

Faculty Senate, 5 April 2021



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

pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard

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

Items on the *Consent Agenda* are **approved** (motions or resolutions) 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.

The Constitution specifies that senators may designate an **alternate**. An alternate is a faculty member (but not another senator) from the same Senate division as the 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. The senator must submit the name and contact information of the alternate to the Secretary **prior to** the meeting. A senator who misses more than three meetings consecutively, without providing an alternate, will be dropped from the Senate roster.

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 meet on **5 April 2021** at **3:00 p.m.**

*This meeting will be held as an online conference. A livestream will be linked to the Faculty Senate website. Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, April 5th**. Other members of the PSU community who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, April 5th**. The **Consent Agenda** is **approved** without further discussion unless any Senator, prior to the end of Roll Call, requests separate consideration for any item.*

AGENDA

- A. Roll Call and *Consent Agenda* (see also E.1-2, G.3-5)
 - 1. Roll call *will be effected through the online meeting participants list*
 - 2. Approval of Minutes
 - * a. Regular Meeting of 1 March – *Consent Agenda*
 - * b. Special Meeting of 15 March – *Consent Agenda*
 - * 3. OAA response to Senate actions of 1 March – *Consent Agenda*
 - 4. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*
- B. Announcements
 - 1. Announcements from Presiding Officer
 - 2. Announcements from Secretary
- C. Discussion– *none*
- D. Unfinished Business – *none*
- E. New Business
 - * 1. Curricular proposals (GC, UCC, USC) – *Consent Agenda*
 - * 2. Elimination of program: MA/MS in Theater Arts (GC) – *Consent Agenda*
 - * 3. Graduate preadmission and reserved credits policy change (GC)
 - * 4. Time extension for ad-hoc committees (Steering)
 - * 5. Change to area distribution designation for some ANTH courses (ARC)
 - (Procedural note: items E.6-9, though appearing on the agenda separately, will be discussed together.)*
 - * 6. BA/BS revision A: revise minimum credits (ARC)
 - * 7. BA/BS revision B: reduce upper-division CH required from 72 to 62 (ARC)
 - * 8. BA/BS revision C: revise residence credit requirement (ARC)
 - * 9. BA/BS revision D: align BA/BS distribution with Oregon community colleges for transfer students (ARC)
 - * 10. Insert language on NTT Teaching Professor ranks into University Promotion and Tenure Guidelines (AHC-TPR-P&T)
- F. Question Period

- G. Reports from Officers of the Administration and from Committees
 - 1. President's Report
 - 2. Provost's Report
 - * 3. Monthly Report of Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments – *Consent Agenda*
 - * 4. Academic Quality Committee memo on BA/BS requirements – *Consent Agenda*
 - * 5. NWCCU receipt of program moratorium notifications – *Consent Agenda*
- H. Adjournment

***See the following attachments. Complete undergraduate and graduate course and program proposals are available at the [Online Curriculum Management System](#). Complete cluster change proposals are available online at the [University Studies Council wiki](#).**

- A.2.a. Minutes for 3/1/21
- A.2.b. Minutes for 3/15/21 (Special Meeting)
- A.3. OAA response to Senate actions for 3/1/21
- E.1.a-c. Curricular proposals (GC, UCC, USC) – *summaries – Consent Agenda*
- E.2. Program elimination: MA/MS in Theater Arts (GC)
- E.3. Graduate pre-admission & reserved credits policy (GC)
- E.4. AHCs extension (Steering)
- E.5. ANTH courses to science-lab distribution area (ARC)
- E.6. BA/BS revision A: minimum credits (ARC)
- E.7. BA/BS revision B: upper-division credits (ARC)
- E.8. BA/BS revision C: residence credits (ARC)
- E.9. BA/BS revision D: community college alignment (ARC)
- E.10. Teaching Professor ranks in P&T Guidelines (AHC-TPR-P&T)
- G.3. AHC-APRCA monthly – *Consent Agenda*
- G.4. AQC memo – *Consent Agenda*
- G.5. Notification of program moratoriums – *Consent Agenda*

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2020-21

Steering Committee

Michele Gamburd, Presiding Officer

Vicki Reitenauer, Presiding Officer Elect • Isabel Jaén Portillo, Past Presiding Officer

Elected members: Jill Emery (2019-20) • Jon Holt (2019-20) • José Padín (2020-22) • Steven Thorne (2020-22)

Ex-officio (non-voting): Richard Beyler, Secretary to the Faculty • Rowanna Carpenter, Senior IFS Rep.

Yves Labissiere, Faculty Trustee • Mary Oschwald, Chair, Committee on Committees

College of the Arts (COTA) [4]

Berrettini, Mark	FILM	2023
Borden, Amy E.	FILM	2022 *+
Heilmair, Barbara	MUS	2023
Magaldi, Karin	TA	2021

The School of Business (SB) [4]

Hansen, David	SB	2021
Loney, Jennifer	SB	2022 +
Raffo, David	SB	2023
Sanchez, Becky	SB	2022

College of Education (COE) [4]

Farahmandpur, Ramin	ELP	2022 +
Guzman, Andres	COE	2021 *
Kelley, Sybil	ELP	2023
Sugimoto, Amanda	C&I	2021

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

Anderson, Tim	ETM	2021
Chrzanowska-Jeske, Malgorzata	ECE	2021 +
Duncan, Donald	ECE	2022
Dusicka, Peter	CEE	2023
Feng, Wu-chang	CMP	2022

College of Liberal Arts & Sciences—Arts & Letters (CLAS-AL) [6]

Clark, Michael	ENG	2023
Cortez, Enrique	WLL	2023
Greco, Gina	WLL	2021 +
Holt, Jon	WLL	2021
Limbu, Bishupal	ENG	2022
Thorne, Steven	WLL	2022 +

College of Liberal Arts & Sciences—Sciences (CLAS-Sci) [7]

Cruzan, Mitch	BIO	2023
Eppley, Sarah	BIO	2022
Fountain, Robert	MTH	2021
Goforth, Andrea	CHE	2023
Jedynak, Bruno	MTH	2022 +
Lafferriere, Beatriz	MTH	2022 +
Thanheiser, Eva	MTH	2021

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

Ajibade, Jola	GGR	2023 +
Fritz, Charlotte	PSY	2021
Gamburd, Michele	ANT	2022
Meyer, Claudia	SPHR	2021
Padín, José	SOC	2023
Reitenauer, Vicki	WGSS	2022 +

Library (LIB) [1]

Mikulski, Richard	LIB	2023 +
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School of Public Health (SPH) [2]

Izumi, Betty	CH	2021 *
Labissiere, Yves	CH	2022 +

School of Social Work (SSW) [4]

Chorpenning, Matt	SSW	2023
May, Edward	SSW	2021
Oschwald, Mary	RRI	2022 +
Smith, Gary	SSW	2023

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

Clucas, Richard	PS	2023
Erev, Stephanie	PS	2023
Ito, Hiro	ECN	2021 *
Kinsella, David	PS	2022 +
Tinkler, Sarah	ECN	2021 *

Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023
Lupro, Michael	UNST	2021 +
Newlands, Sarah	UNST	2021

All Other Faculty (AO) [9]

Broussard, Scott	ACS	2021
Flores, Greg	ACS	2022
Gómez, Cynthia	DMSS	2023
Harris, Randi	OAI	2022 +
Hunt, Marcy	SHAC	2023
Ingersoll, Becki	ACS	2021
Kennedy, Karen	ACS	2022
Law, Anna	ACS	2023
Matlick, Nick	REG	2021

Notes:

* Interim appointment • + Committee on Committees • Total positions: 60 • Status: 26 January 2021

EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2020-21

Administrators

Adler, Sy	Interim Dean, College of Urban and Public Affairs
Allen, Clifford	Dean, The School of Business
Bangsberg, David	Dean, OHSU-PSU Joint School of Public Health
Bowman, Michael	Acting Dean, Library
Bynum, Leroy, Jr.	Dean, College of the Arts
Chabon, Shelly	Vice Provost for Academic Personnel and Leadership Development
Coll, Jose	Dean, School of Social Work
Corsi, Richard	Dean, Maseeh College of Engineering and Computer Science
Jeffords, Susan	Provost & Vice President for Academic Affairs
Knepfle, Chuck	Vice President for Enrollment Management
Lambert, Ame	Vice President for Global Diversity and Inclusion
Lynn, Marvin	Dean, College of Education
Mulkerin, Amy	Vice Provost for Academic Budget and Planning
Percy, Stephen	President
Podrabsky, Jason	Interim Vice President for Research and Graduate Studies
Reynolds, Kevin	Vice President for Finance and Administration
Rosenstiel, Todd	Dean, College of Liberal Arts and Sciences
Toppe, Michele	Vice Provost for Student Affairs
Walsh, Michael	Dean of Student Life
Wooster, Rossitza	Dean, Graduate School

Faculty Committee Chairs

Boyce, Steven	Budget Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Coleman, Cornelia	Honors Council
Comer, Kate	University Writing Council
Cruzan, Mitchell +	Budget Committee (co-chair)
Epstein, Joshua	General Student Affairs Committee
Estes, Jones	Academic Quality Committee
Ginley, Susan	Undergraduate Curriculum Committee
Goodman, Julia	Faculty Development Committee (co-chair)
Hendricks, Arthur	Educational Policy Committee (co-chair)
Loikith, Paul	Graduate Council
Millay, Lea	Library Committee
Nadeau, Jay	University Research Committee
Parnell, Will	Faculty Development Committee (co-chair)
Sager, Alexander	Educational Policy Committee (co-chair) [also IFS]
Shatzer, Liz	Scholastic Standards Committee
Spencer, Randy	University Studies Council
Watanabe, Suwako	Academic Requirements Committee
TBD (January 2021):	ACIC

Senate Officers and Other Faculty Officers

Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Advisory Council (2020-22); IFS (Jan. 2020-Dec. 2022)
Emery, Jill	Steering Committee (2019-21)
Gamburd, Michele +	Presiding Officer; Advisory Council (2019-21)
Jaén Portillo, Isabel	Past Presiding Officer
Labissiere, Yves +	Advisory Council (2019-21); IFS (Jun. 2019-Dec. 2021); BoT
Oschwald, Mary +	Chair, Committee on Committees
Padín, José +	Advisory Council (2020-22); Steering Committee (2020-22)
Reitenauer, Vicki +	Presiding Officer Elect
Sager, Alexander	IFS (Jan. 2021-Dec. 2023) [also EPC co-chair]
Sipelii, Motutama	President, ASPSU
Thorne, Steven +	Steering Committee (2020-22)
Voegele, Janelle	Advisory Council (2020-22)
Webb, Rachel	Advisory Council (2019-21)
Zonoozy, Khalil	Adjunct faculty representative

Notes

+ Also an elected senator

Status as of 26 January 2021

DRAFT Minutes of the Portland State University Faculty Senate Meeting, 1 March 2021

Presiding Officer: Michele Gamburd

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Berrettini, Borden, Carpenter, Chorpenning, Chrzanowska-Jeske, Clark, Clucas, Cortez, Cruzan, Duncan, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Fritz, Gamburd, Gómez, Goforth (from 3:51), Greco, Guzman, Hansen, Harris, Heilmair, Holt, Hunt, Ingersoll, Izumi, Jedynek, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Loney, Lupro, Magaldi, Matlick, May, Meyer, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Smith, Sugimoto, Thanheiser, Thorne, Tinkler.

Alternates present: Gwen Shusterman for Goforth (until 3:51), Candyce Reynolds for Kelley.

Senators absent: Broussard, Dusicka, Ito.

Ex-officio members present: Allen, Beyler, Bowman, Boyce, Burgess, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Lambert, Loikith, Maddox, Mulkerin, Percy, Podrabsky, Rosenstiel, Sager, Spencer, Watanabe, Webb, Wooster, Zonoozy.

A. ROLL CALL AND CONSENT AGENDA. The meeting was **called to order** at 3:01 p.m.

1. **Roll call** was effected using the participants list of the online meeting.
2. **Minutes** of the 1 February meeting were **approved** under the *Consent Agenda*.
3. **OAA response to Senate actions** of 1 February was **received** under the *Consent Agenda*.
4. A procedural change to allow the Presiding Officer to move agenda items was **approved** under the *Consent Agenda*. [*The order of reports was changed as given below.*]

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

GAMBURD pointed out the budget forums on March 9th and 11th on the new OAA budget model and the Provost's program reduction working group. She also announced a Special Meeting on March 15th, per Article 22 of the CBA, on a potential reduction in the Intensive English Language Program. The administration is contractually obligated to present to Senate the related budgetary issues. There will be some other presentations.

2. Announcements from Secretary

BEYLER: we are approaching the season for Faculty Senate elections. It would be helpful if senators who definitely know they are not returning to Senate in the fall could let him know, confidentially if necessary.

C. DISCUSSION – none

D. UNFINISHED BUSINESS – none

E. NEW BUSINESS

1. Curricular proposals – *Consent Agenda*

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

2. New program: MS in Geographic Information Science (CLAS via GC)

CHORPENNING/MAGALDI **moved** approval of the Master of Science in Geographic Information Science, a new program in CLAS, as summarized in **March Agenda Attachment E.2** and proposed in full in the [Online Curriculum Management System](#).

GAMBURD recognized Geoffrey DUH to review background the proposal. The program doesn't require a thesis, but does require a six-credit applied practicum. There are twelve credits in core competencies, and then several possible tracks and technical courses. There are seven credits of electives.

JEDYNAK: MTH had just added a new course in specialized statistics that might be a good fit with this program.

The new program MS in Geographic Information Science, summarized in **Attachment E.2**, was **approved** (unanimously, recorded by online survey).

3. Graduate admissions transcript policy change (GC)

MAY/SANCHEZ **moved** the change to the policy on the use of transcripts in graduate admissions specified in **March Agenda Attachment E.3**.

GAMBURD called on Kelly DOHERTY (Graduate School) to outline the proposal: this change would be more equitable—removing a barrier to matriculation—and would increase efficiency in admission procedures. Current policy requires transcripts from all institutions a student has attended; this is then used to calculate a cumulative GPA. The change would be to require transcripts only from the bachelor's degree institution or from institutions where graduate credits were completed. They had consulted the Registrar's Office, Financial Aid Office, International Student Services, legal counsel, and the Accreditation Coordinator. It appeared that other offices were not using cumulative GPA. For admissions the GPA from the degree-granting institution would be used, or graduate GPA if nine or more credits have been completed.

JEDYNAK: if a student has completed a master's degree, would the undergraduate GPA be unavailable? DOHERTY: for than nine graduate credits, they will use that GPA for eligibility; however, undergraduate degree transcripts would still be required.

LAFFERRIERE asked about post-bacc students, who already have a bachelor's and then pursue a second degree. Which GPA would be used? DOHERTY: transcripts would be required from both or all [degree] institutions. If there is a disparity, a special approval process might be required if they fall below the University's minimum requirement.

The **motion** to approve the graduate admissions policy change stated in **Attachment E.3**, was **approved** (49 yes, 1 no, 1 abstain, recorded by online survey).

4. Resolution on academic freedom (Steering)

RAFFO/HARRIS **moved** the **resolution** on academic freedom stated in **March Agenda Attachment E.4**.

REITENAUER characterized the proposed resolution as a response to activity, both nationally and locally, targeting of faculty members who are engaged in critical studies, including critical race theory—something connected not only to the School of Gender, Race, and Nation but to many places in the University. PSU has been touched by the

national “Woke At” campaign that’s taking place at a number of campuses, where students and others are being encouraged to send material that is considered “woke” by those who are promoting this process. At PSU there have been individuals who’ve had their [course] materials and personal information posted. Steering Committee would like to show solidarity for colleagues, those who have been targeted and who are likely to be targets of this kind of campaign.

HOLT said he fully supported the resolution. There are ground rules we don’t break. We have an obligation to respect each other and not make anyone feel that they don’t belong to our community. After ten years at PSU, he found it sad that we have to pass a resolution on something that should be common sense.

REITENAUER: the timing has to do with current happenings, but there have been targeting incidents over a number of years. Faculty should make a clear statement about standards of professional conduct and mutual support of academic freedom.

RAFFO: are there specific events that have moved it to the top of the list of things to deal with, or is this a general statement about academic freedom to clarify where we are as a faculty? GAMBURD: it isn’t Senate’s role intervene in personnel issues. It is Senate’s role to make a statement about our collective values and about how we conduct academic debate. GRECO: it is important not to use “academic freedom” as a cynical shield for what is actually harassment, creating a workplace environment that we should not have.

BORDEN asked what DEI [diversity, equity, and inclusion] considerations went into the statement. REITENAUER: there conversations of that sort in meetings on the issue, including with upper-level administrators. There has been targeting of BIPOC faculty as well as others who teach from critical race and similar theoretical perspectives. PADÍN: as stated in the resolution, academic freedom is defined in Board of Trustees policy, in agreement with national policies, and in University standards that come from old OUS policies. These all indicate that academic freedom comes with attendant duties that place limits on its responsible use. Among those limits is respect for policies prohibiting discrimination and harassment.

BORDEN: the policies referred to could be used to support any kind of studies, [including] those that would be inherently and problematically racist, opposed to—say—critical race theory. Is there anything that specifically draws those lines? Does the document have fewer teeth in order to be more expansive? GAMBURD: people are trying to reconceptualize the work of the university to make it less threatening to their interests, alleging a clampdown on anything except politically correct ways of thinking, and engaging in that conversation in ways that are beyond the boundaries of how we conduct academic debates. We are trying to delineate how we engage in academic debate in ways that do not threaten and intimidate our colleagues and that do not ask students to break the Code of Conduct. PADÍN: we have a grey area. We can’t have a hermetically sealed definition that would inoculate us against the danger that the statement might be misused by someone. The intention is [to say that] some methods are not contained within the notion of academic freedom. Lying about how a university works and puts together its curriculum, in order to organize extramural political influence, isn’t scholarly method. We stand for truth, we stand for peer review as the methodology of engagement.

CHORPENNING said that in SSW there have been conversations that [seem to echo] BORDEN's concerns: statements about academic freedom might sanction a protected and polite racism. We cannot require faculty to have less racist syllabi because of academic freedom, so it was already protecting a kind of status quo "Portland polite" racism. He thought it important to name this for the record. He was fully in support of the statement. He thought it important, however, to state that if we want to be anti-racist as a university we are not making a value-neutral claim. It is a claim that there are things we will not tolerate. Should we explore saying that in a more full-throated way? Academia in the USA [exists in] a country that was founded on white supremacy; status quo tends to protect that. The tension is that academic freedom is still going to protect things that many of us would find [problematic]. That's worth exploring and thinking about, he believed. REITENAUER agreed with CHORPENNING's assessment. She didn't know, [however,] how to make such a statement or what such a resolution could accomplish, given the limits of language to enact change. GAMBURD recalled the resolution on diversity, equity, and inclusion passed by Senate last year.

HOLT understood the need to talk about these concerns, but suggested that we move towards closure. We needed to say—he was sorry it was necessary: no bullying allowed, no intimidation or threats of harm. It's crucial that members of the community can have this environment. If colleagues wish to bring forward something further they can. He believed the current document was a good step forward.

The **resolution** on academic freedom stated in **Attachment E.4**, was **approved** (47 yes, 0 no, 3 abstain, recorded by online survey).

F. QUESTION PERIOD – *none*

G. REPORTS

1. President's report

PERCY appreciated what Senate is trying to achieve against harassment and intimidation. He appreciated BORDEN's reminder that racial justice is intertwined in all of this, and CHORPENNING's reminder that there is no going back to the old status quo—a new status quo is needed. January 6th and other events have shown the power of disinformation, particularly in social media, in ways that are frightening to some of us. His office had several conversations with senators about this, and would have a similar statement out tomorrow. He agreed that this is about our community culture and expectations. There are a variety of policies in place, but he would be willing to start further conversations about our mutual expectations.

PERCY reported that the presidents of the Oregon public universities had made a plea with the Governor that they want to get back into the classroom in the fall. The Governor announced that university faculty have been listed in the hierarchy of vaccine access. We are looking forward to coming back in the fall, but want to make the environment safer, and hope to have the vaccination available as quickly as possible for everyone who wants it. PSU is working with the Health Authority to have SHAC authorized as a distribution center and vaccination site.

PERCY thanked those who came to the budget town hall last week. There was good discussion, though not as personable as an in-person meeting. Over 1100 people attended,

more than would have been possible in a traditional format. They would respond to questions that were received. Transparency about the situation, he said, is very important.

State economic forecasts, PERCY said, show that the Oregon economy is getting stronger, so the revenue estimation is higher. That is good news, but recovery from the pandemic is uneven. He thanked everyone for commitment to work together to deal with enrollment decline, especially among traditionally marginalized groups. The [fall application] situation has improved: we were previously down by about 30%, and now it is by single digits. He was pleased, but we still must be careful because the situation is so fluid. It is now important to work on the transfer population.

JEDYNAK: we are making an effort to admit students and without making it difficult for them to pay. This is good, but is there then a risk of PSU becoming essentially a more expensive community college? What will distinguish us, particularly in a situation in which state enrollment is going to decrease? PERCY said that meeting some of the students with weaker GPA is a recognition that the pandemic has hurt students' ability to be successful in their high school careers. Behind the temporary suspension is the thought that there may be more potential than shows in the transcript, and that support services will help students to be successful. Many of our students come here as community college transfers, he noted. We are committed to high-quality undergraduate education, PERCY said, with rigor, research, and other work with students. The challenge is to convince the state that we are doing something remarkable, creating social mobility for people who have not had much opportunity. It takes resources. We're pressing the case that our students may need extra help to be successful. He would like to create more pathways for students from marginalized communities—that's our unique proposition, and funding to do it well is the challenge we're working on.

GAMBURD said that JEFFORDS was presenting to the legislature and so evidently not yet at the meeting. She would therefore exercise her prerogative [see A.4 above] and change the order of the next reports. PERCY added that JEFFORDS is chairing the provosts' group from the seven Oregon public institutions. They have been doing important work, including working with the legislature on a variety of projects.

[Change in agenda order: remaining reports to be given in the order G.4, G.6, G.2, G.3 (Consent Agenda), G.5.]

4. Report from Presidential Fellows for Asian-American and Pacific Islander Student Success

IZUMI said that the task for her and Bree KALIMA was to develop an action plan for recommendations by Task Force for Asian-American, Asian, and Pacific Islander Student Success. [For the report, see **March Agenda Attachment G.4**; for presentation slides, see **March Minutes Appendix G.4**.] Asian-Americans and Pacific Islanders [AAPI] are the fastest growing population in the US since the 2010 census. In Oregon the Asian-American population has grown by more than 42% and Pacific Islander population by more than 57%. These groups are not a monolith: there are substantial differences in ethnicity, culture, socio-economic status, immigration status, histories, and so on. Lack of data and the "model minority" myth have erased differences between subgroups, IZUMI said, and has reinforced white supremacy by sewing divisions. More than 7% of Oregonians identify as AAPI, 9.8% in the Portland metro area, 13.1% of PSU students,

10.5% of faculty, and 11.8% of academic professionals. In fall term IZUMI and KALIMA reviewed documents, interviewed faculty and staff, and facilitated listening sessions. They identified three priority actions. AAPI students, faculty, and staff laid the groundwork for these over the years.

The first recommendation, IZUMI said, is to establish an AAPI studies program in the SGRN by 2022. In 2013 the student group Coalition for Asian Pacific Studies presented a petition to PSU leadership; the response was that the Institute for Asian Studies provides curricula to meet the needs of AAPI students and so a studies program is unneeded. This fails to recognize a long and unique history, conflates the existence of two very different groups, and minimizes the challenges and contributions of AAPI's. While more than 13% of PSU students identify as AAPI, only two courses in Asian-American studies are offered, and none in Pacific Islander studies. AAPI studies would cultivate a sense of belonging and enable all students to expand their understanding of the interconnected and distinct ways that communities of color are marginalized.

A second priority action, IZUMI continued, is to collect disaggregated, nuanced data to better understand the experiences of AAPI students and Portland State. Aggregated data obscures important differences in educational experiences outcomes, socio-economic status, patterns of migration, citizenship and residency status—all factors that contribute to persistence and graduation rates. The model minority myth persists in part because of the lack of disaggregated data. At PSU, Pacific Islander students have among the lowest retention and graduation rates, with a 13%-14% gap, and while Asian-American students have higher rates, more than 30% are not retained. A student survey shows that Asian-American students report more academic challenges and feel less welcome at PSU than their peers. Race and ethnicity data is collected through the admission application, which gives Asian-American and Pacific Islander students only one option to describe their background. Having disaggregated data would more effectively target our resources.

Action three, IZUMI said, is to establish practices to reward AAPI faculty and staff whose efforts help the University deliver on its access mission. There is a clear mismatch between AAPI students, faculty, and academic professionals, and only 6.4% of senior-level positions are held by AAPIs. Cultural representation among faculty and staff, IZUMI said, is critical to reduce the negative effects of racist stereotypes and increase a sense of belonging. AAPI faculty and staff reported experiencing microaggressions and overt discrimination, and feeling isolated and burnt out. Like other BIPOC faculty and staff, they are often asked to take on a higher level of service work that receives little recognition. The Ad-Hoc Committee on Diversity, Equity, and Inclusion [in P&T Guidelines] is doing encouraging. The [Fellows' report] recommends that staff job descriptions be updated to reflect such service work; mentoring and leadership development for AAPI faculty and staff; compensation for affinity groups and cultural resource centers; and training for all employees about the model minority myth.

IZUMI concluded that PSU has an opportunity to meet the higher education needs and aspirations of the growing AAPI community in Oregon, and to distinguish ourselves by taking actions such as those summarized here.

6. Report of the ARC-UCC Joint Task Force on BA/BS Requirements

WATANABE, chair of the Academic Requirements Committee, reported on the findings of a joint task force consisting of members of the ARC and the Undergraduate Curriculum Committee, formed to evaluate BA/BS requirements and recommend ways to streamline them and make them clearer for students, especially transfer students [see **March Agenda Attachment G.6**]. They surveyed advisors, collected data from Degree Requirements, and analyzed the types of student petitions received.

The task force, WATANABE said, identified a problem with transfer credits due to a discrepancy between three-credit and four-credit courses, or between the quarter and semester systems. As a solution, they propose reducing the BA/BS requirement to 23 credits, with several embedded [subject area] minimums. The spirit of the requirement is one year of arts and letter, science, or social science.

A second issue, WATANABE said, is the upper-division credit requirement, currently 72. Many transfer students struggle to complete this. We have the highest such requirement in Oregon; other institutions typically have a requirement in the range of 60 credits. The task force recommends 62 credits, including a six-credit senior capstone.

Third, WATANABE continued, is the residency requirement, which is currently 45 out of [the final] 60 credits. They recommend extending the 60 to 75 credits, which gives students more flexibility in terms of time to apply PSU credits.

The final recommendation, she said, is to accept the community college general education distribution lists. There is a 95% match with the current PSU distributions.

INGERSOLL, also a member of the task force, said that they hoped that senators would share the report with colleagues, particularly those involved in advising, for feedback before the formal proposals at the April meeting.

TINKLER appreciated the effort to make things easier for transfer students. An issue she often saw was transfer students trying to get courses count towards the University Studies cluster requirement. INGERSOLL said that since their task was to look at the BA/BS requirements, they did not feel it was within their scope to deal with UNST requirements. TINKLER added that late transfers who have nearly completed their degree, particularly older students such as someone whose spouse got transferred and had to move here, can feel overwhelmed by all they have to do to finish when they are so close.

BORDEN wondered how we can evaluate changes to BA/BS requirements without evaluating UNST requirements also. In a way, we are talking about program reduction the form of removing course requirements from departments. The issues are conjoined. SPENCER thanked BORDEN for raising the concern. He mentioned that last year, they lowered the [cluster] requirements for senior transfer students to address this issue. He appreciated the focus on helping transfer students. If there are specific pinch points where UNST Council could help, please contact him [as chair of the council].

2. Provost's report

JEFFORDS reiterated the announcement about upcoming budget forums on March 9th, about the OAA budget situation in the context of the overall University budget, and 11th about possible program reductions.

JEFFORDS shared that Dean Marvin LYNN (COE) had decided to take a leave. She had asked Dean Jose COLL (SSW) to step in as interim dean.

For our fall course schedule, JEFFORDS said, we will use traditional categories: in-person, online, and hybrid. Some faculty are interested in continuing the remote synchronous modality we have started using during the pandemic. It's an opportunity to explore adding this modality on a long-term basis. The Academic Continuity Committee decided to pilot for fall opportunities to assess whether the remote synchronous modality might be something we continue to use. Many students have indicated this is a modality that is helpful for them. Faculty have seen some pedagogical benefits. There will be a message to deans and department chairs asking for faculty to participate in a pilot project. We are also considering how we might continue to use Zoom capacity, such as supporting students who may need to access an in-person class remotely.

CRUZAN noted that many students had questions about the difference between remote and online. What about this, especially given the online [course] fee? JEFFORDS: we are overdue for a conversation about defining online instruction. Our experiences with remote instruction have pressed us to be more precise. New Associate Vice Provost Michelle GIOVANNOZZI is thinking about how we use this terminology. Some faculty see some pedagogical advantages in the [remote] format. She has offered OAI support faculty who would like to explore converting their remote into a fully online classes. Students have concerns about the online fee, and there remains confusion about online [vs.] remote instruction, which is understandable. JEFFORDS discussed this issue with the ASPSU President and the student [member of the Board of Trustees]. How can we best utilize resources to support the increasing adoption of technology? We might want to step back and reflect on the entirety of our technology, support for classrooms, etc.

C. REYNOLDS asked about the category of hybrid remote courses. Pre-COVID [COE] had many students from other parts of the state take programs on Saturdays: courses that were live on three or four Saturdays, and then the rest online. This had been valuable for students. She thought that we could draw more students from across the state if we offer that format, and design them well to be hybrid courses. She hoped that hybrid remote remains an options and would be willing to share what they had learned about this format during the pandemic. JEFFORDS suggested they might participate in the pilot experiment to see what would be advantageous for both students and faculty.

3. Responses to questions on February report from VP-FADM – *Consent Agenda*

A report [**March Agenda Attachment G.3**] containing responses to questions regarding the February report from the Vice President for Finance and Administration was **received** as part of the *Consent Agenda*. [See also **March Minutes Appendix G.3** for an additional question and answer.]

5. Monthly report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments

GAMBURD called on Wayne WAKELAND to present the March monthly report from AHC-APRCA. WAKELAND said that the committee's priority is to get input and have a meaningful role in making what may be difficult decisions. As has been described, there are two committees: this one as defined by the Senate, and the Provost's committee. They

are working together. AHC-APRCA aims to come up with principles and priorities for dealing with the difficult issues of program reductions: they must reflect PSU's vision and mission; emphasize our need to make improvements in diversity, equity, and inclusion; capture the shared values of the University. A draft document was included in the meeting materials [**March Agenda Attachment G.5**], but a revised document will be posted to the committee's website.

WAKELAND understood the Provost's working group to be focused on metrics, but wanting to work with [AHC-APRCA] to make sure we follow appropriate principles. Hopefully all are committed to transparent and data-informed decisions.

WAKELAND mentioned again the upcoming [Special Meeting of Senate], which is an initial use of Article 22 in the Collective Bargaining Agreement.

The committee has created a website, WAKELAND said, which includes history and background material, as well as current findings. The revised principles and priorities document will be posted there. They would like the campus community to weigh in on the document to make suggestions for improvement.

REITENAUER asked what collaboration with the Provost's working group will look like. She wondered how the processes will genuinely inform each other in ways that don't subvert the desire that Senate had in creating the ad-hoc committee: meaningful faculty governance in the process of curricular adjustments. Could they share any details on how that collaboration will happen? WAKELAND said that several members of AHC-APRCA met with the co-leaders of the Provost's task force to share information; they then invited those co-leaders to the most recent committee meeting. The task force's focus is on metrics, and they see time as of the essence. APRCA's position is that metrics are convenient or useful, but that there are other important criteria and considerations that must be put weighed in parallel—you can't just drive forward with the available numbers and hope that the rest of the important things come in. Their document tries to establish additional considerations that need to be raised to the same level of importance as metrics that are driven largely by SCH and financial considerations.

GRECO asked if the term "initial use of Article 22" implies that there will be future uses of Article 22, perhaps including tenured faculty. As department chair, she was getting many questions. It is not good for campus climate when there is more anxiety than information. There have been many meetings, but certain questions haven't really been broached. WAKELAND said he had not intended that implication.

GAMBURD suggested the question could be asked at the forums on March 9th and 11th. GRECO suggested that either one of the committees or the Provost should address the question in a clear, transparent, and direct way. GAMBURD: if you're taking \$10 to \$20 million out of the budget—you do the math. GRECO: people keep saying "do the math," but no one is putting words to it. GAMBURD: it represents 100 to 200 positions, roughly. WAKELAND said the Provost has said she will address the need for that information.

GAMBURD thought that both the administration and Faculty Senate remain deeply committed to make sure this is a data-informed, collaborative process. It is also very much at its preliminary stages. We recognize the uncertainty, fear, anxiety, anger this creates. It is a difficult time for our University.

JEFFORDS said that GRECO's question was critical. She would be sure to address it in the townhalls, but it is a difficult balance between people wanting to have information as soon as possible, and wanting to make sure that our processes are deliberative, careful, and considerate. Haste might lead to decisions that are not in the long-term best interest of the institution, in a difficult and complex situation.

GRECO understood not wanting to jump ahead of the process, but at the budget presentation last week Kevin REYNOLDS also said "You do the math." It was implied that there would be difficult decisions, but no one has put a name to those difficult decisions. She was not asking for the metrics yet, what are the names of the people, departments, or programs yet. But there has not been clear language—only one comment that some people felt to be flippant. JEFFORDS acknowledged it was a fair point to ask for a sense of scope, without having to have to define precisely what might happen at this time. She would do her best to respond to the question.

H. ADJOURNMENT. The meeting was **adjourned** at 5:06 p.m.

Note from Secretary: the following additional question was submitted and answer received in regard to the presentation slides for the report by VP-FADM at the February meeting (see February Minutes Appendix G.3).

Question:

Slide 5 shows a net decline of \$4,881,000 (\$3,696,000-\$8,577,000) in state support and tuition for FY 2021. However, slide 6 appears to show a revenue decline for FY 2021 of about \$11,000,000 (\$302,000,000-\$313,000,000). How is this possible?

Answer:

As far as the difference between slide five and six, slide five does not include other revenue that goes into the general fund, just tuition and state support. That other revenue mostly consists of interest income and facilities internal sales. In FY20 that amount was \$9.3 million. In FY21 budget that amount dropped to \$5.9 million. In addition, the numbers on slide five are based on our first quarter forecast, while the revenue on slide six is based on our FY21 revised budget so they are not really comparable. It was a mistake in not updating the graph on slide six to include the first quarter forecast numbers.

Presidential Fellows Report

Asian American & Pacific Islander Student Success

Betty Izumi, Associate Professor, OHSU-PSU School of Public Health

Bree Kalima, Coordinator, Pacific Islander, Asian & Asian American Student Center

Faculty Senate Meeting
Portland State University
March 1, 2021

Asian American and Pacific Islanders (AAPIs)

- Fastest growing populations in the US and Oregon
- Heterogeneous group (ethnicity, culture, socioeconomic status, language, immigration status, migration and colonization histories, etc).
- Model minority myth and lack of data erase heterogeneity of AAPIs and invisibilizes their challenges, struggles, and experiences with racism



AAPIs in Oregon, Portland Metro Area and PSU

- 7.7% Oregon
- 9.8% Portland Metro Area
- 13.1% students
- 10.5% faculty
- 11.8% academic professionals



Action 1: Establish an AAPI Studies Program in the School of Gender, Race and Nations by Fall 2022

- Asian American Studies and Pacific Islander Studies are distinct fields of inquiry that focus on unique experiences of AAPIs
- Absence of AAPI Studies in SGRN ignores and minimizes challenges, struggles, contributions of AAPIs
- During 2020-2021 AY, only 2 courses in Asian American Studies, 0 in Pacific Islander Studies

Action 2: Collect disaggregated and nuanced data to better understand the experiences and challenges faced by AAPI students at Portland State

- Aggregated data obscures differences in educational experiences and outcomes between AAPI sub-groups
- Pacific Islander students have among the lowest retention and graduation rates of all full-time students; 13-14% equity gap in graduation rates
- Asian American students have higher retention and graduation rates; 33-36% students are not retained
- Asian American students report more academic challenges and feel less welcome at PSU than peers and have greater personal challenges

Action 3: Establish policies and practices to retain, recognize, and reward AAPI faculty and staff whose efforts help to enable the University to deliver on its access mission

- Imbalance between AAPI students, faculty, academic professionals, administrators
- AAPI faculty and staff reported experiencing racial microaggressions and overt discrimination and feeling isolated, invisible and burnt out
- AAPI faculty and staff take on above-level service work; Ad Hoc Committee on Diversity, Equity, and Inclusion is encouraging
- Formal mentoring and leadership development, compensation for Affinity Group & Employee Resource Group co-chairs, updated job descriptions for staff, training for employees about model minority myth recommended



Questions?



**DRAFT Minutes of the Portland State University Faculty Senate
Special Meeting, 15 March 2021
(Online Conference)**

Presiding Officer: Michele Gamburd

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Berrettini, Borden, Carpenter, Chorpenning, Clark, Clucas, Cortez, Cruzan, Duncan, Dusicka, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Fritz, Gamburd, Gómez, Goforth, Greco, Guzman, Hansen, Harris, Holt, Hunt, Ingersoll, Izumi, Jedynek, Kennedy, Kinsella, Lafferriere, Loney, Magaldi, Matlick, May, Meyer, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Smith, Sugimoto, Thanheiser, Thorne.

Alternates present: Candyce Reynolds for Kelley, Susan Lindsay for Lupro.

Senators absent: Broussard, Chrzanowska-Jeske, Dusicka, Heilmair, Ito, Labissiere, Law, Limbu, Tinkler.

Ex-officio members present: Adler, Beyler, Bowman, Boyce, Bynum, Chabon, Emery, Estes, Ginley, Jaén Portillo, Jeffords, Loikith, Lynn, Maddox, Mulkerin, Percy, Rosenstiel, Sager, Spencer, Watanabe, Webb, Zonoozy.

A. ROLL CALL AND CONSENT AGENDA. The meeting was **called to order** at 3:00 p.m.

Roll call was effected using the participants list of the online meeting.

B. ANNOUNCEMENTS from Presiding Officer

GAMBURD began with some announcements regarding some issues that have come up since the last meeting. She wished to review Faculty Senate policies for voting, because some people in the Twittersphere evidently believe that senators were bullied into voting for a statement against bullying. Senate currently votes using Google Forms sent to senators who are present in the meeting, as determined by the roll call. Forms can be set to record email addresses or not. For now, the addresses of those senators voting are collected. BEYLER has stated to her that the address information exists in his Google Forms account, but he has not looked at it and has no intention of looking at it. As she reminded senators in her announcements at the beginning of the year, if senators are concerned that they feel pressure to vote in a particular way because the email addresses are being collected, any group of five senators can petition for the voting to be done anonymously. When we used clickers in Cramer Hall, these were anonymous, and senators on the Steering Committee had submitted such a petition so we could use the clickers. If any senators have concerns about the voting process, or would like to discuss anonymous voting, they should feel free to contact her.

GAMBURD also reviewed the recording and livestreaming of meetings. We used to make an audio recording of our meetings [in Cramer], and used this to create the minutes. We now use the Zoom recordings for the same purpose. We also livestream the Senate meeting on YouTube to simulate the access to meetings that we provided to the University community before the pandemic. Her understanding is that even though Senate shares the livestream on YouTube we still maintain the copyright to the material. These are the arrangements that Steering Committee came up with about a year ago, as we were scrambling to move the meetings online. None of them are set in stone, however, and if senators wish to have other arrangements that is a possibility.

GAMBURD raised the question of the recording because the recording of the March 1st meeting was used by the Oregon Association of Scholars to write a report and material was excerpted from the recording to make a video. She doesn't have a problem with quoting, citing, or analyzing material from public meetings—that is part of the democratic and scholarly process. She does have a problem with using materials out of context and misinterpreting them, but bad scholarship is just that and not unique to the situation. What she does find objectionable, and what the March 1st resolution on academic freedom condemns, is taking material out of the academic context to encourage followers to harass people who have expressed their views in an open and democratic forum. She was aware of Senate materials being used in two separate instances, the second of which took place after PSU authorities requested that the first compilation be taken down for copyright infringement.

Given this recent history, GAMBURD wished to make senators, ex-officio members, and guests aware of how the livestream material has been used, and may be used again in the future despite repeated warnings to those to are harassing colleagues and abusing the copyright policy. She remained committed to keeping our democratic processes open to the public. Senators and ex-officio members could, again, feel free to contact her the comments, questions, suggestions, or concerns about this.

Turning to the topic of today's meeting, GAMBURD's understanding was that the president's presentation team will field questions related to the material they will present today; specifically, they will answer questions related to the Article 22 process and questions related to the budget materials presented here. If there are any financial questions that cannot be answered by the team today, she would collect those through private chat, collate them, and send them to the President and chief financial officers for written responses that we will Gamburd: post.

GAMBURD said there will be two sets of forms for public feedback. The President's office will open a feedback form after the presentation has taken place, the Faculty Senate through the Ad-Hoc Committee on Academic Program Reorganization and Curricular Review will have a separate feedback form that opens at the same time.

- C. **DISCUSSION** – *none*
- D. **UNFINISHED BUSINESS** – *none*
- E. **NEW BUSINESS** – *none*
- F. **QUESTION PERIOD** – *none*
- G. **REPORTS**

1. **President's Article 22 report**

PERCY acknowledged these as difficult conversations on top of a difficult year. There is an intellectual part, but they also touch the heart because they're about people. He aims for a process to maximize feedback, dialogue, and conversation to inform our decisions. [For the administration's report see **Agenda Attachment G.1**; for presentation slides see **Minutes Appendix G.1.a**.]

To give background, PERCY said that the Provost and members of the academic leadership team have been exploring the fiscal condition of IELP [Intensive English Language Program] for several months. After reviewing extensive data, the Provost

recommended to him that the University consider the possibility of a significant program reduction. The data, PERCY said, show a pattern of enrollment decline, which raises real questions about the financial situation of IELP. He wished to be clear: IELP has shown strong outcomes and the faculty and staff do high-quality work. The fiscal situation arises because of falling demand, not associated with the commitment and achievement of the IELP team. He clarified that we are not talking about program elimination, but about possible reduction.

The Collective Bargaining Agreement, PERCY said, gives several options for dealing with program reduction. Article 22 is the most open and transparent. It includes feedback from the Faculty and campus community. Today's presentation would be about IELP's financial circumstances and enrollment patterns, which is constant with the language and intent of Article 22. Decisions will be informed by comments received from the campus community. PERCY introduced General Counsel Cindy STARKE to review the Article 22 process.

STARKE: Article 22 provides a comprehensive process for addressing significant budgetary problems, one that is agreed on in advance and that encourages transparency. Under this article [the administration] is required to give a formal notice to AAUP and to Faculty Senate that a financial condition exists that may require program reduction or elimination. Notice was provided in the case of IELP on February 4th. The next step is for the administration to present to Senate on the financial condition of the University as it relates to the program. The next step is to accept and consider comments from interested members of the University community: after the presentation there is a thirty-day period for comment. At the end of that time, the President will decide whether to move forward with a department reduction. Comments may be submitted to the President's or Provost's office by email or via an [online form](#). It's not planned to make the comments public, though you may do so if you wish. If a decision for program reduction is made, the University will release a provision plan including any positions proposed to be eliminated, along with any other budgetary changes to address to the financial situation. There will follow a second period for comment. Any final implementation plan would be released no later than June 14th.

Dave MADDOX, Interim Vice Provost for Academic Budget and Planning, presented concerning the budget in the University and in the division. Enrollment has been going down for ten years, and the rate of decline is accelerating. We have reason to think, MADDOX said, that this will continue, based on our admissions funnel and figures for places we rely on heavily, such as local community colleges and high schools. This pattern and the tail effect of smaller classes will play out for a few years, he said. Despite tuition increases, net tuition had started to go down because of the changing mix of students. Enrollment drives the two primary sources of general fund revenue: tuition and state appropriation. Since the great recession, state appropriation has gone up steadily; tuition has been lesser source of improvement, but still gone up until last year and this year it has gone down.

Our expectations for next year, MADDOX said, are a similar decrease in tuition and a flat state appropriation. Since the latter is delivered over a biennium, the first year is 49% and the second 51%, which would mean a declining state appropriation the first year. The University's strategy in response is a tuition increase of 2.5% and a budget reduction of

1.5%, along with using \$16 million to \$18 million of reserves. In order to bring spending in line with what we expect to come in the door, MADDOX concluded, we need to decrease our budget over the next four years, while spending reserves (bridge funds) to cover the difference between real revenue and real spending.

JEFFORDS emphasized that this process is separate from the program reduction process on which there was forum last Thursday. The proposal here to invoke Article 22 was independent of that and based on multiple years of observation about the IELP budget. It had been brought to her attention shortly after she became Provost, and has been a multi-year issue. JEFFORDS seconded PERCY's comments that this is not a reflection of the quality of work of IELP faculty and staff. They are subject to changing national and international factors that are not a result of the ways they work or the quality of instruction they provide, which by all accounts is very high.

JEFFORDS characterized the conversation as about ensuring that our resources are meeting the needs of our students—to use resources for our primary mission, which is to serve our students. That has been her driving priority. JEFFORDS introduced Ron WITCZAK, Director of the Office of International Affairs, for the next section.

WITCZAK related that in April 2020 Educational Policy Committee approved the merger of OAI and IELP, as indicated in the May 2020 Senate packet [see **Appendix G.1.b**]. They then embarked on a year-long transition plan, and a transition team was created. Over the summer a group began planning; then in October and November discussions began about possible retrenchment. In January the President followed the Provost's recommendation to notify Senate [per Article 22]. The work of the transition team continues, with modifications to incorporate retrenchment discussions as needed and appropriate. He clarified that in this process they are treating IELP as a separate unit.

WITCZAK reviewed history. In 2012 IELP was part of CLAS under the Department of Applied Linguistics. It was then a completely self-support unit. In 2014 Kevin REYNOLDS became International Affairs VP, and IELP was brought into the IPEB budgeting process and funded with E&G funds. Starting in 2015 Margaret EVERETT was VP of International Affairs. After JEFFORDS became Provost, they began the process of merger of IELP into OIA.

IELP's functional areas, WITCZAK said, include outreach, admissions, and operations (data management, etc.), along the academic side: curriculum instruction, assessments, learning centers, etc. Then also there are student services, advising new students, cultural and recreational engagement, etc. IELP has a history of collaboration with other departments and colleges, notably UNST, CUPA, and COE. Thanks to the good work of Director Julie HAUN and the faculty, they secured a ten-year accreditation by the Commission on English Language Accreditation.

Looking at enrollment trends, WITCZAK pointed out the peak of enrollment, over 1000 students, was in 2014. In spring 2020 there was an additional drop in students when we went remote. Currently there are 52 students enrolled in IELP. For national enrollment trends, the number of international students coming to the US has been up and down within a small band; [English language program] enrollments have been declining nationally since 2010-11.

Primarily three types of students enroll in our program, WITCZAK said. The first group is students who apply directly to the program, without necessarily any intent for further university study in the US. The second group is students admitted to PSU under ESL English-language restrictions—they need to meet the minimum language proficiency, or as “pathway” students are working with academic units to get into their programs. A third, smaller group is non-degree-seeking students or students who are not required but nevertheless want to improve their English fluency. Over ten years, about 55% of students were in the first category: they don’t have an intention to enroll in a degree program at PSU. Roughly 38% were PSU-admitted students. The third category represents 7%, though this year it has grown to 13%.

Revenues exceeded budget up until 2016, WITCZAK said; thereafter, the reverse is the case. For every dollar IELP generates, he said, they are spending one dollar plus to keep operations going. Current staffing includes NTT faculty and program administration—one academic professional and two classified staff.

WITCZAK stated that in the national conversation around international students, a common working assumption is that it will take three to five years to build back to pre-pandemic numbers. The pre-pandemic number is still lower than the peak of 1085.

Successful activities, WITCZAK said, include non-credit programming such as English through Sustainability—a kind of study abroad in reverse in which we receive students for a short-term experience on campus, writing camp, remote intensive communications, etc. Also notable is that from 2015 to 2020 IELP generated over \$1.1 million in grants.

MADDOX reviewed the revenue and cost attribution tool [RCAT], which represents the impact that any unit has on the rest of the institution. It allocates revenue based on simple measures of where it is generated—in the case of IELP, mostly restricted differential tuition—and then compares that to direct expenses, which gives the base net revenue. There are also methodologies to allocate other kinds of overhead, but Provost and he look mostly at the base net revenue. Colleges and schools generating tuition and state appropriation dollars need to generate a positive net to support the other kinds of activities that don’t generate tuition revenue, such as the Library, Registrar’s Office, Advising and Career Services, physical plant, etc. Generally, OAA looks for colleges to generate about 60% over what they consume. In 2016 IELP generated a small positive net revenue, and since then costs have been higher than revenue. That means, he observed, other units need to offset those costs. This does not reflect an estimate for 2021, which will include the negative effects of COVID.

PERCY again referred to the [website for feedback to the President’s Office](#), and also the [Faculty Senate feedback](#) form. He then opened the floor to questions.

HOLT: what will be the human toll, the number of positions being reduced? GAMBURD thought this might be a question they would prefer not to answer, as no plans are now being put forward. PERCY said that no decisions have been made as to numbers, which is part of the purpose of making the current presentation and receiving feedback.

LINDSAY asked, first, if the units are in the process of merging, why are the reductions being seen independently? Second, the University is working to implement a process for program reduction looking at specific driver metrics, but those metrics have not been

articulated. How, then, is a significant reduction being proposed to any program before metrics have been vetted and established? WITCZAK said that the full transition and merger of budgets has not been completed, and they are addressing the decline before the merger. JEFFORDS: consideration of the IELP situation began long before the program reduction process started. She felt strongly that these are separate conversations. The budget numbers presented earlier are evident enough, she said, that they do not suggest needing additional analysis through the program reduction process.

PADÍN observed that in the prior six years, we consistently had forecasts of deficits and ended up having surpluses, sometimes significant surpluses. If forecasting looks like recent history, it seems quite possible that we will have not deficits but rather surpluses. It therefore makes him nervous to talk about significant cuts. Who would we reach out to get the information we need to reproduce the results of these forecasts? MADDOX responded that the revenue forecasts have been fairly accurate. A budget is a spending authorization and not necessarily a projection of what you absolutely will spend. You want to have a positive operating margin, which allows the creation of reserves for specific investments to get through tough times. With a decline in actual revenues, we have to reduce spending, MADDOX said. The revenue forecast is developed by the University Budget Office; Kevin REYNOLDS and Andria JOHNSON are in the best position to convey the details. He [MADDOX] had gone over the enrollment model in some detail with David BURGESS in OIRP. PSU has reached a significant watershed where revenues are going down, and therefore needs to address spending.

HANSEN asked for the source of the information on revenues and expenses. What DataMaster reports should we look at? MADDOX said he would have to get back with an answer. HANSEN: it seemed that for IELP [actual] revenues were being compared to budgeted or authorized expenses. Why not compare them to actual costs? WITCZAK: they wanted to show the impact for every dollar that's generated by IELP. MADDOX: the RCAT information was based on actual spending. HANSEN: what about the budget information discussed by WITCZAK? The latter responded that he would get the information. HANSEN: what other academic units show losses before indirect expenses. MADDOX: none. The highest is 75 or 76 cents on the dollar.

KINSELLA said it appeared that IELP was making progress on bringing costs in line with revenues by 2019, but then things became worse in 2020 and 2021, presumably in large part due to the pandemic. Is this a permanent reversal, or something that IELP is likely to turn around with a strategic plan once the pandemic ends? WITCZAK: a number of things come into play, including [but not limited to] COVID. The Biden administration doesn't seem to be changing a tough stance on China. A recent *Chronicle of Higher Education* article indicated that some international students are choosing not to travel if online degree programs become an option. JEFFORDS reiterated that they are not planning to eliminate IELP; there is a role for IELP going into the future. There may be opportunities to have increased numbers of international students who want to enter into pathway programs, and we should keep in mind that the most important revenue for the University is from students who choose to become fully enrolled students. There is a path, she said, and faculty in IELP are committed to creative solutions in rethinking how they do their work. What JEFFORDS asks is that the unit reduces expenses while it

undertakes those conversations, awaiting the potential international outcomes of the change in national administration or different recruiting efforts.

ZONOOZY: this is not the first time the political atmosphere has been important—how welcoming our country feels or looks to others. Can we add a positive scenario, both subjectively and objectively, to the estimating principles? JEFFORDS said she looked at national and international benchmarks and conversations about international enrollment patterns, and reached out to colleagues. Even with a changing attitude at the federal level, there is not an expectation for a quick return to the enrollment levels we saw prior to the Trump administration. Students have been recruited heavily by countries that benefited from the changed attitude in the United States. Countries like Great Britain, Canada, Australia have seen increasing enrollments. Those are not just short-term reactions, she believed, but enrollment streams of family members, friends, university partnerships. Some Chinese students, in particular, have come home saying they had a bad experience because of attitudes they saw in this country. It will take some time to reverse this, JEFFORDS said, but she did believe this would be possible at some point in the future. She wanted to retain the expertise we have in the IELP, but in the interim while we are rebuilding those opportunities, we don't have the capacity while we have so many other needs to continue to support the full size of the faculty.

THORNE asked if our thinking about IELP might be usefully influenced by the Futures Collaboratory, which had impressed him in terms of rethinking about how we locate personnel and use resources to solve problems. He wondered if IELP expertise could be distributed in other ways to support students more broadly: developing academic discourse competence, etc. Human capital and expertise is valuable, he pointed out, and rebuilding it has a tremendous cost and time associated with it. Perhaps through futures thinking we could be expansive about integrating this expertise to support student success. WITCZAK said the transition team had already been trying to address this and bring it into play.

JAÉN asked if it is being taken into consideration that this program is central not only to internationalization but also to our equity, diversity, and inclusion goals, and our commitment to access. Does a reduction make sense from the point of view of these values? She wondered if the best course might be to wait before we impair our ability to serve our international students and to advance our diversity, equity, and inclusion mission. JEFFORDS: this is why they are not recommending elimination.. They value the expertise, and hope to retain a foundation for rebuilding if things transpire as we hope they might. She asserted, however, that it is difficult to argue to the rest of the institution, as many units feel they are struggling to get the resources they need.

HOLT asked for Mamadou FALL to be recognized. FALL (international student from Senegal and ASPSU Legislative Affairs Director) wanted us to remember that international students are not merchandise, as in saying that China and India are 'exporters' of international students. International students not businesses, but people here seeking knowledge. He said that it is very hard right now for international students, and they will be the ones to deal with consequences of this decision. Instead of focusing on the bad things, he asked how we can better support students who are facing financial and other hardships—find ways and means that they can be taken care of without hurting PSU in the long run. Students in IELP are the people who will be enrolled in the school.

REITENAUER asked for Nya MBOCK to be recognized. MBOCK (ASPSU International Affairs Director) echoed FALL's comments. If we hope to retain international students and advocate for them, MBOCK said, we need to offer solutions instead of pulling away. International students are struggling a lot right now, both financially and emotionally; we need to create ways to support them. JEFFORDS acknowledged the importance of these students' statements. International students, she said, are important to PSU. She was sensitive to the comments about how difficult it is both financially and in terms of the national political context and framing. She wished to point out the dollars we are talking about here and the funds being used to support international students are not the same. Cutting the IELP budget is not cutting resources, scholarships, or other support for those who are currently enrolled.

In view of the time, GAMBURD suggested that additional questions could be submitted to her, with questions also then to be received later [see **Appendix G.1.c**].

2. Report from IELP Faculty members

LINDSAY noted that at the OAA budget forum on March 9th, JEFFORDS said that reductions cannot be solely numbers driven; they should be valued driven. Yet today's presentation, LINDSAY said, was in great part about the numbers being used to justify a drastic and unusual response to unprecedented conditions brought about by a combination of a repressive foreign policy and a once-in-a-century pandemic. IELP faculty, she said, are quite aware of declines due to harsh policies and restrictions under the former administration and compounded by COVID, yet they have been more successful than almost any other intensive English program in the country and are in the top four nationwide for enrollment. She noted also that 39% of international students who earned a bachelor's degree had previous enrollment in IELP classes. LINDSAY wished to convey how IELP serves the University community, contributes to its initiatives, and is indispensable to its mission. She asked for recognition of several IELP colleagues who would present the next parts of their report. [For presentation slides, see **Appendix G.2.a**; for the self-evaluation report, which was shared via chat, see **Appendix G.2.b**.]

Gwen HELLER TUASON characterized the academic professionals, instructors, student workers, volunteers, community partners, and students of alumni as a community with a deep connection to the University. They have dedicated themselves to higher education while navigating numerous uncertainties and threats to the program. IELP faculty engage in research, scholarship on best practices in teaching, teach 36 credits hours per academic year, are involved in faculty governance, and immerse students in the campus community. They are not eligible for tenure and are near the bottom of the PSU faculty pay scale. Most are women and parents. They want to continue culturally responsive education and raise the diversity profile of PSU through internationalization.

A large majority of IELP students, TUASON continued, are people of color, with a rich racial, linguistic, religious, and cultural variety. Some of her students have never been on an airplane before coming to Portland. Some have goals of service to their communities and leadership in academic and professional fields. They choose PSU because of its outstanding global reputation and long history of serving international students.

PSU relies on IELP for academic support, TUASON said, in ways inherent to the desire for diversity, equity, and inclusion. The self-appraisal report [**Appendix G.2.b**] describes

IELP's relationship with Applied Linguistics, University Studies, the Writing Center, the Diversity Action Council, the Graduate School, and the Maseeh College of Engineering and Computer Science (the namesake of which, TUASON noted, was an IELP student before beginning his bachelor's program at PSU). They are contributing to the Students First initiative. Their services to international students include outreach; admissions, pre-arrival, and orientation advising; academic courses; and community engagement. This contributes, she said, to a sense of belonging on the PSU campus, and directs many students into the PSU pipeline at both undergraduate and graduate levels.

The pathways program, TUASON elaborated, is a pipeline for students who have not yet met English proficiency requirements. Since 2017, nearly 500 have participated with a completion rate of 81%. From spring 2020 to spring 2021, 66 students transitioned into academic departments reflecting a 98% conversion rate. A year of non-resident tuition and fee revenue from the 66 students equals almost \$2 million, TUASON observed. PSU values IELP formally on the initial academic terms of a student's lifetime value, but once entering PSU those students continues to generate revenue. IELP is credited with only a fraction of that revenue, she said, but IELP ushers them into the pipeline.

TUASON highlighted IELP's response to the Trump administration's July 2020 rule that international students must take at least one in-person or hybrid course—stepping up to offer hybrid courses for new international students. This enabled students who had already meet their language requirement to also meet this immigration requirement. 84 PSU students have registered for these courses.

TUASON continued: for the past ten years IELP has collaborated with MCECS to support international enrollment. They've been instrumental in the Intel Vietnam Scholars Program and partnerships with Changchun University of Technology and Jilin Jianzhu University in China, which enabled undergraduates from those institutions to transfer to PSU even during the period of remote learning. Since 2015 IELP has partnered with UNST in the Multilingual FRINQ-SINQ Lab to support multilingual international and domestic students. IELP faculty also provide training for mentors and professional development workshops for UNST faculty.

TUASON concluded: significant IELP cuts would undermine PSU's ability to support diversity, equity, and inclusion. In the recent budget forum, she noted, PERCY said that job one of his strategic priorities as president is acting on equity and racial justice, and that the University plans to review how its programs exhibit fidelity to PSU's values and priorities. IELP does this day in, day out, she said.

Errin BECK reviewed strategic planning by IELP leadership and faculty responding to enrollment fluctuations. They have worked, she said, to position the program productively within PSU and to remain competitive in the current market of international students. The intention of the merger with OIA, BECK said, was to find an appropriate academic home. The move was initiated before the pandemic. The goal was to centralize international education and internationalization efforts. BECK said that the merger draws on expertise of both units in order to increase international capacity, and addresses concerns about operating IELP as a stand-alone revenue-generating unit and its anomalous status in PSU's budget process. Highlights of the merger include redesign of

wraparound support services for out student population, combined OIA and IELP programming for inbound international students, and a recruitment outreach team.

BECK noted that the program has seen significant staffing reductions since 2016: thirteen NTTF and six support staff positions have been eliminated through contract terminations as well as resignations and retirements that were not replaced.

They have known for a long time, BECK said, that it's unsustainable for any US intensive English program to rely solely on credit-bearing academic preparation programs. While that remains core for IELP and while PSU finds it essential for its international students to thrive, a key component of their strategic plan is to expand programming for students with a more diverse range of international and professional goals, as described in the report [**Appendix G.2.b**]. She pointed to the program already mentioned by WITCZAK, English through Sustainability and Service Learning, an award-winning short-term non-credit program run twice a year. The growing program draws students from several international partner universities and centers around community engagement; it brings international visibility to PSU and contributes to PSU's community service mission. The report also details grant-based programs: IELP hosted recently arrived international Fulbright scholars for an orientation program, and twice delivered on a grant through the Institute of International Education to provide continuing education to over 50 Brazilian English teachers. These programs are on hiatus due to the pandemic, but BECK looks forward to picking them up again as soon as possible.

BECK reported that IELP is also undertaking a major review of its credit-bearing curriculum and will pilot new offerings in the spring. Changes include streamlining the pathways program, adding an online pathway, and offering a one-term accelerated option. There is also innovation in content geared towards graduate students and study abroad, a reduction in courses offered to beginners, and more course choices overall. In these ways, she said, they are leading their own efforts to remain competitive. A significant reduction, she concluded, would undermine the benefits of the merger and erode the program's contributions to the diversity and student success goals of the University.

LINDSAY cited her state representative as saying that Oregon would receive around \$4 billion from the recently passed COVID relief bill, designed to assist state and local governments, to keep people employed, and to get unemployed persons cared for and back to work. We are on the cusp of a recovery as millions are being vaccinated, states reopen, and travel goes from impossible to probable. Why, she asked, would PSU now compromise one of its key assets, a unit with a nearly 100% student of color population? It does not make sense, LINDSAY argued, for them to join the unemployment lines as PSU prepares to receive millions in federal aid and as we gear up for the enrollment initiative "Open for fall, open for all." She suggested that many of these incoming freshmen and transfer students will be multilingual and will benefit from support services that IELP can provide with their faculty's expertise.

LINDSAY continued: respectfully, there is no certainty, as has been heavily suggested, that international enrollment won't increase until 2025. Change can happen quickly with positive international relations and a contained virus. Our students want to be here; many of them came and stayed during the pandemic, despite the heavy restrictions and an empty campus. On the one-year anniversary of COVID, LINDSAY concluded, IELP

stands ready assist PSU students and to welcome the return of international students who we know are out there, who want to come here, and who will enrich our community.

HOLT observed that this presentation and that by the administration differ as to whether or not international enrollments will get better over the next three to five years. He asked why, specifically, they think the administration is wrong to say that enrollments will not improve? TUASON: all of them have heard from current students, as well as prospective students, who are in their home countries waiting for the green light to return to on-campus instruction at PSU. While we are in remote learning, there are those who are eager to come back and disappointed that they aren't already. She heard this on a weekly if not daily basis from students.

LINDSAY thought that people underestimated what a dampening effect the former administration had on international relations. It may be, as JEFFORDS said, that students ended up going to Canada or Great Britain during the years when it was difficult to come here, but that did not mean it was their first choice. It is speculation, LINDSAY said, that friends and family will all follow them there. Many students she'd known come from a generational affinity towards PSU, for example through the Middle East Studies Program started decades ago, and still have a positive view of Portland. With the change in administration and the virus contained, she firmly believed, they will return.

Brett BOLSTAD related, as an example, that in a class this term with eleven students, eight were here in Portland and four came during the term. The three remaining in their countries are being vaccinated so they can also come to Portland. So there are students who want to come and are coming, despite the pandemic.

GAMBURD, observing a queue of questions, again proposed that questions could be submitted to her, or also submitted in the online comments forms.

AJIBADE: if PSU's goal is to increase enrollment through "Open for fall, open for all," will reducing this program help meet that goal? She remembered that, when she was an international student in Canada, the president took it as personal goal to expand the international focus of the university, and the number of international students grew. When she arrived at PSU, she found the number of international students to be quite low, which she found surprising as we celebrate how diverse PSU is compared to other Oregon universities. If we reduce IELP, how would we meet the goal of expanding enrollment internationally? LINDSAY: her answer would be, she doesn't know who would do this work. They are certainly concerned, but did not believe it would be a five- or six-year turnaround process, from everything she had heard. If the virus is contained, she thought that people would go out like the 1920s, and that the same would take place in travel and international education. TUASON noted that in the Writing Center the multilingual specialist position no longer exists.

WITCZAK noted that there are two types of international recruitment: Enrollment Management does undergraduate recruitment for the entire university, and the Graduate School does some of their own; IELP recruits for IELP students.

GAMBURD, observing the queue, again proposed that questions could be submitted to be answered later [see **Appendix G.2.c**], or submitted in the online comment forms.

3. Report from AHC-APRCA

GÓMEZ referred senators to the [webpage of the APRCA committee](#), which includes discussion of history, principles and priorities, procedures, processes, and metrics, and links to two feedback forms: one for [Faculty Senate](#) and one from the [President's Office](#). On the President's Article 22 page you can also access materials related to the process. She encouraged senators to visit the website. The link for the President's feedback form goes directly to President PERCY. Faculty Senate has a separate feedback form. Responses are collected anonymously (unless you choose to provide your name), and will be synthesized by AHC-APRCA members in a report to Faculty Senate. She reminded senators that the thirty-day comment period starts following this Faculty Senate meeting. After that period, the President will propose a preliminary plan, and then another comment period begins.

GAMBURD again stated that additional questions could be submitted to her by email, and that any such questions and responses would be included in the Minutes [see **Appendices G.1.c** and **G.2.c**]. Feedback to the President, as provided in Article 22, goes exclusively to him. Faculty Senate is also interested in hearing from the community, and we will provide feedback to the President ourselves through AHC-APRCA and Steering Committee, summarizing the material we receive in the anonymous feedback form.

H. ADJOURNMENT

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

Article 22

Presentation

Intensive English Language Program
March 15, 2021

INTRODUCTION

President Percy

INTRODUCTION ***President Percy***

TODAY'S PRESENTATION

- Article 22 Process
- University Budget Context
- OAA Budget Context
- IELP Program
- Next Steps

ARTICLE 22 PROCESS

Cindy Starke

WHY ARE WE GOING THROUGH THIS PROCESS?

When budgetary challenges dictate a need to make programmatic changes, we have a few options under the AAUP collective bargaining agreement. Most of those contract provisions outline the process for reducing specific categories of AAUP represented employees.

In contrast, Article 22 lays out a formal pathway for addressing significant budgetary issues that is:

- Broad-Based
- Procedurally Comprehensive
- Collaborative and Inclusive
- Encourages Transparency

ARTICLE 22 PROCESS

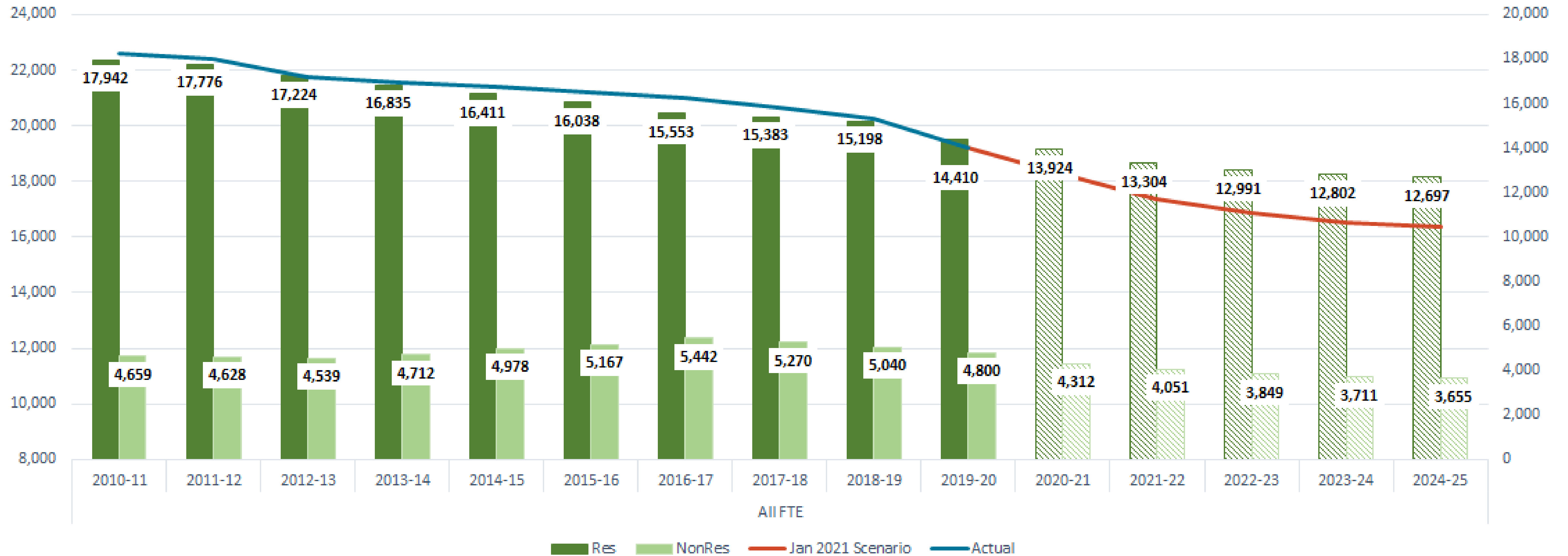
Cindy Starke

PROCEDURAL TIMELINE:

February 4	Formal notice was provided to AAUP and Faculty Senate
March 15	Faculty Senate Presentation and meeting with AAUP
March 16 – April 16	Submissions of comments
April 19 – May 2	Review and thoughtful consideration of comments and other materials provided; During this time period, the president will decide whether to move forward and declare the existence of a condition requiring departmental reduction in IELP.
	<i>If the decision is to proceed, then the following dates apply:</i>
No later than May 3	University will release a provisional plan to implement department reduction, including proposed positions eliminated
May 4 – June 4	Time to receive and consider comments on the provisional plan
No later than June 14	Release of final implementation plan

February 22, 2021
Enrollment Forecast

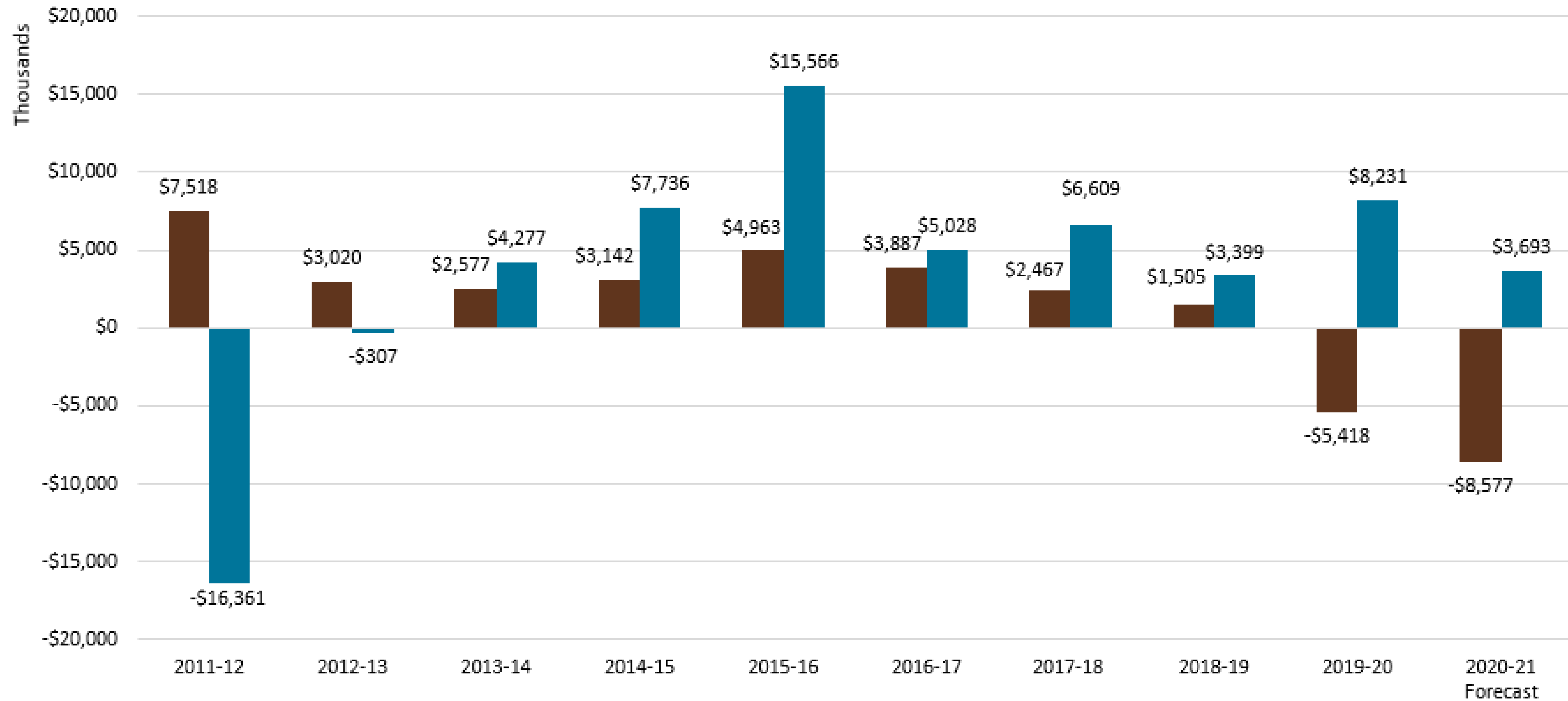
Five-year Enrollment Forecast (January update)



Net tuition is decreasing



Changes in primary sources of General Fund

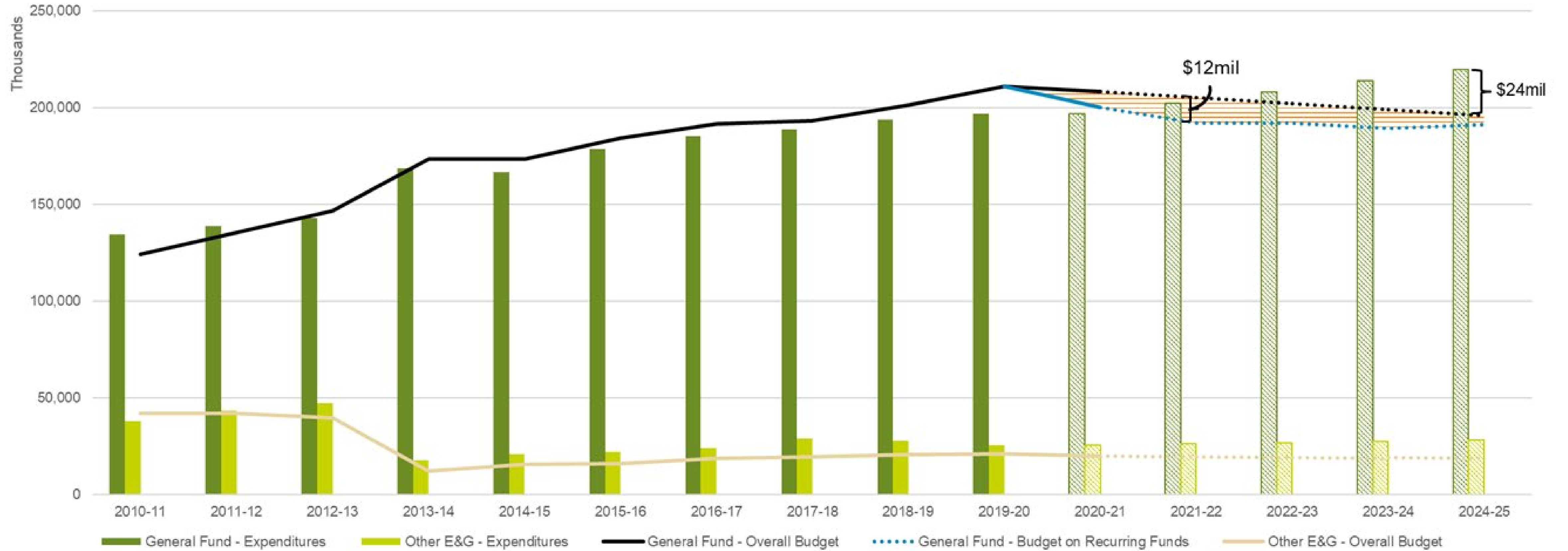


FY 2021-22 Deficit Spending Matrix and preliminary guidance from Board of Trustees

Approximate Budget Change	Approximate Undergraduate Resident Tuition Increase			
	0%	2.5%	3.9%	4.9%
-3% (~\$19M reduction from CSL)	\$14 to \$16 million	\$12 to \$14 million	\$10 to \$12 million	\$9 to \$11 million
-1.5% (~\$13M reduction from CSL)	\$19 to \$21 million	\$16 to \$18 million	\$15 to \$17 million	\$14 to \$16 million
Flat (~\$9M reduction from CSL)	\$24 to \$26 million	\$21 to \$23 million	\$20 to \$22 million	\$19 to \$21 million
1.5% (~\$5M reduction from CSL)	\$28 to \$30 million	\$26 to \$28 million	\$24 to \$26 million	\$23 to \$25 million
3% (CSL)	\$33 to \$35 million	\$30 to \$32 million	\$29 to \$31 million	\$28 to \$30 million

Even with significant reductions, a combination of tuition increases and deficit spending (use of reserves) will be required for the FY 2021-22 General Fund budget.

Five-year E&G Budget Forecast Academic Affairs



What does this mean for OAA?

- ***Strategic Use of Bridge Funds (i.e. Management Reserves)***
 - ***Estimated at about \$12 Million from OAA for FY22***
- ***Division level reduction of 1.5%***
 - ***About \$3.2 Million reduction from COVID Adjusted Budget***
- ***Multi-year approach***
 - ***Need to eliminate bridge funds spending--annual 1.5% reduction for 4 years***

REMARKS
Provost Jeffords

IELP's Transition Timeline

- **March 2020**, Faculty Senate approved the merger of IELP into OIA
- **June 2020**, OIA and IELP embarked on a year-long transition plan of merging the two units together. The Transition Team (TT) was created
- **Summer 2020**, preparation and planning of the TT members to begin the process in September 2020 when faculty returned to contracts
- **October - November**, discussions about possible necessity for retrenchment of the IELP begin
- **Late January 2021**, President Percy accepts Provost's recommendation to begin the retrenchment process. Official notice to AAUP and Faculty Senate in early February.
- **Current**, the work of the TT continues with modifications to incorporate retrenchment discussions as appropriate.

IELP: Core Functions

Provides programming for PSU admitted and IELP admitted students

- Run PSU's Pathway program for undergraduate students
- Work with graduate departments to support academic communication needs of graduate students (prospective and current)
- Engage students with the campus and Portland Community
- Wraparound services to support students' academic, cultural and personal adjustment
- Collaborate with other campus units to support multilingual students

IELP Program Areas			
Outreach and Admissions	Operations	Academics	Student Services
<ul style="list-style-type: none"> • Outreach and recruitment • Partnership development • Marketing • Admissions • I-20 processing • Pre-arrival communication 	<ul style="list-style-type: none"> • Registration and enrollment • Data management • Facilities and Supplies • Personnel management • Program finances 	<ul style="list-style-type: none"> • Curriculum • Instruction • Assessment • Learning Center 	<ul style="list-style-type: none"> • Academic advising • Socio, cultural & recreational engagement • New student services

IELP: Collaborations

Examples of Campus Collaborations

- MCECS
 - Collaboration on China initiatives
- University Studies
 - Designed and delivered academic communication course linked to FRINQ & SINQ for multilingual students. 276 students enrolled 2015 – 2020
- CUPA
 - English language courses for the Seoul Metropolitan Government Program AY17 to AY21
- Social Work
 - Programming to support visiting scholars
- COE
 - Collaboration on grant proposal for the Saudi Arabian Khrabrat Program, Building Leadership for Change through School Immersion
 - Submitted March 2020 (no grants awarded due to COVID)

Professional Affiliations

Commission on English Language Accreditation

- 10 year accreditation December 2018

UCIEP (university and college intensive English programs)

- National consortium of university based intensive English programs dedicated to advancing quality instruction and professional standards
- requires self-study and site visit

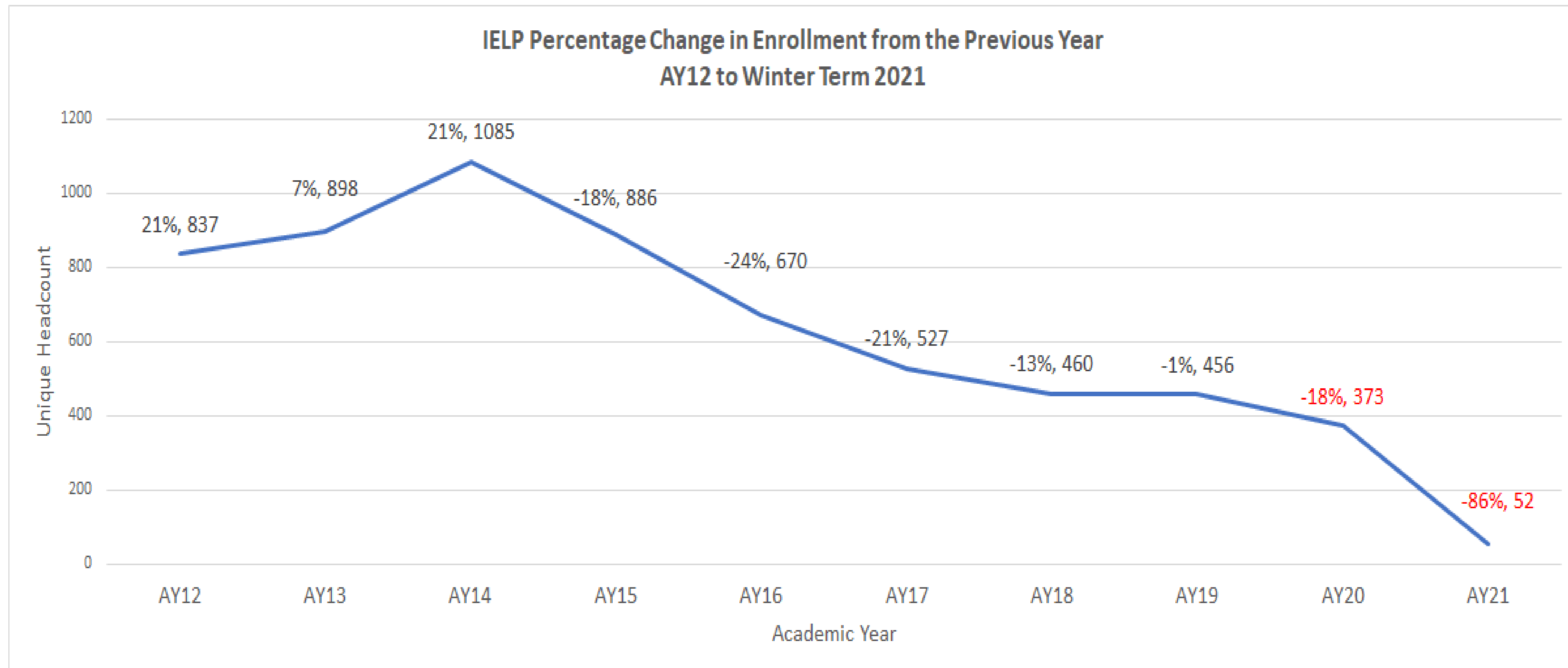
IELP History

Program Oversight and Budget Model					
2012 – 2013	2014	2015 – 2017	2018	2019	2020 - present
CLAS Dean Beatty Dept Applied Linguistics	VP Intl Affairs Kevin Reynolds	VP Intl Affairs Dean Graduate School Margaret Everett	VP Intl Affairs Acting Provost Margaret Everett	Provost Susan Jeffords Executive Director Ron Witczak	Executive Director Ron Witczak
Self-support	E&G - IPEB				

IELP: Enrollment Trend: AY 2012 - AY 2020

Student Numbers - unique headcount

* Includes spring 2020 and Winter term 2021 COVID impact / change to remote instruction



Data Source: Julie Haun, Director, Intensive English Language Program

National IEP's Enrollment Trends

IEP Enrollment Trends



Nationally, intensive English program (IEP) enrollment fluctuates more than international student enrollment as a whole. Domestic and international economic, immigration, political and societal factors all impact the flow of international students.

IELP Enrollment by Student Type

IELP admitted

- Students apply directly to the IELP which has its own application and admissions process.
- Reasons why students apply to the IELP rather than PSU
 - Not intending to earn a university degree
 - Faster application process
 - Intending to build fluency and then apply to a university
 - Government scholarship requirements

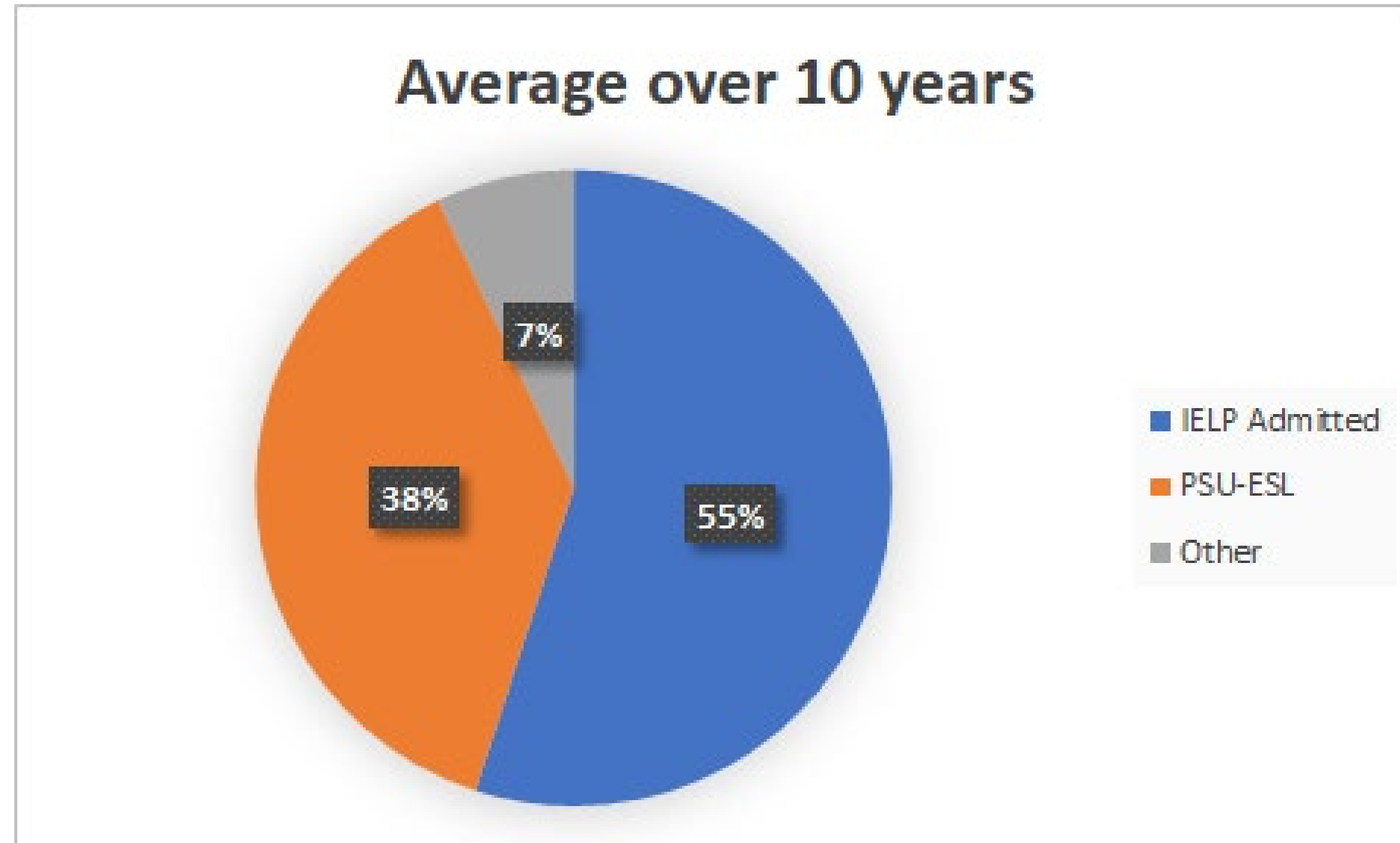
PSU admitted (PSU-ESL)

- Primarily undergraduate students who want to earn a degree at Portland State but have not yet met PSU's English proficiency requirement.
- These students apply directly to PSU and are admitted into the PSU language pathway program (run by the IELP).

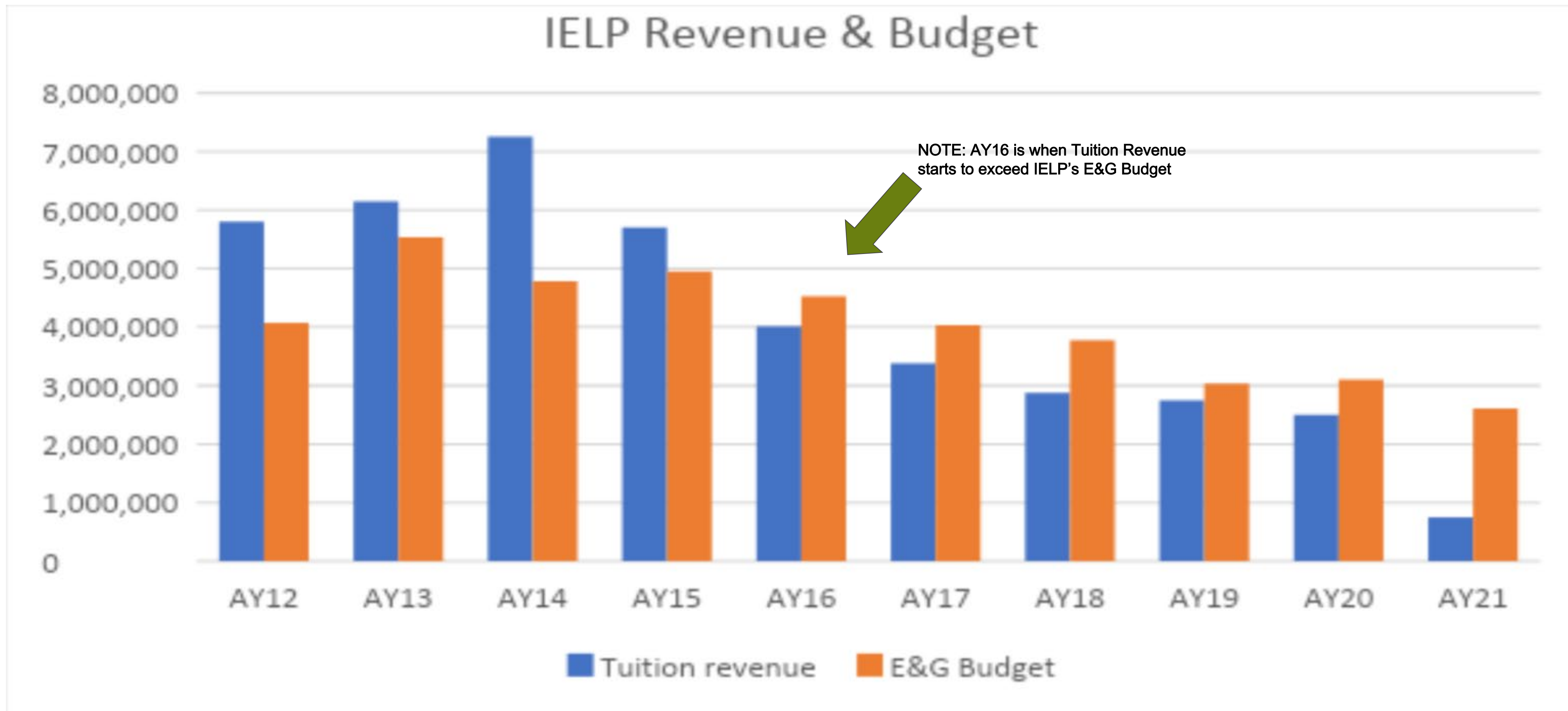
Other

- PSU non-degree seeking students,
- Portland Center students,
- PSU students not required to take IELP classes, but seeking academic communication support

IELP Enrollment by Student Type in Credit Programs



IELP Revenue & Budget



Data Source: Julie Haun, Director, Intensive English Language Program

IELP Current Staffing Overview

21 NTTF (83% of budget expenditures)

Program Administration (17% of budget expenditures):

- 3 Administrators**
- 1 Academic professional (.9 FTE)**
- 2 Classified staff**

General Consensus that Int'l Enrollments will take 3-5 years to Build Back to least Pre-pandemic Numbers

<https://www.voanews.com/student-union/international-student-enrollment-us-takes-hit>

<https://thepienews.com/news/five-year-recovery-period-predicted-for-global-student-mobility/>

<https://www.timeshighereducation.com/news/pandemic-redistribute-international-student-flows-report>

<https://www.universityworldnews.com/post.php?story=20200326180104407>

<https://www.universityworldnews.com/post.php?story=20201202134456579>

<https://www.chronicle.com/article/is-this-the-end-of-the-romance-between-chinese-students-and-u-s-colleges>

IELP: Quick Highlights

Non-Credit Programs

English Through Sustainability and Service Learning AY16 – AY21

- Increased enrollment 82% from AY16 (62 students) to AY20 (113)
- Received an Outstanding Flagship Program award at the 2019 Global RCE conference on Education for Sustainable Development

Graduate Writing Camp, 2019; 2021

Remote Intensive Communication 2020; 2021

Grant Programs

• \$1,175,079 total grant funding AY15 to AY20

Fulbright Pre-Academic Program - Summer 15 through summer 2019 (suspended due to COVID)

- Delivered to over 100 Fulbright scholars
- One of 15 university IEPs awarded the Department of State / Institute of International Education grant
- Programming provides academic and cultural adjustment support for new Fulbright Scholars who attend universities across the United States

• PDPI Program for Brazilian English language educators, 2018; 2019 (suspended due to COVID)

- One of 14 universities awarded the Brazilian Ministry of Education and IIE grant

IELP: RCAT History

	2016	2017	2018	2019	2020	Cumulative
Restricted differential tuition net of bad debt	\$4,206,219	\$3,395,344	\$2,845,877	\$2,723,883	\$2,471,072	
Other revenue	\$494,028	\$356,010	\$303,043	\$249,368	\$314,917	
Total	\$4,700,247	\$3,751,353	\$3,148,920	\$2,973,250	\$2,785,989	
Direct expenses	\$4,695,586	\$4,233,403	\$4,029,905	\$3,499,652	\$3,366,092	
Base net revenue	\$4,661	-\$482,049	-\$880,986	-\$526,401	-\$580,103	-\$2,464,878
Indirect expenses	\$964,026	\$861,337	\$786,894	\$715,989	\$755,800	
Net	-\$959,365	-\$1,343,386	-\$1,667,879	-\$1,242,390	-\$1,335,903	-\$6,548,924

NEXT STEPS ***President Percy***

FEEDBACK FORM

<https://www.pdx.edu/president/article-22-process-site>

Note from Secretary, March 2021: This document was part of the May 2020 Faculty Senate packet.

To: Faculty Senate Steering Committee

From: Education Policy Committee

Date: April 27, 2020

RE: IELP Transfer to OIA

The EPC reviewed the proposal for IELP to move to OIA and met with IELP faculty and leadership to address questions from committee members.

EPC members judged that the move to IELP counts as a minor change as it does not include significant changes to the programs, services, and staff. After discussion, EPC members present at our April 16, 2020 meeting voted unanimously to approve the move.

Note from Secretary, March 2021: This document was part of the May 2020 Faculty Senate packet.

Note from Secretary: Educational Policy Committee has approved the administrative move of the Intensive English Language Program to the Office of International Affairs, in accordance with the process for transfer of academic units (see Attachment E.8.b). Budget Committee has submitted the memo below containing their analysis of the move. Steering Committee accordingly offers this resolution for Senate's consideration:

In view of the administrative move of the Intensive English Language Program to the Office of International Affairs approved by the Educational Policy Committee, Faculty Senate calls on the IELP/OIA transition team to **provide timely information to both** the Faculty Senate and the Budget Committee about their determination of the details and changes to budgeting for IELP/OIA for FY2021 and beyond.

Memo

To: Faculty Senate Steering Committee

From: Faculty Senate Budget Committee
Steven Boyce (co-chair), Mitch Cruzan (co-chair), Tina Anctil, Candace Avalos, Michael Bowman, Eric Geschke, Sam Gioia, Brenda Glascott, David Hansen, Arthur Hendricks, ChiaYin Hsu, Martin Lafrenz, Janice Lee, Derek Tretheway, Melody Valdini, Stephen Walton, Bradley Wipfli

RE: Budgetary Impact of Merger of OIA and IELP

As representatives of the Faculty Senate Budget Committee, we are writing to express our perspectives on the budgetary impact of the proposed merger of OIA and IELP.

Due to anticipated budget strain caused by steady declines in enrollment, units within OAA have been tasked with forming budgets that reflect a reduction to the current service level (CSL). The outcomes of the process this year have led to significant proposed cuts to IELP and OIA for FY2021. These proposed cuts to IELP for FY21 are a result of the IPEB process, which is based on enrollment trends and the projected overall budget for OAA. The proposed reductions are not directly tied to the proposed merger of OIA and IELP.

The description from the latest memo to EPC (March 4) regarding the budget expectations of the merger during the transition includes the following:

"IELP will maintain their budget and continue the IPEB process through FY21. The OIA and IELP transition team may explore new approaches to the operational logistics of delivering some non-credit programming and other services that can benefit the work of IELP and OIA. OAA will determine any changes to how the IELP is incorporated into PSU's budget process."

Since the proposed merger has been determined by the EPC to be a minor change, the possible budgetary impacts of the merger were not reviewed by the FSBC. **However, FSBC is concerned that merger decisions with budget implications may still warrant oversight in the faculty governance process.** As IELP is a revenue-generating unit, we expect continued transparency and communication with FSBC regarding budgeting for IELP during and after the transition period. We also recommend that the OIA and IELP transition team **provide timely information to both** Faculty Senate and the Faculty Senate Budget Committee in their determination of details and changes to budgeting for IELP/OIA for FY2021 and beyond.

Note from Secretary, March 2021: As background to the above memos from May 2020: this proposal, as indicated, was presented to EPC in April 2020.

Faculty Senate Proposal IELP Transfer to OIA

Date: April 15, 2020

Prepared by: IELP Task Force
(Julie Haun, Brett Bolstad, Michele Miller, Errin Beck and Eowyn Ferey)

Submitted to: Faculty Senate Educational Policies Committee

IELP vote: Vote completed April 15, 2020
28/31 approve, 0 abstain, 0 don't approve

Objectives

The IELP and OIA share a focus of supporting international education at Portland State. There are natural synergies between the work of the two units that can be amplified by moving the IELP into OIA and forming a more intentional and collaborative joint unit in support of international education at PSU. This includes collaborating on outreach efforts to bring students to campus, delivering impactful educational programming and supporting student success efforts for students while they are here.

Specifically, there are three key objectives of the proposed move.

Objective 1

Conduct more effective outreach that identifies partners and international programming opportunities for Portland State

Both OIA and IELP must stay abreast of opportunities to provide programming for international learners. This includes, but is not limited to, seeking international partners (educational, government, industry and non-profit) who are interested in working with Portland State to provide educational training for their constituents. Currently, OIA and IELP conduct much of this outreach independently. By joining forces, OIA and IELP will be better positioned to identify and leverage international opportunities to bring students to campus.

Objective 2

Create an international education and training hub on campus that increases PSU's capacity to design and deliver programming for international learners

The demand for international education is changing. Global competition for international students has increased significantly. In addition, international learners are seeking a broader range of educational opportunities. This includes program options for degree, certificate and non-degree seeking students (both credit and non-credit). The IELP brings a wealth of expertise in providing student centered

educational programming for both degree seeking and non-degree seeking students. Centering this expertise in OIA, along with the expertise and experience of International Special Programs and the Portland Center, creates a powerful and potent resource for PSU to provide programming for a broad range of international learners either through programming delivered by OIA or in collaboration with the Schools and Colleges.

Objective 3

Increase capacity and innovation of student success efforts for degree seeking international undergraduate and graduate students

The IELP and International Student and Scholar Services (ISSS) play complementary roles in supporting student success at Portland State. The IELP designed and delivers PSU's pathway programming for international students (undergraduate and graduate) who do not meet PSU's minimum English language proficiency requirements. This programming includes developing students' academic English communication skills, introducing them to American university norms and expectations while connecting students to PSU resources. ISSS monitors student compliance with federal immigration requirements and engages with international students to support their progress towards degree completion. Working within a single unit presents an opportunity for the IELP and ISSS to create innovative programming that offers comprehensive support for degree seeking students.

Current Status

IELP Programs

Academic English Program (credit)

IELP's main program provides courses that help build oral and written communicative fluency in English. This program includes six – levels, beginning through advanced. Courses are available all four quarters and typically students enroll in two to four quarters. Full time students are enrolled in 18 credits per quarter. Levels 0 – 2 focus on general communicative skills. Levels 3 to 5 focus on university academic communication skills. Graduate written and oral communication skills courses are also available.

Enrollment averages between 180 and 225 students per term (fall, winter and spring) and 140 in the summer.

Students enroll in IELP courses for a variety of reasons.

% of total IELP enrollment	Admission Status	Goal
34%	Admitted to PSU	Undergraduate pathway student – working on Academic English skills before transitioning to degree courses
1%	Admitted to PSU	Graduate conditional admission – working on academic English skills before transitioning to degree courses
20%	Admitted to the IELP	Undergraduate Intent: Apply to and earn an undergraduate degree from PSU or elsewhere
19%	Admitted to the IELP	Graduate Intent: Apply to and earn a graduate degree in the United States (at PSU or elsewhere)
18%	Admitted to the IELP	Study Abroad: Become more fluent in English, have a cultural experience and then return to their country
8%	Admitted to IELP or PSU	Enrolled part-time in IELP courses for a variety of reasons.

Enrollment Breakdown by Country (top 10): Academic English Program

<i>Country</i>	AY 2018-2019 number	AY 2018-2019 percent
Saudi Arabia	141	31%
China	91	20%
Japan	84	18%
Kuwait	34	7%
South Korea	18	4%
Vietnam	18	4%
Oman	14	3%
Taiwan	14	3%
Thailand	6	1%
Brazil	4	1%
Other	32	7%
Grand Total	456	100%

Non-Credit Programs

The IELP delivers several non-credit programs each year

English Through Sustainability and Service Learning

The IELP offers a non-credit program, English Through Sustainability and Service Learning. This 3 and 4 week program is offered winter and summer quarters.

Enrollment for summer 2019 and winter 2020 combined was 113 students

Fulbright Pre-Academic Training

This program, sponsored by the Department of State, provides academic training and acculturation for Fulbright scholars in the summer before they begin their degree coursework at universities across the country.

Average enrollment is 35 scholars

PDPI – Brazilian English Teacher Training

This program is sponsored by the Brazilian government (CAPES) and facilitated by the Institute for International Education (IIE). It provides professional development for Brazilian English teachers (K-12) and builds oral communication fluency.

Average enrollment is 35 participants

Scholarly activity / grants

Grants (1.2 million in funding 2015 to 2019)
Fulbright Pre-Academic Training Program
Summer 2015 to present

PDPI Brazilian K-12 English educators CAPES / Institute for International Education
Winter 2018; summer 2019 & 2020

Existing collaborations of significance at local, state, national and/or international level

Partner universities who have sent students to participate in IELP programming (AY19 - AY20)

Wayo Women's University, Japan
Hosei University, Japan
Asia University, Japan
Nara Prefectural University, Japan
Osaka Gakuin University, Japan
Estacio University, Brazil
Kangwon National University, South Korea
Otsuma Women's University, Japan
Ean University, Colombia
Meisei University, Japan
Baika Women's University, Japan

Size of staff (faculty, staff and student workers)

21 NTTF

3 Academic Professionals

4 administrative staff
 2.5 classified staff
 20 student workers

Number of faculty (tenured, NTTF, adjunct) with median salary for each

21 NTTF (median salary \$61,978)
 4 adjunct faculty (median per credit wage \$1,062)

Budget allocated to the unit

FY20 budget - \$3,104,513

Space allocation

35 office spaces
 2 classrooms
 1 Learning Center space with a study room, computer lab and 3 small rooms for individual tutoring
 2 supply closets
 1 conference room
 1 resource room

Specialized accreditation

In 2019, the IELP was awarded a 10-year accreditation by the Commission on English Language Program Accreditation (CEA). CEA is the only ESL program accreditation recognized by the U.S. Department of Education and one of two recognized by the Department of Homeland Security.

Existing connections and collaborations with current and new academic home (past and present)

The IELP and OIA currently collaborate in the following ways:

- The IELP works with the Director of International Student and Scholar Services on compliance issues when designing or revising IELP programs
- The IELP and International Student Life collaborate on some joint student events.
- The IELP Placement Coordinator works with the Portland Center to place some Portland Center students into IELP classes.
- The IELP Director works with the Sponsored Student Program Administrator on identifying new sponsored partners (government & industry partners) and maintaining relationships with existing partners.
- The IELP advisors work with the Sponsored Student Program Administrator to provide required student reports to sponsoring agencies
- The IELP has collaborated with the Office of International Partnerships on responding to programming requests.

- The IELP has collaborated with International and Student Scholar Services to provide training for PSU frontline staff.
- The IELP and Institute of Asian Studies share a staff position
- The IELP Learning Center is available to Portland Center students and other international students.
- The IELP advising team works with ISSS on student crisis and CARE team cases

Rationale for Reorganization

The primary reason for proposing the IELP transfer to OIA is to intentionally situate the IELP within the existing structure of PSU in a thoughtful and sustainable way that increases both the IELP and OIA's capacity to provide and support international education programming at PSU.

Over the past 15 years, the IELP has been located in a variety of campus units and reported to a range of campus administrators. These shifts reflect the effort, typical of most universities and colleges, to identify an academic home and reporting structure that will most effectively position their intensive English program (IEP) to be successful and support the university's international education goals. In a 2020 survey of 53 university IEP directors, 37% responded that their IEP was housed in the university's international or global affairs division, 44% were housed in a school/college, 9.5% were in extension units and 9.5% were in "other".

In 2005, the IELP was moved from the School of Extended Studies to CLAS (Department of Applied Linguistics). In 2014, the IELP moved out of CLAS and reported directly to the Vice Provost for International Affairs as an independent academic unit. The intention of this move was to *centralize the IELP to better support international activities across campus*. As a part of that move, the IELP was integrated into the revenue and cost attribute tool (RCAT) as a separate and independent academic unit. In 2018, the Vice Provost for International Affairs departed and the position was dissolved due to budget cuts. Since then, the reporting structure for the IELP has alternated between the Provost and the Executive Director of International Affairs. The IELP Director has been reporting to the Executive Director of International Affairs since September 2019.

OIA has been the central unit for facilitating international education at PSU for 25 years. OIA hosts special programs for international learners and scholars visiting the U.S. and facilitates programming for PSU students studying overseas. It is the home of Education Abroad, International Student and Scholar Services, Middle East Studies Center, Institute for Asian Studies, Confucius Institute, International Special Programs, Portland Center, International Partnerships and Fulbright at PSU. The OIA Executive Director reports directly to the Provost and is part of OAA's Executive Team and Academic Leadership Team. In this role, the Executive Director has the ability to work more closely with the Deans on their internationalization efforts and to identify synergies and opportunities for OIA collaboration with the Schools and Colleges.

Moving the IELP to OIA **brings our complementary functions together, pooling resources and expertise towards the common goal of supporting international education** at PSU. The IELP is an academic unit that also has a number of student service functions that are unique to IEPs and integral to IELP's operations. These include, but are not limited to, directly recruiting and admitting students directly into IELP classes, registering students in Banner, and providing advising for students with low language proficiency who are undergoing significant cultural adjustment and do not have U.S.-based support systems in place. In addition to its academic programming and service functions, the IELP also offers non-credit programming. OIA is a service unit that also has a small credit program (Portland Center) and non-credit programming. There are potential synergies and opportunities for innovation by bringing these two units together.

During AY2021, a transition team will be formed that will include representatives from IELP and OIA. This transition team will consider opportunities for new organizational structures and systems within OIA that can better support international programming at PSU, particularly for non-credit programming. Some IELP and OIA staff and administrative positions may be revised to support a broader range of outreach, recruitment and non-credit program administration activities.

Aligning the work of OIA and IELP within a single unit will also improve our ability to **proactively address the significant flux of international education globally**. The demand for international education is rapidly changing, and the United States is experiencing a significant shift in the number and type of international learners coming to the U.S. to study. How the international education field is addressing this shift is a current focus of many professional organizations that the IELP is actively involved in¹. The IELP (and PSU) must be intentional in how we respond to this changing landscape to remain competitive and provide programming that meets the needs of future international learners. To successfully navigate this emerging environment, the IELP needs to be housed in a unit that has, at its core, an international mission that aligns with the work of the IELP.

In preparing this proposal, the IELP has taken several steps to inform and hear from faculty, staff and administrators. In fall 2019, a task force was formed that includes three faculty, the IELP Director and the Assistant Director of Student Services. The task force meets twice a month and has provided regular updates to the IELP. In January, Susan Jeffords and Ron Witzak joined an IELP faculty meeting for an hour long open dialogue about the proposed move to OIA. All members of the IELP were invited. The IELP had an opportunity to review and provide feedback on a first draft of the proposal (also submitted to the Educational Policies Committee). This will occur March 9, 2020.

1

- UCIEP, the consortium of University and College Intensive English Programs
- NAFSA, the Association of International Educators
- EnglishUSA, the American Association of Intensive English Language Programs
- TESOL, the Association of Teachers of Speakers of Other Languages

Impacts

Faculty and staffing levels associated with the IELP's academic English program will remain the same to ensure that coursework students are relying on is not disrupted and immigration requirements are met. The IELP will continue to operate in UCB Suite 400. OIA will continue to operate on the 6th floor of KMC. Four areas of anticipated impact are outlined below.

Impact 1

Better alignment of non-credit program administration (brings more learners to campus)

There is increased international demand for short term (1 term or less) non-credit programming. Non-credit programming represents an opportunity to bring more international learners to campus for programming that highlights PSU and Portland. Both International Special Programs (a unit within OIA) and IELP offer non-credit programming. By operating within the same unit, we can pool expertise and people to facilitate the unique administrative logistics of this kind of programming. This increases capacity not only for programs run within OIA but also for Schools and Colleges seeking administrative support to run their own non-credit programs.

Combining administration of OIA and IELP non-credit programming will require adequate transition planning time to establish systems, processes and potentially redesigned positions to support this work.

Impact 2

Unified approach to outreach, recruitment and communication (brings more learners to campus)

Current outreach and admissions positions within IELP will likely be redesigned to encompass the full range of OIA educational programming for international learners. We anticipate that a more unified approach to outreach and recruitment will make it easier for OIA and the IELP to create mutually beneficial pipelines that bring international learners to PSU. We anticipate that this improved capacity can also benefit PSU Schools and Colleges seeking to increase international learners in their programs.

We also anticipate that unified collaboration on outreach and recruitment among the IELP, ISP, Portland Center, Office of International Partnerships and International Student and Scholar Services will simplify and clarify communication for external partners.

Impact 3

Integrated monitoring and intervention for international degree seeking students from first term through graduation (undergraduate and graduate) to achieve greater student success and retention.

The IELP will continue to oversee Pathway programming for international undergraduates who do not meet PSU's language proficiency requirement as well as to work with graduate programs and the Graduate School to offer conditional admission programming options for international graduate students. As part of the same unit, IELP and ISSS will be better positioned to establish integrated processes for outreach to international students that extends from pre-arrival communication through

to graduation. The IELP and ISSS will also collaborate on providing support for PSU faculty working with international and multilingual students.

Impact 4

Improved approach to IELP integration into PSU budgeting process

The IELP is currently an independent academic unit and is incorporated into PSU's budget model as a revenue generator; however, it has several revenue supporting functions that are not a traditional part of revenue generating units (See Rationale). Transferring to OIA provides an opportunity to establish a more appropriate alignment with the budget model that recognizes IELP's hybrid role of revenue generator and revenue supporter.

Expectations

1. The IELP will continue to serve as an academic unit that provides English language programming, academic preparation and other educational programming for international students at Portland State. Oversight of the IELP will be conducted by the IELP Director who will report to the Executive Director of the Office of International Affairs.
2. The IELP will develop and maintain department bylaws and P&T guidelines (including the process for review after achieving the highest NTTF rank). Governance and decision-making processes will adhere to these documents.
3. The IELP faculty promotional process will involve the departmental P&T committee, the IELP Director, as chair equivalent, and the Vice Provost for Academic Personnel as dean equivalent.
4. The IELP departmental bylaws approval process will include the IELP faculty, the IELP Director and *the Vice Provost for Academic Personnel*.
5. The IELP faculty and administrators, through shared governance structures, will continue to manage all aspects of IELP academic programming including, but not limited to, instruction, curriculum, assessment, advising, student engagement activities and placement processes. Unless otherwise determined by the University Curriculum Committee, the Educational Policies Committee, or the Faculty Senate, the IELP academic preparation courses will continue to be offered for academic credit, the IELP will retain the right to participate in the University Curriculum Committee's review procedure for its academic preparation curriculum, and the IELP will have a representative on the University Writing Committee.
6. A new and transparent course prefix will be established for IELP credit courses. This will include establishing a system for reviewing IELP course and curricular changes that includes the IELP Curriculum Committee, the IELP Director and a designated academic entity at the dean level. This will be managed through a separate proposal process.

7. The IELP will maintain academic oversight of the non-credit English Through Sustainability and Service Learning program. This will include oversight of curriculum, assessment, placement, instruction and partnerships with Portland community partners. The IELP will maintain a role in enrollment related outreach associated with the program.
8. The IELP faculty and staff will retain bargaining status of their respective unions, currently, AAUP, AFT and SEIU, and the collective bargaining agreements and applicable work rules of each respective union shall continue to apply.
9. IELP faculty, administrators and staff will continue to work with campus entities, such as University Studies, Advising, Schools and College and Student Life, to support educational programming and student success efforts.
10. The IELP will continue efforts to support domestic multilingual students.
11. OIA recognizes the importance of IELP maintaining nationally recognized program accreditation through the Commission on English Language Program Accreditation (CEA) and supports IELP's efforts to adhere to accreditation requirements as they pertain to faculty, academic programming, student services, administrative and fiscal management and other reporting requirements.
12. A transition team comprised of OIA and IELP representatives will provide recommendations for any changes (structural or otherwise) to enhance overall programming capacity.

Agreement

Ron Witczak working on this.

Timing

If approved, July 1 start, with up to a year of the transition team working on a smooth transition.

Budget

IELP will maintain their budget and continue the IPEB process through FY21. The OIA and IELP transition team may explore new approaches to the operational logistics of delivering some non-credit programming and other services that can benefit the work of IELP and OIA. OAA, in consultation with OIA and the IELP, will determine any changes to how the IELP is incorporated into PSU's budget process.

Note from Secretary: per the Presiding Officer's suggestion during the meeting (see Minutes, p. 70) the following question was submitted to the PO during the meeting and answered subsequently.

Question:

Which metrics are being used to assess forecast accuracy?

Are any of the following metrics available for the enrollment, revenue, and expense forecasts or projections? If so, please share the results.

- Mean Absolute Scaled Error (MASE),
- Symmetric Mean Absolute Percentage Error (SMAPE),
- Mean Absolute Error (MAE), and
- Root Mean Square Error (RMSE).

Answer:

We do not have the metrics on enrollment, revenue or expenditure forecasts.

The Intensive English Language Program

A Presentation of the NTTFaculty to Faculty Senate

March 15, 2021



Presenters:

Susan Lindsay, Gwen Heller Tuason, Errin Beck, Brett Bolstad

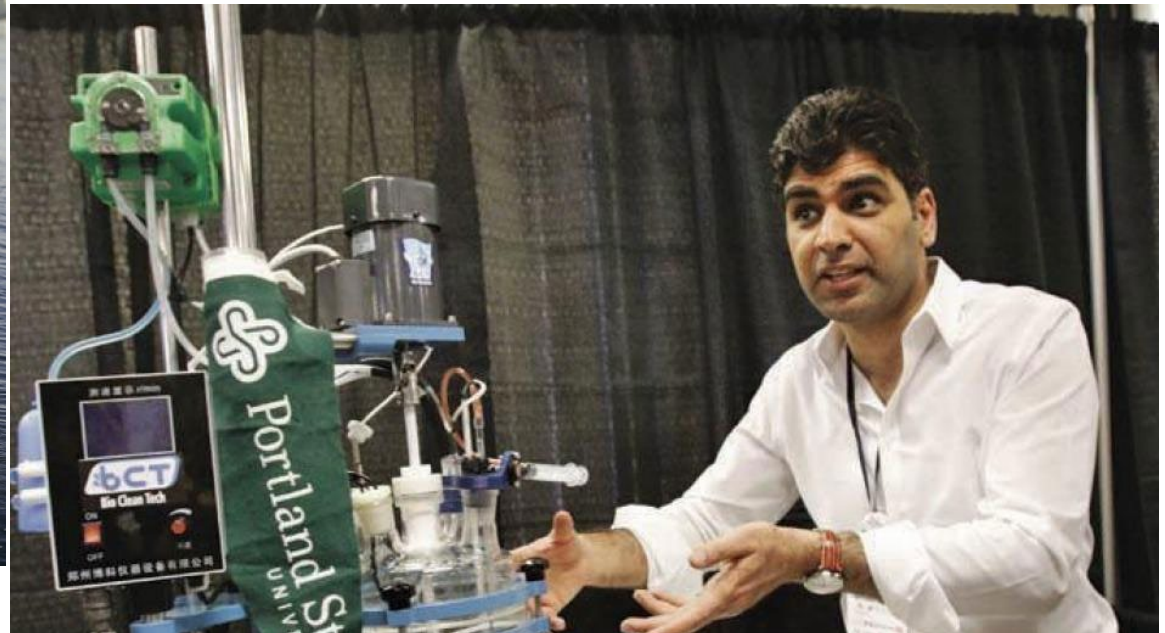


Portland State
Intensive English
Language Program

Introduction

“Our program reductions have to be more than numerical...we are values driven and President Percy has made racial equity and justice the core priority for his presidency.”

Provost Susan Jeffords, Academic Affairs Town Hall 3/9/21



From [University Communications](#): Bashar Al Daomi, PhD Candidate and former IELP student

The Role of IELP at PSU

- Our community



IELP Peer Mentors



Fariborz Maseeh, PSU donor
and former IELP student

The Role of IELP at PSU

- Students First Initiative
- IELP Pathway Program = Pipeline
- Hybrid classes



In these photos: [Ahmed Bohliqa](#), IELP alumnus, and [Makoto Ohara](#), current IELP student and PSU tennis team member

The Role of IELP at PSU

- Campus collaborations and partnerships
- Diversity



Former IELP students on PSU's Office of Global Diversity and Inclusion website

IELP's Current Situation

- Ongoing merger with Office of International Affairs
- Staff reductions (2016-2021)
- Diversification of programming
- Curricular review and redesign



[Source: PSU news website](#), former IELP students



[Source: PSU's website for international scholarships](#)



In this photo: members of the 2019 cohort of Fulbright Scholars including Stanley Kouassi, self-proclaimed future president of Cote d'Ivoire

Contact us

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- Errin Beck - errink@pdx.edu
- Brett Bolstad - brettb@pdx.edu

See our Self-Appraisal Report for details

<https://drive.google.com/file/d/14nSR3JSW9UzS9vqvE0EnA4xB82BL1XDL/view?usp=sharing>

To: Special Meeting of Faculty Senate, Senators and Ex-Officio Members
From: Intensive English Language Program (IELP), NTTFaculty Members

Date: March 15, 2021

Subject: IELP NTTF self-appraisal report for the special meeting on Monday, March 15, 2021, pursuant to Article 22 of the [PSU-AAUP Collective Bargaining Agreement](#), in regard to potential program reductions in the IELP.

The IELP teaching and academic professional faculty would like to thank the Faculty Senate for this opportunity to provide a more complete understanding of our program's position as we enter into retrenchment proceedings for Article 22. As stakeholders, we appreciate the transparency this process affords. Therefore, we offer this report as a supplement to our presentation to the Faculty Senate regarding reductions to our program.

The PSU administration's rationale for reducing our program relies mainly on the decline in enrollment our program has experienced over the past several years. While we do not dispute the current decline in our student numbers, it is our position that in order to accurately assess our program's value to PSU, a broader context is needed.

Introduction

For context, we would like to start by referring to President Percy's comments regarding the need for multicultural competency at the Faculty Senate meeting on January 4, 2021 as well as the following words from his online greeting on the first day of winter term:

Portland State University is synonymous with our Portland community. As PSU will be changed by the past year, so too will Portland. We must ask ourselves: How can our research, our programs, our students, our alumni and our campus be part of a different, better, more just community?

The IELP serves as a campus leader in intercultural communication, multicultural competency, curricular innovation, and equitable student support services. Our program has risen to meet the special needs of international students at PSU in these challenging times, and we are already moving forward with innovative programming to serve our 21st century learners. We will continue to envision new ways to serve the ever-fluctuating international student market and to add to PSU's portfolio of offerings for multilingual, multicultural domestic and international students. Especially for these students, who are often students of color, maintaining the health of the IELP is a vital mechanism in reaching the President's goal of a "different, better, and more just" community.

The IELP has a seasoned continuous-appointment faculty, an accredited program with diverse offerings, and renowned student services. Through our credit-bearing programming, we provide

academic pathways for ESL-restricted international students by providing transitional support into degree-seeking programs. Our non-credit programming supports a variety of study-abroad experiences that bring international students to campus, further enhancing PSU's global reputation. Our hybridized educational and student support unit is not typical at the university because we deliver both instruction and services. Additionally, we work in different dimensions with campus partners at PSU to support international scholarship. Our program model emerged as we have sought to address the needs of ESL-restricted international students at PSU, while at the same time seeking our permanent home within the university. Unfortunately, our current budget model as a solely academic unit does not account for all that we do in-house or accurately reflect the impact of our partnership work within the larger university.

Dependence of University on the IELP

As Article 22 requires the president to consider matters such as the dependence of other departments on the department proposed for reduction, we would like to illustrate the ways in which the IELP is indispensable to the university. IELP students represent a global community and are integral to PSU's diversity, equity, and inclusion goals. IELP faculty teach in multiple departments and participate in multiple levels of shared governance. Our independently accredited program facilitates the admission of undergraduate and graduate international students and plays a vital role in the education and support of international and domestic multilingual students across campus.

IELP Graduate and Undergraduate Pathways Program

The IELP functions as PSU's only pipeline for international students who have not met English proficiency requirements. The university depends on the IELP to prepare students for matriculation into their primary path of study. All international students who intend to earn an undergraduate or graduate degree at PSU and who have not earned the required scores on an English language proficiency test are required to participate in the Pathways Program. Completion of the Pathways Program satisfies PSU's English language proficiency requirement. Our Pathways Program promotes and supports student academic success during the transition from the IELP to degree study at PSU.

Between 2014 and 2018, 39% of all international students who earned a bachelor's degree had enrollment in IELP courses. Even during the COVID pandemic that necessitated a return to their home countries for many of our students, the IELP Pathway pipeline has continued to flow. In the period from March 2020 to June 2021, we will have transitioned 66 undergraduate pathway students to their degree program. Between spring 2020 and winter 2021, 49 students completed the IELP Pathway Program, and 48 of those are continuing on to PSU. Another 18 are scheduled to complete the program this term. A single year of non-resident tuition/fee revenue generated by these 66 students equals \$1,969,242.

The IELP also collaborates with the Graduate School and individual departments to facilitate the admission of students who have not met or have expired language proficiency requirements.

We do the following:

- allow students to take our remote placement test to supplement expired scores;
- place students into graduate-specific courses depending on the lower bands of their language proficiency tests--most commonly grad reading (LING 454) or grad writing (LING 453) or the writing workshop for multilingual grad students (LING 457);
- teach workshops hosted by the graduate school and the PSU library.

Maseeh College of Engineering and Computer Science (MCECS)

For the past 10 years the IELP has collaborated with PSU's Maseeh College of Engineering and Computer Science on international student enrollment. We have been instrumental in the Intel Vietnam Scholars Program and partnerships with Changchun University of Technology and Jilin Jianshu University in China. Since 2015, we have helped CCUT and JLJU undergraduate students transfer to PSU, even during online learning.

The IELP is currently assisting MCECS with a new initiative with Nanjing University of Posts and Telecommunications in China by working on curricular and instructional support for non-STEM coursework.

University Studies (UNST)

In 2015, the IELP began working in partnership with UNST to provide the Multilingual FRINQ-SINQ Lab. The Lab is a 2-credit bridge course which supports a variety of multilingual international and domestic students who are enrolled in FRINQ or SINQ classes. IELP NTTF facilitate multilingual learners in this bridge course to develop skills and strategies for successful completion of university coursework. IELP faculty also participate in the training of UNST mentors and provide professional development workshops for UNST faculty. One such recent workshop was titled *Questioning Assumptions about Multilingual Writers*. Although the lab is not currently running due to COVID, the IELP fully expects more partnership opportunities with UNST and other campus entities such as the Learning and Writing centers to grow as PSU strives to provide a more seamless and equitable network of support for L2 students in the post-pandemic return to classes.

Department of Applied Linguistics (LING)

As a related department and one we were previously housed under, IELP faculty have a long history of working closely with Applied Linguistics faculty, programming, and language educators-in-training.

In partnership with LING, IELP faculty regularly:

- supervise and deliver LING 409/509 Language Teaching Practicum, a credit bearing program including community partnerships that brings language instruction to local underserved multilingual immigrant and refugee communities;

- mentor LING undergraduate and graduate educators-in-training through language course observations and student-teaching opportunities;
- serve on MATESOL culminating project/thesis committees;
- present as guest lecturers in undergraduate and graduate LING courses on a variety of language teaching and assessment topics;
- team with LING faculty on published research.

Hybrid Courses for New Matriculated International Students

In rapid response to federal restrictions on exclusively remote programming for international student visa holders, the IELP has stepped in and provided essential hybrid-courses during the Covid-19 pandemic, allowing students to continue their studies here in the US. These are the current hybrid-courses we are offering: IELP-admitted students (LING 199), PSU UG students (LING 172, in coordination with OISSS), and PSU GR students (LING 199 and LING 457). International students now meet the immigration requirement to enter or stay in the U.S because of our course offerings. A total of 84 PSU students have registered for these classes.

Diversity, Equity, and Inclusion (DEI)

PSU depends on the IELP to support multilingual international students in a culturally responsive educational setting that fosters a critically informed and responsible learning community. In this way, our program contributes to the university's mission of educating a 'diverse community of lifelong learners.' IELP students complement the diversity of domestic PSU students with their unique linguistic, cultural, political, and religious perspectives.

Recently, IELP faculty and staff have developed an implementation plan for the *PSU Intercultural Partnership Program*, a university-wide matching program that recruits and matches students in a cohort setting to participate in cultural, personal, and social exchange. This program was designed to meet the present-day needs of our campus and our students and is a direct response to PSU's current goals around student success and a more inclusive campus. It demonstrates investment in every student's experience, provides programmatic infrastructure that supports intercultural fluency, and can be leveraged for recruitment of international students to our campus.

We see multilingual support at PSU as fundamentally an equity issue. We are unaware of dedicated support networks for multilingual PSU students outside of the services offered by the IELP. For example, the multilingual specialist position in the PSU Writing Center was eliminated. Writing Center consultants no longer receive IELP training to support multilingual students. In order to equitably support the entire student body, more funding is needed for services like this.

Student Success - PSU's Students First Initiative

The IELP strives to address the entire international student experience from initial point of contact to alumni engagement. We provide wraparound services for international students, including outreach/admissions; pre-arrival/orientation; advising; academic programming; academic support, and opportunities to engage with PSU and the Portland community. We provide first-term programming that supports students' initial campus experience and

contributes to student persistence, academic success, and sense of belonging. Additionally, our two-term academic pathway program promotes and supports student academic success during the transition from the IELP to degree study at PSU.

It is important to recognize that the IELP is budgeted as a revenue-generating unit. We do provide a full-slate of credit-bearing SCH-generating courses for our IELP and PSU admitted international learners. However, we also provide essential revenue-supporting student-success services such as those mentioned above that do not result in SCH. Our revenue-supporting activities are not accurately accounted for in the budget calculations used by the university to portray the fiscal health and value of our program. Our budget picture looks problematic to the outside eye because many of our faculty serve international students in roles or programs that support international efforts in other departments and campus-wide. A significant cut to the IELP undermines our capacity to continue to do this critical work.

Navigating International Student Enrollment Trends

International student enrollment is well-known for being variable based on global and local events. Other university academic departments seldom face the extreme highs and lows in student enrollment that IEPs do, and therefore these fluctuations can appear alarming. According to the *Open Doors* reports compiled by the Institute for International Education (IIE), IEP enrollment fluctuates even more than international student enrollment overall, which makes projections very challenging.

The university cites the decline in IELP enrollment as catastrophic for years to come, but significant fluctuations in enrollment are part of the nature of IEPs. In the past we have had multiple years with 20% increases in enrollment, and we worked creatively to accommodate the huge influx of international students to PSU. We are again weathering a market shift, which our program has done before, namely after 9-11. It is notable that in one of the “declining enrollment” years mentioned in our notice letter, AY 2018-2019, we began to see the data turn around with a less than 1% decline. In AY 2019-2020, we began trending up in Fall, with improved SCH prior to the start of the Covid-19 pandemic. It may be worth noting that the biggest group of students in our beginning pathway level when the pandemic hit had majors relating to Public Health, a field likely to experience immediate growth post Covid-19. Currently, despite Covid-19, we have new scholarship students coming in cohorts from KSA, Oman, and Kuwait.

PSU IELP vs Other Intensive English Programs (IEPs) Nationally

It is no secret that in the past five years university IEPs around the country have experienced wide-spread declining enrollments, a trend exacerbated by the Covid-19 pandemic. *English USA* has reported that 80 IEPs have been closed since 2017. The IELP is proud to report that while we have sustained declines, we have fared better than average IEPs in the US. In fact, in a recent survey of 73-member IEPs conducted by *University and College Intensive English*

Programs (UCIEP), the IELP was one of only four programs nationwide with more than 50 students.

The IELP recognizes the turbulent nature of the international student market and has taken significant steps to bolster itself by diversifying course offerings. One reason why we are faring better than others is our adaptability to flex with the market. We diversified our portfolio of student programming to address the ebb and flow of international student enrollment. We designed and implemented short-term programming and embraced non-degree inbound international programming as an institutional strategy. One such program has been the English Through Sustainability and Service Learning (ETSSL) program, an internationally recognized award-winning program which draws from multiple international partner-universities. ETSSL is one of the IELP's non-credit-bearing study abroad options that meets market demand for service-learning experiences. Learners interact with the Portland-area community, participate in student clubs, and enrich the multiculturalism and diversity of the PSU campus. This work has exponentially opened up opportunities to work with other university partners across the globe, which benefits the university's profile. Another example of our adaptive efforts to tap into emerging markets is the current Remote Intensive Communication Program for partner-university students from Hiroshima University and Hosei University in Japan. This is the second term that students are joining us remotely for this communication-focused short program.

Grant-based Specialized Programming

As a program that has weathered almost 60 years, the IELP understands that relying solely on a credit-bearing academic preparation program is not a viable strategy for the financial sustainability of an IEP. Efforts to diversify our programming have included grant-based short-term programs that bring recognition to PSU. Two of these programs are described below:

Fulbright Preparation Courses - Since 2015, the IELP has been one of six American universities chosen to host up to 30 international Fulbright scholars during summer term for a pre-academic English for graduate study program in collaboration with the US Department of State and the Institute of International Education (IIE). IELP faculty designed and led the courses and activities in the program to prepare international scholars for graduate study at US universities and colleges. PSU has been recognized as a leader in this type of programming thanks to the efforts of the IELP and we look forward to sponsoring these students again following the Covid-19 pandemic.

PDPI Program for Brazilian Teachers of English - The PDPI Brazilian Teacher Training Program was designed and developed by the IELP in partnership with IIE and CAPES, a Brazilian government ministry. To date, our PDPI program has brought more than 50 Brazilian in-service language teachers to PSU for two six-week intensive teacher-training sessions. A third session was scheduled but subsequently cancelled due to Covid-19. This also is work we intend to pick up once travel restrictions ease following the pandemic.

State of Development of the IELP

The IELP is a well-established department with long-standing leadership in international education at Portland State University. In order to continue to serve in a shifting landscape, the leadership, faculty, and staff of the IELP have been proactive in positioning ourselves appropriately within the governing structure of the university and in the international student market as a whole. In fact, we sought and earned a 10-year accreditation from the preeminent language education specific accreditor, *Commission on English Language Accreditation (CEA)*, in order to heighten our profile to student markets. This accreditation highlights the excellence of our program and is indicative of why students choose the IELP.

Ongoing Merger with the Office of International Affairs (OIA)

With the goal of adopting a strategic and comprehensive approach to supporting international education and internationalization at PSU, the IELP petitioned in spring of 2020 to merge with OIA. This merger draws on the expertise of both units in order to increase international enrollment capacity at PSU. The merger addresses concerns regarding the challenges of operating the IELP as a standalone revenue generating unit and its anomalous status in PSU's budget process. The goals of the merger are:

- increasing outreach to international partners who funnel students to PSU;
- increasing PSU's capacity to design and deliver programming for international and domestic multilingual/multicultural learners within the whole of PSU;
- increasing capacity and innovation of student success efforts for international degree seeking students;
- building long-term fiscal stability and sustainability.

Currently, representatives from the units within OIA are working on structural redesigns that include:

- rethinking student services within the broader umbrella of ISP, PC, IELP and PSU degree-seeking students to increase efficiency in support services;
- redesigning OIA/IELP educational programming into a single unit to better position PSU within the changing international market;
- establishing an OIA outreach team to improve student pipelines to PSU.

This ongoing merger offers long-awaited opportunities to bring cohesion and focus to all international programming on PSU's campus, as well as to reconcile the budgeting discord that results from the IELP being an academic unit with wrap-around services. We are just getting started with that work. To significantly reduce the IELP now through Article 22 undermines the merger process and the current work that OIA, the IELP and Enrollment Management are doing to improve PSU's capacity to bring international students to PSU and support their success throughout their PSU experience.

Recent reductions in faculty and staff

As part of an ongoing effort to combat shrinking budgets, austerity measures have been implemented in the IELP. Since 2016, the first year in which the program's tuition revenue generated fell below our E&G budget, 19 positions have been eliminated in the IELP. These positions include 13 NTTF reductions (9 contract terminations and 4 retirements/resignations not replaced). Additionally, 6 support staff and administration positions have been reduced (2 AP contract terminations, 2 classified staff contract terminations, 2 administrator resignations not replaced). Additional personnel cuts threaten to erode our expertise and jeopardize academic success work that could easily be adapted and utilized to support current university initiatives such as "Open for Fall Open for All."

IELP Program Review and Revision Project

In response to shifts we have been tracking in the IEP market, the IELP has engaged in a full curricular review and innovative revision. This program-wide process is expected to yield a slate of course offerings by Spring 2022. The revisions we are in the process of making will:

- maintain the quality and rigor of English language education in the IELP while continuing to diversify the types of learners we serve;
- increase flexibility for learners with credit load and course options;
- add attractive courses for learners with a broad range of educational and professional goals.

Notable features of the revision include:

- a streamlined Pathway program that is competitive with peer IEPs and fast-tracks a fluid admission process to PSU;
- addition of an "English Plus" track (a trendsetting content-based instruction model) that offers a high-interest language learning context attractive to university partners especially in Japan and Korea;
- an integrated skills approach to lower-level proficiency courses in line with global trends in international education.

The IELP looks forward to contributing its expertise to a diverse array of services in conjunction with our new colleagues in OIA, in order to create a robust menu of choices for a broader international student audience here at PSU.

Closing & Next Steps

With international student numbers poised to increase again in the near future, now is not the time to make further cuts that may impact a successful recovery or undermine current partnerships both on campus and abroad. We would like to be able to respond quickly when international students once again return to the US and specifically to PSU in higher numbers. We also would like the university to recognize that we have the tools to serve a diverse campus community beyond our intensive language classes. The IELP has supported the work of

internationalization for 56 of PSU's 75 years, and we are determined to demonstrate our adaptability and resiliency in serving multilingual learners at PSU for years to come.

It is with humility and appreciation that we respectfully submit our program status report to the Faculty Senate. The retrenchment process can at times be daunting, and we appreciate being allowed the opportunity to share a fuller picture of what is at stake for us and the future of PSU's international and domestic multilingual student populations as we face programmatic cuts. Finding a balance between budgets and benefits is more than a game of crunching numbers. It is, as President Percy said, about envisioning a different, better, more just environment for our community of learners.

IELP alumni comment on the transformative power of the IELP on their educational success:

"This is all a great beginning to start my program. I can't even imagine starting my academic life without having this beautiful adaption to American culture and life."

"I just submitted a 20 pages critique for one of my classes. When I was done, I took a moment staring at my laptop screen and it filled me with pride! I remember turning to my teacher for my first pre-class assignment ... how scared and puzzled I was then. I can see how her class and what we learned in IELP reflecting in my work and confidence."

"I truly believe that the classes in the Intensive English Language program were very supportive and I am ready to transfer from an IELP student to a PSU student. I also think my pathway class is the main reason why I'm ready for class. It made me well prepared for my PSU class."

"Joining the Pathway program instead of trying to improve my IELTS score was the best decision I've made in a while."

Note from Secretary: per the Presiding Officer's suggestion during the meeting (see Minutes, p. 74) the following question was submitted to the PO by email after the meeting and answered subsequently.

Question:

Does the IELP faculty have a response to the RCAT score presented by the administration and, if so, how do they propose lowering this score as part of their great proposal and document? It seems that is a piece in need of addressing, so I would be curious how that challenging data is being addressed.

Answer:

We recognize that the budget to tuition ratio as it is reflected in the RCAT has been out of balance for a number of years. However, it is critical to contextualize the RCAT number. The IELP has been evaluated as a revenue generating unit in PSU's budget model despite costs that are unique to our unit. These costs include in-house support services such as advising, registration, recruitment, and other student engagement services such as our Learning Center and a program of student activities. Therefore, enrollment decline is not the sole reason for our RCAT score. Importantly, the fact that our unit functions *in support of* revenue generation but is evaluated based solely on *generation of revenue* creates a fundamentally skewed picture of our cost to the university based on RCAT score alone.

The merger of IELP and OIA is currently the main strategy to more closely align the IELP budget with the PSU model. We are working towards long-term budget sustainability. This includes identifying a different mix of E&G and non-credit revenue as well as redistributing and/or absorbing some IELP functions that are outside of its academic functions into other OIA units that already do that work. Ron Witzack has expressed a commitment towards our budgetary goals.

We also understand that recovery of our program must be more comprehensive. Therefore, as teaching faculty, we are leveraging our training and expertise in our field to redesign our curriculum to be more flexible and reach more students.

More generally, we look to the optimistic potential of initiatives like a new 'PSU partnership with Nanjing University and PSUs "Open for fall, open for all" to provide opportunities for our faculty to serve even more students. We also hope that international students receive more priority through enhanced recruitment.

Office of the Faculty Senate, OAA
Portland State University
P.O. Box 751
Portland, OR 97207



To: Susan Jeffords, Provost
From: Portland State University Faculty Senate
(Michele Gamburd, Presiding Officer; Richard Beyler, Secretary)
Date: 3 March 2021
Re: Summary of Senate Actions

At its regular meeting on 1 March 2021 (held as an on-line conference), Faculty Senate **approved** the curricular **consent agenda** with the new, changed, and dropped courses listed in Attachment E.1 to the March Agenda.

03-12-2021—OAA concurs with the curricular consent agenda with the new, changed and dropped courses.

Faculty Senate also **voted to approve**:

- A new program in the College of Liberal Arts and Sciences, the MS in Geographic Information Science, as summarized in Attachment E.2;

03-12-2021—OAA concurs with the new program in the College of Liberal Arts and Sciences.

- A change in the policy regarding submission of transcripts for graduate admission applications, as specified in Attachment E.3;

03-12-2021—OAA concurs with the change in policy.

- A resolution on academic freedom, as stated in Attachment E.4.

03-12-2021—OAA concurs with the resolution on academic freedom.

Best regards,

A handwritten signature in black ink, appearing to read "M. Gamburd".

Michele Gamburd
Presiding Officer

A handwritten signature in black ink, appearing to read "Richard H. Beyler".

Richard H. Beyler
Secretary to the Faculty

A handwritten signature in black ink, appearing to read "Susan Jeffords".

Susan Jeffords, Ph.D.
Provost and Vice President for Academic Affairs

2 March 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: April 2021 Consent Agenda

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

You may read the full text for any course or program proposal, as well as Faculty 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 Courses

E.1.a.1

- Art 583 MFA Graduate Seminar III: Teaching Visual Culture, 2 credits – change title to MFA Graduate Seminar III: Pedagogy + Praxis

E.1.a.2

- Art 586 Visiting Artist Program/Group Critique, 2 credits – change title to Visiting Artist Program and change description

School of Business

Change to Existing Program

E.1.a.3

- M.B.A. in Healthcare – revise curriculum and reduce minimum credits from 72 credits to 63 credits

School of Public Health

New Courses

E.1.a.4

- HSMP 584 Social Policy and Public Health, 3 credits
Examines how social policies influence health, with particular attention to health equity and disparities. Students will develop skills necessary to assess the empirical evidence for, and health implications of social policies in the areas of education, agriculture/nutrition, social welfare/income transfer, employment/labor, housing/built environment, transportation, civil rights, and other policy domains.

E.1.a.5

- HSMP 684 Social Policy and Public Health, 3 credits
Examines how social policies influence health, with particular attention to health equity and disparities. Students will develop skills necessary to assess the empirical evidence for, and health implications of social policies in the areas of education, agriculture/nutrition, social welfare/income transfer, employment/labor, housing/built environment, transportation, civil rights, and other policy domains.

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

Changes to Existing Courses

E.1.a.6

- Bsta 525 Introduction to Biostatistics, 4 credits – change description

E.1.a.7

- Bsta 550 Intro to Probability, 3 credits – change description

E.1.a.8

- Bsta 551 Mathematical Statistics I, 3 credits – change title to Statistical Inference I and change description

E.1.a.9

- Bsta 552 Mathematical Statistics II, 3 credits – change title to Statistical Inference II and change description

E.1.a.10

- Epi 512 Epidemiology I, 4 credits – change description

E.1.a.11

- Epi 612 Epidemiology I, 4 credits – change description

E.1.a.12

- HSMP 583 Economics of Health Systems & Policy, 3 credits – change prerequisites

E.1.a.13

- HSMP 689 Research Design in Health Services, 3 credits – change prerequisites

College of Urban and Public Affairs

Change to Existing Programs

E.1.a.14

- M.S. in Criminology and Criminal Justice – revise core requirements, increase required thesis/project coursework

E.1.a.15

- M.S. in Emergency Management and Community Resilience – revise requirements and increase minimum credits from 50 credits to 53 credits

New Courses

E.1.a.16

- CCJ 512 Institutions of the Criminal Justice System, 3 credits
Introduces students to the complex relationship between the three formal institutions (police, courts, and corrections), how their agents work to achieve various goals, and the multifaceted impact of such efforts.

E.1.a.17

- CCJ 513 Professional Orientation in Criminology and Criminal Justice, 3 credits
Designed for development of graduate-level writing proficiency and a general orientation to the discipline. Through lectures, discussion, workshops, and practical application students will refine grammar, conventions, organization, citations, and research expertise. Students will also be introduced to the Criminal Justice Department faculty and their particular research interests.

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

Finally, the students will be oriented to the ways in which the discipline is organized and how specific sub-areas fit together.

E.1.a.18

- CCJ 521 Advanced Regression in Criminology & Criminal Justice, 3 credits
An applied approach designed to give you a comprehensive overview of the analysis of criminal justice data using some of the most commonly used regression techniques utilized by criminology and criminal justice researchers. This course introduces a number of useful statistical models that move beyond standard linear regression. Among the topics covered are logit and probit models for both binary and ordinal dependent variables, event count models, mixed models including HLM and panel models, factor analysis, and structural equation modeling in the context of CCJ data. Prerequisite: CCJ 520.

E.1.a.19

- CCJ 552 Crime, Space and Time, 3 credits
Crime is a rare event, concentrating in both space, and time. In Crime, Space and Time, we will introduce, critically examine, and apply the criminological theories that help us to understand why crimes concentrate where and when they do. Designed for the beginning crime analyst, this course provides students with the theoretical foundations of spatial-temporal criminology needed in order to develop practical and applied skills within the field. Students will learn about the interconnections between spatial-temporal theories of crime, and applied crime analysis.

E.1.a.20

- CCJ 555 Crime Mapping, 3 credits
Mapped information has become an important part of daily urban life. Maps are also increasingly used within policing environments to display and disseminate information about crime patterns, to identify crime concentrations, and to analyze existing or projected crime hotspots. In Crime Mapping, students will be introduced to spatial crime analysis and Geographic Information Systems (GIS). Students learn essential principles of cartography and geography, as these fields apply to crime analysis. Participants learn how to collect, clean, geocode, analyze and present spatial crime data.

Changes to Existing Courses

E.1.a.21

- CCJ 515 Theories of Crime and Justice, 4 credits – change credit hours to 3 credits

E.1.a.22

- CCJ 520 Analysis of Crime and Justice Data, 4 credits – change credit hours to 3 credits and change grading option

E.1.a.23

- CCJ 525 Criminal Justice Theory, 4 credits – change credit hours to 3 credits

E.1.a.24

- CCJ 530 Criminal Justice Research, 4 credits – change credit hours to 3 credits

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

E.1.a.25

- CCJ 535 Criminal Justice Policy, 4 credits – change credit hours to 3 credits

E.1.a.26

- CCJ 540 Legal Perspective of Criminal Justice, 4 credits – change credit hours to 3 credits

E.1.a.27

- CCJ 545 Advanced Topics in Research Methods, 4 credits – change credit hours to 3 credits

E.1.a.28

- CCJ 580 Community-based Treatment of Offenders, 4 credits – change credit hours to 3 credits

E.1.a.29

- CCJ 615 Theories of Crime and Justice, 4 credits – change credit hours to 3 credits

E.1.a.30

- CCJ 620 Analysis of Crime and Justice Data, 4 credits – change credit hours to 3 credits and change grading option

E.1.a.31

- CCJ 625 Criminal Justice Theory, 4 credits – change credit hours to 3 credits

E.1.a.32

- CCJ 630 Criminal Justice Research, 4 credits – change credit hours to 3 credits

E.1.a.33

- CCJ 635 Criminal Justice Policy, 4 credits – change credit hours to 3 credits

E.1.a.34

- CCJ 640 Legal Perspective of Criminal Justice, 4 credits – change credit hours to 3 credits

E.1.a.35

- CCJ 645 Advanced Topics in Research Methods, 4 credits – change credit hours to 3 credits

E.1.a.36

- *USP 585 Housing and Environments for the Elderly, 3 credits – change title to Housing Environments for Older Adults, change description, and add dual-level course

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

2 March 2021

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: April 2021 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 Faculty 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 Courses

E.1.b.1

- Des 310 Digital Imaging and Illustration II, 4 credits – change description

E.1.b.2

- Des 367 Design Business Practices, 4 credits – change description

College of Liberal Arts and Sciences

Change to Existing Program

E.1.b.3

- History/Philosophy of Science Interdisciplinary Minor – change title to Science, Technology and Society Interdisciplinary Minor, revising core and elective requirements, reducing minimum credits from 32 credits to 24 credits

Changes to Existing Courses

E.1.b.4

- Grk 330U Ancient Greek Literature in Translation, 4 credits – change title to Ancient Epic: Glory and Memory and change description

E.1.b.5

- Grk 332U Greek Religion, 4 credits – change title to Gods and Mortals: Harnessing the Divine and change description

E.1.b.6

- Grk 335U Sophocles and Euripides, 4 credits – change title to Tragedy, Fate, and Fragility and change description

E.1.b.7

- Grk 336U Ancient Greek Comedy, 4 credits – change title to Ancient Laughter: Ridicule and the Absurd and change description

School of Public Health

Change to Existing Program

E.1.b.8

- B.A./B.S. in Public Health Studies – adding concentration in Indigenous Health

* 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.

New Courses

E.1.b.9

- PHE 215 Why Public Health Needs Indigenous Values: Intro to Decolonizing Public Health, 4 credits
As a gateway course of the OHSU-PSU undergraduate Indigenous Health Concentration, this foundational course will engage in concepts of Indigenous values, knowledge and perspectives and launch students into concepts of racial healing and racial justice for health equity. This course will introduce students to a decolonizing framework to advance health equity that centers on the strengths of Indigenous peoples.

E.1.b.10

- PHE 315 Justice in Public Health: The Epidemic of Missing and Murdered Indigenous Women & Peoples, 4 credits
Students will investigate the Missing Murdered Indigenous Women and People epidemic through a multi-layered decolonizing framework. They will study theory and praxis centered around historical trauma from colonization, the long-term effects of colonialism, and the social and system-level responses that serve to further disempower Indigenous women and girls and perpetuate the ongoing cycle of colonial violence against them. Students will also study critical healing and strengths-based approaches drawn from Indigenous values, experiences, and perspectives to address this critical issue.

College of Urban and Public Affairs

New Course

E.1.b.11

- *USP 485 Housing Environments for Older Adults, 3 credits
Explores physical, social, and service contexts related to housing and environments for people across the age and ability spectrums, focusing on older adults. Ecological perspectives and social theories on aging will be examined and applied and students will examine evidence regarding how older adults use, perceive, and are affected by their homes and environments. Topics include housing options, accessible and inclusive environments, supports and services, policies and politics, economics, neighborhood design, and age-friendly communities. Prerequisite: Upper-division standing.

* 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.

University Studies Program117 Cramer Hall
Post Office Box 751503-725-5890 tel
503-725-5977 faxDecember 14th, 2020

TO: Faculty Senate

FROM: Albert R. Spencer, Chair, University Studies Council

RE: Consent Agenda

Approved: The following courses have been approved for inclusion in UNST Clusters by the UNST Council and are recommended for approval by the Faculty Senate.

Course #	Course Title	Cluster
CCJ 325	Crime in the City	Healthy People/Healthy Places
CCJ 390	Crimes of the Powerful	Healthy People/Healthy Places
ENG 383	Topics in Comparative Literature, Film and Comics	Adds crosslist with already approved WLL 383U
GEOG 375	Maps, Culture and Society	Design Thinking
GEOG 375	Maps, Culture and Society	Popular Cluster
HST 363	The British Empire	Global Perspectives
HST 384	The Ottoman World	Interpreting the Past
INTL/WS 349U	Gender and Development	Global Perspectives
PHL 319	Asian Philosophy	Knowledge Values Rationality
PHL/WS 379	Feminist Care Ethics	Gender and Sexualities
PS 319	Politics of the Environment	Environmental Sustainability
PS 335	Race and Politics in the United States	American Identities
PS 381	Women's Leadership	Leading Social Change
PS 389 U	Environmental Political Theory	Environmental Sustainability
USP 301	Introduction to Community Studies	Understanding Communities
WS 374	Memoir, Gender and Sexuality	Gender and Sexualities
WS 344	Queer Ecologies	Gender and Sexualities

Proposals can be accessed at: <http://unstcouncil.pbworks.com/w/page/45865388/FrontPage>

Reviewed by UNST Council, Date 12/11/2020

University Studies Program

117 Cramer Hall
Post Office Box 751

503-725-5890 tel
503-725-5977 fax



March 18th, 2021

TO: Faculty Senate
FROM: Albert R. Spencer, Chair, University Studies Council
RE: Consent Agenda

Approved: The following courses have been approved for inclusion in UNST Clusters by the UNST Council and are recommended for approval by the Faculty Senate.

Course #	Course Title	Cluster
PS 316	Politics and the Arts	Popular Cluster
PS 316	Politics and the Arts	American Identities
HST 361	France and the World since 1815	Interpreting the Past
INTL 367	The Global Drug Trade	Global Perspectives
ANTH 379	Practicing Forensics	Science in Social Context
PHE 323	Intro to Fat Studies	Healthy People/ Health Places
PHL 303	Early Modern Philosophy	Knowledge, Values and Rationality

Proposals can be accessed at: <http://unstcouncil.pbworks.com/w/page/45865388/FrontPage>

Reviewed by UNST Council, Date 3/12/2021

University Studies Program

117 Cramer Hall 503-725-5890 tel
 Post Office Box 751 503-725-5977 fax
 Portland, Oregon 97207-0751 Email: askunst@pdx.edu



December 14th, 2020

TO: Faculty Senate
 FROM: Albert R. Spencer, Chair, University Studies Council
 RE: Consent Agenda

Approved: The following courses have been approved for inclusion in UNST Clusters by the UNST Council and are recommended for approval by the Faculty Senate.

Course #	Course Title	Cluster
CCJ 325	Crime in the City	Healthy People/Healthy Places
CCJ 390	Crimes of the Powerful	Healthy People/Healthy Places
ENG 383	Topics in Comparative Literature, Film and Comics	Adds crosslist with already approved WLL 383U
GEOG 375	Maps, Culture and Society	Design Thinking
GEOG 375	Maps, Culture and Society	Popular Cluster
HST 363	The British Empire	Global Perspectives
HST 384	The Ottoman World	Interpreting the Past
INTL/WS 349U	Gender and Development	Global Perspectives
PHL 319	Asian Philosophy	Knowledge Values Rationality
PHL 379/WS 379	Feminist Care Ethics	Gender and Sexualities
PS 319	Politics of the Environment	Environmental Sustainability
PS 335	Race and Politics in the United States	American Identities
PS 381	Women's Leadership	Leading Social Change
PS 389 U	Environmental Political Theory	Environmental Sustainability
USP 301	Introduction to Community Studies	Understanding Communities
WS 374	Memoir, Gender and Sexuality	Gender and Sexualities
WS 344	Queer Ecologies	Gender and Sexualities

Proposals can be accessed at: <http://unstcouncil.pbworks.com/w/page/45865388/FrontPage>

Reviewed by UNST Council, Date 12/11/2020

2 March 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Elimination of the M.A./M.S. in Theater Arts

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 proposal, as well as Faculty Budget Committee comments, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

Eliminate Existing Program

- M.A./M.S. in Theater Arts – the program has been on a moratorium (suspension of admission) since 2015-2016

2 March 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Pre-admission and Reserved Credits Policy Change

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

Motion

The policy on pre-admission and reserved credits for graduate requirements is hereby changed as follows. Current text is taken from the 2020-21 *Bulletin*, pp. 56-57. Text to be removed is ~~struck through~~. Text to be added is underlined.

Pre-admission and transfer credit

....

Pre-admission credits taken at PSU and applied to master's degree requirements must be letter-graded B- or higher, or graded pass. Pre-admission or transfer credits taken at other institutions and applied to master's degree requirements must be letter-graded B- or higher (pass or similar grading methods are not acceptable). All pre-admission and transfer credits (whether taken at PSU or elsewhere) and applied to for master's degree requirements also must meet all the following requirements: must be letter-graded B- or higher (pass or similar grading methods are not acceptable); must not be used for any other degree at any institution (except for dual master's degrees (p. 57)); must be no older than seven years old at the time the master's degree is awarded; and must total no more than one third of the required credits for a master' degree program.

....

Reservation of coursework for graduate credit

~~Graduate level coursework taken while working toward a student's first bachelor's degree can be reserved for use in a PSU graduate program. Only credits earned at PSU can be reserved for graduate credit. Reserved graduate credit is limited to 12 completed graduate credits letter-graded B- or higher earned within the last 45 credits prior to awarding of the student's first bachelor's degree and not used to fulfill the requirements for any bachelor's degree. Such courses are pre-admission credits and subject to all pre-admission requirements and limitations. Departments may have stricter limitations.~~

~~Use of reserved credits is requested via a DARS exception submitted to the Graduate School. This request should be made soon after admission to the graduate program.~~

Rationale

Pre-admission credits, Bachelors+Masters (B+M) credits, and Reserved credits currently are three different categories of graduate credits students can complete before formal admission to a master's degree and subsequently apply to their master's degree. Each of these distinct categories have their own policy requirements, and when students have credits from a combination of these categories, students/faculty/staff can easily become confused as to how these limits intersect and work together.

- **Pre-admission credits:** Graduate credits (from PSU or another institution) taken before admission to a master's degree program
- **B+M credits:** PSU graduate credits, taken while admitted to a PSU bachelor's degree, that are applied to both the bachelor's and master's degree; for students in approved B+M programs only
- **Reserved credits:** PSU graduate credits, taken while admitted to a first bachelor's degree at PSU, that are not applied to the bachelor's degree but are "reserved" for later use in a master's degree

After a thorough review of existing policies, the Graduate School recommended two policy changes in order to streamline requirements with the goal of reducing barriers and promoting student success. The Graduate Council has approved these recommendations and is forwarding them to the Faculty Senate for review.

Policy recommendation 1: Eliminate the category of Reserved credits.

Reserved credits are pre-admission credits and are counted in pre-admission limits, however, as graduate credits that are taken before a student graduates from their first bachelor's degree, they were separated out as a distinct category with specific requirements decades ago. The Reserved credits limits are more restrictive than regular pre-admission limits in several ways (see Current Policies below). With the elimination of Reserved credits as a category, any graduate credits taken while a student is admitted to their first bachelor's degree and not applied to the bachelor's degree will simply be pre-admission credits and bound by pre-admission policies.

The benefit of Reserved credits is financial: admitted undergraduate students are assessed undergraduate tuition for graduate courses. This will not change with the elimination of Reserved credits as admitted undergraduate students will still be assessed undergraduate tuition for graduate courses.

Policy recommendation 2: Allow use of **PSU** pre-admission credits grade Pass. (Pre-admission credits from other institutions graded Pass would still be prohibited.)

Current policy prohibits Pass grades for *pre-admission credits* (credits taken before admission to a master's degree, from PSU or another institution) and *transfer credits* (credits from another institution, pre- or post-admission). The rationale for this ban is that with non-graded credits there could be significant differences between what the grades actually represent. While this argument is true for grades from other institutions, for courses taken at PSU there is a clear definition of a Pass grade in a graduation course: equivalent of B- or above.

B+M credits (which are by definition PSU pre-admission courses) are allowed to be graded Pass. Having one category of pre-admission credits approved for Pass grades and another that is not is illogical and causes confusion for students, faculty, and staff.

An additional consideration is that when students are informed that a PSU pre-admission course they completed with a Pass grade cannot be applied to their graduate degree, some simply accept this outcome and take another course to replace it. Others ask how they can appeal the policy and submit a graduate petition asking for a waiver. Graduate petitions requesting the use of PSU pre-admission credits grade Pass have a 100% approval rate dating back to 1988 (as far back as the Graduate School's records go). It is inequitable that there is a 100% approval rate for this issue when students do petition, but other students who do not know that there is a mechanism to request policy waivers, such as first-generation students, or those unwilling or afraid to ask for exceptions, do not receive the same benefit.

As with all policies, individual programs can be more restrictive. For example, a program could prohibit the use of PSU pre-admission credits graded Pass even if the University allows it.

Current Policies for Pre-admission, B+M, Reserved credits

Pre-admission credits:

- Graduate credits (from PSU or another institution) taken before admission to a master's degree program
- All courses must be letter-graded B- or higher, Pass grades not allowed (exception for courses taken during the terms when PSU expanded the use of P/NP grading due to the Covid pandemic)
- Maximum 1/3 of the credits needed for the degree
 - One additional credit beyond 1/3 can be used without need of a graduate petition provided none of the courses are a 1-credit course
 - Otherwise eligible PSU credits applied toward a completed graduate certificate can be applied toward a subsequent master's degree without counting toward the pre-admission limits ("limits" here means number of credits; this is not a waiver on use of pre-admission courses graded Pass and below B-)
 - In a truly stackable degree only, credits earned in the graduate certificate and subsequently applied to the master's degree are excluded from the prohibition on C grades with department approval and Pass grades

B+M credits:

- PSU graduate credits, taken while admitted to a PSU bachelor's degree, that are applied to both the bachelor's and master's degree; for students in approved B+M programs only
- All shared courses must be graded B or higher, Pass grades allowed
- Maximum 20 credits (recently increased from 15)
 - B+M credits are considered pre-admission credits and are counted toward pre-admission limits for the master's degree

- One additional credit beyond 20 can be used without need of a graduate petition provided none of the courses are a 1-credit course
- Courses do not need to be taken in the last 45 credits before the bachelor's degree is awarded

Reserved credits:

- PSU graduate credits, taken while admitted to a first bachelor's degree at PSU, that are not applied to the bachelor's degree but are "reserved" for later use in a master's degree
- All courses must be graded B- or higher, Pass grades not allowed (exception for courses taken during the terms when PSU expanded the use of P/NP grading due to the Covid pandemic)
- Maximum 12 credits
 - Reserved credits are considered pre-admission credits and are counted toward pre-admission limits for the master's degree
- Courses must be taken in the last 45 credits before the bachelor's degree is awarded

Discrepancies between policies:

- All maximum credit limits are different:
 - B+M – 20 credits
 - Pre-admission – 1/3 of credits needed for the degree
 - Reserved – 12 credits
- Pass grades are allowed for B+M credits but not for pre-admission and reserved credits
- Reserved credits must be taken in the last 45 credits before the bachelor's degree is awarded; B+M credits are not limited to the last 45 credits
- B+M letter-graded credits must be B or higher; pre-admission and reserved credits must be B- or higher

Portland State University Faculty Senate Motion Time Extensions for Ad Hoc Committees

Background, rationale, and preliminary discussions

The Faculty Senate formed the following three ad committees in October and November 2020. Each has requested an extension into the 2021-2022 academic year in order to complete the tasks outlined in their charges.

Motion presented by the Faculty Senate Steering Committee

The durations of the following ad hoc committees are extended as follows:

Ad Hoc Committee on Academic Program Reductions and Curricular Adjustments – extended through June 2022

Ad Hoc Committee to Research the Definitions of Faculty, Program, and Department in the Faculty Constitution – extended through December 2021

Ad Hoc Committee to Add Diversity, Equity, and Inclusion in University Promotion and Tenure Guidelines – extended through December 2021

Portland State University Faculty Senate Motion

Changes to Area Distribution Designation for Some Anthropology Courses

Background, rationale, and preliminary discussions

Background: At PSU, Archaeology courses are offered through the Anthropology Department. Since Anthropology is traditionally categorized as Social Science, the Archaeology courses have been designated as such for the purpose of fulfilling the distribution requirement. In 2017, the motion to designate biological anthropology courses as science was presented and passed at the Faculty Senate. Subsequently the Anthropology Department conducted a review of the Archaeology courses and concluded that they should be designated as science rather than social science.

The survey of designation practices at other institutions shows a variation where Archaeology is designated as social science at some institutions and science at others; and references drawn from federal funding organizations such as NFS and the federal government's job description show that Archaeology is listed as science and/or social science. Given this status, the best way to determine whether the Archaeology courses at PSU should be designated as social science or science is to review the curricular content.

Rationale: Archaeology is inherently interdisciplinary covering both social science on one hand and natural and physical science on the other. While being housed in the Anthropology Department, which encompasses both social science and science, the archeological curriculum at PSU is rooted in the scientific method and the scientific process of inquiry. The courses on the list teach science literacy, scientific methods, statistics, and scientific writing with a component of hands-on lab work and field work. Changing the distribution area for these courses from 'social science' to 'science with lab/fieldwork' will enhance student success by raising awareness among students taking archeology courses that they will engage with scientific curriculum, increasing flexibility in pursuing courses across the university, and increasing options for science with lab/fieldwork courses for those fulfilling the science distribution requirement.

After reviewing the curricular content and the context where the request was made, the ARC suggested that the courses be designated as Science with Lab/Fieldwork as all the courses contain a lab or fieldwork component. The ARC also acknowledges that transfer courses with equivalent course number will be designated as Science with Lab/Fieldwork within the purview of transfer credit evaluation process while unclear cases will be reviewed by the Anthropology department and a different designation will be dealt with through a petition process.

Motion presented by the Academic Requirements Committee

The Faculty Senate approves the changes in the distribution designation from 'Social Science' to 'Science with Lab/Fieldwork' for the following courses.

ANTH 102 Introduction to Archaeology	ANTH 453 Archaeological Field Methods
ANTH 350* Archaeological Method and Theory	ANTH 454 Archaeological Field School
ANTH 355U Colonial and Post-Colonial Archaeology	ANTH 455 Analysis of Faunal Remains
ANTH 452 Archaeological Lab Methods	

* Pending UCC approval to add a lab component to Anth 350

Portland State University Faculty Senate Motion

Revision to BA-BS Requirements – Section A: Revise Minimum Credits

Background, rationale, and preliminary discussions

In response to the report prepared by the Faculty Senate Ad Hoc Summer Research on Academic Program Examination / Reorganization, in October 2020, Faculty Senate charged a joint task force of the Academic Requirements Committee (ARC) and University Curriculum Committee (UCC) with evaluating the BA/BS requirements for curricular inefficiencies and recommend ways to streamline them. The task force submitted its report to Faculty Senate in early February, 2021. Material for this motion is drawn from the results of the task force's inquiries.

The task force supports the current structure of the current BA-BS requirements.

The task force believes, however, that some of our graduation requirements as currently written may be inadvertently contributing to transfer students graduating with excessive credits. In its research, the task force found that a number of student petitions involved a shortfall in the number of credits accrued toward BA and BS requirements. For example, many Fine and Performing Arts courses at a community college are 3-credits, whereas PSU requires 4 credits. In addition, one year of Science coursework at a semester-system institution may transfer as 10 or 11 credits, whereas PSU requires a total of 12 credits. Many students take an extra 4-credit course to remove a 1- or 2-credit deficiency. The motion proposed here enhances the ease of transferring courses while maintaining the thrust of the requirements, e.g., students must have at least *one year* of college-level science coursework. Given that more than 60% of our undergraduate population are transfer students, we can enhance the transfer experience by modifying the requirements without “watering down” the degree.

The current BA Degree Requirements

- Total of 28 credits
- 4 credits in a language (203 or higher)
- 12 credits in arts & letters (4 credits must be in PFA)
- 12 credits in sciences and/or social sciences

The current BS Degree Requirements

- Total of 28 credits
- 4 credits in college-level math or statistics
- 12 credits in sciences (8 crs of 12 must be coursework with a lab/fieldwork component)
- 12 credits in arts & letters and/or social sciences

We suggest the following motion related to the BA and BS requirements:

Motion presented by the Academic Requirements Committee

The Faculty Senate will revise the BA and BS degree requirements in the following ways to better accommodate 3 credit quarter courses and semester credit.

BA Degree Requirements (minimum 23 credits in the following):

- Two years college level language proficiency (typically demonstrated by completion of a minimum of 3 credits in 203 or a more advanced level) Note: students who test out of this requirement will still need 3 credits in language or arts & letters.

- 3 credit minimum in fine and performing arts course
- 7 credits minimum arts & letters
- 3 credit minimum science or math
- 7 credits minimum social science and/or science/math

BS Degree Requirements (minimum 23 credits in the following):

- One year of science courses (minimum 10 credits total), which must include two courses with a lab or fieldwork component.
- One college-level mathematics or statistics course (minimum 3 credits) taught in a Mathematics or Statistics department.
- 10 credits minimum arts & letters and/or social science

Portland State University Faculty Senate Motion

Revision to BA-BS Requirements – Section B: Reduce Upper Division credits required from 72 to 62

Background, rationale, and preliminary discussions

In response to the report prepared by the Faculty Senate Ad Hoc Summer Research on Academic Program Examination / Reorganization, in October 2020, Faculty Senate charged a joint task force of the Academic Requirements Committee (ARC) and University Curriculum Committee (UCC) with evaluating the BA/BS requirements for curricular inefficiencies and recommend ways to streamline them. The task force submitted its report to Faculty Senate in early February, 2021. Material for this motion is drawn from the results of the task force's inquiries.

The task force recommends the reconsideration of the number of upper division credits that PSU requires for a BA or BS degree.

All of the Oregon Public Universities require 60 upper division credits, except the University of Oregon, which requires 62. PSU also requires more upper division credits than other colleges nationwide that have a minimum requirement; the task force found a range from 36 semester-credits (54 quarter credits) at UC-Berkeley to 45 semester-credits (67.5 quarter credits) at Arizona State and were unable to find any college that requires more upper division credits than we do. The current PSU requirement of 72 upper-division credits is especially harmful to our community college transfer students. PSU allows 124 of 180 Associate Degree credits to transfer. However, transfers can only apply 108 of those credits towards their BA or BS degree. Many transfer students graduate with excess credits. Currently a student with 135 transfer credits only needs to take a senior capstone as part of the UNST requirements. If the student completes a major that requires 60 upper-division credits and a senior capstone (6 credits), they would have to take 6 additional upper-division credits beyond the major credits to reach the current 72 UD credits. Changing our requirement to 62 upper-division credits aligns us better with other universities and is more mathematically possible with a capstone (6 crs) or thesis and a minimum of fourteen 4-credit upper-division courses.

The task force consulted with the co-chairs of the University Budget Committee on the reduction of the upper division credits from 72 to 62. One concern is a possible negative impact on tuition revenue. Calculating the financial impact would require a complex analysis of data on student enrollments (transfer, in-state vs. out-of-state status, etc.) The task force at this point is unable to present an estimate of budgetary impact expected by the proposed upper division credit reduction.

We suggest the following motion related to the BA and BS requirements:

Motion presented by the Academic Requirements Committee

The Faculty Senate will revise the BA and BS degree requirements to reduce the total Upper Division credits required from 72 to 62.

Portland State University Faculty Senate Motion

Revision to BA-BS Requirements – Section C: Revise the Residence Credit Requirement

Background, rationale, and preliminary discussions

In response to the report prepared by the Faculty Senate Ad Hoc Summer Research on Academic Program Examination / Reorganization, in October 2020, Faculty Senate charged a joint task force of the Academic Requirements Committee (ARC) and University Curriculum Committee (UCC) with evaluating the BA/BS requirements for curricular inefficiencies and recommend ways to streamline them. The task force submitted its report to Faculty Senate in early February, 2021. Material for this motion is drawn from the results of the task force's inquiries.

The task force recommends the reconsideration of the residence credit requirement for a BA or BS degree.

Students sometimes take courses at other institutions as they approach the completion of their degree. Currently, we require that 45 of the last 60 credits (or 165 credits total) be taken at PSU, meaning students may transfer in up to 15 credits at the end of their degree. This limit causes problems for students who complete their BA language at another institution. Additionally, some students take courses elsewhere that are not needed for the PSU degree (e.g., professional school prerequisites). Approximately 8% of all petitions that ARC reviews come from students in this situation.

Looking around the state, the task force found that Oregon State University requires that students take 45 of the last 75 credits from OSU. The University of Oregon requires that students take 45 of the last 120 credits at UO, which allows students with more than 180 credits more flexibility. Changing the PSU requirement to have students take 45 of the last 75 credits from PSU puts us in line with the other Oregon Public Universities.

We suggest the following motion related to the BA and BS requirements:

Motion presented by the Academic Requirements Committee

The Faculty Senate will revise the BA and BS degree requirements to require that 45 of the last 75 credits (or 150 total credits) must be completed at PSU.

Portland State University Faculty Senate Motion

Revision to BA-BS Requirements – Section D : Align BA/BS Distribution with Oregon Community Colleges for Transfer Students

Background, rationale, and preliminary discussions

In response to the report prepared by the Faculty Senate Ad Hoc Summer Research on Academic Program Examination / Reorganization, in October 2020, Faculty Senate charged a joint task force of the Academic Requirements Committee (ARC) and University Curriculum Committee (UCC) with evaluating the BA/BS requirements for curricular inefficiencies and recommend ways to streamline them. The task force submitted its report to Faculty Senate in early February, 2021. Material for this motion is drawn from the results of the task force's inquiries.

The task force recommends that PSU align the BA/BS distribution with Oregon Community Colleges for transfer students.

For the most part, the Community College general education distribution lists aligns with PSU categorizations. However, several mismatches regularly create difficulties for transfer students. For example, at PSU, all WS courses apply as Social Science, but at PCC, one specific WS course applies as Humanities (i.e. Arts & Letters). In another example, at PSU, all CHLA courses apply as Social Science, but at PCC, certain CHLA courses apply as Humanities.

PSU is currently required to accept the Community College course category alignment when the student earns the recently developed Core Transfer Map (CTM) qualification, a 30-credit common general education package. The change proposed in this motion extends the acceptance/category alignment to all the community college courses, even when the student has not completed the entire CTM package.

We suggest the following motion related to the BA and BS requirements to align with general expectations of HECC and legislative statewide transfer initiatives, to support more streamlined and successful transfer for students, and to conform to common outcomes adopted statewide for general education distribution within the Humanities (Arts & Letters), Social Science, and Science disciplinary distribution areas:

Motion presented by the Academic Requirements Committee

PSU will accept and apply courses from Oregon community colleges within the Humanities and Social Science areas in the same way they were categorized at the community college on their published AAOT General Education List. PSU will accept the Science courses in the same way, with the exception of Computer Science courses which are sometimes counted as Science at the community colleges.

Portland State University Faculty Senate Motion

Insert Language on NTT Teaching Professor Ranks into University Promotion and Tenure Guidelines

Background, rationale, and preliminary discussions

In March of 2020, Faculty Senate approved three new faculty ranks, namely Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor. In October of 2020, the Faculty Senate tasked an Ad Hoc Committee to Include NTT Teaching Professor Ranks in the University Promotion and Tenure Guidelines. That committee brings forward the language proposed here to insert into the University Promotion and Tenure Guidelines as follows.

Motion presented by the Faculty Senate Steering Committee

At **III Ranks** in the *University Promotion and Tenure Guidelines*, insert the following **AFTER Assistant Professor Practice or Assistant Clinical Professor**

Teaching Professor

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires a minimum of four years in rank as an Associate Teaching Professor. Recommendations for early promotion in cases of extraordinary achievement or special circumstances can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Professor is based on demonstrated and sustained excellence in teaching, assessment, advising, and mentoring as well as contributions to innovative curriculum or pedagogy. Promotion to this rank also requires the faculty member to have engaged in their share of governance and professionally-related service activities. The ability to work with, mentor, and advise students and graduate assistants/tutors/graders of diverse populations is required.

Criteria for promotion may include excellence in educational innovation, curriculum development, course design, and impact on student learning. Additional criteria may include significant contributions to governance and professionally-related service to the university and/or community outreach, and state or national recognition in the professional field.

While dissemination of scholarly research is not required, it may be used as evidence of educational innovation and teaching excellence. Such evidence may be indicated by appointments as a reviewer of peer-reviewed journals, publications, invited papers and presentations, honors, grants, and/or awards, and committee service and leadership with national or international professional associations.

Associate Teaching Professor

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires six years in rank as an Assistant Teaching Professor. Recommendations for early promotion in cases of extraordinary achievement or special circumstances can

be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Associate Teaching Professor is based on demonstrated excellence in teaching, assessment, advising, and mentoring as well as contributions to innovative curriculum or pedagogy. Promotion to this rank also requires the faculty member to have engaged in their share of governance and professionally-related service activities. An ability to work with, mentor, and advise students and graduate assistants / tutors / graders of diverse populations is required. Criteria for promotion may include demonstrated expertise in teaching, the development and delivery of instructional materials and assessment, community-based work, ongoing engagement with the profession through participation in state or national organizations, grant activities, or conference presentations.

Assistant Teaching Professor

A non-tenure track faculty (NTTF) appointment for an individual whose responsibilities are primarily devoted to academic instruction, including teaching, advising, and mentoring at the undergraduate and/or graduate levels. Responsibilities may include meaningful curricular development or redesign, training graduate teaching assistants and adjuncts, and/or community-based work.

Appointees to the rank of Teaching Assistant Professor will hold the highest earned degree in their fields of specialization, related to their instructional responsibilities. In most fields, the doctorate will be expected. Rare exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. They are also expected to possess pedagogical and subject expertise and a demonstrated ability to work effectively with individuals from and topics related to diverse populations.

Expectations of the position include teaching, assessment, mentoring, advising, and service. Appointments may include responsibility for undergraduate and/or graduate education, participation in assessment, conference attendance, and professional activities. Ability to work with, mentor and advise students and graduate assistants/tutors/graders of diverse populations and participation in departmental, college/school, or university service are required.

At **IV. ACADEMIC APPOINTMENTS B.3** in the *University Promotion and Tenure Guidelines*, insert the following:

f. at the rank of Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor

Presented to the Senate on April 5, 2021

Approved/ Denied by the Senate on _____

APRCA Committee Report to Faculty Senate – April 2021

March 23, 2021

Committee charge and membership

The charge and membership for the Academic Program Reduction and Curricular Adjustments Committee are listed on the Faculty Senate website on the [APRCA committee webpage](https://www.pdx.edu/faculty-senate/academic-program-reduction-and-curricular-adjustments-ad-hoc-committee) at <https://www.pdx.edu/faculty-senate/academic-program-reduction-and-curricular-adjustments-ad-hoc-committee>.

Committee accomplishments and ongoing tasks

1. APRCA Principles and priorities

- a. An APRCA subcommittee created a semi-final draft of the committee's [Principles and Priorities document](#), which is now available on the committee webpage. The committee will in the near engage the campus in these discussions; preliminary plans include a listening session or sessions and a Google form for soliciting feedback.

2. Website: An APRCA subcommittee worked with web designers in OAA to create a website to communicate information about program reduction to the campus community.

- a. The website contains sections on the history of program reduction at PSU, a structural outline of the areas of the university involved in budget and program reduction, resources related to the current financial situation, and a discussion of the Article 22 Special Senate Meeting on IELP (see below). The website contains links to feedback forms for Article 22 Special Senate Meeting on IELP (see below). We encourage all stakeholders to provide comments.

3. Budget informational sessions

- a. The **FADM University Budget Forum** was on Monday, February 22nd.
- b. Two **OAA Budget Town Hall meetings** were held, one on Tuesday March 9th and one on Thursday, March 11th. The second meeting included an APRCA presentation on priorities and principles (crafted by Wakeland, Cunliffe, Jones, and Chaille and presented by Wakeland).

4. Special Meeting of the Faculty Senate – Article 22. Article 22 of the [PSU-AAUP Collective Bargaining Agreement](#) sets forth a process (see sections 3 (a) – (f)) of information-sharing and consultation for circumstances in which the University engages in budget-related layoffs. Included in the process is a presentation of budget-related materials at a meeting of the Faculty Senate. On February 4th, President Percy sent a memo to Faculty Senate Presiding Officer Gamburd invoking Article 22 for program reduction in the Intensive English Language Program (IELP).

- a. Because the APRCA committee is charged to “Assist, if requested by OAA or AAUP, in contractually mandated retrenchment hearings arising from elimination of positions,” the an APRCA subcommittee crafted a document entitled “Suggestions for Article 22 Process: Timeline, Meeting Format, Communication” and shared it with OAA, PSU-AAUP, and the President’s Office. This document contributed to a formative conversation between Presiding Officer Gamburd, Presiding Officer Elect Reitenauer, and representatives from OAA and the President’s Office on February 11th.
- b. A special Faculty Senate meeting (as described in Article 22.3.c) took place from 3:00 – 5:00 PM

Monday, March 15th.

- i. During this meeting, as outlined in the PSU-AAUP CBA, Article 22.3.c., the President's team presented "a full description and analysis of the financial condition of the University." Presenters included President Percy, Provost Jeffords, Executive Director of the Office of International Affairs Ron Witczak, and General Counsel Cindy Starke.
 - ii. The meeting also included a presentation from the IELP and a sort presentation from the APRCA committee member and DEI advocate Cynthia Gomez.
 - c. Following the President's presentation on March 15th, a 30-day comment period ensues. The APRCA website hosts links to **two sets of comment forms**, one for the President and one for the Faculty Senate. The comments collected on the APRCA form will be summarized and shared with the Faculty Senate and with the campus community.
 - d. Once the President has received and considered feedback from the PSU community, he may declare that a financial exigency exists or that the reduction or elimination of the IELP is necessary. If he moves forward in this way, he will put forth a provisional plan as outlined in Article 22.4. The President's provisional plan will be linked on the APRCA website. The PSU community will be invited for another 30-day period to comment on the plan, and the APRCA website will again host links to two sets of comment forms (one for the President and one for the Faculty Senate). At the conclusion of the second 30-day comment period, the President will announce a final plan and will notify the affected department about how the reductions will take place.
 - e. Both the President and the Faculty Senate are committed to having the entire process unfold before 9-month faculty go off contract on June 16th.
5. **Partner with the Provost's Program Reduction Working Group**
- a. The Provost's Program Reduction Working Group (PPRWG) in conjunction with the APRCA committee will present on April 8th to the Academic and Student Affairs Committee of the Portland State University Board of Trustees regarding plans for budget reductions.
 - b. The Provost's Program Reduction Working Group (PPRWG) in partnership with APRCA plans in the near future to hold college- and school-level meetings with faculty regarding potential budget reductions in their units. Planning for these meetings will get underway in April.

Memorandum

TO: Faculty Senate

FROM: Academic Quality Committee (AQC)

DATE: 3-22-21

RE: Report by ARC-UCC Joint Task Force on BA/BS Requirements

In March 2021, AQC reviewed the ARC-UCC Joint Task Force on BA/BS Requirements Report and met with Michelle Gamburd, Senate Presiding Officer, and Peter Chaille, member of the ARC-UCC Joint Task Force, to discuss the report. Below is a summary of the main questions and comments posed by the Committee.

Although the Committee is in broad agreement with the recommendations contained in the Report and believes that the resulting Motions will benefit students, members are concerned about the following:

- The proposed changes seem to be directed primarily at Upper-Division transfer students, and their impact on students who start as first-year students at PSU but transfer in with Lower-Division credits (e.g., community college bridge programs, Advanced Placement, International Baccalaureate programs) is not discussed satisfactorily. In particular, these changes highlight a need for more extensive investigation into potential conflicts between transfer credits and the minimum skills required to meet appropriate degree training;
- The report indicates that some departments, in view of reduced demand for Upper-Division courses, may need to shift more teaching or major requirements to Lower-Division ones. If so, this will have repercussions for the appropriate level of instruction and content;
- Shifts in curricular demand of Upper-Division courses or offerings from Upper-Division to Lower-Division courses will have repercussions for departments' schedule planning. Consequently, the implementation of these changes needs to be clarified to mitigate any negative effect on enrollment in Upper-Division courses, such as faculty scrambling to offer alternative classes and reduction of the range of courses available to students in a given major;
- Finally, it is the Committee's belief that the matters discussed in the Report fall under the purview of discussions of academic quality conducted by the AQC.

2020-21 AQC Members: J.R. "Jones" Estes (UNST, AQC chair), Evguenia Davidova (IGS and UNST), Cassio de Oliveira (WLL), Michael Dimond (SB), Sahan Dissanayake (ECN), Karla Fant (CMP), Kathi Ketcheson (OIRP, Consultant), Jesse Locker (A+D), Kathleen Merrow (HON), Andreen Morris (OAA)



Notification of a Program Moratorium (Suspension of Admission)

To: Brian Sandlin (OAA)
Vanelda Hopes (OAA)
Cindy Baccar (Registrar)
Nick Matlick (RO)
Kathy Thomas (RO)
Nicolle DuPont (RO)
Pam Wagner (RO)
Jenny Koivisto (RO)
Kathi Ketcheson (OIRP)
Paul Skomsvold (OIRP)
Amanda Bierbrauer (FA/SFS)
Elijah Herr (FA)
Deanna Smith (FA)
Shelly Sass (FA)
Christina Luther (OIA)
Josh Davis (OIA)
Bill Ryder (ADM)
Emily Offerdahl (ADM)
Eki Yandall (ADM)
Julie Smith (UComm)

CC: Michele Gamburd (FS)
Susan Ginley (UCC)
Arthur Hendricks (EPC)
Laura Hickman (CUPA)
Leopoldo Rodriguez (INTL)
Alexander Sager (EPC)

From: Andreen Morris (OAA)

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

Date: 25 February 2021

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 5-4596 or andreen@pdx.edu

Type of Program Notification: Moratorium (Suspension of Admission)	
Program Title: B.A. in International and Global Studies – three concentrations: African Studies, European Studies, and Middle East	
Effective Term: Fall 2021	
School/College: College of Urban and Public Affairs	
Department/Division: International and Global Studies	

BANNER and Web Information: B.A. in International and Global Studies: African Studies	
BANNER Code: IGAF	Description: Intl & Glbl St: African Stds
CIP Code: 45.0901	Display on Web: No
BANNER and Web Information: B.A. in International and Global Studies: European Studies	
BANNER Code: IGEE	Description: Intl & Glbl St: European Stds
CIP Code: 45.0901	Display on Web: No
BANNER and Web Information: B.A. in International and Global Studies: Middle East	
BANNER Code: IGME	Description: Intl & Glbl St: Middle East
CIP Code: 45.0901	Display on Web: No

Program Approvals:	
Educational Policy Committee Review Date: 12/2/2020	
Undergraduate Curriculum Committee Review Date: 11/16/2020	
Provost Approval: 1/5/2021	
NWCCU Acknowledgement Date: 2/22/2021	



Notification of a Program Moratorium (Suspension of Admission)

To: Brian Sandlin (OAA)
Vanelda Hopes (OAA)
Cindy Baccar (Registrar)
Nick Matlick (RO)
Kathy Thomas (RO)
Nicolle DuPont (RO)
Pam Wagner (RO)
Jenny Koivisto (RO)
Kathi Ketcheson (OIRP)
Paul Skomsvold (OIRP)
Amanda Bierbrauer (FA/SFS)
Elijah Herr (FA)
Deanna Smith (FA)
Shelly Sass (FA)
Christina Luther (OIA)
Josh Davis (OIA)
Bill Ryder (ADM)
Emily Offerdahl (ADM)
Eki Yandall (ADM)
Julie Smith (UComm)

CC: Michele Gamburd (FS)
Susan Ginley (UCC)
Arthur Hendricks (EPC)
Laura Hickman (CUPA)
Leopoldo Rodriguez (INTL)
Alexander Sager (EPC)

From: Andreen Morris (OAA)

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

Date: 25 February 2021

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If you have any questions, please contact me at 5-4596 or andreen@pdx.edu

Type of Program Notification: Moratorium (Suspension of Admission)
Program Title: Undergraduate Certificate in Contemporary Turkish Studies
Effective Term: Fall 2021
School/College: College of Urban and Public Affairs
Department/Division: International and Global Studies

BANNER and Web Information:	
BANNER Code: CTSC	Description: Contemp Turkish Studies Cert
CIP Code: 16.1501	Display on Web: No

Program Approvals:
Educational Policy Committee Review Date: 12/2/2020
Graduate Council OR Undergraduate Curriculum Committee Review Date: 11/16/2020
Provost Approval: 1/5/2021
NWCCU Acknowledgement Date: 1/11/2021