [1]

Hendricks, Arthur	LIB	2027 +
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#### School of Public Health (SPH) [1 + 1]

Carder, Paula	SPH	2027 +
Coates, Kelly	SPH	2025 @*

#### School of Social Work (SSW) [4 + 1]

Blajeski, Shannon	SSW	2026
Chorpensing, Matt	SSW	2026 *
Davis, Rebecca	SSW	2027
Martin, Staci	SSW	2025 +
Sheppard, Heather	SSW	2027 @

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

Farole, Safia	PGA	2027
Golub, Aaron	USP	2025 **
Leymon, Mark	CCJ	2026
Nishishiba, Masami	PA	2026
Rodriguez, Leopoldo	PGA	2027

#### Other Instructional Faculty (OI) [3 + 1]

Ferey, Eowyn	IELP	2027
Taylor, Sonja	UNST	2025
Osborn, David	UNST	2026 @*
York, Harry	HON	2026 *

#### All Other Faculty (AO) [8]

Constable, Kate	ACS	2025
Harris, Randi	TRSRC	2026
Hunt, Marcy	SHAC	2027
Ingersoll, Becki	ACS	2025
Kennedy, Karen	ACS	2026
Matlick, Nick	REG	2025
Snyder, Shay	TRSRC	2027
Tenty, Crystal	TLC	2026 +

Status 9/29/2024

## EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2024-25

### Administrators

Arch, Xan	Dean, Library
Brooks, Maneka	Dean, College of Education
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	Provost
Cudd, Ann	President
Glascott, Brenda	Dean, Honors College
Halverson, Paul	Dean, OHSU-PSU Joint School of Public Health
Hu, Qing	Dean, School of Business
Johnson, Andria	Vice President for Finance and Administration
Knepfle, Chuck	Vice President for Enrollment Management
Lambert, Ame	Vice President for Global Diversity and Inclusion
Martin, Sheila	Vice President for University Relations
Monsere, Chris	Interim Vice Provost for Faculty Success
Mulkerin, Amy	Vice Provost for Academic Budget and Planning
Rosenstiel, Todd	Dean, College of Liberal Arts and Sciences
Shortlidge, Erin	Interim Vice Provost for Student Success
Tankersley, Rick	Vice President for Research and Graduate Studies
Toppe, Michele	Vice Provost for Student Affairs
Wong, Evaon	Dean, School of Social Work
Wooster, Rossitza	Dean, Graduate School
Youde, Jeremy	Dean, College of Urban and Public Affairs

### Senate Officers and Other Faculty Officers

Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna	Advisory Council (2024-26, also AQC co-chair)
Chorpenning, Matt	Presiding Officer Elect +
Clark, Michael	IFS (Jan. 2023-Dec. 2025) +
Emery, Jill	Presiding Officer
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)
Kerns, Jennifer	Chair, Committee on Committees +
Lafferriere, Gerardo	Advisory Council (2023-25) +
Leymon, Mark	Steering Committee (2023-25) +
Matlick, Nick	Steering Committee (2024-25) +
Morris, Andreen	Advisory Council (2024-26)
Rai, Pronoy	Advisory Council (2024-26)
Reitenauer, Vicki	Faculty member on Board of Trustees

Roland, Brady	ASPSU President
Taylor, Sonja	Steering Committee (2024-26) +
Wilkinson, Lindsey	Past Presiding Officer (also USC chair)

### Faculty Committee Chairs

Anderson, Tim	Educational Policy Committee (co-chair) +
Burgess, David	Intercollegiate Athletics Board
Carpenter, Rowanna	Academic Quality Committee (co-chair, also AC)
Collenberg-Gonzalez, Carrie	Library Committee
Colligan, George	General Student Affairs Committee (co-chair)
Dahlin, Jennifer	Scholastic Standards Committee
DeWeese, Dan	University Writing Council
Ferbel-Azcarate, Pedro	Race and Ethnic Studies Requirement Committee
Gillespie, Lydia	Institutional Assessment Council
Kapantzoglou, Maria	Academic Quality Committee (co-chair)
Lawrence, Andrew	Faculty Development Committee
McNaron, Harold	Academic Quality Committee (co-chair)
Pendell, Kimberly	University Research Committee
Petit, Joan	Educational Policy Committee (co-chair)
Petzold, Heather	General Student Affairs Committee (co-chair)
Randol, Stefanie	Graduate Council
Spencer, Albert "Randy"	Undergraduate Curriculum Committee (co-chair)
Sugimoto, Amanda	Budget Committee (co-chair)
Tretheway, Derek	Budget Committee (co-chair)
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako	Academic Requirements Committee
Webb, Rachel	Academic Computing Infrastructure Committee
Wilkinson, Lindsey	University Studies Council (also PPO)
York, Harry	Honors Council
Zeidler, Belinda	Undergraduate Curriculum Committee (co-chair)

### Notes

+ Also an elected senator

Status: 9/29/24



**DRAFT • Minutes of the Portland State University Faculty Senate, 3 June 2024 • DRAFT**

**Presiding Officer:** Lindsey Wilkinson

**Secretary:** Richard Beyler

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

**Alternates present:** Norene Hough for Ex-Officio Member Chivers, Michael Clark for Greco (also as newly elected senator and as alternate).

**Senators absent:** Knight.

**Newly elected senators present:** Chorpenning (also as ex-officio member), Clark (also as alternate), Coates, Damron, Davis, Dixon, Dolidon, Fant, Ferey, Hendricks, Johnson (Gwynn), Kelley, Lafferriere (Beatriz), Luckett, McConachie, Patcha Lum, Rodriguez, Sheppard, Singer, Van Heest.

**Newly elected senators absent:** Bershaw, Carder, Evans, Farole, Gildersleeve-Neumann, Hunt, Kulow, Snyder, Thomas.

**Ex-officio members present:** Beyler, Bull, Burgess, Bynum, Carpenter, Chabon, Chorpenning (also as newly elected senator) Clark (also as alternate and as newly elected senator), Cudd, DeWeese, Dottin, Ford, Glascott, Hansen, Kelley, Knepfle, Lubitow, Martin (Sheila), McNaron, Monsere, Morris, Mulkerin, Pendell, Petit, Rai, Reitenauer, Rosenstiel, Tankersley, 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 / received without objection: A.2, A.3, E.1, E.5, E.6.*

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

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

*Items G.3, Annual Report of University Writing Council, and E.8, Future of IELP, were moved to follow D.1. Item E.4 as given in the packet agenda was withdrawn prior to the meeting at behest of the original proposers, as confirmed by the Presiding Officer. Item E.9 as given in the packet agenda was postponed prior to the meeting at behest of the original proposers, as confirmed by the Presiding Officer. Other reports were delivered in this order: G.4, report from Steering Committee; G.2, Provost's report; G.1, President's report, incorporating response to item F.1, Question to President. Item G.5, report on Summer Scholars Program, was postponed due to time.*

## B. ANNOUNCEMENTS

### 1. Announcements from Presiding Officer

WILKINSON conveyed an announcement from Patricia SCHECHTER, chair of the Jason Washington Art Committee: a reminder of the upcoming symposium on June 6<sup>th</sup>, including unveiling of the Jason Washington Memorial Mural in the second floor mezzanine of Smith Memorial Student Union, an artist's talk, panels, and closing reflections. On Tuesday there is also a de-escalation workshop led by Tom HASTINGS

### 2. Announcements from Secretary

BEYLER clarified voting procedures for the present meeting.

## NOMINATIONS FOR PRESIDING OFFICER ELECT

Matt CHORPENNING had been nominated prior to the meeting. There were no further nominations from the floor.

## C. DISCUSSION – none

## D. UNFINISHED BUSINESS

### 1. Creation within CLAS of the School of Earth, Environment, and Society, and elimination of five departments (EPC) – postponed from May

WILKINSON reminded senators that this proposal of a new academic unit within CLAS, and the concomitant elimination of five departments after one year phase-in, had been moved and discussed in May, then postponed to give time for consideration.

*[Because of a technical glitch, the vote for this item was delayed until after the election for POE and nominations for Steering, but is recorded in the Minutes here.]* The proposal contained in **June Agenda Attachment D.1** to create the School of Earth, Environment, and Society within the College of Liberal Arts and Science, and after a one-year transition period to eliminate the Departments of Anthropology, Environmental Science and Management, Geology, and Geography, and the Complex Systems Program was **approved** (43 yes, 3 no, 0 abstain, vote recorded by online survey).

## ELECTION OF PRESIDING OFFICER ELECT

Matt CHORPENNING was **elected** Presiding Officer Elect for 2024-25 (vote recorded by online survey).

## NOMINATIONS FOR STEERING COMMITTEE

Four nominations were received prior to the meeting: Kate CONSTABLE, Josh EASTIN, Nathaniel GARROD, and Sonja TAYLOR. Nick MATLICK was nominated from the floor.

*Change in agenda order: items G.3 and E.8 moved here.*

### G. 3. Annual Report from University Writing Council

DEWEESE highlighted from the University Writing Council Annual Report [**June Agenda Attachment G.3**] that the Intensive English Language Program is a key part of writing instruction at PSU. PSU has a decentralized composition program, and the

individual pieces tend to be cut or diminished. We are now at a point, DEWEESE said, where the writing or composition program at PSU doesn't have anyone directly in charge.

UWC is immediately concerned, DEWEESE continued, about the impact on multilingual writers. PSU is committed to serving multilingual students. This leads to language diversity. Ability to teach composition to a student body with diverse language backgrounds requires a certain amount of expertise. This expertise, the Council believes, isn't being considered in any ongoing way. Multilingual Writing 121 courses were discontinued. We used to have a writing intensive courses program, with qualified assistants for upper-division courses, but funding was cut in spring 2013. There are still writing intensive courses, but faculty voluntarily take on that work.

DEWEESE said that UWC had many discussions this year about the impact of the potential loss of IELP. There [once] was a constellation of sites at PSU where students could receive composition instruction. Many of those sites are not here anymore. [In particular] there doesn't seem to be any strategic support for multilingual writers. Faculty deal with this on an ad hoc basis. What is PSU's strategy for composition instruction? Is PSU oriented toward what we value about writing, toward what we want our students to understand about writing?

DEWEESE noted that in 2014, outside reviewers from the Council of Writing Program Administrators had many recommendations for PSU. They were particularly surprised that an institution with a decentralized composition system did not have anyone in charge of writing across the curriculum. University Studies handles the main writing requirement, but transfer students often end up [fulfilling the requirement] with courses in the English Department. In 2014 UWC created an action plan and worked with the administration to respond to those recommendations. But there was turnover at the provost level twice in the intervening years, followed by the pandemic, and the plan was not acted upon.

The main thing UWC is concerned about this year, DEWEESE summarized, is that the loss of the IELP, in addition to other immediate issues for international student, will have a deeper but yet unclear structural impact on the University's strategy, pedagogy, and values surrounding student life.

#### **E. 8. Future of IELP (EPC, GC, Steering)**

WILKINSON called attention to the proposal to eliminate the Intensive English Language Program academic unit. Before taking up consideration of the proposal, Senate would hear from EMERY and LAFRENZ, co-chairs of Budget Committee, and PETIT and ANDERSON, co-chairs of Educational Policy Committee regarding the respective committees' review of and response to the elimination proposal. [See **June Agenda Attachment E.8** for all these documents.]

EMERY referred senators to the BC memorandum in the packet [**June Agenda Attachment E.8.b**]. BC recognizes that IELP followed the trend of enrollment declines. They note, however, that IELP had been moved organizationally multiple times in ways that disrupted their ability to address deficiencies, and also BC's ability to track progress or lack thereof. Sometimes BC didn't even know where IELP was reporting to in Academic Affairs because of all the re-shuffling. It's not apparent that funds invested to

support IELP were used as intended. Confusion continues regarding the evaluation of IELP using the cost attribution tool, when they are not a degree-granting entity; it is problematic that they are held to a standard they can't ever live up to. The sudden elimination of IELP is causing additional indirect costs for unplanned work that wasn't accounted for in the decision framework. BC sees [these circumstances] as problematic from the budgetary standpoint.

PETIT stated that EPC had spend much time this spring discussing the proposal to eliminate the IELP [see **June Agenda Attachment E.8.c**]. They heard from EPC members how IELP had positively impacted the curriculum in their own departments, including visa acquisition from international scholars. EPC is concerned about the elimination of IELP from the curriculum and unintended consequences that will reverberate throughout the University. EPC members came back to the idea that a moratorium or program alteration could achieve the same budget reductions—unfortunately, faculty reductions—while giving the University time to fully examine the impact of the change without shutting all doors. Depending on the outcome of strategic planning, we could [eventually] expand rather than start from scratch. EPC sees many moratorium requests. Why the rush for elimination rather than alteration or moratorium with more thorough review? EPC suggests this as a better approach.

SANCHEZ / DIMOND **moved** the proposal to eliminate the Intensive English Language Program academic unit, as specified in **June Agenda Attachment E.8.a**.

WILKINSON added the sense of Steering Committee that eliminating the entire IELP unit did not make good curricular sense at this time, and therefore suggested a no vote on the proposal. Steering recognized, however, that even if Senate votes no, OAA procedures imply that the Senate vote is simply a recommendation. In other words, apparently program elimination does not require Senate approval. Many of us find this problematic, WILKINSON said; others, less so. However, Steering believed Senate could not address today the larger concerns about Senate's role in program elimination and alteration. Today Senate needed to address the specific proposal before us about IELP, though there is a broader conversation to have about the shared governance issues. He looked forward to hearing from the President about the role of Senate in the upcoming program revitalization process. [Faculty] need to pay attention and engage when opportunities arise. He invited discussion of the proposal [**E.8.a**].

JAÉN PORTILLO had expressed dismay at this decision several times. She believed it to be Senate's responsibility to vote no, even if that is just a recommendation. From her perspective as an international faculty member devoted to international students, the decision does not make sense for them. The reports corroborated this. She also wished to discuss shared governance as applicable to program elimination. The situation could have been handled in a different way, other than a rigid elimination.

HANSEN opposed the motion for the reasons heard previously, particularly because he as a member of BC. He took that presentation seriously. [IELP] was a valuable resource that he hated to lose. He would rather see it repurposed. He was greatly concerned given the [situation in] public schools from which we draw many of our students, which are at barely 30% standards for their English language arts. We should anticipate a great need in the near future for these abilities. Incoming students, for reasons beyond their control,

are at a disadvantage. Department of Education has reported a decline since 2019. It is wrong not to recognize the ability present [in IELP] and not to repurpose this valuable resource to serve our students.

RUTH related that she is teaching a writing intensive course, and two students have dropped because English is their second language. When they go from voice to text, and then use Google Translate, it is just not feasible. She seconded HANSEN's point that students in the class are facing added difficulties that are not fault of their own; because of the pandemic, etc., they are less prepared. The idea of repurposing made sense to her.

DIXON [newly elected senator] asked what were the drivers, other than fiscal concerns, for elimination within the current time frame? There was evidently feeling that a more deliberative approach would be justified. What's the hurry? PETIT noted that in packet is a proposal [E.8.a] of about 20 pages and 100 pages of supporting documents. The reasons were not clear to her. EPC sees moratorium notifications frequently; programs will typically say something like: we need three years to stop, figure out what is going on. Should we try for more enrollment or try to do something else? There is a separate process for alterations. ANDERSON noted that EPC is responsible for the bulk of the packet this month—almost a ream of paper if printed out. Clearly the primary motivation is fiscal, to save money in the face of declining enrollment in IELP. EPC looked at alternatives, and found that that there were other possibilities to handle the problem.

WILLSON said she had been IELP librarian, in addition be being UNST librarian, since 2011. PSU IELP, at sixty years, is the oldest intensive English program in the Pacific Northwest. Those at University of Oregon and OSU are international franchises, with more money behind them. Our IELP is unique to Portland State. She encouraged a no vote and consideration of a moratorium for this unique program.

The proposed elimination of the Intensive English Language Program, as specified in **June Agenda Attachment E.8.a**, was **not approved** (6 yes, 31 no, 12 abstain, vote recorded by online survey).

*Return to regular agenda order*

## **E. NEW BUSINESS**

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

The changes to programs, new courses, changes to courses, and dropped courses listed in **June 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: Graduate Certificate in Principal License (COE via GC)**

LUBITOW stated that Graduate Council unanimously approved this proposal [**June Agenda Attachment E.2**] from the College of Education. The purpose is to prepare individuals for positions as school administrators. It is aimed at persons completing the licensure program after a Master's at PSU or elsewhere. It makes use of existing courses. The high number of credits is due to state accreditation requirements. A big push is that licensure-only programs are not eligible for financial aid, but certificate programs are. Thus there are several benefits, and GC did not see significant disadvantages.

LAFRENZ / EMERY **moved** the proposal as given in **June Agenda Attachment E.2**.

The Graduate Certificate in Principle Licensure, a new program in the College of Education as summarized in **June Agenda Attachment E.2** and proposed in full in the Online Curriculum Management System [OCMS], was **approved** (47 yes, 2 no, 1 abstain, vote recorded by online survey).

**3. New program: Undergraduate Certificate in Criminal Behavior and Justice (CUPA via UCC)**

ZEIDLER said that Undergraduate Curriculum Committee unanimously approved the proposal, though there was conversation about certificates versus minors, etc. It comprises three required courses and three elective courses. It allows a focus within the Criminology and Criminal Justice major. Currently about 24% of their students are taking courses for a non-transcribed emphasis. This proposal would allow the focus area to show on transcripts, which is good for future employers. It requires completing a BA or BS. Students outside of CCJ can take it as well. RAI asked if a track within the major was considered as an option. ZEIDLER called on Chris HENNING (CCJ) to respond: he was not sure as he was not involved in that part of the discussion, Primarily they are trying to flag a specialization to prospective employers—to have it transcribed.

THIEMAN / HARRIS **moved** the proposal for a for the certificate as summarized in **Attachment E.3**.

The Undergraduate Certificate in Criminal Behavior and Justice, a new program in the College of Urban and Public Affairs summarized in **June Agenda Attachment E.3** and proposed in full in OCMS, was **approved** (38 yes, 3 no, 5 abstain, vote recorded by online survey).

*Change to agenda order: item E.4 withdrawn.*

**4. New program: Undergraduate Certificate in Game Design (COTA via UCC)**

*Per A.3, WILKINSON announced that this item as given in the Packet was **withdrawn** prior to the meeting at behest of the original proposers.*

*Return to regular agenda order.*

**5. Program elimination: Graduate Certificate in Human Resource Analytics (EPC, GC) – Consent Agenda**

The elimination of the Graduate Certificate in Human Resource Analytics, an academic program in the School of Business, as summarized in **June Agenda Attachment E.5** and proposed in full in OCMS, was **approved** as part of the *Consent Agenda*, there having been no objection before the end of roll call.

**6. Program elimination: Minor in Elementary Education Science (EPC, UCC) – Consent Agenda**

The elimination of the Minor in Elementary Education Science, an academic program in the College of Liberal Arts and Sciences, as summarized in **June Agenda Attachment E.6** and proposed in full in OCMS, was **approved** as part of the *Consent Agenda*, there having been no objection before the end of roll call.

**7. Change of academic area designation of a Geography course (ARC)**

WILKINSON indicated that this item was addressing a course that was missed in the action last month. WATANABE stated this proposal was to change the designation for GEOG 447 from social science to science. ARC had reviewed the syllabus for this hydrology course, Urban Streams, and found it appropriate to the science academic area.

MUDIAMU / LAFRENZ **moved** changing the academic area designation for GEOG 447 to science, as stated in **June Agenda Attachment E.7**.

The change of academic area designation for GEOG 447 from social science to science, as proposed in **June Agenda Attachment E.7**, was **approved** (43 yes, 1 no, 1 abstain, vote recorded by online survey).

## **ELECTION FOR STEERING COMMITTEE**

BEYLER announced that due to an impending resignation, there were three open positions: two regular two-year terms, and one interim one-year term.

Statements from the five candidates were displayed or given: Kate CONSTABLE, Josh EASTIN, Nathaniel GARROD, Nick MATLICK, Sonja TAYLOR. *[Due to technical complications, the results were actually announced later during the meeting, but are recorded at this point in the Minutes.]*

CONSTABLE and TAYLOR were elected for regular terms, and MATLICK was elected for an interim term.

*Changes in agenda order: Item E.8 was moved above, to follow D.1. Item E.9 was postponed. Reports were delivered in this sequence: item G.4, Steering subcommittee report; item G.2, Provost's report; item G.1, President's report, including response to item F.1, Question to Administrator. Item G.3, UWC Annual Report, was moved above to follow D.1. Item G.5, report on Summer Scholars Program, was postponed due to time.*

8. *Moved above*

9. **Updates to University Promotion & Tenure Guidelines** (Steering)

*Per A.3, WILKINSON announced that this item, as given in the Packet, was **postponed** prior to the meeting, pending additional information, at behest of the parties involved.*

## **F. QUESTION PERIOD**

1. **Question to President** – *see item G.1 below.*

## **G. REPORTS**

4. **Report from Steering Committee on 'possibilizing' conversations**

REITENAUER, on behalf of a subcommittee of Steering Committee, summarized a report on conversations held by that group around creative ideas for institutional change for financial sustainability and a better PSU for all [**June Agenda Attachment G.4**] As had been suggested earlier in the meeting, many faculty refuse to believe that it is a [binary] choice between either financial sustainability or a happy workforce. They realized, REITENAUER said, that people are going to lose their jobs, with IELP colleagues first in line. However, they rejected belief in a zero-sum [framing of the] conversation. A group of six members of Steering Committee, working over the summer, put together some ideas about program revitalization, contained in the report [**G.4**].

These ideas are not comprehensive, REITENAUER said. Certain elements would need to be bargained. PSU is a complicated institution. But the working group wanted to affirm that faculty, staff, and students have great creative ideas about we can better become the institution we wish it to be. Steering Committee has actively pondered these questions. Suggestions included incentivizing early retirement, finding ways for employees to work at less than full-time, reaching out to students to students in our communities. She welcomed comments and further suggestions. They could be directed to PO EMERY and POE CHORPENNING. It's not a time to hold back on creative ideas.

LEYMON intervened to thank Presiding Officer WILKINSON for his work over the last academic year. [Applause.]

## 2. Provost's report

CHABON acknowledged the challenges created with the closure of IELP, and the grief for innocent lives lost and global suffering. We have been forced to explore our own discomfort; to understand and learn from those with opposing views, to respect both calls to act and choices to remain silent; to listen and hold space for students, some of whom are certain of their positions and others conflicted; to remain curious in the face of strongly held convictions and reclaim those we abandoned for ideological reasons. The work is not done.

CHABON now, however, wished to focus on accomplishment, personnel changes, and opportunities. All dean searches have been successfully completed. Paul HALVERSON was hired for SPH last September. Jeremy YOUDE, an important figure in global health politics, joins PSU as Dean of CUPA in August; is currently Dean of the College of Arts, Humanities, and Social Sciences at the University of Minnesota-Duluth. She thanked Cliff ALLEN and the search team, and Interim Dean Shawn SMALLMAN. Qing HU, a leader in cybersecurity and the impacts of technology on business, becomes Dean of the School of Business in August. Joe BULL chaired the search; she also thanked ALLEN for his eight years of service as Dean. Maneka BROOKS becomes Dean of COE in July; her field is educational linguistics, and she is currently Associate Dean of Academic Affairs and Educator Preparation at Texas State. CHABON thanked the search committee chaired by Rossitza WOOSTER and Tina PETERMAN who served as Interim Dean. Evaon WONG becomes Dean of SSW in August; she is founding dean of the College of Health Sciences at Samuel Merritt University, with work in material and child health and social welfare. Todd ROSENSTIEL chaired the search and Junghee LEE was Interim Dean. CHABON thanked search coordinators Nancy GOLDMAN, Clair PINKERTON, and Julie CARON. They are partnering with the Summit Search Firm to provide a comprehensive onboarding process.

CHABON announced that after two fruitful years as Vice Provost for Student Success, Erica WAGNER is returning the to SB faculty. Erin SHORTLIDGE (BIO) will be Interim VP.

CHABON and Tom HASTINGS (CNF), Director of the Peacevoice Program, are facilitating faculty listening sessions about the challenges of this year. They believe that the path forward emerges from the other side of difficult conversations.



CHABON thanked those who attended the faculty retirement reception on May 22<sup>nd</sup>. They are looking into making this an annual event.

CHABON further announced: an undergraduate student team advised by Tim ANDERSON (ETM) was one of seven projects nationwide to advance in the Google Solution Challenge. In April, PSU was renewed as an Ashoka University Changemaker, a distinction for universities to empower students to be engaged citizens, social innovators, and agents of positive change.

With mixed feelings CHABON announced the retirement of Registrar Cindy BACCAR in August. In over 25 years at PSU, BACCAR had led numerous important projects at PSU and statewide such as transfer articulation and common course numbering system. She had also been active in Faculty Senate, UCC, CoC, EPC, Advisory Council, and Steering Committee. CHABON had been honored to work with her, and she will leave a big hole to fill. [Applause.]

CHABON ended by reading a poem which closed, “Grief is just love with no place to go.” She thanked IELP colleagues for their years of service, and thanked senators for showing up, paying attention, being willing to be vulnerable, caring for themselves, colleagues, and students.

#### 1. **President’s report – incorporating item F.1**

WILKINSON indicated that the President’s report would be immediately followed by the response to Question to Administrator [item **F.1**].

CUDD thanked CHABON for her report and in particular for her work on the dean hires.

CUDD gave an update on the strategic planning process. In view of the difficult spring term, the Board of Trustees had granted an extension to receive the final plan until the October BoT meeting. But we have made much progress, with a draft purpose statement and guiding commitments; market analysis; and draft value propositions for students, faculty, staff, and community.

Using these inputs, CUDD said, they have drafted a 2030 Strategic Vision Statement in a work group convened by Deans BYNUM and ROSENSTIEL. [For presentation slides see **June Minutes Appendix G.1**.] PSU aims to be: the premier minority-serving institution in the Pacific Northwest and a national leader for social mobility; the first and best choice for the region's learners; an education destination where every student develops the skills that prepare them to engage in careers and the world; an inclusive workplace that supports the professional development and well being of all employees; a leader in public impact and interdisciplinary research that addresses local, regional and global challenges; a driving force in Portland's economic and social resurgence, harnessing our academic excellence, pioneering research, and strategic urban location. Finally, PSU will achieve financial resilience and operational excellence, empowering educational success and long term sustainability.

CUDD appreciated contributions of faculty, staff, students, trustees, and community member who participated in the process. They are not finished gathering input. They are working on mapping milestones, key drivers of success, and measurable indicators of progress. There will be opportunities continuing through the summer. Her leadership team will synthesize input and draft strategic imperatives to present in the fall.

CUDD then addressed academic program revitalization, a process separate from but connected to strategic planning. They are using a methodology developed by Robert Gray Atkins, explained in the book *Start, Stop, or Grow*, which has been used by many universities to look under the hood of academic programs and understand who they can become more financially sustainable and how the academic portfolio can best serve students. They are gathering data, and over the summer an analysis team, including faculty and administrators from each college, OAA staff, members of the leadership team, and academic union leaders, will synthesize it in order to ask and answer four important questions. 1) How does each program align with our new strategic plan? 2) What are the academic results? 3) What does market data tell us about what students want from these programs and what employers want from our graduates? 4) What would it take to make the program more sustainable or more profitable financially? The analysis team will look at the data dashboards to see if they are providing the information we want, and also design a process for engaging the campus community in the fall, including open houses and an all-campus participatory workshop to gather feedback. This input will be used to lead to decision making that will help us become more financially sustainable. This will become part of an annual process to ensure that our programs continue to evolve and thrive.

The Board of Trustees has asked that CUDD deliver a financial sustainability plan at the November Board meeting, and decisions from this process will be made by then.

JAÉN PORTILLO: What she was hearing is tightly tied to the market. She would also like to hear about how we would support our diversity of students, particularly under-represented students. The slides on strategic planning said we would become leaders in this and that; she hoped to hear more about how we would become leaders on these other important human aspects: diversity, under-represented students, connecting to communities. CUDD noted that this was strategic aim number one, to be the primary minority serving institution in the region. There is much to flesh out, but these are the aims, the strategic imperatives. We will have to set milestones.

LINSDAY was entirely supportive of the goal of becoming a minority-serving institution, but was confused by the elimination of experts in multilingual education who can provide help for many of these students to be academically successful. How do these pieces fit together? CUDD responded: we have a very diverse community right now, yet only a very small number of students were making use of IELP. Apparently, students were voting with their feet. She didn't know what else to say, other than that many of our very diverse did not see this as essential. As we heard from UWC, the institution will continue to need help in multilingual education.

CUDD then turned to the Question to Administrator [**June Agenda Attachment F.1**]: "Can you please explain which words and slogans you consider objectionable and why?"

CUDD responded: I've said before, we listen to victims of oppression and learn from them on what they find to be harmful speech. Of course, someone could lie about the impact or weaponize the claim. But when there is a significant number of members of the targeted group who seem sincere and have an explanation of why they find the words hateful, we should accept that claim. Just because other people, even others who share the

targeted identity, do not find the words hateful, [that] does not nullify the impact on those who do. Persons who are not members of the targeted group should be especially careful not to dismiss the claim, and should reflect on why they think it is appropriate to do so. Hate speech is generally, unless uttered in a manner that is credibly physically threatening, protected by the First Amendment. But at some point as a community, we have to stand up and say what we will and will not tolerate.

CUDD submitted a list of words and phrases that she judged to be, and that she had been told by their targets to be, hateful, vile, and derogatory [**June Minutes Appendix F.1**]. She would not say them out loud, as they are potentially triggering for members of our community. When these words, phrases, and slogans are used, CUDD said, they damage the environment of belonging that we want to create. She personally found objectionable the general tenor of hate and violence in graffiti and the damage throughout the library.

What was important, CUDD continued, was not that she found [certain statements] objectionable, but that we create a community in which learning can happen. When people are excluded and vilified because of or in virtue of their identity, CUDD said, we all lose the benefits of their perspective.

RUTH asked for recognition of Stephanie WAHAB (SSW) who asked President CUDD: Since the beginning of the fall, you have consistently disregarded any Palestinian perspective suggestion narration about the events in historic Palestine. Leadership across campus have pushed Palestinian perspectives into the margins and actually right off the page. I am assuming that some of the slogans that you won't say include from the river to the sea, Palestine will be free and globalize the Intifada. And Palestinians on this campus and elsewhere, but on this campus, have explained to you, have told you, have said in all kinds of ways that that statement is a call for Palestinian liberation and Palestinian dignity, not an invocation for harm to come to Jewish people. Why don't you believe us? And why do you keep insisting that Palestinians are not reliable narrators of our history, of our slogans, of our liberation movement?

CUDD, though appreciating the question, denied the premise that she or the administration had systematically excluded the Palestinian narrative. As far as she knew, they had not endorsed any narrative in particular, but neither had they denied any such narrative. When [we] talk about what constitutes hate speech, CUDD believed, we have to understand how it's impacting the victim and the target. There are other things that would be hate speech towards you. She had been told by some Jewish colleagues and students that they find that slogan to be a call for the eradication of their people.

WAHAB interjected: There are people here who identify as Jewish who have said they don't have that perspective. Why was she [CUDD] choosing to believe some people over others? CUDD said was not doing so. She believed that [the questioners] did not intend what [the colleagues who had talked to CUDD] felt as the impact. But this was the impact on them. She [CUDD] was just reporting on the impact on them. Perhaps one might say they are disingenuous or insincere, but that's writing off a lot of people.

WAHAB was not commenting on perspectives of people who may feel that way. She was [raising the issue], WAHAB said, because CUDD was, as President, taking a position, making a statement that [Palestinians'] slogans about dignity and liberation are considered hateful speech. Where was her [CUDD's] consideration for them around this very specific thing? CUDD said that she had granted that [WAHAB et al.] did not intend

what they [the Jewish colleagues who had talked to her] feel. All of that could be true at the same time. She did not see why [saying that] was taking a stand or taking a perspective. She took WAHAB's statement to be true and valid for her, and for their statement to be true and valid for them. She was reporting this to be the situation, and what she believed hate speech to be. WAHAB wished to clarify: as President CUDD was saying that Palestinians and their allies on campus could use these slogans with no punishment, marginalizing, chilling, censorship. CUDD: That is absolutely right. You have free speech, First Amendment rights to say that. Many ugly, hateful things are protected speech. [Overlapping voices.]

A **point of order** was raised. WILKINSON stated that there needed to be order in the discussion, and that we needed to allow others to ask questions and make comments. The question had been asked and answered.

RUTH struggled with the idea that CUDD would not repeat the words of the question. It is harmful, RUTH said, when people who are oppressed can't use slogans that allow some resilience in solidarity. We need to see these things through a national prism: there is a right-wing movement and Christian Zionists who are trying to create the idea that these slogans are calls for genocide. In trying to enforce that, RUTH said, they are creating fear. She [CUDD] was reproducing this fear when she would not say the words from the question, "From the River to the Sea, Palestine will be free." There's not a call for genocide, RUTH said, in the words themselves. We are in a fascistic moment in this country, and she [RUTH] did not want to play along. She had been on the task force and resigned. It struck her that certain voices are being privileged, including voices from BoT. Putting a trustee on the task force wasn't a fair playing field. The political repression nationwide was worrisome to RUTH, and it was being reproduced here with the sanctimonious idea that some speech is so hateful it can't even be uttered.

CHORPENNING asked for recognition of Amie THURBER (SSW). THURBER believed the argument to be anti-Semitic in three ways. First, it suggested that Jewish people are a monolith, all have with same political orientation, beliefs, or experiences, which is a flattening and essentializing of Jewish people. Jewish people have been divided about the nature of a political state for Jewish people for as long as long as there have been calls for a state. This was personal to THURBER her great-grandfather was a rabbi who was part of an organization that worked to prevent establishment of a state of Israel. Then as now, THURBER said, there two predominant theories of what changes were needed for Jewish people to be safe, one of which theories was that of an ethno-nationalist state with an army. The other theory of change was that Jews would be safe if everybody was safe, that is, in full and robust democracies. What theory you subscribe to, THURBER argued, matters to how one interprets things like "From the River to the Sea." Through a lens of collective liberation, it is a call for collective liberation, a lamentation for collective injury, a prayer for a future Palestine and Israel that could still come to be. She was not suggesting that anyone else should hear [the slogan] in that way, but she thought it important as a Jewish person to share the perspective that this it is not a threat but a righteous call for liberation for all of us.

Secondly, THURBER was troubled by the framing of deferring to victims. She had been in rooms, together with CUDD, in which they heard from Jewish people who heard the slogan differently, some hearing it as anti-Semitic and some not. She knew that CUDD

had heard from Jewish people with these different perspectives. In public comments, THURBER said, CUDD had referred [only] to the Jewish people who took offense at certain phrases. It concerned THURBER that CUDD did not see that [alternative] as legitimate or not having a [valid] Jewish position. There is has been a long-standing tactic of trying to silence dissent among Jewish people by implying they are not [really] Jewish.

The third thing THURBER found troubling was that while there are some things we all can agree are anti-Semitic, such as Holocaust denial, there are other places where there is legitimate debate and difference of perspective. The Association of Jewish Studies discourages the use of a single definition of anti-Semitism, and actually recommends three. She was therefore not convinced that the worry was about anti-Semitism. It seemed to her that Jewish people and their trauma were being used as pawns in a national political theater meant to delegitimize higher education. University presidents, she said, were being hauled before congressional hearings and accused of anti-Semitism by people with ties to white supremacist groups, who don't care about Jewish people but are exploiting them. THURBER was concerned about [this kind of] anti-Semitism. She was unsettled by the essentializing of Jewish people, denial of Jewish identity to those raising critiques, and the exploitation of Jewish trauma. She asked CUDD to consider how she might be contributing to this. It shamed THURBER as a Jewish person that the horrific events in Gaza were happening in her name, and also that allegations of anti-Semitism are being used from distract us from generative thinking towards ending that violence.

CUDD responded that she had never said there was only one group, but rather multiple groups who disagreed about these words. At the meeting THURBER referred to, they invited multiple groups to hear multiple perspectives. CUDD honored THURBER's view; however, she [CUDD] was pointing out there are people who do feel deeply wounded, including, for example, one colleague well known to Senate who was not present today. CUDD had given no hint about her own political perspective because that is not her job as president.

CHORPENNING asked for recognition of Roberta HUNTE (SSW). Since October 7<sup>th</sup> HUNTE had been thinking that it would get worse if we can't talk, if we can't create containers where we can have critical conversations: faculty, students, broader community. That conversation, she believed, is being silenced. It was chilling to her what is happening at the Federal level. Are we getting tripped up in our ability to exercise the rights we have? Are we failing our profession? She urged that conversations be kept open. People are afraid of losing their jobs. Shutting down conversation creates room for violence, some of which is from people who simply want to create chaos. CUDD, responding, said this was why she preferred to talk in explicit terms rather than in slogans. The discussion about right and wrong, about human rights and their violation is open, but the slogan is painful for some.

CHORPENNING asked for recognition of SSW student \_\_\_\_\_.\* The President has used the term "hate" without explicit explanation of what this means. Anti-Semitism or Islamophobia or anti-Palestinian sentiment is not named. On the one hand, WAHAB was told implicitly that "from the River to the Sea" is hateful, while on the other hand THURBER was told "I understand where you're coming from." It is disingenuous to say

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\* The name was not audible.

we shouldn't talker in slogans. It's a protest. They found the refusal to take a stand intellectually obtuse, playing both sides [depending on the audience]. Deployment of the word "hate" without it being attached to any one thing is intellectually dishonest. When ASPSU passed the BDS resolution, the then president said "This is inflammatory and hateful." They didn't agree, but at least they knew where the president stood, what they were working with. As a student, they would appreciate candor, bluntness, even if it hurts people, because we will have an honest discussion of what the University is to do. CUDD, responding, said she felt her role was to be neutral and see all sides. Her view is that viewpoint neutrality is essential for opening up a space for all of us to discuss with each other. She [CUDD] staunchly adheres to that, even if various sides are critical.

**5. Report on Summer Scholars Program – postponed due to time**

*Return to regular agenda order.*

*The following items (G.6-23) were all **received** under the Consent Agenda. See the **respective Attachments to the June Agenda**.*

**6. Notifications of program moratorium: Grad. Cert. in Business Blockchain (GC/EPC), Grad. Cert. in Econometric & Data Analysis (GC/EPC); Grad. Cert. in Gerontology (GC/EPC); Undergrad Cert. in Business Blockchain (UCC/EPC); Undergrad Cert. in Career & Community Studies (UCC/EPC) – Consent Agenda**

*Annual Reports of the following Faculty committees– Consent Agenda:*

- 7. Academic Appeals Board**
- 8. Academic Computing Infrastructure Committee**
- 9. Academic Quality Committee**
- 10. Academic Requirements Committee**
- 11. Advisory Council**
- 12. Budget Committee**
- 13. Educational Policy Committee**
- 14. Faculty Development Committee**
- 15. General Student Affairs Committee**
- 16. Graduate Council**
- 17. Honors Council**
- 18. Institutional Assessment Council**
- 19. Intercollegiate Athletics Board**
- 20. Scholastic Standards Committee**
- 21. Undergraduate Curriculum Committee**
- 22. University Research Committee**
- 23. University Studies Council**

**H. ADJOURNMENT** – The meeting was **adjourned** at 5:17 p.m.

Hateful/vile/derogatory words/slogans written as graffiti on walls of Branford Price Millar Library and nearby buildings during the occupation by protesters April 28-May 2, 2024.\*

\*This list was compiled by President Ann Cudd (from photos) in response to Administrator Questions submitted by several members of Faculty Senate for response by the President at the June 3, 2024 Faculty Senate meeting. The list is not meant to be a comprehensive list of all the hateful/vile/derogatory words/slogans as there may be words/slogans missed by President Cudd and there may be additional words/slogans that other members of the community consider to be hateful/vile/derogatory. The placing in the list is due to the order in which photos were reviewed and is not intended to convey anything meaningful.

List:

- Abolish Israel
- Fuck Ann Cudd
- Death to Admin
- Genocide the Rich
- From the River to the Sea (many times; once the words drawn in the shape of the entire territory of Israel; sometimes with "Palestine will be Free" appended)
- Long live the Intifada
- Fuck Cudd (many times)
- Any form of resistance is justified (many times)
- ACAB/1312 (many times)
- Ann Cudd is a cuck
- Fuck Ann Chud (sic)
- Cunt Cudd
- Zionists die



PORTLAND STATE UNIVERSITY

# STRATEGIC PLANNING UPDATES

May 29, 2024



1

PSU will ...

**Be the premier minority serving  
institution in the Pacific  
Northwest and a national leader  
for social mobility.**



2

PSU will ...

**Be the first and best choice for  
the region's learners.**





3

PSU will...

**Be an education destination  
where every student develops the  
skills that prepare them to engage  
in careers and the world.**



4

PSU will...

**Be an inclusive workplace that supports the professional development and wellbeing of all employees.**





5

PSU will...

**Be a leader in public-impact and interdisciplinary research that addresses local, regional, and global challenges.**





6

PSU will...

**Be a driving force in Portland's economic and social resurgence, harnessing our academic excellence, pioneering research, and strategic urban location.**





7


PSU will...

**Achieve financial resilience and operational excellence, empowering educational success and long-term sustainability.**



Date: June 26, 2024

To: Faculty Senate Steering

From:   
Shelly Chabon, Ph.D., Interim Provost and VP of Academic Affairs

Subject: Provost Final Decision on IELP Elimination Proposal: Approve

I have reviewed the detailed proposal to eliminate the IELP program submitted to the Faculty Senate on April 5, 2024, including comments gathered from current faculty, staff, students, and outside entities. I have reviewed the memos from the Educational Policy Committee (EPC) dated May 26, 2024, and the Faculty Senate Budget Committee (FSBC) memo dated April 29, 2024. I note that the Senate voted to disapprove the proposal to eliminate the Intensive English Language Program academic unit, as given in June Agenda Attachment E.8, in the final academic year meeting on June 3, 2024. Per the MOA with PSU-AAUP, OAA also received comments on the proposal from them on May 2, 2024, which I have also reviewed. It is my understanding that the Faculty Senate's role in program elimination is a recommendation to the Provost, who makes the final decision on the proposal. This was confirmed in remarks by the Faculty Senate Presiding Officer at the meeting on June 3.

The decision to eliminate a program is complex and never easy, nor should it be. The input from FSBC and AAUP identified differences in the interpretation of RCAT indirect costs, questions about the prior investments in OGEI as part of the last retrenchment, and additional one-time costs associated with eliminating the program. Many of these are valid observations or differences in interpretation, but nevertheless, all are appreciated. The University's budget challenges have been well documented during public Board of Trustees Finance & Administration Committee meetings and require that difficult decisions be made. Unfortunately, it is simply neither possible nor prudent to continue to do all activities.

I understand that the decision to enter into an MOA negotiation to eliminate the IELP program was unusual and resulted in process questions, particularly around shared governance. In response to EPC, OAA did consider both a program moratorium or program alteration, rather than elimination, as an alternative course of action. OAA understood that a moratorium, as defined in the Faculty Senate moratorium process was not appropriate as IELP does not meet the definition of a program<sup>1</sup>. After considering the significant and longstanding enrollment declines in IELP and the previous attempts to adjust the unit through prior reductions and retrenchment actions, OAA, using its Principled Decision Making Framework, determined that an alteration was neither desirable nor feasible and that the elimination of the unit was warranted.

After careful review and consideration, I have decided to approve the proposal to eliminate the IELP that was submitted for my review and approval. However, in addressing some of the concerns raised by the Faculty Senate, the program elimination will be accomplished as “a

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<sup>1</sup> a sequence of courses, activities, and/or experiences constituting a field of study culminating in a credit-based degree, certification, minor, track, specialization, concentration, or focus



phased elimination,” which I believe has many of the same principles and resembles a moratorium. We have begun and will continue the efforts necessary to complete the program elimination. The official date of the program elimination is expected to be no later than the end of Winter 2025. To be clear, however, while the teach out will continue there is no intention of returning to an IELP program model.

Importantly, this is not the end of the campus's input. I am forming an advisory council or working group that will be charged with identifying the types of resources needed to serve our international and multilingual domestic students, including undergraduate and graduate international students with language proficiency needs and multilingual domestic students.

Additional clarity on some required actions that were identified in the Faculty Senate proposal has been obtained since its April 5, 2024 submission. These include:

- OGEI determined that PSU does not need to modify the institution's I-17 form.
- Enrollment Management and Graduate Admissions adjusted admissions procedures, recognizing there is no longer a pathway for students who do not meet the language requirements.
- OAA made edits to the PSU 2024-25 Bulletin to remove references to the IELP program in admissions, undergraduate studies, and directory sections but has not removed IELP courses.
- OGEI notified the Department of State that PSU has withdrawn the proposal for the “One Term Pathway” curriculum which was under review.
- OGEI informed the Kuwaiti Cultural Mission (KCM) that the IELP is closing. The contract will be updated to remove all references to the Intensive English Language Program but allow for the continued admission of KCM-sponsored students to PSU should the KCM continue to have funding for its program.
- OAA and OGEI met with academic leaders and faculty of the English language programs at Portland Community College and Clackamas Community College to explore options for accepting students who complete their programs as meeting PSU admission requirements.
- OAA provided additional career support to the IELP faculty.

The following actions identified in the proposal will continue this summer and into the next academic year:

- OAA will work with OGEI to plan and staff a teach-out of all existing IELP students with an English language hold.
- OGEI will provide administrative support for submitting the remaining curricular changes, including preparing drop course proposals for IELP-numbered courses that would be effective starting the academic year 2025-2026. Additional work will involve archiving IELP program documents that need to be preserved in OGEI.

I want to take this opportunity to thank you for your thoughtful feedback. I recognize that this decision has resulted in the termination of 12 long-standing employees and will impact not only

these individuals but also their families and our community. I hope you understand that this decision was not made capriciously or without due consideration of the individual employees in IELP, our students, and the broader campus and community. Instead, the decision was made with the future of the university and its students in mind as we work together to build a stronger and more financially and functionally stable PSU.

6 June 2024

TO: Faculty Senate

FROM: Lindsey Wilkinson, Chair, University Studies Council

RE: October 2024 Consent Agenda

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

You can read the full text of the proposal at the [University Studies Council Wiki](#).

**Cluster: American Identities**

E.1.c.1

- Mus 378 World Music: Native American Traditions

6 June 2024

TO: Faculty Senate

FROM: Stefanie Randol, Chair, Graduate Council

RE: M.S. in Semiconductor Technology

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

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

**PROPOSAL SUMMARY FOR  
College of Liberal Arts & Sciences  
M.S. in Semiconductor Technology**

**Effective Term**

Fall 2025

**Overview of the Program**

PSU is located in the midst of the Silicon Forest, i.e., one of the major areas of the country with a concentration of silicon-based electronics industries. Semiconductor technology is one of the fastest growing industries with a large demand for a trained workforce. Hence, PSU is in an ideal position to offer a curriculum focused on training such a workforce by offering a Master's of Science in Semiconductor Technology. The objective is to offer a degree program to train students to work in the semiconductor industry, in particular a semiconductor fabrication facility (fab). The recently passed Chips Act, is expected to create a large demand for workers in the projected increase in the new fabs. This program will be designed to be completed in one year on a full-time basis. In order to produce fab-ready graduates, the training will include completion of internships in this industry. Workers already in this industry with bachelor's degrees may complete this program over a longer period of time, on a part-time basis.

The curriculum will be multidisciplinary, composed of courses from Physics, Chemistry, Mechanical and Materials Engineering, and Math Departments. The coursework will follow one of two tracks: "Device Processing" or "Materials and Device Characterization (full details below) and is 5 core courses (18-20 credits) + 3 electives (16-18 credits) + 9 credits for internship for a minimum total of 45 credits.

To ensure program integration across PSU and relevance for the semiconductor industry, a steering committee for the program will be created and composed of: faculty (3) from Physics, Chemistry, Mechanical and Materials Engineering; and an industry professional (1) from a partner regional company.

**Evidence of Need**

Graduates of this program are expected to be employed in semiconductor areas as computer hardware engineers, electronics engineers, industrial engineers, materials engineers, and engineering technologists and technicians. Regional semiconductor

manufacturing sector includes a number of companies which comprise the 'Silicon Forest' including: Intel, Tektronix, HP, Ampere, Electro Scientific Industries, Silicon Power, Micron, On Semiconductor, Microchip, Analog Devices, Lam Research, TSMC, Jireh, Hitachi, Celestica, Kokusai Semiconductor, Qorvo, and others. There are more than 6000 high-tech businesses statewide with more than 81,000 jobs that graduates of the program could place into. This is an industry with long established roots in the area and with a long-term 10-year employment growth trend of ~30%.

These careers make good wages. Employment data from the US Bureau of Labor Statistics reports Oregon engineers employed in the field have median annual salaries ranging from ~\$100-130k, and technologists and technicians \$50-75k. This will help to raise social and economic standards of our graduates and this region. Semiconductor industry is regarded as a green industry which should help to keep the image of Oregon as an environmentally minded state.

It is worthwhile to note that the current shortage of semiconductor devices has triggered a hiring binge, which is expected to continue for a long time. Recent internal Intel information shows a hiring rate of 1,000 workers per month. Moreover, the CHIPS Act is expected to lead to major expansion of semiconductor fabs. These fabs will require a trained workforce to operate them.

According to the Oregon Semiconductor Competitiveness Task Force initial report and Business Oregon:

*three major semiconductor companies are considering investments ranging from \$6-\$8 billion in the state. These investments would create several thousand permanent semiconductor industry jobs, thousands more along the supply chain and thousands more still in construction to build the new facilities. The total new employment impact could be well-above 10,000...these investments could generate more than \$500 million in state and local tax revenues over a five-year period.*

A full market analysis report from the Lightcast analysis group is available in the full proposal. A few highlights here:

1. Average demand for masters-level semiconductor technology professionals is robust in recent years (2020-2022), >2000 job postings/month regionally
2. Average growth for masters-level semiconductor technology professional hires is 0.75% indicating moderate growth in demand (regionally)
3. Growth in employment is projected to continue to increase..."faster than average in four of the five top relevant occupations statewide and in two of the top five occupations regionally. This suggests strong employment opportunities statewide and variable employment opportunities regionally over the next 10 years."
4. Statewide employer data provides good rationale for needed additional programs at masters-level

According to the Lightcast report, primary challenges facing launch of the program will be competition with other top educational institutions. For example, University of Oregon provides a thriving industrial internship-based MS programs (MS in Applied Physics or Chemistry).

## Course of Study

The coursework (following one of two tracks, full details below) is 5 core courses (18-20 credits) + 3 electives (16-18 credits) + 9 credits for internship for a minimum total of 45 credits.

Choose one of these two tracks; "Device Processing" or "Materials and Device Characterization".

### Track 1: Device Processing

#### *Core Courses (18 credits)*

- Ph 545 Microelectronic Device Fabrication I (4 credits)
- Ph 546 Microelectronic Device Fabrication II (4 credits)
- Ph 547 Microelectronic Device Fabrication III (4 credits)
- Ch 545 Physical Chemistry laboratory (2 credits)
- Stat 551 Applied Statistics for Engineers and Scientists (4 credits)

#### *Electives (18 credits)*

- ME 577 Introduction to Semiconductor Manufacturing (4 credits)
- ME 513 Engineering Material Science (4 credits)
- Ph 581 Introduction to Nano(materials)-Science-and-Engineering (4 credits)
- Ph 540 Physics of Solid State Devices I (4 credits)
- Ph 551 Electron Microscopy (4 credits)
- ME 528 Scanning Electron Microscopy for Materials and Device Characterization (4 credits)
- ME 510 TOP: THIN FILMS PROCESS TECHNO (4 credits)
- Ch 552 Technology of Photoresist (4 credits)
- Ph 585 Experimental Methods in Applied Physics (4 credits)
- Ph 507 or Ch 507 Seminar (1-4 credits)

#### *Internship (9 credits)*

- Ph 504 Cooperative Education/Internship 3-month internship in local semiconductor industry (9 credits)

### Track 2: Materials and Device Characterization (Metrology)

#### *Core Courses (20 credits)*

- Ph 545 Microelectronic Device Fabrication I (4 credits)
- Ph 546 Microelectronic Device Fabrication II (4 credits)
- Ph 547 Microelectronic Device Fabrication III (4 credits)
- Stat 551 Applied Statistics for Engineers and Scientists (4 credits)
- Ph 551 Electron Microscopy (4 credits) or ME 528 Scanning Electron Microscopy for Materials and Device Characterization (4 credits)

#### *Electives (16 credits)*

- ME 512 Engineering material science (4 credits)
- Ph 552 Electron Microscopy (4 credits)
- ME 529 Transmission Electron Microscopy and Chemical Analysis of Materials (4 credits)
- Ph 540 Physics of Solid State Devices (4 credits)

- Ph 581 Introduction to Nano(materials)-Science and-Engineering (4 credits)
- Ph 595 Materials Physics: Structure and Physical Properties of Ordered and Disordered Condensed Matter (4 credits)
- Ph 548 Electronic material and device characterization (4 credits)
- ME 510 TOP: MATERIAL SURFACE ANALYSIS (4 credits)
- Ch 553 Surface Chemistry (4 credits)
- Ch 510 Electronic Materials (4 credits)
- Ph 585 Experimental Methods in Applied Physics (4 credits)
- Ph 507 Seminar or Ch 507 Seminar (1 credit)

*Internship (9 credits)*

- Cooperative Education/Internship (Ph 504) 3-month internship in local semiconductor industry (9 credits)

**Minimum credits: 45 credits**

Minimum grade to pass requirements: B

Pass not accepted

Portland State University Faculty Senate Motion  
7 October 2024

## Addition of ESOL programs to admission criteria

### Motion presented by the Academic Requirements Committee

The Faculty Senate approves that PSU's community college partners' ESOL programs are added as a way for prospective students to demonstrate their English proficiency to meet the admission criteria. ESOL programs will be added only if they are approved by OGEI after a full review.

### Preliminary discussion

**Background.** Enrolling new international students is a critical component of the recruitment efforts in Enrollment Management, OAA, and the Graduate School. While most of our students are admitted with sufficient English language proficiency, some struggle to meet the [minimum scores](#) on the various tests we recommend. Until this fall, we have had the option to refer students to IELP as a direct and clear path to demonstrating proficiency. Students who "completed ... Portland State's Intensive English Language Program with a 3.5 GPA in all courses and recommendation from the IELP" could be admitted to PSU without needing to prove proficiency via a testing option.

In order to be as inclusive and supportive to our prospective students as possible, we have reached out to Portland Community College regarding their [English for Speakers of Other Languages](#) (ESOL) program. Staff in PSU's Office of Global Engagement & Innovation reviewed the syllabi and course materials for ESOL and have determined that it is a comparable option to IELP. Further, there are similar programs at local community colleges, including Clackamas CC and Mount Hood CC and we are in the process of securing and reviewing syllabi and course materials for those programs as well.

Along with OAA and the VP of Enrollment Management, the ARC submits this proposal seeking approval for an expansion of acceptable documentation for international students to meet [PSU's English Language Proficiency](#) to include approved community college English as a second language programs. At this time, the only program that the Office of Global Engagement & Innovation (OGEI) has approved is PCC's ESOL program. In the future, we hope to expand the option to other community college partners' ESOL programs that will be approved by OGEI after a full review.

We are not aware of a written policy on this issue, so there is no specific language that needs to be updated in the Bulletin. If approved, we will make the change in our admission applications and [website](#).

**Rationale.** The Academic Requirement Committee (ARC) reviewed this request, and the ARC found the proposed change serves student needs as ILEP is no longer available and the review process is adequate to ensure academic quality. The ARC is in full support for the proposed change.



Portland State University Faculty Senate Motion  
7 October 2024

## Changes to CPL academic policy statement

### Motion presented jointly by SSC, ARC, EPC, and UCC

Faculty Senate approves the following two changes to the current CPL [credit for prior learning] academic policy statement, for (1) the title and (2) policy #1. Text to be changed is ~~struck-out~~; new text is underlined.

Title:

~~CPL Academic Policy Statement~~  
CPL Undergraduate Academic Policy Statement

Policy #1:

#### **Which courses are eligible for CPL?**

Policy #1

~~CPL can be awarded for any discrete numbered course in any subject area that PSU offers, including course numbers 100 level through 400 level, at departmental discretion. CPL cannot be awarded in subject areas/academic disciplines that PSU does not offer.~~

CPL can be awarded for any undergraduate courses numbered 100-level-400-level, in any subject area that PSU offers, at departmental discretion. CPL can only be awarded for courses within the approved academic disciplines of the institution and cannot be awarded in subject areas/academic disciplines for which PSU does not have faculty expertise. Any use of omnibus numbered courses (i.e. 199, 299, 399, or 401 to 410 inclusive) for CPL credit must go through a unit/departmental approval process to define the specific learning outcomes for the credit, against which appropriate assessment can be made.

Credit awarded through CPL should be directly applicable to meet requirements for academic credentials the student is pursuing at PSU in order to avoid excessive credit.

CPL can be awarded if the student needs credit to meet general education, majors, minors, certificates, and electives requirements.

### Background, rationale, and preliminary discussions

The motion being presented constitutes changes to the existing PSU Credit for Prior Learning (CPL) Academic Policy Statement, which was approved by Faculty Senate in 2014.

The motion is presented jointly by Scholastic Standards Committee (Paloma Harrison & Jennifer Dahlin, co-chairs), Academic Requirements Committee (Suwako Watanabe, chair), Educational Policy Committee (Tim Anderson & Joan Petit, co-chairs), and Undergraduate Curriculum Committee (Belinda Zeidler & Randy Spencer, co-chairs), with consultation by the CPL Advisory Committee (Michelle Giovannozzi, chair).

## Comments on proposed changes

**Policy title change:** The new NWCCU accreditation standards and the new HECC guidelines no longer limit CPL to undergraduate credit. Should Graduate Council and Senate approve the use of CPL at the graduate level in the future, a new Graduate CPL Policy will need to be created, along with a set of academic rules appropriate for graduate level programs. Explicitly calling out the undergraduate nature of this policy will ensure clarity and future-proof the title, should a graduate level CPL policy emerge.

**Policy #1:** The intent of these changes is to align with the HECC CPL Advisory Committee guidelines and meet PSU goals in the following ways:

- 1) Add some needed flexibility by enabling the use of omnibus numbered courses (i.e. non-discrete 199, 299, or 101- 410 course numbers) when those numbers are needed and appropriate for the program design, and
- 2) Avoid the over awarding of CPL credit that is not specifically needed for the credential sought at PSU. Awarding excessive credit, unrelated to the academic pathway may negatively impact student progress.

## Background

**What is CPL?** Credit for prior learning (CPL) is a term used by colleges and universities to describe institutional college credit awarded based on evaluating learning experiences and learning outcomes that have occurred and been achieved outside of the traditional academic classroom environment (i.e. not through direct instruction by the institution). Institutional policies and procedures ensure credit is granted for documented learning and awarded only for demonstrated college-level learning outcomes.

CPL typically refers to 5 distinct types or ways of earning credit for demonstrated student learning outside of the traditional classroom:

- PSU Institutional/Challenge Exams - exams developed and administered locally by academic departments to allow students to test out of certain PSU courses. (May result in credit awarded or degree requirements being waived.)
- Prior Learning Assessment (PLA) – portfolio-based assessment process which allows students to provide narrative statements and documented evidence of prior learning. Institutional faculty evaluate the portfolios and determine credit awards.
- Credit-by-Exam (third party) - credit awarded for certain scores on nationally normed, standardized exams administered by third party organizations such as Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB).
- Recommendation Services (third party) – example - American Council on Education (ACE) recommendations for military service/training.
- Industry Certifications (third party) - credit awarded for completion of certain recognized industry training and certification programs.

**History of CPL at PSU.** Currently, PSU awards four of the five types of CPL:

- 1) PSU Institutional/Challenge Exams offered by several departments
- 2) Credit-by-Exam for AP, IB and CLEP exam scores,
- 3) Credit for Military Service Training per ACE recommendations, and
- 4) Prior Learning Assessment (*available, but currently limited, if any use*).

In **2005**, the Faculty Senate approved the use of the PLA portfolio mechanism to assess learning outcomes and award institutional credit. The 2005 document contained administrative process details that were never implemented, and it did not specifically or adequately address the academic policy implications and questions raised by adding the PLA type of CPL.

In **2014**, the current PSU CPL Academic Policy Statement was adopted by the Faculty Senate, in alignment with both the HECC CPL Advisory Committee guidelines and the NWCCU accreditation standards. The drivers for this work came from Oregon HB 4059, the Oregon Revised Statute 350.110, and the PSU Provost Challenge #92 led by then Associate Dean of CLAS, Shelly Chabon. All of these efforts were aimed at supporting and increasing quality CPL options for students in an effort to reduce cost and time to degree. The 2014 policy was developed by a policy sub group, which included the Registrar, the OAA Curriculum Coordinator, the Chairs of Scholastic Standards Committee (SSC), Academic Requirements Committee (ARC), Educational Policy Committee (EPC), Undergraduate Curriculum Committee (UCC), and representatives from the Office of Financial Aid, and the Advising & Career Center. The policy issues were vetted with full committees of ARC, SSC, EPC, UCC and the Honors Council.

In **2023**, in response to significant changes in the NWCCU accreditation standards, as well as the funding opportunities associated with a State grant called Future Ready Oregon - Credit for Prior Learning, HECC tasked a reconstituted statewide CPL Advisory Committee to review and make recommendations for needed changes to the CPL guidelines. The State grant was aimed at expanding quality CPL options and fostering inclusive and accessible education that values and respects the diverse ways in which individuals learn statewide. PSU participated in the HECC CPL Advisory Committee and was a recipient of the State CPL grant funds. Michelle Giovannozzi, Associate Vice Provost for Academic Innovation and Stephanie Bryson, Associate Dean, School of Social Work were co-PIs on the grant. In response, the Provost created a PSU CPL Advisory Committee to engage in the work of the grant and provide ongoing support to academic programs interested in the pursuit and growth of CPL options in order to serve more students, create effective and accessible pathways, and reduce cost and time to degree for PSU students.

In **2024**, proposed changes were developed by the CPL Advisory Committee and vetted by ARC, SSC, EPC, and UCC. Members of the CPL Advisory Committee included:

- Michelle Giovannazzi (OAI) – Lead
- Stephanie Bryson (SSW)
- Cindy Baccar (REG)
- Brooke Rizor (SSW)
- Elizabeth Benner (SSW)
- Elizabeth McMurtry (OAI)
- Raiza Dottin (OAI)

- Iris De Lis (Testing)
- Shoshana Zeisman-Pereyo (TLC)
- Janelle DeCarrico Voegele (OAI)
- Kate Constable (SSW)
- Marilyn Shawe (SSW)
- Nicole Sisco (CEPE)
- Courtney Ann Hanson (TGS)
- Matthew Gebhardt (CUPA)
- Jacob Suher (SB)
- Tozi Gutierrez (SSW)
- Kris Fedor (CLAS)
- Rossitza Wooster (GS)

No changes are proposed to **policies #2 - #9** in the current statement. They are provided here for context / reference.

#### **How will CPL be recorded on PSU official transcripts?**

##### Policy #2

AP, IB, CLEP and MIL credit, like transfer credit will not be included on the official PSU transcript. PSU Exam and Portfolio credit, like institutional credit will be included on the official PSU transcript.

#### **How will CPD be graded?**

##### Policy #3

CPL is limited to Pass only grading. If the CPL review process results in a non-award of credit, no record will be entered on the transcript. PLA portfolio and PSU Exam credit will be counted in the current 45 credit P/NP limit. AP, CLEP, IB and MIL credits will continue to be exempt from the 45 credit P/NP limit.

#### **Can CPL be used to repeat a D or F grade?**

##### Policy #4

CPA cannot be used to repeat (i.e. replace the GPA effect) of a D or F grade.

#### **Does CPL count in meeting the PSU residence credit requirement?**

##### Policy #5

CPL will not count toward the necessary residence credits, nor will it interrupt the calculation of the requirement that “45 of the last 60 credits must be at PSU”.

#### **Are there limitations on degree applicability within the Major or UNST?**

##### Policy #6

CPL can be used in all areas of the baccalaureate degree requirements, unless it is restricted in a major by a particular academic unit.

#### **Are there any admission & enrollment status requirements?**

##### Policy #7

- AP/IB/CLEP/MIL credit will be evaluated and awarded as transfer credit at the time of admission, prior to matriculation/enrollment.
- PSU Exam credit requires the student to be admitted and matriculated/enrolled.

- PLA, portfolio based CPL requires the students to be admitted, matriculated/enrolled, and in good academic standing.

**Does CPL credit count in establishing UNST placement?**

Policy #8

PSU Exam and Portfolio type PLA credit will not be used to establish UNST placement. AP/IB/CLEP/MIL type CPL credit will continue to be used to establish UNST placement.

**Is there a limit on the amount of CPA that can be awarded to a student?**

Policy #9

There is no limit on the number of CPL credits a student can be awarded, although there are limitations on the number of credits that will be applied to the degree based on previous policy limitations, including P-grading limits in #3 and PSU Residency requirements in #5 above.