

Faculty Senate, 7 June 2021



This meeting will take place as an on-line conference. Registration information will be provided to senators, ex-officio members, and presenters. Others who wish to speak in the meeting should contact the Secretary and a senator in advance, in order to receive registration information and to be introduced by the senator during the meeting. A link to a live-stream of the meeting will be posted to the Faculty Senate website (<https://www.pdx.edu/faculty-senate>).

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

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

Nominations for and Election of Presiding Officer Elect and Steering Committee Members

Introduction of proposed amendment to Faculty Constitution

www.pdx.edu/faculty-senate

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



To: Faculty Senators and Ex-Officio Members of Faculty Senate
From: Richard Beyler, Secretary to the Faculty

Faculty Senate will meet on **7 June 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, June 7th**. 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, June 7th**. The **Consent Agenda** is **approved** without further discussion unless any senator, prior to the end of Announcements, requests separate consideration for any item.*

Senators for 2021-22 (continuing and newly elected senators) will vote on officers. Current senators will vote on all other business.

AGENDA

- A. Roll Call and *Consent Agenda* (see also E.1-2, G.3-15)
 - 1. Roll call *will be effected through the online meeting participants list*
 - * 2. Minutes of 3 May meeting – *Consent Agenda*
 - 3. Procedural: Presiding Officer may move or postpone any agenda item – *Consent Agenda*
- B. Announcements
 - 1. Announcements from Presiding Officer
 - 2. Announcements from Secretary
 - 3. Announcements from ASPSU

NOMINATIONS FOR PRESIDING OFFICER ELECT FOR 2021-22

ELECTION OF PRESIDING OFFICER ELECT FOR 2021-22

NOMINATIONS FOR STEERING COMMITTEE (two regular terms and one interim term)

ELECTION OF STEERING COMMITTEE MEMBERS (three positions)

- C. Discussion: race and ethnic studies in the PSU curriculum
- D. Unfinished Business
 - * 1. Adding race/ethnic studies requirement the undergraduate University requirements – *postponed from May*
 - * 2. Introduction (first reading) of proposed amendment to Faculty Constitution: RESR Committee – *postponed from May*
- E. New Business
 - * 1. Curricular proposals (GC, UCC) – *Consent Agenda*
 - * 2. Notification of elimination of programs: MA/MS in Health Studies, MAT/MST in Arts & Letters, MAT/MST in Science, MAT/MST in Social Science, Minor in Religious Studies – *Consent Agenda*
- F. Question Period

- G. Reports from Officers of the Administration and from Committees
 - 1. President's Report
 - * 2. Provost's Report
 - * 3. Annual Report of Budget Committee – *Consent Agenda*
 - * 4. Annual Report of Educational Policy Committee – *Consent Agenda*
 - * 5. Annual Report of General Student Affairs Committee – *Consent Agenda*
 - * 6. Annual Report of Graduate Council – *Consent Agenda*
 - * 7. Annual Report of Honors Council – *Consent Agenda*
 - * 8. Annual Report of Institutional Assessment Council – *Consent Agenda*
 - * 9. Annual Report of Library Committee – *Consent Agenda*
 - * 10. Annual Report of Undergraduate Curriculum Committee – *Consent Agenda*
 - * 11. Annual Report of University Studies Council – *Consent Agenda*
 - * 12. Annual Report of University Writing Council – *Consent Agenda*
 - * 13. Annual Report of Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments – *Consent Agenda*
 - * 14. Final Report of Ad-Hoc Committee on Administrative Reviews – *Consent Agenda*
 - * 15. Interim Report of Ad-Hoc Committee on Definitions of Faculty, Program, and Department in the Faculty Constitution – *Consent Agenda*
- H. Adjournment

***See the following attachments. Complete undergraduate and graduate course and program proposals are available at the [Online Curriculum Management System](#).**

- A.2. Minutes for 5/3/21
- D.1. RESR proposal with BC comment and potential amendments
- D.2. Proposed constitutional amendment: RESR committee
- E.1.a-b. Curricular proposals (GC, UCC) – *summaries* – *Consent Agenda*
- E.2.a-e. Notifications of program elimination (GC, UCC) – *Consent Agenda*
- G.3. BC annual report – *Consent Agenda*
- G.4. EPC annual report – *Consent Agenda*
- G.5. GSAC annual report – *Consent Agenda*
- G.6. GC annual report – *Consent Agenda*
- G.7. HC report – *Consent Agenda*
- G.8. IAC annual report – *Consent Agenda*
- G.9. LC annual report – *Consent Agenda*
- G.10. UCC annual report – *Consent Agenda*
- G.11. USC annual report – *Consent Agenda*
- G.12. UWC annual report – *Consent Agenda*
- G.13. AHC-APRCA annual report – *Consent Agenda*
- G.14. AHC-AR final report – *Consent Agenda*
- G.15. AHC-Definitions interim report – *Consent Agenda*

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2020-21

STEERING COMMITTEE

Michele Gamburd, Presiding Officer

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

Elected Members: Jill Emery (2021) • Jon Holt (2021) • José Padín (2022) • Steven Thorne (2022)

Ex-Officio Members: Richard Beyler, Secretary to the Faculty • Rowanna Carpenter, Senior IFS Rep.
Yves Labissiere, Faculty Member of Board of Trustees • Mary Oschwald, Chair, Committee on Committees

FACULTY SENATE ROSTER (60)

College of the Arts (4)		Maseeh College of Engineering & Computer Sci. (5)	
<i>Berrettini, Mark</i>	FILM 2023	Anderson, Tim	ETM 2021
*† <i>Borden, Amy E.</i>	FILM 2022	† <i>Chrzanowska-Jeske, Malgorzata</i>	ECE 2021
<i>Heilmair, Barbara</i>	MUS 2023	Duncan, Donald	ECE 2022
Magaldi, Karin	TA 2021	<i>Dusicka, Peter</i>	CEE 2023
Coll. of Liberal Arts & Sciences–Arts & Letters (6)		Feng, Wu-chang	CMP 2022
<i>Clark, Michael</i>	ENG 2023	Library (1)	
<i>Cortez, Enrique</i>	WLL 2023	† <i>Mikulski, Richard</i>	LIB 2023
† <i>Greco, Gina</i>	WLL 2021	School of Public Health (2)	
Holt, Jon	WLL 2021	* <i>Izumi, Betty</i>	CH 2021
Limbu, Bishupal	ENG 2022	† <i>Labissiere, Yves</i>	CH 2022
† <i>Thorne, Steven</i>	WLL 2022	School of Social Work (4)	
Coll. of Liberal Arts & Sciences–Sciences (7)		<i>Chorpenning, Matt</i>	SSW 2023
<i>Cruzan, Mitch</i>	BIO 2023	May, Edward	SSW 2021
Eppley, Sarah	BIO 2022	† <i>Oschwald, Mary</i>	RRI 2022
Fountain, Robert	MTH 2021	<i>Smith, Gary</i>	SSW 2023
<i>Goforth, Andrea</i>	CHE 2023	College of Urban and Public Affairs (5)	
† <i>Jedynak, Bruno</i>	MTH 2022	<i>Clucas, Richard</i>	PS 2023
† <i>Lafferriere, Beatriz</i>	MTH 2022	<i>Erev, Stephanie</i>	PS 2023
Thanheiser, Eva	MTH 2021	† <i>Kinsella, David</i>	PS 2022
Coll. of Liberal Arts & Sciences–Social Sciences (6)		* <i>Tinkler, Sarah</i>	ECN 2021
<i>Ajibade, Jola</i>	GGR 2023	<i>vacant</i>	2021
Fritz, Charlotte	PSY 2021	Other Instructional (3)	
† <i>Gamburd, Michele</i>	ANT 2022	<i>Carpenter, Rowanna</i>	UNST 2023
Meyer, Claudia	SPHR 2021	† <i>Lupro, Michael</i>	UNST 2021
<i>Padín, José</i>	SOC 2023	Newlands, Sarah	UNST 2021
† <i>Reitenauer, Vicki</i>	WGSS 2022	All Others (9)	
The School of Business (4)		Broussard, Scott	ACS 2021
Hansen, David	SB 2021	Flores, Greg	ACS 2022
† <i>Loney, Jennifer</i>	SB 2022	<i>Gómez, Cynthia</i>	DMSS 2023
<i>Raffo, David</i>	SB 2023	† <i>Harris, Randi</i>	OAI 2022
Sanchez, Becky	SB 2022	<i>Hunt, Marcy</i>	SHAC 2023
College of Education (4)		Ingersoll, Becki	ACS 2021
† <i>Farahmandpur, Ramin</i>	ELP 2022	Kennedy, Karen	ACS 2022
<i>Kelley, Sybil</i>	ELP 2023	<i>Law, Anna</i>	ACS 2023
Sugimoto, Amanda	C&I 2021	Matlick, Nick	REG 2021
<i>vacant</i>	2021		

Newly elected senators in italics

* Interim appointment

† Member of Committee on Committees

Date: 31 May 2021

EX-OFFICIO MEMBERS OF FACULTY SENATE, 2020-21

Ex-officio members of Faculty Senate include certain administrators, elected Faculty officers, and chairs of constitutional committees. Administrative ex-officio members are ineligible to be elected senators. Ex-officio members do not vote (unless they are also elected senators), but may make motions and participate in Senate discussions without further recognition.

<i>Adler, Sy</i>	<i>Interim Dean, College of Urban and Public Affairs</i>
<i>Allen, Clifford</i>	<i>Dean, The School of Business</i>
<i>Bangsberg, David</i>	<i>Dean, OHSU-PSU Joint School of Public Health</i>
<i>Beyler, Richard</i>	<i>Secretary to the Faculty</i>
<i>Bowman, Michael</i>	<i>Acting Dean, University Library</i>
Boyce, Steven	Co-chair, Budget Committee
Burgess, David	Chair, Intercollegiate Athletics Board
<i>Bynum, Leroy, Jr.</i>	<i>Dean, College of the Arts</i>
Carpenter, Rowanna*	Advisory Council (2020-22); IFS (Jan. 2020-Dec. 2022)
<i>Chabon, Shelly</i>	<i>Vice Provost for Academic Personnel and Leadership Development</i>
Coleman, Claudia	Chair, Honors Council
<i>Coll, Jose</i>	<i>Dean, School of Social Work</i>
Comer, Kate	Chair, University Writing Council
<i>Corsi, Richard</i>	<i>Dean, Maseeh College of Engineering & Computer Science</i>
Cruzan, Mitch*	Co-chair, Budget Committee
Emery, Jill	Steering Committee (2019-21)
Epstein, Josh	Chair, General Student Affairs Committee
Estes, Jones	Chair, Academic Quality Committee
Franzoni, Amanda	Co-Chair, Faculty Development Committee
Gamburd, Michele*	Presiding Officer; Advisory Council (2019-21)
Goodman, Julia	Co-chair, Faculty Development Committee
Hendricks, Arthur	Co-chair, Educational Policy Committee
Jaén Portillo, Isabel	Past Presiding Officer
<i>Jeffords, Susan</i>	<i>Provost & Vice President for Academic Affairs</i>
<i>Knepfle, Chuck</i>	<i>Vice President for Enrollment Management</i>
Labissiere, Yves*	Advisory Council (2019-21); IFS (Jun. 2019-Dec. 2021); Faculty Member of BoT
<i>Lambert, Ame</i>	<i>Vice President for Global Diversity and Inclusion</i>
Loikith, Paul	Chair, Graduate Council
<i>Lynn, Marvin</i>	<i>Dean, College of Education</i>
<i>Maddox, David</i>	<i>Interim Vice Provost for Academic Budget and Planning</i>
Millay, Lea	Chair, Library Committee
Nadeau, Jay	Chair, University Research Committee
Padín, José*	Advisory Council (2020-22); Steering Committee (2020-22)
<i>Percy, Stephen</i>	<i>President</i>
Parnell, Will	Co-chair, Faculty Development Committee
<i>Podrabsky, Jason</i>	<i>Interim Vice President for Research and Graduate Studies</i>
Reitenauer, Vicki*	Presiding Officer Elect
<i>Reynolds, Kevin</i>	<i>Vice President for Finance and Administration</i>
<i>Rosenstiel, Todd</i>	<i>Dean, College of Liberal Arts and Sciences</i>
Sager, Alexander	Co-chair, Educational Policy Committee; IFS (Jan. 2021-Dec. 2023)
Sanchez, Becky*	IFS (Sep. 2019-Dec. 2020)
Shatzer, Liz	Chair, Scholastic Standards Committee
<i>Sipelii, Motutama</i>	<i>President, ASPSU</i>
Spencer, Randy	Chair, University Studies Council
Thorne, Steven*	Steering Committee (2020-22)
<i>Toppe, Michele</i>	<i>Vice Provost for Student Affairs</i>
<i>Walsh, Michael</i>	<i>Dean of Student Life</i>
Watanabe, Suwako	Academic Requirements Committee
Voegele, Janelle	Advisory Council (2020-22)
Webb, Rachel	Advisory Council (2019-21)
<i>Wooster, Rossitza</i>	<i>Dean, Graduate School</i>
Zonoozy, Khalil	Adjunct faculty representative
TBD	Chair, Academic Computing Infrastructure Committee

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2021-22

STEERING COMMITTEE

Vicki Reitenauer, Presiding Officer

_____, Presiding Officer Elect • Michele Gamburd, Past Presiding Officer

Elected Members: Steven Thorne (2022) • _____, _____, _____

Ex-Officio Members: Richard Beyler, Secretary to the Faculty • Rowanna Carpenter, Senior IFS Rep. (till Dec.)

Randi Harris, Chair, Committee on Committees • Yves Labissiere, Faculty Member of Board of Trustees •

FACULTY SENATE ROSTER (60)

College of the Arts (4)

Borden, Amy E.	FILM	2022*†
<i>Colligan, George</i>	A+D	2023*
Heilmair, Barbara	MUS	2023
<i>Heryer, Alison</i>	A+D	2024

Coll. of Liberal Arts & Sciences–Arts & Letters (6)

Clark, Michael	ENG	2023
Cortez, Enrique	WLL	2023
<i>Jaén Portillo, Isabel</i>	WLL	2024
Limbu, Bishupal	ENG	2022
Thorne, Steven	WLL	2022
<i>Watanabe, Suwako</i>	WLL	2024

Coll. of Liberal Arts & Sciences–Sciences (7)

<i>Caughman, John</i>	MTH	2024
Cruzan, Mitch	BIO	2023
Eppley, Sarah	BIO	2022
Goforth, Andrea	CHE	2023
Lafferriere, Beatriz	MTH	2022
<i>Tuor, Leah</i>	BIO	2022*
<i>Webb, Rachel</i>	MTH	2024

Coll. of Liberal Arts & Sciences–Social Sciences (6)

Ajibade, Jola	GGR	2023
<i>Ferbel-Azcarate, Pedro</i>	BST	2024
Gamburd, Michele	ANT	2022
<i>Luckett, Thomas</i>	HST	2023*
Reitenauer, Vicki	WGSS	2022
<i>Wilkinson, Lindsey</i>	SOC	2024

The School of Business (4)

<i>Finn, Timothy</i>	SB	2024
Loney, Jennifer	SB	2022†
Raffo, David	SB	2023
Sanchez, Becky	SB	2022

College of Education (4)

De La Vega, Esperanza	C&I	2024
Farahmandpur, Ramin	ELP	2022
<i>Kelley, Sybil</i>	ELP	2023
<i>Thieman, Gayle</i>	C&I	2024

Maseeh College of Engineering & Computer Sci. (5)

Duncan, Donald	ECE	2022
Dusicka, Peter	CEE	2023
Feng, Wu-chang	CMP	2022
<i>Tretheway, Derek</i>	MME	2024
<i>Wern, Chien</i>	MME	2024

Library (1)

Mikulski, Richard	LIB	2023†
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School of Public Health (2)

<i>Izumi, Betty</i>	CH	2024
Labissiere, Yves	CH	2022

School of Social Work (4)

Chorpenning, Matt	SSW	2023
<i>Donlan, Ted</i>	SSW	2024
Oswald, Mary	RRI	2022
Smith, Gary	SSW	2023

College of Urban and Public Affairs (5)

Clucas, Richard	PS	2023
<i>Eastin, Joshua</i>	PS	2024
Erev, Stephanie	PS	2023
Kinsella, David	PS	2022†
<i>Rai, Pronoy</i>	IGS	2024

Other Instructional (3)

Carpenter, Rowanna	UNST	2023
<i>Hotton, Veronica</i>	UNST	2022*
<i>Lindsay, Susan</i>	IELP	2024

All Others (9)

<i>Baccar, Cindy</i>	REG	2024
Flores, Greg	ACS	2022
Gómez, Cynthia	DMSS	2023
Harris, Randi	OAI	2022†
Hunt, Marcy	SHAC	2023
Kennedy, Karen	ACS	2022
Law, Anna	ACS	2023
<i>Mudiamu, Sally</i>	OIA	2024
<i>Romaniuk, Tanya</i>	ACS	2024

Newly elected senators in italics

* Interim appointment

† Member of Committee on Committees

Date: 31 May 2021

**DRAFT • Minutes of the Portland State University Faculty Senate, 3 May 2021 • DRAFT
(Online Conference)**

Presiding Officer: Michele Gamburd

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Berrettini, Borden, Broussard, Carpenter, Chorpensing, Chrzanowska-Jeske, Clark, Clucas, Cortez, Cruzan, Duncan, Dusicka, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Gamburd, Goforth (from 4:13), Gómez, Greco, Hansen, Holt, Hunt, Ingersoll, Izumi, Jedynek, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Loney, Lupro, Magaldi, Matlick, May, Meyer, Mikulski, Newlands, Padín, Raffo, Reitenauer, Sanchez, Smith, Sugimoto, Thanheiser, Thorne.

Alternates present: Theresa McCormick for Goforth (until 4:13), Alyssa Plessner for Harris, Candyce Reynolds for Kelley.

Senators absent: Fritz, Oswald.

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

The meeting was **called to order** at 3:03 p.m.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call** was effected using the participants list of the online meeting.
2. **Minutes** of the 5 April meeting were **approved** as part of the *Consent Agenda*.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

GAMBURD began with notification in memoriam of the passing of Emeritus Professor of English John COOPER on March 29th. COOPER served as head of the English Department and Presiding Officer of the Faculty Senate. He was author of PSU's motto "Let Knowledge Serve the City."

GAMBURD indicated that in addition to the next regular meeting on June 7th, there will be an additional meeting on the 14th due to the volume of remaining business.

There had been several questions about mode of Senate meetings in the fall. She said that Steering Committee, along with tech support specialist David BURROW, had experimented with a dual-delivery approach in one of the outfitted classrooms. For those attending in person it was wonderful to see each other, but for running a successful meeting the experiment was unsatisfactory, particularly for those attending remotely. Therefore, GAMBURD announced, Steering had decided to continue Senate meetings by Zoom conference in the fall, then reassess in December.

GAMBURD conveyed a message from OAA regarding the promotion and tenure process: letters to external reviewers would be modified to call attention to possible difficulties in research and other activities during the pandemic; also, people had been offered timeline extensions, and invited to discuss the impact of the pandemic on their research and creative activities. Reviewers were asked not to judge this negatively.

GAMBURD adverted to the conclusion of the trial of the police officer for the killing of George Floyd. The verdict, she said, represented a move towards new standards of accountability for the use of force. A focus on racial equity in the judicial system is essential if we are to improve relationships between BIPOC communities, the justice system, and the police. It is a sign that older structures may be ripe for meaningful change. Our campus is also undergoing transformational processes to heal in the wake of a long engagement with systemic inequality.

There are a number of equity issues on today's agenda, GAMBURD continued: consideration of the teaching professor ranks; the proposed race and ethnic studies requirement; a report on the comments received to the President's presentation on the Article 22 process for the Intensive English Language Program. She called on senators to discuss and work on these policies with kindness, respect, and goodwill.

2. Announcements from Secretary

BEYLER noted that the ballot for Faculty Senate, Advisory Council, and Interinstitutional Faculty Senate was now in circulation, and that in Senate elections for Presiding Officer Elect and Steering Committee were coming up. Nominations were now open; nominations and self-nominations could be submitted in writing, and would also be taken at the June meeting. *[There were no nominations from the floor.]*

C. DISCUSSION – none

D. UNFINISHED BUSINESS

1. Insert language on NTT Teaching Professor ranks into University P&T Guidelines – postponed, as amended, from April

The motion as amended and postponed at the April meeting was reintroduced.

GRECO / KINSELLA **moved to amend the main motion** in accordance with the textual changes found in **May Agenda Attachment D.1.**

Consideration of the amendment to the main motion

GRECO said she worked with Jennifer KERNS and Gayle THIEMAN to create this suggested amendment. The ranks themselves are not in question; Senate approved them last year. The issue now was to define them. The initial motion, in her mind, did not distinguish adequately between assistant, associate, and full professor. The current proposal, which had been discussed with the ad-hoc committee, was inspired more by the tenure-track language than by the professor of practice language, because the latter have a certification process not present for the teaching professor ranks. The goal is to reach recognition in the relevant field.

PADÍN expressed enthusiasm for the measure, and especially urged his tenure-track colleagues to support it. Passing it would make a special day at PSU. We're confronted, he said, with an important question of equity, and have opportunity to begin to repair a division within our faculty. Universities began the practice of hiring off the tenure track, initially to remedy short-term need, but increasingly to make up budget shortfalls on the back of contingent faculty. The number of colleagues hired into those positions grew without constraint. These educators have been doing faculty work with significantly lower security and pay. The

move to continuous appointment begun five years ago sought to address the instability question, but today the inequity remains of doing a lifetime work and remaining in the rank of someone newly hired. He urged colleagues on the tenure track to not let this inequity to continue.

BORDEN also supported the amendment, but raised an issue of language consistency to reflect the current collective bargaining agreement [CBA].

BORDEN / BERRETINI moved to amend the amendment:

Adding [in the description for Professor] after “professionally related service” the language “within the service parameters outlined for NTTF in the current CBA,” and repeating that language in the description for Associate Professor.

Consideration of the re-amendment

GRECO advocated voting in favor of this modification as it reflected language in the CBA.

GAMBURD asked if there were any further discussion of **the amendment to the amendment**; hearing none, it was **approved without objection**.

Reverting to the amendment as re-amended

THIEMAN sought to clarify: the change to the first amendment was to add at the relevant places the language taken from the CBA, “within the service parameters outlined for NTTF.” The striking of the language “engaged in their share,” made by the committee in the first amendment, remained.

HOLT expressed support for the work of KERNS, THIEMAN, and GRECO, as well as BORDEN’s clarification. In previous sessions he had been uncomfortable with the language, but thought this looked good. As a member of Steering he had heard discussion of this a number of times, and now felt much more comfortable about the proposal. As PADÍN said, it’s time.

The **amendment** (re-amended) to the main motion was **approved** (unanimously, recorded by online survey).

Reverting to the main motion as amended and re-amended

The language on Teaching Professor ranks for the University Promotion and Tenure Guidelines as stated and **amended** in **Attachment D.1**, and as **re-amended** above, was **approved** (51 yes, 0 no, 1 abstain, recorded by online survey).

E. NEW BUSINESS

1. Curricular proposals – Consent Agenda

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

2. Grad. Cert. in Semiconductor Materials & Manufacturing (MCECS via GC)

ANDERSON / SANCHEZ **moved** approval of the Graduate Certificate in Semiconductor Materials and Manufacturing, a new program in MCECS, as summarized in **May Agenda Attachment E.2** and proposed in full in the [Online Curriculum Management System](#) [OCMS].

The Graduate Certificate in Semiconductor Materials and Manufacturing, summarized in **E.2**, was **approved** (51 yes, 0 no, 1 abstain, recorded by online survey).

3. Undergrad. Cert. in International Development Studies (CUPA via UCC)

AJIBADE / KINSELLA **moved** approval of the Undergraduate Certificate in International Development Studies, a new program in CUPA, as summarized in **May Agenda Attachment E.3** and proposed in full in [OCMS](#).

The Undergraduate Certificate in International Development Studies, summarized in **Attachment E.3**, was **approved** (50 yes, 1 no, 2 abstain, recorded by online survey).

4. Designating Social Work courses as Social Science for area distribution (ARC)

THORNE / BROUSSARD **moved** the designation of undergraduate Social Work courses as Social Science for purposes of academic distribution areas, as specified in **May Agenda Attachment E.4**.

The designation of Social Work courses in the Social Science distribution area, as stated in **Attachment E.4**, was **approved** (unanimously, recorded by online survey).

5. Applying area distribution designations for UG Systems Science courses (ARC)

SANCHEZ / THORNE **moved** the designation of the respective undergraduate Systems Science courses as either Science or Social Science for purposes of academic distribution areas, as specified in **May Agenda Attachment E.4**.

The designation of Systems Science courses in the Science or Social Science distribution areas, as stated in **Attachment E.5**, was **approved** (50 yes, 1 no, 1 abstain, recorded by online survey).

6. Adding Race/Ethnic Studies Requirement to University undergraduate requirements (ARC, Steering)

SANCHEZ / THORNE **moved** the proposal for a race and ethnic studies requirement (RESR) for undergraduate degrees, as specified in **May Agenda Attachment E.6**.

BEYLER clarified that the proposal took the form of two motions because the second [E.7] took the form of a constitutional amendment creating a new committee.

GAMBURD, for the ensuing discussion, recognized the members of the committee who had been working on the proposal. [For slides see **Appendix E.6**.]

ASPSU Senator Eli ROACH said the proposal, if done with intention, had potential to transform higher education. For that to happen, it had to reflect the goals of anti-racism and inclusion that the University espouses. The University needs to recognize and uplift the actions of those communities we say we will support. In March 2020 Faculty Senate voted on a resolution recognizing the fundamental role played by the School of Gender, Race, and Nation [SGRN] in examining and understanding the diversity, equity, and

inclusion [DEI] challenges for our community. In June, Senate passed a resolution encouraging the PSU community to pay close attention to the voices underscoring DEI problems. Senate can actualize support for SGRN today.

ROACH continued: the requirement would create a space where our history is recognized and normalized. Required courses in higher education [heretofore] seldom centered anti-racism. Emotional labor and assimilation into educational spaces [by BIPOC students] served to enrich non-BIPOC students who did not have to go through the same labor. There were not real conversations about racial inequality.

ROACH reported that a recent petition received 337 signatures from PSU students, faculty, and staff, with an additional 114 from the wider Portland area. We have a chance to set a precedent and be an example for other schools, if we live up to our stated goals and support the disruption of systemic racism within the curriculum.

ASPSU President Motu SIPELII, in talking with peers and other student leaders, found interest in opportunities for students to learn more holistically about their heritage. In the current curriculum there were not a classes that talked about his experiences as a Asian-Pacific Islander student. Many other students went through the same thing. PSU offers hundreds of classes, but how many of them offer students the opportunity to connect to their ancestors or roots, or learn more about systemic barriers. and forms of oppression that disproportionately affect Black, Indigenous, or People of Color communities?

Society will not change, SIPELII said, unless we change how we teach students. There is a need for courses to holistically educate students centered on racial equity and inclusion. As the most diverse [higher education] institution in Oregon we must lead by example. Creating a more diverse and culturally centered curriculum starts with passing the RESR. Senate has made announcements towards DEI efforts, but now has the opportunity to directly move an initiative that will transform the student experience moving forward.

Ted VAN ALST (Director of SGRN, Chair of INST) thanked the student leaders for their presentations. Living downtown, he saw what was happening in Portland. He and others in his extended communities were thinking not of a return to normal, but rethinking what is considered normal. He wished to honor the work and weight that faculty, staff, and students have been pulling to get to the other side of this pandemic, often having to figure things out on the fly. He was hopeful that we will return to something new in the fall. That is something we're talking about today.

As we have heard, VAN ALST continued, students need racial and ethnic studies to navigate today's world. These are places in classrooms that center the experiences, pedagogy and methodologies of the disciplines and training in SGRN. He often heard that we have this expertise throughout the University; he was not so sure that we do, given what we just heard what's been lacking in students' lives. We want to bring into the curriculum the pedagogical approaches that folks in Indigenous Studies, Black Studies, Asian American-Pacific Islander Studies, Women, Gender, and Sexuality Studies, and Chicano-Latino Studies all do as a matter of course in the classroom. We are looking a shifting demographic. We are the most diverse [Oregon public university], and are going to continue on that trajectory. In the K-12 social studies curriculum, ethnic studies, genocide studies, American Indian histories and issues are going to be part of the requirement. Students are going to expect to encounter this in college, just like they take

a stats, lab, or history class. It's essential to give students the skills they need as they move into the world: critical thinking, ability to solve problems.

SGRN departments, VAN ALST said, have vital ways of looking at the world, and their disciplines are at least four or five decades old, yet they still inhabit the margins of academia. They envisioned their disciplines becoming the center. Going forward the world needs conversations and skills to understand each other; lack of understanding spills out into the street, the internet, and into miscommunication. We should think about what this requirement will do for students five, ten, twenty years from now. The world is shifting and it's incumbent upon us to help our students meet that.

VAN ALST noted the groups consulted as the proposal was in preparation [see **slide 5**].

Ethan JOHNSON (chair, BST), responding to multiple questions prior to the meeting, wished to assure everyone that the motion coming before Senate was not a 'watered down' version. He wished to address two questions: why are we requiring that one course be in SGRN or cross-listed, and why are we proposing a two-course requirement? These questions are inextricably linked, he said. Pulling them apart changes the impact.

Like others in SGRN, JOHNSON said, his work centers on race and ethnic studies. In order to maintain the integrity of this initiative, students should have the opportunity to take courses with faculty who are dedicated to the study of race and ethnicity, who are experts in the field, and should be required to take courses in race and ethnic studies in order to graduate. SGRN needs to be invested in because of historical neglect.

The two-course requirement, he continued, addresses developing University-wide policy to address systemic racism on campus. It encourages other departments to develop curriculum and hire faculty who are invested in race and ethnic studies. Departments across campus will be encouraged to broaden their offerings to meet the RESR.

As currently proposed, JOHNSON said, this will likely mean that departments that have very small proportions of and sometimes no BIPOC tenure-track faculty will have to develop faculty lines to attract them, which hopefully will result in greater representation of BIPOC faculty on campus with orientation towards addressing systemic racism. The idea for the two-course requirement came from Amherst College, which has robust ethnic studies department as a result of the two-course domestic and international requirement.

Additionally, JOHNSON said, the two-course requirement demonstrates a more critical analysis in the field. How can we talk about it in America without connecting it to other regions of the world which have been so deeply impacted by European and US colonialism and imperialism? A two-course requirement demonstrates PSU is moving substantively towards addressing issues of systemic racism on campus and the world. Research shows that the more courses students take in the area of race and ethnic studies, the more their ideas shift towards critical understandings of race and ethnicity.

SAGER: they have heard a concern that this requirement will add time for students to complete their degrees. They met with advisors and the registrar to figure out how to make this work for students, including transfer students. The RESR can be double- or even triple-counted in various ways; students will have many opportunities to meet this requirement. It would be an opportunity for departments to think about integrating this requirement into their degree program, as some such as Psychology have already done.

Many students are going to be able to meet this through general education. They've talked with University Studies about how this can be done. There are possibilities of getting the requirement as part of a minor.

Lisa WEASEL (Chair, WGSS) addressed capacity—whether the requirement could get off the ground and be sustainable. It is proposed to be in the fall of 2022, first for students entering as freshmen. The orange line in **slide 9** shows the capacity modeled conservatively initially using current SGRN courses likely to meet the requirement. In the first two years the seat demand is well within current capacity. Budget has been allocated by the administration for three summers beginning 2022 to support thirty faculty each year to develop courses to count towards the requirement—potentially ninety new courses over those three summers. All departments have access to this.

Another question they'd heard is whether this emphasis will preclude students from looking at other forms of social pressure based on gender, class, sexuality, disability, etc. In the disciplines represented in SGRN, WEASEL said, the scholarship, activism, and curriculum largely rests on the foundation of women, queer, transgender scholars and activities, so race and ethnic studies is inclusive and intersectional in its foundations.

Marie LO (Chair, ENG), addressed concern that there weren't any courses on Asian American-Pacific Islander [AAPI] studies represented. She believed the RESR would strengthen initiatives that are underway to develop an AAPI Studies Department. SIPELII mentioned he's not seen courses in AAPI studies; a problem is lack of faculty expertise in this area. RESR will build infrastructure in this area, for example through the workshops that WEASEL mentioned. It is synergistic with other current work. It will help us understand the full complexity of the racial landscape of the US, and how that landscape is influenced by processes and forces of US imperialism and European colonization.

WEASEL said that courses for inclusion will be vetted through the committee [constituted in the second motion, E.7]. They looked at various committees such as the Writing Council, in considering appropriate size. Although there is enthusiasm now, staffing a committee in perpetuity can be challenging if it is large. Expertise in ethnic studies as a discipline is necessary to evaluate courses, and largely that expertise is located in SGRN. [However,] including affiliates, SGRN faculty come from a wide range of disciplines intersecting with a wide reach of units, not only in CLAS but also in SPH, SSW, CUPA, Honors, COE, MCECS, UNST. All committee members will be voting members. Appointments will be made by the Committee on Committees, using the preference survey. New courses developed through the summer workshops will also have to go through the UCC approval process, just as with any other course. One of the required classes must be either in SGRN or cross-listed; there are [already] a lot of cross-listed courses. This is an opportunity for departments to strengthen these ties.

WEASEL continued: people who have course that they want to revise, fine-tune, learn a little bit more about this area—it is a way for them to have comfortable support. About a third of the budget is going to go to faculty all across campus to develop courses in these workshops. This is really an inclusive opportunity to bring everybody up in terms of incorporating this material and offering a really wide range of courses.

PADÍN could think of few more urgent matters for us as educators to elevate what our colleagues are proposing—57 years after the passage of the Civil Rights Act, something

that had been ignored for 400 years, almost 50 years since the passage of the Self-Determination Act, but still with open racism in the country. It's been customary for the University to make pronouncements that we want to honor the memory of Black Americans murdered in the streets or the indigenous people whose ancestral lands we stand on. What do these pronouncements mean? We need clarity and honesty about how we are honoring. The proper way to conduct the affairs of our campus and the national community is to restore and repair our full humanity. We need to discover, understand what we don't know about generations of pain and survival and reflect deeply on how those experiences inform a path towards repair, reconciliation, and rehumanization. The RESR prepares us and our students to answer these questions. Two courses as an undergraduate is a modest but important step in that direction. There is no more valuable skill for our students in the world we live in.

LABISSIERE reflected that one of the most formidable recent challenges has persistent issues of trust, confident in our institutions in the challenges around structural racism, historical trauma, collective action, healing, social responsibility. How do we care for one another? It has become clear that equity and social justice has to be the path forward, not just as moral principle but translated into practice. Universities are innovating in this direction. Who would have thought that at PSU, 600-plus community members would attend an equity summit; that we would have almost unanimously voted to no longer use high-stakes testing for consideration for graduate school, suspend the GPR requirement for admission; that the President and Board of Trustees have made equity and social justice key initiatives. This proposal means elevating capacities to think, practice, and mobilize in ways anchored in equity and justice.

GAMBURD noted multiple requests to speak in the queue, as well as motions to amend and to table [or postpone, as the more appropriate form]. It appeared that the motion to table [or postpone] came before the motion to amend and [upon consultation with parliamentarian CLARK] that it had priority. She asked the movers of the amendment to consult with the movers of the main motion.

CRUZAN / MAGALDI **moved to postpone** further consideration until the next meeting. [Upon query from CLARK and BEYLER, CRUZAN clarified that postponement, rather than tabling, was the intention.] CRUZAN said some Budget Committee members had raised concerns. GAMBURD reiterated that there were still multiple requests to speak, but that in view of the time adequate discussion might be impossible today.

Further consideration of **Attachment E.6** [and consequently also **E.7**] was **postponed** until the June meeting (30 yes, 21 no, 1 abstain, recorded by online survey).

- 7. Introduction (first reading) of proposed amendment to Faculty Constitution: RESR Committee – postponed until June in consequence of postponement of E.6 above.**

F. QUESTION PERIOD – none

G. REPORTS

1. President's report

PERCY thanked faculty, staff, and students who attended the 2021 Winter Symposium, where we continued conversations related to racial equity and justice. He found it a great

learning opportunity to hear new voices and perspectives. He thanked Ame LAMBERT and Vanelda HOPES for organizing the event. Over 600 people attended.

PERCY thanked people and units who provided feedback on the presentation at the Senate meeting about potential retrenchment in the IELP. He was asking for a few more days to consider these responses before issuing the preliminary plan, which would then start another 30-day comment period.

He had a productive meeting with Advisory Council about issues of communication and trust and ways to enhance that. There is a new budget and financial sustainability website where they intend to put together all of the information that people are asking about.

PERCY said they are continuing efforts to advocate on behalf of PSU and the other public universities for full state funding of our budget request. We asked for \$900 million over the biennium. The Ways and Means Committee raised the amount from \$836 to \$886 million, which leaves us \$14 million short; we are still advocating for that.

PERCY thanked contributors to the PSU Day of Giving, which raised over a quarter of a million dollars for campus centers, institutes, programs, and student scholarships.

2. Provost's report

JEFFORDS brought attention a bill before the state legislature relating to transfer students, something which concerns PSU deeply [see **May Agenda Attachment G.2** for a summary]. One of the components is to create common course numbering which would give students opportunity to take courses across multiple institutions and know that they are transferable. To make this a reality requires bringing faculty together from the multiple institutions so they can agree on what a number references. The process would start next year. Registrar Cindy BACCAR is one of the University's experts on this, and she and JEFFORDS are available to answer questions about it.

JEFFORDS also called attention to the Reimagine PSU initiative, which intended to give intentional and supported space for faculty to think about how we can create the university that responds to the changing interests, needs, and responsibilities of students—to serve our community more effectively. She was pleased at how the AHC-APRCA and the Provost's Working Group were working together to move forward conversations relating to program reduction. The dashboards [that have been put together] represent a limited set of metrics, and are not intended to be exhaustive descriptions of units. They are guideposts so we can have transparent information and common ways in which we can talk about all units. The two committees are hosting information meetings for every college and school.

3. Steering Committee / AHC-APRCA feedback on President's Article 22 presentation at the March 15th special meeting

JAÉN PORTILLO: as a PSU international faculty member and former international student in the US, she was grateful for the chance to give this report [see **May Agenda Attachment G.3**; for slides see **Appendix G.3**]. The special meeting on March 15th was held following President PERCY's invocation of Article 22 of the Collective Bargaining Agreement. This was followed by a 30-day comment period.

This report, JAÉN said, is based on 102 comments and 19 uploaded files which make a compelling case that the expected reduction in IELP should be reconsidered. Should the President still feel that reductions are necessary, he will present a preliminary plan followed by another comment period.

A prominent theme in the comments, JAÉN said, was the observation that international enrollments have been very adversely affected by the restrictions imposed over the last five years, as well as the COVID-related restrictions on travel. The comments remind us of the importance of long-term, strategic decisions as we have a new US administration and emerge from the pandemic. We need to be able to respond swiftly to opportunities. It is difficult to build back strong units, like IELP, once they have been dismantled.

There is also concern, JAÉN noted, about the move given that PSU has benefited from federal [emergency] funding, as well as projected Oregon tax returns: this should, comments have suggested, provide some breathing room to see whether international enrollments rebound to pre-COVID levels.

An additional concern, JAÉN said, is how revenue and cost attributions have been used, particularly in view of IELP's merger with the Office of International Affairs in April 2020. It might be worth seeing how things work out [from the merger] before jumping [into sudden changes].

Perhaps the most compelling argument, JAÉN said, is that this move will be contrary to PSU's goals of diversity, equity, and inclusion. If diversity and social justice are a top priority, then how can we justify cutting a program that directly impacts access for non-white students? In the cultural resource centers, support for the international community is a vital partner.

JAÉN continued: IELP has been a leader in English language programs, and this contributes to a strong international reputation with students and alumni. The program is comprehensive, rigorous, and respected. It prepares students and helps them feel respected and welcomed. It is also a resource for the wider campus community.

It is clear from the robust feedback, JAÉN concluded, that IELP is a critical part of education, and that reductions in IELP will have a dramatic impact on the University's ability to support current and future multilingual students who add to the campus climate, University ideals, our position on the Pacific Rim, and our international reputation. We should position ourselves to take advantage of a rebound in international enrollments, reflecting long-term priorities and strategies.

The following reports were received as part of the Consent Agenda:

- 4. Monthly report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments – Consent Agenda**
- 5. Interim report of Budget Committee in IPEB process – Consent Agenda**
- 6. Annual Report of Scholastic Standards Committee – Consent Agenda**
- 7. Report of Textbook & Materials Affordability Subgroup, Affordability Pillar, Students First initiative – Consent Agenda**

H. ADJOURNMENT

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

Race and Ethnic Studies Requirement

Portland State University
Spring 2021



Student Testimony

Eli Roach (they/them, she/her) - ASPSU Senator

Motutama Sipelii - ASPSU President

Motion 1

Adding Race/Ethnic Studies Requirement to the Undergraduate University Requirement

Why are we proposing a Race and Ethnic Studies Requirement (RESR)?

- Our students need Race and Ethnic Studies to navigate today's world.
- Race and Ethnic Studies center the experiences, pedagogies and methods of Black, Indigenous, People of Color communities in our curriculum.
- A Race and Ethnic Studies requirement is part of Oregon's K-12 social studies curriculum and part of the core curriculum for many of our peer institutions.
- The requirement is a major step taking concrete action to affirm PSU's commitment to its goals of diversity, inclusion, equity, and access.

Has this proposal been appropriately vetted by Faculty Senate?

The proposal has been presented to the following Faculty Senate Committees:

- EPC
- Undergraduate Curriculum Committee
- UNST Council
- Honors Council
- Steering
- Academic Requirements Committee

It was also presented to the full Faculty Senate in February.

Is the version under vote a “watered down version”?

No: The proposal under discussion is the original version supported by the faculty who developed it.

Why are we requiring that one course be either in SGRN or in a class cross listed with SGRN?

- It actualizes the March 2020 Faculty Senate resolution to: “Take urgent action regarding the unsustainable situation and needs of the departments and programs of the School of Gender, Race and Nations.”

Why are we proposing a 2 course rather than a 1 course requirements?

- A rigorous, comparative, relational understanding of Race and Ethnic Studies requires more than one course.
- Understanding our domestic context requires also understanding the international context.
- The 2 course requirement meets the Faculty Senate goal of supporting SGRN, as well as leverages faculty expertise across campus.

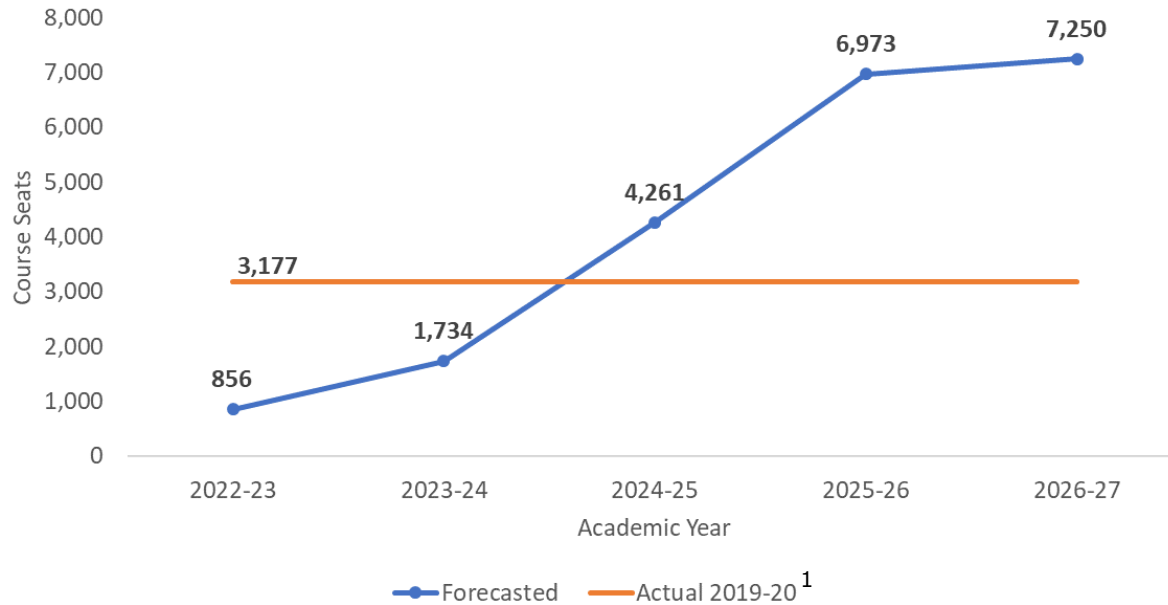
Will the requirement result in additional time and cost for students?

No: the RESR does not require that students complete additional credits.

We have worked with advisors and the Registrar, as well as engaged in conversations with UNST, to ensure that the requirement does not create barriers for students, including transfer students.

RESR courses can count toward major, minor, general education (FRINQ, SINQ, and Junior Cluster), and elective credits.

Does PSU have the capacity to meet the RESR?



¹ Courses were at 84% of capacity in 2019-20.

Note: Academic years begin with fall term and end with summer.

Source: FTE enrollment projections as of November 3, 2020; DataMaster, Department Course Capacity - IR0012

Does the Race and Ethnic Studies proposal neglect other forms of social oppression based on class, gender, sexuality, and/or disability?

- BIPOC women, queer, Two-spirit and transgender scholars, activists and curriculum have been foundational in Black Studies, Chicano/Latino Studies, Indigenous Nations Studies, as well as Women, Gender and Sexuality Studies.
- Race and Ethnic Studies is inclusive and emphasizes scholarship illuminating the intersection of race and ethnicity with gender, sexuality, class, disability, and other categories.

How does the RESR relate to efforts to create a Department of Asian American and Pacific Islander Studies?

- Passing the RESR strengthens the already strong case for why PSU needs a Department of AAPI Studies.
- SGRN leadership advocate for the creation of a Department of AAPI Studies.
- Faculty who have led the AAPI Studies initiative support the RESR.
- AAPI Studies courses will be part of the RESR.

Motion 2

Constitutional Amendment: Race and Ethnic Studies Requirement Committee (RESRC)

The Committee

Why are we proposing the committee with four SGRN faculty and three faculty with with relevant expertise outside of SGRN?

- Expertise in Ethnic Studies is necessary to evaluate courses for the requirement and this expertise is largely in SGRN.
- SGRN faculty and affiliates come from a wide range of disciplines and units, including not only those in CLAS but also SPH, SSW, CUPA, COTA, HON, COE, MCECS and UNST.

Are the XO members voting members?

- Yes: all committee members are voting members.

Who appoints committee members?

- The Faculty Senate Committee on Committees appoints members according to the requirements stipulated in the motion.

How will classes be included in the requirement?

- All classes (including classes in SGRN) must be approved by the RESR Faculty Senate Committee.
 - Any new PSU classes will also need to be approved by the Undergraduate Curriculum Committee.
- One of the required classes must be either in SGRN or cross-listed in SGRN. This is an opportunity for departments to strengthen their ties across units by cross-listing classes.
- Three years of **funded** summer workshops provide faculty interested in developing classes the opportunity to develop courses for the requirement.

Testimony from Faculty Senators

Betty Izumi

Yves Labissiere

Jose Padin

Feedback for President Percy
Regarding the President's Article
22 Presentation on March 15th
Related to the University Budget

Joint report of the Faculty Senate Steering Committee
and the Ad Hoc Committee on Academic Program
Reduction and Curricular Adjustment (APRCA)

Article 22 Process for PSU's Intensive English Language Program (IELP)

- Special Faculty Senate meeting (as described in Article 22.3.c) took place on Monday, March 15th.
- 30-day comment period followed, March 16 – April 16
 - Comments for President Percy went directly to the President
 - 102 comments and 19 uploaded files for Senate are summarized in this report; the appendix contains all of the material received
- President's Preliminary Plan
- Second 30-day comment period
 - Comments for President Percy
 - Comments for Senate

Rebound in International Enrollment

- Current lack of enrollment reflects
 - Federal restrictions on visas over the past 5 years
 - COVID restrictions on travel
- Despite declines, PSU's IELP still has more students than most other IEP programs nationally
- We cannot predict how the international market for Intensive English Programs will develop as we emerge from the pandemic
 - We request information on enrollment modeling methods and data
- Difficult to build back strong units like the IELP once they have been dismantled

PSU's Budget: Federal and State Funding

- \$105 Million for PSU from CARES Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)
- Projected Oregon tax refund kicker in 2022
- These funds could provide a bit of breathing room to see whether international enrollments for IELP rebound to pre-COVID levels

Transparency on Sources of Data

- The Faculty Senate requests that future budget presentations make clear the source of information for all graphs and tables
- Slides should reference DataMaster report numbers so that faculty can cross-reference the publicly-available data with the presentation
- If the administration is using other numbers, then the Faculty Senate requests that those numbers be made public
- Faculty Senate appreciates that OIRP has provided a detailed report on enrollment modeling (soon to be linked to the APRCA website).

RCAT Numbers and Merger with OIA

- The report raises queries about the use of Revenue Cost Attribution Tool (RCAT) to evaluate IELP
- IELP provides functions including outreach, marketing, admissions, registration, cultural engagement, advising, and new student services
 - RCAT tracks other academic units' use of such services in their indirect costs
 - IELP is “charged twice” because they provide services in their direct budget
- Ongoing merger with Office of International Affairs will move some of those costs to OIA from IELP; IELP's finances will look better thereafter
- “Wouldn't it be worth seeing how things work out with the newly formed unit before slashing and cutting based on guestimates?” (Comment, April 8, 2021).

PSU Goals of Diversity, Equity, and Inclusion

- “If diversity and social justice are a top priority at PSU then how can we justify cutting a program that directly impacts the access for our non-white students? Doesn't add up for me” (April 16, 2021).
- It seems wrong to “dismantle a department which brings only diversity to campus” (appendix document, April 16, 2021).

IELP: Strong International Reputation and Rapport with Students and Alumni

- “The IELP has been a leader in English Language programs in the United States for many years and has a reputation for being one of the most comprehensive and rigorous English language programs in Oregon” (April 12, 2021).
- Fulbright scholar writes, “This program made me feel welcomed, respected and most importantly prepared!”
- “The IELP team is not just an English language school but it is a new home and family for International students” (April 1, 2021).

IELP Student Support Services Provided to the Wider Campus Community

- UNST 170: Multilingual FRINQ Lab
- Applied Linguistics, particularly on the MA in TESOL
- IELP works closely with “the Department of Applied Linguistics, University Studies, the PSU Writing Center, the PSU Diversity Action Council, the Graduate School, and the Maseeh College of Engineering and Computer Science” (April 1, 2021).

Conclusion

- Given our desirable position on the Pacific Rim and the international reputation of our IELP program, we are well positioned to take advantage of a rebound or surge in international students.
- Faculty Senate is committed to enhancing diversity, equity, and inclusion across campus. Given the robust feedback received from many former and continuing international students, it is clear that IELP is a critical part of their education at PSU.
- Reducing the IELP any further will have a dramatic impact on the University's ability to support the current and future multilingual students who so richly add to the campus climate and university ideals.

Portland State University Faculty Senate Motion, 7 June 2021

Adding Race/Ethnic Studies Requirement to the Undergraduate University Requirement

(postponed from May)

Procedural note from Secretary: This proposal was moved and seconded at the May 3rd Faculty Senate meeting as 2021.05.03 E.6. After some discussion, further consideration was postponed until the June meeting.

*Several suggested amendments to the main motion have been received. These suggested amendments are found in Attachments D.1.1, D.1.2, and D.1.3. Please note, however, that these remain **only potential amendments unless and until they are actually moved and seconded** at the meeting.*

Background, rationale, and implementation

Background: Portland State University does not currently require students to take Race and Ethnic Studies courses to complete their undergraduate degree. After a thorough review of PSU's undergraduate graduation requirements and in line with curricular changes implemented at other universities such as Oregon State University and the California State University System, this resolution proposes to add a two course, campus-wide **Race and Ethnic Studies Requirement** (RESR) for Portland State University undergraduates. The proposed RESR is supported by the university administration.

Rationale: The proposed RESR aligns with the requirements of similar institutions. This policy shift will demonstrate PSU's commitment to addressing race and ethnicity substantively in its course offerings. This proposal is constructed on the premise that the School of Gender, Race and Nations is the only unit on campus that addresses race and ethnicity at every level of its curriculum. At the same time, the resolution recognizes that expertise in race and ethnic studies exists in other units across the university and welcomes faculty and units outside of SGRN to join this initiative. In fact, this resolution encourages units to develop course offerings in the area of race and ethnicity studies where they previously were lacking or have not offered such courses.

Passing this resolution will locate Portland State University as a leader and a model for other institutions who seek to implement a race and ethnic studies requirement in Oregon and the nation. As one of the largest public institutions of higher education in the state of Oregon, PSU should lead as a voice of authority and expertise in questions of race and ethnicity.

Implementation:

- 1) In principle, the RESR will not require additional credits for students to meet the university degree requirements. Students can satisfy the RESR with courses that apply to their major or minor requirements, elective courses, and University Studies requirements. At least one of the RESR courses must

be taken within the School of Race, Gender and Nations or be cross-listed within one of the SGRN units.

- 2) Reviewing and designating courses for RESR: A Faculty Senate committee will be formed to review and evaluate the designation of courses that satisfy the RESR. As included in the motion, the RESR involves two RES courses: one course must focus primarily and throughout its content and pedagogy on the the study of race and ethnicity in the United States of America; the second course must focus primarily and throughout its content and pedagogy on the experiences of groups living within European and US colonialism and imperialism beyond the United States. Designation of RESR courses (US and Global) for inclusion in the requirement will be reviewed and determined by the committee. A motion to form such a committee will be presented separately.
- 3) As for transfer courses, the committee to be formed will work with the Office of the Registrar, advisors, the Academic Requirements Committee, and other relevant academic and/or administrative units to determine applicability of transfer credits to fulfill the requirement.
- 4) Expanding RESR course capacity: A RESR Summer Workshop for faculty to develop or revise courses to fulfill the RESR will be held for three successive summer terms, and the workshop will be led by qualified faculty with expertise in the scholarship and teaching of race and ethnic studies. Faculty from all units on campus will be welcome to apply for these workshops. A budget for participating faculty and workshop presenters, stipend for participating faculty, and the salary for the workshop presenters have been planned and supported by the University administration (see Appendix B Dec. 26, 2020 memo).

Motion presented jointly by the Academic Requirements Committee and Faculty Senate Steering Committee

The Faculty Senate adds the Race and Ethnic Studies requirement to the undergraduate degree requirements to be effective in fall term 2022 in the following ways:

Portland State University undergraduate students will satisfy the Race and Ethnic Studies Requirement (RESR) by completing two RESR designated courses (a minimum of 3 credits each) with a central focus on race, ethnicity, and systemic oppression. One course must focus on the US experience; the second course must center the experiences of groups under European and US colonialism and imperialism beyond the United States. The courses taken toward the RES requirement may also fulfill major, minor, UNST, and/or elective requirements. One of the courses taken to fulfill the requirement must be taken within SGRN or be cross-listed with one of the SGRN units.

To: Faculty Senate

From: Budget Committee
Steven Boyce (co-chair), Mitch Cruzan (co-chair), Jennifer Allen, Tina Anctil, Candace Avalos, Cara Eckhardt, Jill Emery, Eric Geschke, Sam Gioia, Brenda Glascott, David Hansen, Arthur Hendricks, ChiaYin Hsu, Tim Knispel, Martin Lafrenz, Janice Lee, Derek Tretheway, Sarena Veleno-White, Stephen Walton

RE: Summary of the Budget Committee Review of the RESR Budget Statement

The Budget Committee reviewed a statement of Budgetary Impact of the proposal for undergraduate students to satisfy requirements for Race, Ethnicity, Sexuality, and Genders (RESR) designated courses. We considered the proposal as modified by the Friendly Amendment accepted by the RESR committee. Three members of the Budget Committee were assigned to review the statement, and then we met as a committee to finalize our statement in response. Below is a summary of our review.

Summary Statement:

The Budget Committee supports the Race, Ethnicity, Sexuality, and Genders (RESR) proposal as changed by the Friendly Amendment to reduce the requirement for transfer students to one course. Incorporating the amendment alleviates some of the concerns; however, the potential for budgetary impacts of this proposal for the distribution of SCH and resources among colleges and departments within them remain. Some of the potential for negative impacts on the budgets of individual units or the overall university will depend largely on the successful conversion and development of RESR designated courses either cross-listed with SGRN departments at the sophomore level, within majors and cultures at the junior and senior levels, and at the community colleges. For this reason, we recommend that an update on the number of RESR designated courses be provided by the RESR Committee in the spring of 2022. We also recommend the implementation of an annual review of the program and its impacts on enrollment, differential enrollment across colleges and departments, and on the reallocation of resources across the university. This will be particularly important to consider and plans for reduction and restructuring of the university are considered and implemented. Additional comments are listed below.

1. We recognize that the proposed reduction in Sophomore Inquiry requirements for students matriculating with less than 60 transfer credits will accommodate one of the two RESR course requirements. For these students in some majors, it will be more difficult to satisfy the requirement for a second RESR course within their major or their elective and cluster courses. The implementation of this requirement may increase the expense and

time required for graduation, and consequently make these majors less attractive compared to other universities.

2. The RESR requirement may have unequal effects on different colleges across campus. As an example, the Honors College may be unable to easily modify their curriculum to accommodate this requirement in the same way that University Studies has by decreasing the number of Sophomore Inquiry courses. If adjustments cannot be made, students may perceive Honors plus the new requirements as adding additional time and expense in comparison to UNST, which would make Honors less attractive, and possibly result in reduced enrollment.
3. In the context of the new Budget Model being implemented by OAA for annual budgeting, the focus is on year-to-year changes in a number of metrics including SCH, retention, and awards generated. Given that the implementation of the RESR requirements will necessarily result in shifts in the distribution of SCH and perhaps students among colleges, there is the potential for declines in these metrics for some units. It is unclear how this will impact the allocation of resources across the university.
4. There may be unforeseen transitory impacts of implementation of the RESR requirements. In particular, if RESR designated courses at the lower and upper division levels, and at the community colleges, are not established quickly enough, then students may have difficulty completing their requirements for graduation without causing them increased time and expense. It may be prudent to provide more flexibility of requirements for students transferring in or completing their degrees within the first few years as implementation of RESR designated courses is completed.
5. The RESR committee has provided data from other universities that have implemented requirements similar to those described in this proposal, and overall, it appears that the impact on retention and graduation rates is positive. However, the impact of the RESR requirements at PSU may not be fully understood for several years after implementation. On the one hand, this will establish Portland State University as a leader and a model for other institutions who seek to implement a race and ethnic studies requirement in Oregon and the nation, and consequently it could increase enrollment. On the other hand, the potential for the perception, and in some cases the reality, that the RESR requirements will increase the time and expense required for graduation may have negative implications for enrollment.

Potential Amendment D.1.1 to motion 2021.06.07 D.1 (postponed from 2021.05.03 E.6), Adding Race/Ethnic Studies Requirement (RESR) to University undergraduate requirements (ARC, Steering)

Summary: Transfer students will be required to take one RESR designated course. The requirement for two RESR designated courses as described in the proposal will only apply to students entering in their first or second year.

Procedural note from Secretary: It is anticipated that the following amendment will be offered by the original proposers of motion D.1 (postponed from May, motion E.6).

Motion 2021.06.07 D.1 (postponed 2021.05.03 E.6) is hereby amended as follows, with text to be added in **underlined blue boldface**:

The Faculty Senate adds the Race and Ethnic Studies requirement to the undergraduate degree requirements to be effective in fall term 2022 in the following ways:

Portland State University undergraduate students **matriculating in their first or second year (fewer than 60 credits)** will satisfy the Race and Ethnic Studies Requirement (RESR) by completing two RESR designated courses (a minimum of 3 credits each) with a central focus on race, ethnicity, and systemic oppression. One course must focus on the US experience; the second course must center the experiences of groups under European and US colonialism and imperialism beyond the United States. The courses taken toward the RES requirement may also fulfill major, minor, UNST, and/or elective requirements. One of the courses taken to fulfill the requirement must be taken within SGRN or be cross-listed with one of the SGRN units. **Portland State University undergraduate students matriculating in their third or fourth year (transfer students with 60 or more credits) will satisfy the Race and Ethnic Studies Requirement (RESR) by completing one RESR designated course (a minimum of 3 credits) with a central focus on race, ethnicity, and systemic oppression. The course taken by transfer students does not need to be offered within SGRN or cross-listed with one of the SGRN units.**

Rationale:

1. Retaining the two course requirement for first and second year students will locate Portland State University as a leader and a model for other institutions who seek to implement a race and ethnic studies requirement in Oregon and the nation.
2. Reducing the RESR requirement for transfer students entering in their third year will allow them to focus on completing their major, elective, and cluster requirements while acquiring appreciation of issues concerned with race, ethnicity, and systemic oppression.
3. RESR designated courses are not easily integrated into some majors (e.g., STEM) and clusters. Reducing to a one course requirement will limit the potential for increases in expense and time required for graduation.
4. The reductions in the Sophomore Inquiry requirement from 3 to 2 courses accommodates the additional RESR requirement for incoming freshmen, but there is no corresponding reduction in the cluster requirements to accommodate RESR requirements at the junior and senior level. A reduction in the number of RESR courses for transfer students will provide equity in this requirement across our students entering our university at different stages of their education.
5. RESR designated courses that are approved for transfer will become available at some, but not all of the community colleges and universities that are sources of our potential transfer students. Since we cannot guarantee that our transfer students will arrive with an RESR course completed, we need to accommodate them by reducing RESR requirements after they arrive at PSU.
6. Transfer students are allowed to meet the RESR requirements by taking courses outside of SGRN to allow them maximum flexibility to incorporate this course into their major, elective, and cluster requirements.

Potential Amendment 2 to motion 2021.06.07 D.1 (postponed from 2021.05.03 E.6), Adding Race/Ethnic Studies Requirement (RESR) to University undergraduate requirements (ARC, Steering)

Procedural note from Secretary: The following potential amendment to motion D.1 (postponed from May, motion E.6) has been received. It does not become an actual amendment proposal unless and until moved and seconded in the meeting.

Summary: Middle Eastern and Asian/Pacific Islander ethnicities are not represented equitably in the Race and Ethnic Studies programs at Portland State University. Students of color of these ethnicities may waive one of the courses in this requirement as the university works towards their inclusion.

Motion 2021.06.07 D.1 is hereby amended as follows, with text to be added in **underlined blue boldface**:

The Faculty Senate adds the Race and Ethnic Studies requirement to the undergraduate degree requirements to be effective in fall term 2022 in the following ways:

Portland State University undergraduate students will satisfy the Race and Ethnic Studies Requirement (RESR) by completing two RESR designated courses (a minimum of 3 credits each) with a central focus on race, ethnicity, and systemic oppression. One course must focus on the US experience; the second course must center the experiences of groups under European and US colonialism and imperialism beyond the United States. The courses taken toward the RES requirement may also fulfill major, minor, UNST, and/or elective requirements. One of the courses taken to fulfill the requirement must be taken within SGRN or be cross-listed with one of the SGRN units.

The requirement for the course taken within SGRN may be waived for students of color of Middle Eastern and Asian and Pacific Islander descent while the university works towards including them equitably in its Race and Ethnic Studies programs.

Rationale:

1. In contrast to other universities, Portland State University is still working towards including Middle Eastern or Asian and Pacific Islander ethnicities in its Race and Ethnic Studies programs. An AAPI Studies program has been proposed, but there is no guarantee that the effort will succeed or that it will be sustained once established. There does not appear to be any effort to address the lack of representation for Middle Eastern ethnicities.
2. Maseeh College is named after a Middle Eastern immigrant and has a large number of Middle Eastern and Asian and Pacific Islander students of color. This amendment will keep the pain of not being included (as expressed by our student of AAPI descent last Senate meeting) from festering if these students were ever forced to take a requirement

in Race and Ethnic Studies where their ethnicity is not equitably represented. This amendment seeks to protect these students of color from this situation as we work as a university to ameliorate it.

3. If the requirement were redefined to be a broader DEI or cultural literacy course requirement rather than one specifically targeting Race and Ethnic Studies, this amendment would no longer apply. As an example, OCC has a cultural literacy requirement whose broader approach would not require this particular amendment if adopted. <http://handbook.ccwwebforms.net/handbook/appendices/appendix-k>
4. I responded to each of the 18 students who emailed me advocating for the original proposal about this issue and no student disagreed with its intent.

Potential Amendment 3 to the motion 2021.06.07 D.1 (postponed 2021.05.03 E.6), Adding Race/Ethnic Studies Requirement (RESR) to University undergraduate requirements

Procedural note from Secretary: The following potential amendment to motion D.1 (postponed from May, motion E.6) has been received. It does not become an actual amendment proposal unless and until moved and seconded in the meeting.

Summary: International students of color will only be required to take one course to satisfy the requirement.

Motion E.6 is hereby amended as follows, with text to be added in **underlined blue boldface**:

The Faculty Senate adds the Race and Ethnic Studies requirement to the undergraduate degree requirements to be effective in fall term 2022 in the following ways:

Portland State University undergraduate students will satisfy the Race and Ethnic Studies Requirement (RESR) by completing two RESR designated courses (a minimum of 3 credits each) with a central focus on race, ethnicity, and systemic oppression. One course must focus on the US experience; the second course must center the experiences of groups under European and US colonialism and imperialism beyond the United States. The courses taken toward the RES requirement may also fulfill major, minor, UNST, and/or elective requirements. One of the courses taken to fulfill the requirement must be taken within SGRN or be cross-listed with one of the SGRN units.

International students of color may waive the second course requirement.

Rationale:

1. Maseeh College dominates the population of international students at PSU. Many of our international students of color have a lived, first-hand experience of European and US colonialism. They should be afforded a choice whether or not to take a course on this topic.
2. International students of color are not part of, nor have participated in, the problem of systemic racism that this requirement seeks to address. As they are paying close to 3 times the amount in tuition (~\$2500 for 4 credits), they will be carrying a disproportionate amount of the cost towards solving it. The proposed reduction seeks to address this inequity and keep international students from going elsewhere for their education as a result.
3. The majority of our international students of color come from areas of the world not currently represented in our Ethnic Studies programs. Taken with the prior amendment, the reduction will help our efforts to re-establish our university as a welcoming destination for such students.

Amendment to the Constitution of the Portland State University Faculty
June 2021

Race and Ethnic Studies Requirement Committee (RESRC)

Background, rationale, and implementation

Background: Upon the development of the university-wide Race and Ethnic Studies Requirement (RESR) for the BA/BS degree at Portland State University, the creation of a Race and Ethnic Studies Requirement Committee (RESRC) to both review and evaluate courses that will meet the RESR will be required. The proposed RESR is supported by the university administration.

Rationale: This proposed constitutional amendment creates the said committee, i.e., the **Race and Ethnic Studies Requirement Committee (RESRC)**. As with the passing of the **RESR**, this action will locate Portland State University as a leader and a model for other institutions who seek to implement a race and ethnic studies requirement in Oregon and the nation. As one of the largest public institutions of higher education in the state of Oregon, PSU will lead as a voice of authority and expertise.

Proposed Amendment to the Faculty Constitution

The Constitution of the Portland State University Faculty is hereby amended to create the Race and Ethnic Studies Requirement Committee (RESRC), to be constituted beginning Fall 2021, by inserting the following text into Article IV, Section 4(4) in the appropriate alphabetical order, and renumbering other committee listings accordingly:

Race and Ethnic Studies Requirement Committee. This committee shall consist of four ex-officio faculty from the School of Gender, Race, and Nations (SGRN) and three faculty with relevant expertise outside of SGRN (including two with expertise in international, non-US critical race and ethnic studies). It will also include one student enrolled in the SGRN MA certificate program nominated by Student Activities and Leadership Programs (SALP) in conversation with the ASPSU. All members of the committee, including the graduate student, will be voting members.

The committee shall:

1. Identify topical areas, learning goals, and pedagogies associated with the RES requirement.
2. Examine syllabi and recommend which courses will count toward the RES requirement for BA/ BS degrees.
3. Recommend courses that will meet the RES requirement to be voted on by the Faculty Senate.
4. Establish guidelines for reviewing for new courses to receive RES designation.
5. Review transfer credits to meet the RES requirement when necessary.

6. Act in liaison with other committees, units, and stakeholders (including undergraduate students) as needed, in providing guidance and reviewing course requirements.
7. Report to the Faculty Senate at least once each year.

In accordance with Art. VIII of the Faculty Constitution, the following faculty senators endorse the amendment:

1. Jola Ajibade
2. Enrique Cortez
3. Ramin Farahmandpur
4. Gina Greco
5. Randi Petrauskas Harris
6. Betty Izumi
7. David Kinsella
8. Yves Labissiere
9. Jennifer Loney
10. Michael Lupro
11. Claudia Meyer
12. Rick Mikulski
13. Mary Oschwald
14. Jose Padin
15. Vicki Reitenauer
16. Eva Thanheiser

Procedural note from Secretary:

Art. VIII of the Faculty Constitution prescribes a two-stage process for consideration of amendments. The proposed amendment is introduced and discussed, and is subject to modification (amendments to the amendment), at its first reading. The final text (with any approved amendments) is then reviewed by the Advisory Council for "proper form and numbering." The vote on the final text occurs at the next regular meeting. A two-thirds majority is required for approval of constitutional amendments.

A proposed amendment appeared in the packet for the May meeting; it was, however, not actually presented to Senate. The text that appears here is slightly changed from the version that appeared in May.

7 May 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: June 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](#).

School of Business

Change to Existing Programs

E.1.a.1

- M.S. in Applied Data Science for Business – add a 24-credit OHSU certificate to the list of graduate certificates that can count towards this stackable degree program

E.1.a.2

- M.S. in Global Supply Chain Management – Designation of core credits and elective credits

College of Education

Change to Existing Program

E.1.a.3

- M.A./M.S. in Early Childhood: Inclusive Education and Curriculum and Instruction – change program name to Early Childhood: Inclusive Education

New Courses

E.1.a.4

- *ECED 524 Creating Communities: Guiding Young Children, 2 credits
Students focus on fostering children's sense of belonging through the course by examining four central themes: framing community, supporting emerging identities, establishing a classroom culture, and developing problem-solving strategies. Students will draw on social constructivist and critical perspectives in designing equitable classroom communities and in developing practical approaches as they guide children in their own learning. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

* 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.5

- *ECED 525 Culture and Language in Early Childhood Families, 3 credits

Students construct a complex understanding of children and families in early childhood settings grounded in diverse cultural and political contexts. Students explore the role of theory in providing frameworks for understanding and interpreting child and family development in the early childhood classroom, including the identity development of immigrants and refugees. Explore the role of language acquisition from a strength-based perspective, including understanding the relationship between language and culture and bilingual development. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.a.6

- *ECED 526 Mathematical Thinking in Early Childhood, 3 credits

Examine ideas and practices that help young children learn mathematics in diverse contexts. Students consider how mathematical ideas emerge from children's real-life experiences in cultural settings and how to support math acquisition through play. Reflect on and create activities that are grounded in research about children's development in numeracy and other math concepts. Explore how to nurture mathematical understanding through reflection, environmental design, the use of literature and games, and responsiveness to cultural diversity.

E.1.a.7

- *ECED 527 Inspirations in Early Childhood Education: The Reggio Emilia Approach, 1 credit

Explore educational inspirations central to the infant, toddler and preprimary schools of Reggio Emilia, Italy, and unpacks the implications of this cultural and political context. Through readings, video, and dialogue, examine core concepts including image of the child, the hundred languages of children, the atelier, the environment as third teacher, project work, pedagogical documentation, and the role of family and civic participation. Engage in in-depth exploration of an issue or topic of particular relevance.

E.1.a.8

- *ECED 528 Educational Rights and Inclusive Environments in Early Childhood, 3 credits

Explores the collaborative bridge between the work of the early childhood classroom teacher and the intervention services needed to establish a truly inclusive classroom. Students will draw on social constructivist perspectives in developing classroom environments, pedagogy and curricula that ensure full access for all children and that

recognize children's strengths and educational "rights" (not needs) in order to ensure equity. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.a.9

- *ECED 529 Art as Languages of Early Childhood, 3 credits
Consider children's engagement in artistic and representational processes as a means of co-constructing knowledge. Challenge the assumption that children's art is product-based and reframe the way we understand how the creative process contributes to learning and identity. Develop ways to facilitate creative expression and incorporate the arts into early childhood curriculum. Learn techniques for introducing children to drawing, painting, clay, wire, three-dimensional and digital media as tools for exploring ideas and creating theories.

E.1.a.10

- *ECED 530 The Emotional Life of Toddlers, 3 credits
Explore diverse caregiving practices designed to support learning during the toddler years, a critical period of social and emotional development. Links are made between theories and brain development research to the activities that educators implement every day with toddlers. Topics include observing, establishing nurturing relationships, planning secure environments, designing learning experiences to engage and reflect very young children from diverse cultural contexts, and implementing positive guidance strategies to support emotional well-being and identity development. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.a.11

- *ELP 518 Permaculture & Whole Systems Design: Principles and Practices for Sustainable Systems, 4 credits
Permaculture is the study and observation of ecosystems, integrated with insights and practices of diverse indigenous peoples, combined to create an ethical whole system design process. This course explores permaculture and whole systems design principles in order to apply these concepts to the designing of sustainable systems. Learners will gain a firm understanding of permaculture principles and an ecological design process, and will apply this understanding to create holistic, just, and regenerative, educational designs.

E.1.a.12

- SpEd 558 Concepts and Principles of Applied Behavior Analysis, 5 credits

Introduces students to the philosophical underpinnings of applied behavior analysis (ABA). It provides students with knowledge of ABA concepts and principles. Students will learn how to apply positive behavior support and technological methods specific to the needs of the community in such settings as schools, clinics, and homes.

E.1.a.13

- SpEd 559 Assessing Behavior, 5 credits

Students will learn the fundamental elements of behavior assessment, how to identify behaviors appropriate for behavioral assessment, selecting behavior goals and strategies, conducting indirect and direct assessments to identify behavior function, and addressing professional issues that may arise during the process of behavioral assessment.

E.1.a.14

- SpEd 561 PBS: Behavior-Change Strategies, 5 credits

Focuses on the design of comprehensive, multi-component, functional assessment-based behavior support plans for individuals with a variety of disabilities who engage in challenging behavior. Students learn how to apply the positive behavior support method and to choose appropriate and effective behavior-change strategies to address behavior goals. These include the use of technology and responses to ethical and professional issues in implementing behavior support plans.

E.1.a.15

- SpEd 562 Ethical Issues in Applied Behavior Analysis, 5 credits

Students learn how to apply ethical standards that are salient to the interactions in their work, with the people they serve, and with others involved in the process (e.g., other professionals, families, systems of care, society). Although the class focuses on the BACB's Professional and Ethical Compliance Code for Behavior Analysts, other ethical standards will be reviewed as well.

E.1.a.16

- SpEd 565 Single-Subject Research Design in Applied Behavior Analysis, 5 credits

Introduces students to the foundations of single-subject research designs and the application of single-case research methodology. The course content aligns with items on the BCBA Task List (5th Edition). It provides students with the most effective experimental research methods to measure cutting-edge treatments, such as innovative technological interventions and positive behavior support.

E.1.a.17

- SpEd 566 Advanced Research Methods in ABA, 4 credits
Students will demonstrate their knowledge and application of single-case research methodology. Specifically, the implementation of research proposals designed to answer applied research questions specific to the needs of the local community in schools, clinics, homes, and other settings. In addition to their management of overall intervention implementation, students will assess the quality of implementation and intervention impact.

E.1.a.18

- SpEd 567 ABA Leadership Capstone, 3 credits
As a culminating experience for students in the ABA Program, this course focuses on current issues in ABA, supports students' preparation for the BCBA® exam, and supports students in formulating their own plan for supervision and management of supervisees. The topics selected for this seminar were guided by BACB® Task List (5th ed.) on what behavior analysts should know about the science of behavior analysis, as well as providing ABA services and supervision.

Changes to Existing Course

E.1.a.19

- *ECED 571 Play: Curriculum in Early Childhood Education, 3 credits – change description and add 400-level cross-listing

Maseeh College of Engineering and Computer Science**Changes to Existing Course**

E.1.a.20

- EE 560 Foundations of Cyber-Physical Systems, 4 credits – change prefix and course number to ECE 584

Graduate School**New Courses**

E.1.a.21

- ISt 520 Introduction to Foresight and Futures Practice, 4 credits
Introduces futures thinking and the related social science anchored practice of foresight. Includes a history and evolution of futures practice in the private and public sector. As an emerging social science and growing presence in emerging government and private sector practice, futures thinking and work acknowledges deep acceleration in change, disruption and related volatility, power relations, uncertainty, complexity and ambiguity and a need for navigation skills to succeed in “post-normal” times.

* 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.22

- ISt 521 Applying Foresight Frameworks and Building Futures Practice, 4 credits
Advanced class to deepen student understanding and knowledge futures thinking and the related skills of applied and ethical foresight to real world interdisciplinary challenges. Includes an overview of settings and methods where foresight is currently being practiced in both the public and private sectors, and profiles of futurists who lead these processes. Focuses on methods which democratize and diversify the future. Prerequisite: ISt 520.

E.1.a.23

- ISt 522 Integrative Futures Practice, 2 credits
Advanced class to integrate the coursework student has taken for his/her/their Foresight Practice Certificate. After taking the two required and elective courses related to student area of interest, this class provides students the opportunity to integrate his/her/their learning regarding futures knowledge and foresight practice. Acquisition and presentation of strategies to democratize co-creation of shared futures, acknowledge/address bias and patterns of inequity will be prioritized, culminating in a practice portfolio. Prerequisite: ISt 520, ISt 521, and required electives.

Drop Existing Course

E.1.a.24

- ISt 650 Diversity/Equity Science and Math Ed I, 4 credits

College of Liberal Arts and Sciences**New Course**

E.1.a.25

- *Anth 540 Design Anthropology, 4 credits
Explores the relationship between anthropology and design. Addresses how anthropologists collaborate with designers in industry to develop new products. Students apply ethnographic methods to do rapid design research and develop prototypes of products and services. The course is useful for students interested in human centered approaches to problem solving and for students pursuing a career in designing innovative products or doing user experience research.

Changes to Existing Courses

E.1.a.26

- *Anth 531 Advanced Topics in Latin American Anthropology, 4 credits
– change title to Topics in Latin American in Ethnography and change description

E.1.a.27

- *Hst 565 Twentieth Century Latin America, 4 credits – change description

E.1.a.28

- *Hst 568 History of Mexico, 4 credits – change title to History of Mexico I: 4000 BCE-1821 and change description

E.1.a.29

- *Hst 569 History of Mexico, 4 credits – change title to History of Mexico II: 1810-1876 and change description

E.1.a.30

- *Hst 570 History of Mexico, 4 credits – change title to History of Mexico III: 1876-Present and change description

E.1.a.31

- *Ph 513 Introduction to Solid State Physics, 4 credits – change description

School of Public Health

Change to Existing Program

E.1.a.32

- M.S. in Biostatistics – revising core requirement

New Course

E.1.a.33

- PHE 513 Introduction to Public Health, 3 credits
This survey course intended to provide graduate students with foundational knowledge of public health and will take a population science approach to public health practice.

Changes to Existing Courses

E.1.a.34

- PHE 512 Principles of Health Behavior I, 3 credits – change title to Principles of Health Behavior, change description, and add PHE 612 as dual-level cross-listing

E.1.a.35

- PHE 612 Advanced Principles of Health Behavior, 3 credits – change title to Principles of Health Behavior, change description, and add PHE 512 as dual-level cross-listing

School of Social Work

Change to Existing Program

E.1.a.36

- M.S.W. in Social Work – revision to core courses

New Course

E.1.a.37

- SW 531 SW Practice with Individuals and Families II Theory, Assessment and Intervention, 3 credits
The second in a two-course sequence focuses on social work practice with individuals and families and integration of theory into practice. Students will develop assessment and intervention skills for working with individuals and families. They will critically evaluate and apply commonly used human development theories during the assessment and intervention phase of generalist practice. A framework for critical evaluation will be used to compare, apply, and evaluate various human development theories covered in the course. Prerequisite: SW 530. Corequisite: SW 511.

Changes to Existing Courses

E.1.a.38

- SW 530 Skills for the Helping Process – Individuals and Families, 3 credits – change title to Social Work Practice with Individuals and Families I Theory and Engagement, change description and prerequisites

E.1.a.39

- SW 545 Advanced Human Behavior in the Social Environment, 3 credits – change prerequisite

E.1.a.40

- SW 556 Advanced Clinical Practice in Integrated Health Care, 3 credits – change prerequisite

E.1.a. 41

- SW 567 Evidence Based Interventions for Community Mental Health Practice, 3 credits – change prerequisite

E.1.a.42

- SW 591 Child & Adolescent Behavior & Development in the Social Environment: Advanced Theory & Research, 3 credits – change prerequisite

E.1.a.43

- SW 645 Advanced Human Behavior in the Social Environment, 3 credits – change prerequisite

Drop Existing Course

E.1.a.44

- SW 540 Human Development Through the Lifespan, 3 credits

College of Urban and Public Affairs

New Courses

E.1.a.45

- *PS 529 American Immigration Politics & Policy, 4 credits
Exploration of American immigration politics over time and into the current era.

E.1.a.46

- *PS 576 Politics of Inequality in the United States, 4 credits
Examines three themes: 1) How and why did economic inequality explode in the U.S. in recent decades? This level of inequality is not inevitable. We look to American politics for answers. 2) How does economic inequality intersect with other forms of inequality (e.g., gender, race, and place)? and 3) What is to be done? Students will draw from their personal experiences with inequality via exercises and assignments.

7 May 2021

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: June 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 Program

E.1.b.1

- Minor in Architecture – add required courses and remove electives; reduce minimum credits from 44 credits to 40 credits

New Course

E.1.b.2

- Des 343 Creative Coding, 4 credits
Studio course exploring code-based approaches for creative projects including generative design and interactivity. Students will work primarily with the open source programming language Processing but will also be exposed to other programming languages and tools. No previous coding experience is required. Prerequisite: (Des 200, Des 210, Des 225 and Des 254); OR formal acceptance into the third year by Sophomore Portfolio Review

School of Business

Changes to Existing Courses

E.1.b.3

- BTA 350 Solving Business Problems using Quantitative Analysis, 4 credits – change title to Business Problem Solving with Analytics and Visualization and change description

E.1.b.4

- BTA 415 Database Management, 4 credits – change description

E.1.b.5

- BTA 419 Application Development, 4 credits – change title to Business Analytics with Programming and change description

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

E.1.b.6

- BTA 420 Systems Analysis and Design, 4 credits – change description

E.1.b.7

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

College of Education**New Courses**

E.1.b.8

- *ECED 424 Creating Communities: Guiding Young Children, 2 credits
Students focus on fostering children's sense of belonging through the course by examining four central themes: framing community, supporting emerging identities, establishing a classroom culture, and developing problem-solving strategies. Students will draw on social constructivist and critical perspectives in designing equitable classroom communities and in developing practical approaches as they guide children in their own learning. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.b.9

- *ECED 425 Culture and Language in Early Childhood Families, 3 credits
Students construct a complex understanding of children and families in early childhood settings grounded in diverse cultural and political contexts. Students explore the role of theory in providing frameworks for understanding and interpreting child and family development in the early childhood classroom, including the identity development of immigrants and refugees. Explore the role of language acquisition from a strength-based perspective, including understanding the relationship between language and culture and bilingual development. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.b.10

- *ECED 426 Mathematical Thinking in Early Childhood, 3 credits
Examine ideas and practices that help young children learn mathematics in diverse contexts. Students consider how mathematical ideas emerge from children's real-life experiences in cultural settings and how to support math acquisition through play. Reflect on and create activities that are grounded in research about children's development in numeracy and other math concepts. Explore how to nurture mathematical understanding through reflection, environmental design, the use of literature and games, and responsiveness to cultural diversity. Prerequisite: Undergraduate early

* 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.

childhood education coursework or mathematics coursework or teaching experience with young children or instructor's approval.

E.1.b.11

- *ECED 427 Inspirations in Early Childhood Education: The Reggio Emilia Approach, 1 credit
Explore educational inspirations central to the infant, toddler and preprimary schools of Reggio Emilia, Italy, and unpacks the implications of this cultural and political context. Through readings, video, and dialogue, examine core concepts including image of the child, the hundred languages of children, the atelier, the environment as third teacher, project work, pedagogical documentation, and the role of family and civic participation. Engage in in-depth exploration of an issue or topic of particular relevance. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.b.12

- *ECED 428 Educational Rights and Inclusive Environments in Early Childhood, 3 credits
Explores the collaborative bridge between the work of the early childhood classroom teacher and the intervention services needed to establish a truly inclusive classroom. Students will draw on social constructivist perspectives in developing classroom environments, pedagogy and curricula that ensure full access for all children and that recognize children's strengths and educational "rights" (not needs) in order to ensure equity. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.b.13

- *ECED 429 Art as Languages of Early Childhood, 3 credits
Consider children's engagement in artistic and representational processes as a means of co-constructing knowledge. Challenge the assumption that children's art is product-based and reframe the way we understand how the creative process contributes to learning and identity. Develop ways to facilitate creative expression and incorporate the arts into early childhood curriculum. Learn techniques for introducing children to drawing, painting, clay, wire, three-dimensional and digital media as tools for exploring ideas and creating theories. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.b.14

- *ECED 430 The Emotional Life of Toddlers, 3 credits
Explore diverse caregiving practices designed to support learning during the toddler years, a critical period of social and emotional development. Links are made between theories and brain development research to the activities that educators implement every day with toddlers. Topics include observing, establishing nurturing relationships, planning secure environments, designing learning experiences to engage and reflect very young children from diverse cultural contexts, and implementing positive guidance strategies to support emotional well-being and identity development. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.b.15

- *ECED 471 Play: Curriculum in Early Childhood Education, 3 credits
Inquiry into theory and research on play, including cultural contexts and meaning of play in early childhood. Develop a theoretical and working understanding of adult roles in the facilitation of play, including the role of development, culture, gender, and ability. Practice observation of children's play as a context for assessment and documentation. Review, develop, and implement curriculum with a focus on play in child-centered inclusive approaches that draw on children's diverse strengths and contexts. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.b.16

- *ELP 418 Permaculture & Whole Systems Design: Principles and Practices for Sustainable Systems, 4 credits
Permaculture is the study and observation of ecosystems, integrated with insights and practices of diverse indigenous peoples, combined to create an ethical whole system design process. This course explores permaculture and whole systems design principles in order to apply these concepts to the designing of sustainable systems. Learners will gain a firm understanding of permaculture principles and an ecological design process, and will apply this understanding to create holistic, just, and regenerative, educational designs. Prerequisite: Upper-division standing.

Maseeh College of Engineering and Computer Science

Changes to Existing Courses

E.1.b.17

- CE 484 Civil & Environmental Engineering Project Management and Design I, 3 credits

E.1.b.18

- EAS 211 Statics, 4 credits – change prerequisites

E.1.b.19

- EAS 212 Strength of Materials, 4 credits – change prerequisites

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.b.20

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

New Courses

E.1.b.21

- Anth 340 Design, Politics and Society, 4 credits
Anthropological approaches to design aesthetics, politics, expertise and innovation. Focuses on how design is located in forms of power, inequality and exclusion. Addresses how “anthropological ways of knowing” and ethnographic research methods can benefit design practice. Critically explores the fields of design thinking and humanitarian design as well as efforts to use design for social justice.

E.1.b.22

- *Anth 440 Design Anthropology, 4 credits
Explores the relationship between anthropology and design. Addresses how anthropologists collaborate with designers in industry to develop new products. Students apply ethnographic methods to do rapid design research and develop prototypes of products and services. The course is useful for students interested in human centered approaches to problem solving and for students pursuing a career in designing innovative products or doing user experience research. Prerequisite: Upper division standing.

E.1.b.23

- Hst 311 Introduction to the New Testament, 4 credits
We will study the diverse writings of the New Testament as products of their original historical, social, and religious contexts. We will ask how these ancient writings came to be written, collected and preserved and how they served to interpret and respond to the life situations of the

* 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.

earliest Christians. This course may be repeated once for credit. This is the same course as JSt 311.

E.1.b.24

- JSt 311 Introduction to the New Testament, 4 credits
We will study the diverse writings of the New Testament as products of their original historical, social, and religious contexts. We will ask how these ancient writings came to be written, collected and preserved and how they served to interpret and respond to the life situations of the earliest Christians. This course may be repeated once for credit. This is the same course as Hst 311.

Changes to Existing Courses

E.1.b.25

- Anth 305 Cultural Theory, 4 credits – change title to Culture and Power and change description

E.1.b.26

- Anth 320 Native Americans of the Northwest Coast, 4 credits – change title to Indigenous Peoples of the Pacific Northwest Coast and change descriptions

E.1.b.27

- *Anth 431 Advanced Topics in Latin American Anthropology, 4 credits – change title to Topics in Latin American in Ethnography and change description

E.1.b.28

- *Hst 465 Twentieth Century Latin America, 4 credits – change description and prerequisites

E.1.b.29

- *Hst 468 History of Mexico, 4 credits – change title to History of Mexico I: 4000 BCE-1821, change description and prerequisites

E.1.b.30

- *Hst 469 History of Mexico, 4 credits – change title to History of Mexico II: 1810-1876, change description and prerequisites

E.1.b.31

- *Hst 470 History of Mexico, 4 credits – change title to History of Mexico III: 1876-Present, change description and prerequisites

E.1.b.32

- *Ph 413 Introduction to Solid State Physics, 4 credits – change description and prerequisites

School of Social Work

New Courses

E.1.b.33

- CFS 360 Critical Disability: Impacts on Children, Youth, & Families, 4 credits
Focuses on the social, historical, and cultural constructions and contexts of disability in the US. Through the lens of critical disability studies, examines how power relationships and discourse function in the lives of people with and without disabilities, and the structures and policies that empower these discourses. Emphasizes intersections of disability with other identities and positionalities (gender, sexuality, race, class, etc.). Impacts of disability discourses and structures on children, youth, and families will be examined. Prerequisite: Upper-division standing.

College of Urban and Public Affairs

Change to Existing Programs

E.1.b.34

- B.A./B.S. in Political Science – revise requirements for the Public Service option

New Courses

E.1.b.35

- CCJ 305 Juvenile Justice Reform, 4 credits
Modern approaches, evolving issues, and best practices for juvenile delinquency prevention and juvenile justice reform are the foci of the course. Students explore identifiers of "at-risk" youths, and the role disproportionate minority contact, poverty, trauma, mental health disorders, and physical or intellectual disabilities play in affecting the behavior of juveniles. Examination of past practices like the "school to prison pipeline" phenomenon that have disproportionately impacted youth from communities of color are critiqued and contrasted with more efficacious and equitable approaches.

E.1.b.36

- *PS 476 Politics of Inequality in the United States, 4 credits
Examines three themes: 1) How and why did economic inequality explode in the U.S. in recent decades? This level of inequality is not inevitable. We look to American politics for answers. 2) How does economic inequality intersect with other forms of inequality (e.g., gender, race, and place)? and 3) What is to be done? Students will draw from their personal experiences with inequality via exercises and assignments. 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.

7 May 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Elimination of the M.A./M.S. in Health Studies

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

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

Eliminate Existing Program

- M.A./M.S. in Health Studies – the program has been on a moratorium (suspension of admission) since 2018-19.

7 May 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Elimination of the M.A.T./M.S.T. in Arts & Letters

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

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

Eliminate Existing Program

- M.A.T./M.S.T. in Arts & Letters – the program has been on a moratorium (suspension of admission) since 2017-18.

7 May 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Elimination of the M.A.T./M.S.T. in Science

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

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

Eliminate Existing Program

- M.A.T./M.S.T. in Science – the program has been on a moratorium (suspension of admission) since 2017-18.

7 May 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Elimination of the M.A.T./M.S.T. in Social Science

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

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

Eliminate Existing Program

- M.A.T./M.S.T. in Social Science – the program has been on a moratorium (suspension of admission) since 2017-18.

7 May 2021

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: Elimination of the Minor in Religious Studies

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

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

Eliminate Existing Program

- Minor in Religious Studies – the program has been on a moratorium (suspension of admission) since 2014-15.

To: Faculty Senate

From: Budget Committee

Steven Boyce (co-chair), Mitch Cruzan (co-chair), Jennifer Allen, Tina Anctil, Candace Avalos, Cara Eckhardt, Jill Emery, Eric Geschke, Sam Gioia, Brenda Glascott, David Hansen, Arthur Hendricks, ChiaYin Hsu, Tim Knispel, Martin Lafrenz, Janice Lee, Derek Tretheway, Sarena Velena-White, Stephen Walton

RE: Annual Report

Committee Charge and Roles

The Budget Committee has a multipart charge:

- 1) Consult with the President and his or her designee(s) and make recommendations for the preparation of the annual and biennial budgets.
- 2) Consult with academic leaders of colleges/schools, Intensive English Language Program, and University Studies, and make recommendations for the preparations of their annual budgets and enrollment plans. Each Budget Committee member from one of the above listed units shall serve as liaison to his/her unit for this purpose, with other members assigned as liaisons as needed.
- 3) Recommend budgetary priorities.
- 4) Analyze budgetary implications of new academic programs or program changes through the review of a business plan that anticipates and provides for the long-term financial viability of the program, and report this to the Senate.
- 5) Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through the review of a business plan that anticipates and provides for the long-term financial viability of the unit, and report this to the Senate.
- 6) Consult regarding changes from budgets as prepared.
- 7) Review expenditures of public and grant funding as requested by the Faculty Senate.
- 8) Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.
- 9) Report to the Senate at least once each year.

University Budget

The committee received updates on the university budget by Kevin Reynolds and Andria Johnson. The first presentation in October included a recap from FY20 and an update on FY21, which mirrored their presentation made to the PSU Board of Trustees Finance and Administration Board recommending limited use of reserve spending. The second presentation in April included updates on the use of CARES Act stimulus funds. The committee has also met with Kevin Neely regarding updates to funding from the state, including modifications to the allocation formula used by the Higher Education Coordinating Commission. Funding from the

state appears to be steady for the next biennium, and some headway has been made regarding the allocation for degree completion for transfer students. The committee has also received regular updates from David Burgess and Kathi Ketcheson regarding enrollment projections. These include year over year comparisons on current enrollments as well as applications. Declines in Fall 2020 enrollments were in-line with previous projections, but the declines in undergraduate applications for Fall 2022 suggest a steeper decline in undergraduate enrollment than projected.

As part of the tuition setting process, the university established the Tuition Review Advisory Committee (TRAC). The main charge of this committee is to provide recommendations to the President about tuition policy. The committee aims to involve students in the tuition setting process and a number of ASPSU representatives are involved in the committee. Budget Committee co-chairs have been invited to serve on this committee and the committee prepared a report on our perspective on tuition recommendations.

FY22 OAA Budget Process

The Office of Academic Affairs follows a budget process called Integrated Planning of Enrollment and Budget (IPEB). This budget process has the revenue generating units develop enrollment plans. Enrollment plans detail the student enrollment outlook. These are accompanied by enrollment narratives that explain the impact on students via persistence, recruitment, degree completion, and program management strategies.

Due to the projected declines in undergraduate enrollment, OAA asked its units to prepare Reduction Scenario documents. In these documents, units have documented their anticipated increases in costs for providing their FY21 service level and their plans for reducing their budget to meet an overall target reduction of approximately 1.5% from the FY21 budget for the OAA division. These scenarios are based on possible outcomes of Budget Models prepared by David Maddox, stemming from the 2019-2020 budget model working group. The Budget committee met three times with then Associate Vice Provost David Maddox in December, January, and March to provide feedback on the proposed Budget Model.

Budget Committee co-chairs were invited and attended the launching of the IPEB process in November. The Budget Committee liaisons met with Deans and Directors in the end of Fall term or beginning of Winter term to have a preliminary conversation about their plans before units start working on the enrollment plans for FY22. These documents were submitted at the end of January and reviewed by the committee during the Winter and Spring terms. The committee met during the Winter and Spring terms to discuss cross-cutting themes. Our findings were reported to the Faculty Senate in May and summarized here as follows:

1. All units are facing what are effectively budget cuts for the upcoming academic year (2021-2022), which corresponds to Fiscal Year 2022 (FY22). The average budget reduction across units within OAA is 1.5%. All units' FY22 budgets are less than the projected current service level (CSL) for FY22, which includes inflation and salary increases.

2. Options for units include: (a) reducing costs, (b) increasing revenue, and (c) spending reserves.
 - a. Ways that units are considering reducing costs in the coming year include:
 - i. Holding faculty, staff, and administrative lines vacant. This approach has been used most prominently by CLAS, but its efficacy is diminishing as there have been fewer retirements than anticipated.
 - ii. Structural reorganization within units (merging operations, changing admin/staff mix). This approach is most notable with the OIA/IELP merger. A constraint in the use of this strategy is that units already report thin staffing in comparison to national peers.
 - iii. Reducing course offerings and program requirements. Several units (e.g., COTA, CUPA, CLAS) have reduced credit requirements for some programs. Constraints in the use of this strategy include maintaining program quality, avoiding extending time to graduation, and accreditation requirements.
 - iv. Reduce course duplications across programs and departments (e.g., quantitative methods; qualitative methods; introductory courses and advanced courses). This would likely require a task force / working group to review curricular university-wide.
 - v. Units with reserve funds available that are not committed to recurring budget items are being asked to use those funds to fill their budgets less the 1.5% reduction from the 2020 budget. The university's goal is to have about half of the reserve spending for next year to come from general reserves and the other half to come from management reserves within units in OAA.
 - b. Ways that units are planning to increase or maintain revenue in the coming year include developing new programs to attract students, increasing recruiting efforts, and improving retention. These require investment in marketing, advising, and faculty. Of note, several units (e.g., CLAS, CUPA, and MCECS) are investing in targeted community college marketing and recruitment, for which there is increasing competition for transfer students.
 - c. Opportunities for spending from reserves to offset budget reductions are extremely limited; in some units (e.g., CLAS) there are no reserves, and in other units, reserve spending is used to pursue DEI goals (e.g., scholarships, mentoring programs, writing centers, and testing centers) which should not be reduced. The Library in particular is under severe budgetary strain to support both remote and in-person services in FY22.
3. Options for units to meet budgets through reduced spending are limited, as the severity of previous years' cuts have already had negative effects on units' abilities to deliver quality education experiences to students.

4. There is substantial uncertainty regarding enrollment within units for FY22, as well as how HEERF (Higher Education Emergency Relief) federal stimulus may impact reserve spending. It is important to keep in mind that stimulus funds are one-time funds, and cannot be used for recurring expenses.

Proposal Reviews

The committee has completed reviews of 7 proposals for new academic programs, 28 proposals for academic program changes, and 6 proposals for academic program eliminations. These proposals were reviewed by two-person or three-person review panels which report their recommendations (no significant impact/modest impact/significant impact) to the committee via an online google document. This system enables other committee members to review and comment on proposals not assigned to them. Major proposals such as those for completely new programs are discussed in committee meetings. We have been using google docs to facilitate communicating these recommendations to Andreen Morris, the Curriculum Coordinator, who posts the final recommendation in the curriculum proposal system. The committee also completed reviews of two proposals to modify requirements for University Studies and to introduce an Ethnic Studies requirement.

Potential Upcoming Agenda Items

- The Faculty Senate approved the Ad Hoc Academic Program Reductions and Curricular Adjustments Committee (APRCA) in October 2020 to ensure meaningful faculty participation in all matters related to potential curricular adjustments and program reductions arising from budget reductions. The Committee was tasked with recommending principles and priorities based on PSU's values and missions, with planning and implementing transparent communications, and with soliciting faculty input and feedback. Budget Committee co-chair Cruzan has served as a member of this committee and reported updates from their developments.
- In the Spring term, David Burgess and Kathi Ketcheson prepared a detailed report on OIRP's enrollment forecasting model for the university. Discussions of this model may be worth revisiting in the Fall 2021, to discuss the uncertainty stemming from the pandemic and the model's utility for longer-term forecasting.
- In partnership with the Educational Policy Committee, members of the Budget Committee met with Office of Academic Innovation Director Michelle Giovannozzi in the Winter regarding the use of online fees and the impact of remote course offerings on online course enrollments. The upshot is that aggregate online enrollments have not thus far been affected by remote offerings. We anticipate additional discussions in Fall with a joint sub-committee on Online Fees between EPC and Budget regarding potential modifications to the online fee structure that may take effect in FY 23.

- The President of the PSU Foundation would like to engage in discussion with the Budget Committee in October 2021, with the goals of communicating the Foundation’s funding and philanthropic activities to faculty.
- Regarding the first charge of our committee, “Consult with the President and his or her designee(s) and make recommendations for the preparation of the annual and biennial budget,” the committee may want to discuss more details regarding the university budget outside of OAA. We would recommend that the committee consider the following actions: 1. invite the president to a meeting with the committee with the purpose of having an open conversation. 2. Request that FADM share more detailed budgets (including those for units outside of OAA). 3. Request that FADM’s meetings with the committee also include more open discussion and focus less on previewing presentations meant for faculty senate.
- The committee should seek continuing information about how CARES and related funding has been used. The committee should particularly pay attention to decisions about any unspent funds.

To: Faculty Senate

From: Educational Policy Committee

Date: May 24, 2021

Subject: EPC Annual Report

Per the Constitution of the Portland State University Faculty, the charge of the Educational Policy Committee is as follows:

The Committee shall:

- 1) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.
- 2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate.
- 3) Make recommendations to the Senate concerning the approval of proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, institutes, or other significant academic entities. All proposals must use the Process for Creation, Elimination and Alteration of Academic Units.
- 4) In consultation with the appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University.
- 5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.
- 6) Form subcommittees as needed to carry out its work.
- 7) Report to the Faculty Senate at least once each term.

The EPC is a university-wide committee appointed, as follows, by the Committee on Committees:

Co-chairs: Alex Sager (Phil) & Arthur Hendricks (Lib)

AO: Cynthia Baccar, REG (2016-)

COTA: Jennifer Ruth (2019-)

CLAS-AL: Alex Sager (2017-)

CLAS-AL: Tucker Childs (2018-21)

CLAS-Sci: Linda George (2019-)

CLAS-SS: Charles Klein (2020-)

CLAS-SS: Friedrich Schuler (2019-)

CLAS-SCI: Gerardo Lafferriere (2020-)

CUPA, Leopoldo Rodriguez (2017-)

COE: Deborah Peterson

MCECS: Tim Anderson (2019-)

LIB: Arthur Hendricks (2013-)

OI: Michael Lupro (2019-)

SBA:

SPH: Lynne Messer (2018-)

SSW: Mollie Janssen

Ex officio: Stephen Boyce (MTH), Budget Committee, and one (1 out of 2) student appointed by ASPSU, Dalton Wesemann.

Consultants:

Susan Jeffords, Provost

Andreen Morris, OAA

Kathi Ketcheson, Director, OIRP

Kevin Reynolds, Vice Pres. for Finance & Administration

Report:

During the Fall term, the EPC continued unfinished work carried over from Spring term, namely the Online Education Policy.

Subcommittees completed all but one of the reports generated by the EPC in 2016 regarding the state of online education at PSU. Two years ago, the EPC carried out surveys, focus groups, and interviews of students, faculty, and administrators, as well as investigated questions around the cost of online education. An executive summary was drafted to summarize the findings from the subcommittee reports; however, the report on the cost of online education at PSU is still in progress.

With the advent of remote learning due to the pandemic, the EPC has needed to take a step back and consider how the shift to almost all faculty teaching remotely affects our research. At the very least, this requires us to revisit and rethink our original report. The original PI David Raffo, who initiated this report when he co-chaired the EPC, applied to host a second survey on student attitudes toward online learning. A special report was released to Faculty Senate entitled, "What Will It Take for Students to Feel Safe to Return to Campus at Portland State University?"

During the Winter term, a subcommittee was formed to address the codes used for the Schedule of Classes. Currently there are 5 Instructional Method codes used in the Schedule of Classes to signal to students the two most critical things they need to know when planning class schedules: where do I need to be?, and when do I need to be there? These codes were set up quickly in response to the COVID-Remote learning situation. When we transition out of Covid, we will need to assess the utility of these codes. This committee hopes to address two issues: a narrow task of what course labels we should use to communicate with students about where and when they need to be; a broader set of questions about course modality at PSU, which includes questions such as the added fee for online class, questions about standardization in online education, and questions about how PSU will represent its online efforts to the larger

community. For these broader questions, the goal is to begin to articulate them so we can determine whether they should be addressed in the EPC or if they may be proper to other Faculty Senate committees or PSU bodies.

Another, related task, was to discuss fees for online courses in concert with the Budget Committee. Some students are confused by why some classes have a \$35 per credit fee while others don't. Steve Boyce reported he has been in discussions with others regarding costs, fees, and the funding model for remote, online, hybrid courses. A subcommittee was formed and work is on-going.

The EPC also formed a subcommittee to address the issue of the definition of terms in PSU policy documents, namely Departments versus Programs. The impetus for this was when the Indigenous Nations proposal to become a department was approved in 1919-20 by EPC. This caused us to realize that there are quite a variety of terms and many documents refer to "programs" that act like departments, and others use "department." What is the distinction? Academic units are also used. Some programs have degrees with BA and MA programs. Is "program" a synonym for "academic unit?" University studies is an example, with 25 NTTF faculty; who decides their curriculum? In a department, the faculty department proposes and makes changes to syllabi. Shared line faculty adds complexity to the discussion.

This goal of this subcommittee was to identify all the units, programs, and departments and develop a plan. After forming the subcommittee, we learned from Faculty Senate Steering that it was creating an Ad-Hoc Committee to Consider Definitions of Faculty, Program, and Department in the Faculty Constitution. While this subcommittee's charge differs in significant ways from the EPC subcommittee, we agree that it would be best to participate in Steering's Ad-Hoc Committee. Tim Anderson will be the EPC representative.

The EPC selected a representative for the Academic Freedom Task Force, and it is Jennifer Ruth. We want the EPC representative to represent academic freedom from a faculty perspective and AAUP from a bargaining perspective.

The EPC reviewed a request from International and Global Studies seeking moratoria. International and Global Studies was a program and became a department. External review indicated the department should be thematic. The department has seven regional focuses and now in social sciences global issues are becoming more common, but the department doesn't have the authority to require other departments to offer courses on particular content areas. This department has only a 1.0 full-time tenure line.

The EPC heard a presentation on the proposal for a Race/Ethnicity Requirement for Portland State Undergraduates. Under this requirement, every undergraduate would be required to complete 8 credits of in-depth course work on race, ethnicity, and systemic oppression. One course will focus on the US experience; the other course will have international scope, centering the experiences of groups under European and US colonialism and imperialism. Spirited

discussion ensued, but the EPC didn't review the proposal, which was moved forward by Faculty Senate Steering and the Academic Requirements Committee.

During the Spring 2019 term, the EPC reviewed academic program elimination proposals for the MA/MS in Theater, M.A.T./M.S.T. in Arts & Letters, M.A.T./M.S.T. in Science, M.A.T./M.S.T. in Social Sciences, and Minor in Religious Studies.

The EPC also reviewed and wrote a memo regarding waitlisted students being able to access the PSU LMS (to be Canvas 2022) for the course for which they are waitlisted. The committee expects that students will be automatically entered onto the PSU LMS with a clear designation for both students and instructors that students are waitlisted (WL) and not registered. If WL students are not registered by the end of the "the last day to add with consent of instructor", WL students will be automatically removed from the LMS.

A subcommittee was formed to address updating the Faculty Code of Conduct to address threats from social media. The subcommittee met with Provosts Jeffords, President Percy, and Consul Cindy Starke. Work is ongoing. The subcommittee is hoping to have input into the revision of the Faculty Code of Conduct to address doxing and unauthorized sharing of syllabi and class-recordings.

The EPC reviewed a request for a moratorium on the B.A. and Minor in World Languages, Chinese.

Finally, the EPC reviewed the process for cases where all members of a program move their tenure-line to another unit within their College.

A new set of co-chairs were selected for next year, Charles Klein and Mollie Janssen.

General Student Affairs Committee 2020-2021 Report

Membership

Chair: Josh Epstein, Associate Professor of English

Members: Cheria Brown (ASPSU), George Colligan (Music), Leilani Hagen (ASPSU), Melinda Holtzman (MCECS), Heather Petzold (UNST), Bethany Potts (Enrollment Management), Elijah Roach (ASPSU)

Liaisons: Michele Toppe, Vice Provost for Student Affairs; Alex Miller, Executive Assistant

Committee Charge (from Faculty Constitution)

1. Serve in an advisory capacity to administrative officers on matters of student affairs, educational activities, budgets, and student discipline.
2. Have specific responsibility to review and make recommendations regarding policies related to student services, programs, and long-range planning, e.g., student employment, educational activities, counseling, health service and extracurricular programming.
3. Nominate the recipients of the Presidential Community Service Awards.

Report

The last year has been challenging for PSU students, faculty, staff, and administrators alike, as we have worked to keep the campus afloat during the COVID-19 crisis, and amidst a widespread climate of social protest and tension. The work of the GSAC this year has focused largely on how specific resources and policies that have come to the surface during the last year might be addressed in the long term. Our working question this year was as follows: how can PSU build on the struggles and successes of the University during the pandemic to clarify student needs once we return to “normal” (whatever that means *de facto*)? What needs, resources (that we have or wish we had), and support systems have come to the surface during COVID; how can we continue enhancing student access to them? That question, naturally, was too big to answer in one strange and disjointed year, but our conversations precipitated a few recurring topics, on which we encourage the Faculty Senate and next year’s GSAC to act.

- In keeping with President Percy’s recent calls to promote anti-racist teaching and community outreach, the committee discussed how matters of diversity and equity affect student life. In keeping with the work done by GSAC in previous years (e.g., in areas related to student employment, community service awards, visibility of public resources, cooperation with SHAC), we encourage the Senate to expand its focus on anti-racist and otherwise inclusive pedagogy. In keeping with our concerns about PSU communication with students (see below), we also encourage the Senate to work actively on promoting student access to university resources (e.g. GDI, the Academic Appeals process, Financial Aid, etc.) that remain difficult to navigate or insufficiently integrated into the frameworks that students use every day (D2L/Canvas, course syllabi, BanWeb, etc.).
 - Our student representatives observed that the COVID crisis pointed both to concerns about public safety (e.g., the extent to which campus buildings are often vulnerable and insecure, owing to PSU’s location), but also to possibilities for community interactions with respect to drug safety, social justice, and public

health. Some of these have been further highlighted by recent drug decriminalization legislation, which may create both new needs and new possibilities for public education on behalf of our academic departments, arts programs, cultural resource centers, and other campus organizations.

- We note that a Senate resolution on a curricular Race and Ethnic Studies Requirement, though beyond GSAC's purview, could lay ground for similar efforts in the matters that GSAC is charged to address (student life, extracurricular engagement, and programming). What form this might take is a potential area of investigation for next year's GSAC, but we call the Senate's attention to it now.
- The committee observed that **PSU communications with students** require swift and ongoing attention. Student members of the committee, who have been surveying PSU students in their capacities as ASPSU representatives, noted increasing concern about counterproductive "email fatigue." Overwhelmed by the quantity of emails, students tend to ignore them or lose track of the information in them. The COVID crisis, though hardly the beginning of this problem, certainly intensified it: amidst the email avalanche, students are prone to miss crucial and time-sensitive information about campus policies, the schedule for return, and opportunities to address specific needs (financial grants, emergency funds, housing resources, community partnerships, food bank, etc.).
 - The committee liaison, Michele Toppe, has created a task force to explore other forms of communication, such as D2L/Canvas, myPSU, a campus-wide text service, and the [Student Life Resources](#) (which—though invaluable in many ways—remains a well-kept secret for most of the PSU population, including not only students but the faculty and staff charged with helping them).
 - Colleges and departments should bear greater responsibility for providing multiple venues (D2L/Canvas, department websites, faculty advisors, speakers in major core classes, graduate student handbooks, handbooks distributed to faculty, etc.) for keeping students and faculty informed consistently about existing campus resources. Faculty perhaps cannot be mandated, but should be encouraged, to provide such language in their syllabi and course shells.
- The committee has suspended the annual President's Awards for three years now, since the realignment/breakup of EMSA, but believes that reinstating these awards is a valuable opportunity to celebrate students as "whole beings" who have excelled on campus and in the community, consistent with the PSU mission. We are confident that there are many needs not filled by the awards that exist already—specifically, awards for off-campus community engagement and university service.

To make these awards truly effective, however, they would benefit from substantive revisions. The awards need to take a form that is not redundant with awards already available at college/department levels (e.g. the [by SALP](#)). Efforts by Vice Provost Toppe and Alex Miller to communicate with departments about their past experiences with the President's Awards, or about the awards they have already, yielded limited information. However, there was a sense that (a) departments were reluctant to publicize or nominate students for awards, without a sense that the awards were truly "special"; and (b) there remains a welcome audience for the awards to be brought back in a new form, provided that there is real buy-in from the Senate and the President, and that the award recipients are given meaningful and public recognition (perhaps also a monetary prize) such that the process seems worth the effort.

The time to address this is now. The end (however provisional) of the COVID crisis, during which our students have worked so hard and have had so much asked of them, represents a timely opportunity to reignite these awards upon our return to campus in a more meaningful and publicly celebrated form. We recommend revamping the award nomination process, in dialogue with ASPSU, as a meaningful show of commitment on the part of the Faculty Senate (and, ideally, the University President) to show its investment in the work of students both within and beyond the classroom.

- The committee has worked closely with Michele Toppe, and will continue to do so.. Specifically, Vice Provost Toppe's collaborations with [PSU Landing](#), the Incident Management Team, the student communications task force, the "Persistence Network," and other student life offices have kept the committee apprised of ongoing efforts to promote campus community and student well-being.
- George Colligan has agreed to chair the GSAC beginning in Fall 2021.

Recommendations to the 2021-2022 Committee

- Reinstitute a set of PSU Community Awards and revise them in the most meaningful, visible, and student-supportive way possible. Investigate the awards that exist already at college and department levels; repurpose the nomination process and rubric formed by GSAC in past years; work closely with ASPSU and the Secretary of the Faculty Senate to refashion the awards' scope; and invite the University President to celebrate the awardees. Other logistical concerns (e.g. soliciting nominations earlier in the year) may also increase the number of nominations, and hence the reputation of the awards. The awards can be an important part of establishing a campus culture that many students would like to see at PSU, and that might support efforts in student persistence. If funds exist for monetary prizes, we encourage the Senate to invest in them.
- Continue collaborating with ASPSU, including but not limited to student members of the committee, on addressing the most pressing concerns that students face and the sense of campus culture and "belonging" more broadly.
- Continue working with Vice Provost Toppe's office on student communication, student resource publicizing, and possibilities for reinvigorating a Fall Convocation for new students (an effort that GSAC had begun but abandoned when campus went remote).
- Find new opportunities for public-facing education and engagement efforts that have emerged from the last two very difficult years; investigate ways of working with the surrounding communities on questions of public health, drug safety, and social justice.
- If campus safety issues intensify upon the reopening of campus in the fall, work with the Incident Management Team, the "[Reimagining Public Safety](#)" initiative, and other offices to address these issues proactively, since they inevitably affect student life and students' sense of campus community.

Date: May 4, 2021

To: Faculty Senate

From: Paul Loikith, Graduate Council Chair

Re: Report of the Graduate Council for the 2020-2021 Academic Year

Per the Faculty Governance Guide, the Graduate Council's charge is to:

- (1) Develop and recommend University policies and establish procedures and regulations for graduate studies, and adjudicate petitions regarding graduate regulations.
- (2) Recommend to the Faculty Senate or to its appropriate committees and to the Dean of Graduate Studies suitable policies and standards for graduate courses and programs.
- (3) Coordinate with the Undergraduate Curriculum Committee to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.
- (4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing graduate programs and courses with regard to quality and emphasis. Suggest needed graduate program and course changes to the various divisions and departments.
- (5) Advise the Senate concerning credit values of graduate courses.
- (6) Act in liaison with appropriate committees.
- (7) Report at least once a year to the Senate, including a list of programs and courses reviewed and approved.

The Graduate Council has been composed of the following members during the past year:

Member	Years Served	College / School
John Beer	2020-21	CLAS-AL
Phoebe Daurio	2020-21	IELP
Amy Donaldson	2018-21	CLAS-SS
John Eckroth	2018-21	SB
Emily Ford	2019-21	LIB
G.L.A. Harris	2019-20	CUPA
Margaret Leite	2020-21	COTA
Feng Liu	2020-21	MECECS
Paul Loikith - Chair	2016-21	CLAS-SS
Christina Luther	2019-21	AO
John Nimmo	2019-21	COE
Yangdong Pan	2020-21	CLAS-SCI
Sarah Read	2019-21	CLAS-AL
Jill Rissi	2020-21	SPH
Wayne Wakeland	2019-21	CLAS-SCI

We would also like to acknowledge the ongoing assistance provided by the Council's consultants from the Graduate School and Academic Affairs: Rossitza Wooster, Mark Woods, Andreen Morris, Courtney Ann Hanson, Beth Holmes, and Roxanne Treece.

The Graduate Council has met approximately twice per month during the academic year to address graduate policy issues, and to review proposals for new graduate programs, program changes, new courses, and course changes. Teams of Council members have also read and recommended on the disposition of graduate petitions.

I. Graduate Policy and Procedures

During this academic year the Graduate Council has considered a significant number of proposals, policies and issues that relate to graduate education on campus.

- Throughout the academic year, the Graduate Council had several discussions about diversity, equity, inclusion, and justice in graduate education and training at Portland State University. Additionally, the council made efforts to keep this theme at the forefront of other business including approving proposals for new courses and programs as well as course and program changes. The Graduate Council recognized that progress towards a more equitable and inclusive graduate education experience for all PSU students requires continuous effort and that there are no easy solutions to many of the systemic problems. However, the Graduate Council did identify where policy changes or recommendations could productively reduce barriers to students from underrepresented groups and advance PSU towards a more just and equitable university.
- It was recognized early in the quarter that consideration of diversity, equity, and inclusion in new course and program proposals was sometimes lacking and that some of these deficiencies could be remedied through better education and training resources for proposing faculty. Towards this goal, the Graduate Council proposed developing a PSU-specific training module to provide proposers with the resources and understanding needed to better address diversity, equity, and inclusion in their courses and programs. This would serve the dual benefit of improving graduate education at PSU while making the review process for the Graduate Council smoother since, presumably, fewer proposals would require revisions for the diversity components. The Graduate Council began collaborating with the Undergraduate Curriculum Committee and will work with the office of Global Diversity and Inclusion to develop this module.
- A GC-UCC joint memo to all department and program chairs and curriculum committees was distributed to remind proposers of new courses and programs of the importance of considering diversity, equity, and inclusion in course and program design. This memo also provided information on resources to help proposing faculty with addressing the related questions in the OCMS.
- The Graduate Council developed a memo to Faculty Senate, strongly encouraging all graduate programs to no longer include the GRE as a component of graduate admissions criteria. Consideration of the GRE in admissions decisions carries numerous diversity, equity, and inclusion issues while it has been shown to generally be a poor predictor of student success. This memo was passed by the Faculty Senate.

- The Graduate School consulted the Graduate Council about an issue related to Joint Campus credits. The question was whether a student of one of the partnering institutions (UO, OHSU) took at PSU course for Joint Campus credit and then subsequently enrolled in a PSU graduate program would need to consider the Joint Campus credits as transfer credits. The Graduate Council agreed that in such a case the Joint Campus credits should not be considered transfer credits such that they would be excluded from transfer credit limits.
- The Graduate Council instituted a new approach to selecting the next chair for the council this year. Previously, the current chair would typically choose the next chair from the current council members and then ask the council to vote to approve that person as the next chair. This year a different process was instituted in which the council members were asked to anonymously nominate current council members to be considered for the next chair position. If a council member was nominated, they would then need to confirm their interest in running for chair. This process resulted in two agreeable nominees and the council then voted, anonymously, for one of the two. This process was intended to reduce the influence of the current chair which could introduce bias and be at odds with the council's efforts to be more inclusive and equitable.
- The Graduate Council approved a change to existing transcript policies to eliminate the requirement to provide official transcripts from all institutions that an applicant received course credit for prior to application. The new policy only requires transcripts from the bachelor's degree granting institution.
- An elimination of the reserved credits category to reduce confusion regarding different categories of transfer credits was approved. This policy change did not effectively change anything as credits previously considered reserved credits are also considered as pre-admission credits.
- A policy change was approved to allow the use of PSU pre-admission courses graded Pass with departmental approval. Previously a student would have to petition to have a course graded as pass count towards pre-admission credits and all requests were granted. This system ended up being unfair as students who didn't know they could request exemptions did not receive the benefits that student who did make a request received.
- The Graduate Council had several discussions about graduate student mentoring. The council was generally enthusiastic about improving graduate mentoring at PSU, although the discussion did not as of yet lead to any policy changes or recommendations. One challenge that was identified is that the diversity of graduate programs, including research-oriented versus profession graduate degrees, leads graduate mentoring to mean different things depending on the program of study.
- The Graduate Council supported a change to the OCSM software that would help streamline review of proposals by only displaying the sections that relate to the changes being made to the course or program.
- The Graduate Council provided a letter of support to the office of President Percy on behalf of the Asian American Pacific Islander faculty, staff, and students at PSU. This was motivated by a Presidential Fellows Report that recommended three priority areas related to improving experiences and conditions for Asian American and Pacific Islander students, faculty, and staff at PSU. This letter was written in collaboration across the council and was approved via a vote.
- A long-standing policy of allowing departments to make changes to program electives was discussed. The Graduate Council agreed that the current policy is preferable to a new policy

that would give Faculty Senate and Graduate Council oversight of changes to program electives. Some additional discussion was had around how to review new program proposals that include electives from a range of academic units and it was agreed that this topic, while related but separate, should be subject to future discussion.

II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

Table 1. New Programs

Program	Unit
MS in Geographic Information Science	CLAS
Graduate Certificate in Real Estate Investment and Finance	SB
Graduate Certificate in Semiconductor Materials & Manufacturing	MCECS
Graduate Certificate in Holocaust and Genocide/Atrocity Prevention	CLAS
Graduate Certificate in Futures Thinking and Foresight Practice (pending June FS)	IST
Graduate Certificate in Orientation and Mobility for Children, Youth, and Adults (pending June FS)	COE
Graduate Certificate in Applied Behavior Analysis (pending June FS)	COE

Table 2. Program Changes

Program	Change	Unit
MS in Criminology and Criminal Justice	Revise core requirements, increase required thesis/project coursework	CUPA
MA/MS in Theater Arts	Eliminate degree program	COTA
MBA in Healthcare Management (joint with OHSU)	Change total credits from 72 to 63, revise coursework	SB
MS in Emergency Management and Community Resilience	Increase total credits from 50 to 53	CUPA

MAT/MST in General Social Science (pending June FS)	Eliminate degree program	CLAS
MAT/MST in General Arts and Letters (pending June FS)	Eliminate degree program	CLAS
MAT/MST in Science: General (pending June FS)	Eliminate degree program	CLAS
MS in Global Supply Chain Management (pending June FS)	Revise core/elective credits	SB
MS in Applied Data Science for Business (pending June FS)	Add OHSU certificate to the list of grad certificates that can count toward this degree program (stackable degree program)	SB
MSW in Social Work (pending June FS)	Slight revision to core courses	SSW
MA/MS in Health Studies (pending June FS)	Eliminate degree program	SPH
MS in Biostatistics (pending June FS)	Update core course	SPH
MA/MS in Early Childhood: Inclusive Education and Curriculum and Instruction	Change major name to Early Childhood: Inclusive Education	COE

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through late April, a total of 46 new course proposals were reviewed and recommended to the Senate for approval, along with 129 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Proposals by College and School

Unit	New Courses	Course Changes
CLAS	16	69
COE	3	17
SB	3	4
COTA	0	2
SSW	1	9
MCECS	10	4

CUPA	7	13
SPH	3	10
IST	3	1

IV. Petitions

The Graduate Council reviewed 77 petitions for exceptions to PSU policies pertaining to graduate studies and issued decisions. The distribution of these petitions among the various categories is presented in Table 4. Due to the closure of all in-person activities during the COVID-19 pandemic, Graduate Council chair Paul Loikith was the sole reviewer of petitions this academic year.

Table 4. Petition Decisions, May 2020 through April 2021

Code	Petition Category	Total	Approved	Denied	% Total Petitions	% Approved
A	INCOMPLETES					
A1	Waive one-year deadline for Incompletes	19†	18	1	23.4	95
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven-year limit on coursework	7†	7	0	8.6	100
B	Allow Excess Validation	2†	2	0	2.4	100
D	DISQUALIFICATION					
D2	Extend probation	1	1	0	1.2	100
D3	Readmission one year after disqualification	1	1	0	1.2	100
F	TRANSFER CREDITS					
F1	Accept more transfer or pre-admission credit than allowed	6	6	0	7.4	100
F4	Accept non-graded transfer or pre-admission credits	2	2	0	2.4	100
F5	Accept miscellaneous transfer credits	3†	3	0	3.7	100
F8	Waive bachelors+masters limits	6	6	0	7.4	100
J	PhD & DISSERTATION PROBLEMS					
J4	Extend 5 years from admission to comps	3	3	0	3.7	100
J5	Extend 3 years from comps to advancement	20	20	0	24.6	100

J6	Extend 5 years from advancement to graduation	6	6	0	7.4	100
J7	Waive residency requirement	1	1	0	1.2	100
J8	Waive continuous enrollment	1	1	0	1.2	100
K	UNIVERSITY LIMITS ON COURSE TYPES					
K1	Waive limit on 501 & 505 credits	1	1	0	1.2	100
K9	Allow omnibus course for CRTGR core course	1	0	1	1.2	0
M	MASTER'S EXAM					
M1	Waive three-month waiting period to re-take exams	1	1	0	1.2	100
TOTAL		81	79	2		98
† indicates more than one request category on a single petition; total reflects 81 decisions on 77 petitions						

Almost forty percent of all graduate petitions were for doctoral time limit issues. Since these policies have become fully implemented, a high volume of petitions for these issues has become the new normal. The Council hopes that doctoral programs will increase efforts to mentor their students through the degree process in a timely fashion.

Excluding doctoral time limit petitions, the total number of petitions is similar to previous years. It is noteworthy that the total number of petitions was not higher given the pandemic and the extraordinary extenuating circumstances it created for students. The Council interprets this as a sign of careful graduate advising in the respective academic units as well as close scrutiny of petitions by departments before they are forwarded to Graduate Council.

Table 5. Historical Overview: Petitions, Approvals, and Degrees

Academic Year	Total Petitions	Percent Approved	Grad Degrees Awarded
2020-21	82	98%	[n.a.]
2019-20	67	95%	1594
2018-19	62	94%	1709
2017-18	81	90%	1756
2016-17	93	92%	1673
2015-16	108	95%	1546
2014-15	97	97%	1677
2013-14	106	95%	1627
2012-13	69	90%	1820

2011-12	56	91%	1642
2010-11	43	93%	1812

V. Program Proposals in Progress

- There are no program proposals pending at this time.

VI. Future Graduate Policy

- The Graduate Council, under the leadership of Sarah Read, will continue efforts towards a more just, equitable, and inclusive graduate education experience at PSU.
- The Graduate Council will continue to work with the office of Global Diversity and Inclusion on a DEI training module to assist faculty in preparing and offering equitable and inclusive courses and programs.

Honors Council

2020-21 Annual Report to the PSU Faculty Senate

The Honors Council makes policy recommendations and establishes general standards for the University Honors Program and departmental honors tracks; coordinates review of new Honors courses; and reviews campus-wide resources, practices, and services for high-achieving students.

Council chair:

Cornelia Coleman (HON)

Council members:

Todd Bodner (PSY)
Joseph Bohling (HST)
Stephanie Bryson (SSW)
Debra Clemens (OIA)
Harrell Fletcher (A&D)
Yasmeen Hanoosh (WLL)
Hollie Hix-Small (SpEd)
Bin Jiang (MTH)
Mauri Matsuda (CCJ)
Eva Nunez (WLL)
Joan Petit (LIB)
Shuvasree Ray (CHE)
Christina Sun (CH)
William York (HON)

Student members:

No student members assigned in 2020-21

Consultants:

Susan Jeffords (Provost)
Shelly Chabon (Dean of Interdisciplinary General Education and Vice Provost for Academic Personnel and Leadership Development)
Brenda Glascott (Director of University Honors College)
Amy Spring (UNST Council Representative)

Council Business:

Activity of the Honors Council was limited this year due to member time constraints associated with the COVID-19 pandemic. The HC met in Fall with members of the CoC to discuss the process for making 2019-20 Council-approved changes to the charge. Moving the changes through the Faculty Senate will form the first part of the HCs work in 2021-22. It was determined in conjunction with the CoC that the HC go to a co-chair leadership model in 2021-22 as this will allow flexibility in leadership and greater council activity. The HC will meet in early June to discuss ongoing projects to be addressed in 2021-22.

Institutional Assessment Council
Annual Report to the Faculty Senate
May 2021

Council Charge The Institutional Assessment Council (IAC) creates principles and recommendations for assessment planning that are sustainable and learning-focused, and provides support aimed at enhancing the quality of student learning through assessment activities. The Council designs frameworks for promoting and supporting assessment long term, both at the program and institution levels. The IAC serves as the primary advisory mechanism for institutional assessment planning and coordinates with the assistant and associate deans group the implementation of systematic Annual Assessment Updates and Academic Program Review by the schools and colleagues.

IAC Members 2020-2021

First	Last	Dept	Email
Amanda	Sugimoto	COE	asugimo2@pdx.edu
Andres	Guzman	COE	aguzman@pdx.edu
Rowanna	Carpenter	UNST	carpenr@pdx.edu
Janelle	Voegele	OAI, Chair IAC	voegelej@pdx.edu
Shirley A.	Jackson	SOC	shja2@pdx.edu
Billie	Sandberg	PA	sandber2@pdx.edu
Barbara	Heilmair	COTA	heilmair@pdx.edu
Kevin	McLemore	OHSU-PSU SPH	mclemore@ohsu.edu
Brian	Sandlin	OAA	bsandlin@pdx.edu
Raiza	Dottin	OAI	dottin@pdx.edu
Gerasimos	Fergadiotis	SPHR	gf3@pdx.edu
Aimee	Shattuck	SALP	shattuck@pdx.edu
Gigi	Harris	PA	glah@pdx.edu
Brian	Janssen	SALP	bjanssen@pdx.edu
Jill	Rissi	PA	jrissi@pdx.edu
Kathy	Rupley	SB	rupleyk@pdx.edu
Jones	Estes	UNST/Liaison Academic Quality Committee	estesjr@pdx.edu
Courtney	Hanson	Liaison, Graduate School	hanson@pdx.edu

- **Review aggregate results from Annual Assessment Update (AAU) reports.**

This year the IAC began reviewing aggregate findings from Annual Assessment Update (AAU) reports in order to learn the following: (1) What areas show the most progress across programs, and (2) In what areas might more support, resources and information be needed? Beginning in 2017, AAU reports have been submitted annually from academic programs to update the Office of Academic Affairs on program assessment progress. OAA

works with assessment staff in the Office of Academic Innovation, who provide detailed formative feedback to all programs on their AAU reports. 2020-2021 was the first year in which three years of AAU reports were available from most programs. Using the IAC Program Assessment Rubric, results were summarized by Dr. Raiza Dottin, who provided aggregated summaries of program assessment updates for IAC review. The Council assessed progress across programs in the following areas: (1) assessment plan components, (2) assessment planning alignment, (3) program learning outcomes, (4) assessment activities, (5) data quality and (6) assessment findings.

Though emergent, AAU data showed a positive trend in both quantity and quality of program assessment work across the colleges. The primary areas for improvement are matching assessment data with primary program assessment planning goals, data collection methods, and use of data for changes to program outcomes, curriculum and instruction. The IAC determined potential venues and further resources in these areas, including enhanced digital assessment guides, templates and guidelines, detailed examples of program assessment plans and activities, and planning for assessment recognition activities, including an annual program assessment recognition day (see below).

- **Disseminate Program Assessment Best Practice**

The IAC is organizing both in-person and digital opportunities to raise awareness of and disseminate best practices for program assessment in the upcoming (2021-2022) academic year. For example, the first annual assessment day event, *Beginning Where You Are: Small Strategies with Big Impact on Program Assessment*, will take place in fall 2021. This event will bring together faculty, administrators, and staff to explore and learn more about what is happening across our campus with program assessment and student learning. The half-day program will offer interactive panel and discussion sessions that provide examples of assessment planning, efficient strategies and tools to get started with and implement the program assessment process, embedding equity into assessment processes, and using results to inform change.

[Institutional Assessment Council Web Resources](#). These resources will be augmented by examples illustrating all stages of the program assessment process, drawn from PSU programs across colleges.

[Review/revise Program Assessment Rubric](#). The IAC is reviewing the Program Assessment Rubric, currently used to provide guidance on assessment planning, implementation and outcomes across all academic programs. The goal of this review is to ensure that the criteria continue to reflect a common, consistent and transparent framework for the communication of expectations on assessment progress and quality.

PORTLAND STATE UNIVERSITY LIBRARY COMMITTEE

Annual Report 2020–2021

According to the Faculty Governance Guide, the Library Committee should be comprised of at least two members each from Arts & Humanities, Science & Engineering, and Social Science.

Committee Chair: Léa Millay (UNST)

Committee Members:

Katrine Barber (HST)
 Carrie Collenberg-Gonzalez, (WLL)
 Richard Dozal-Lockwood (SPH)
 Karin Magaldi (TA)
 Gerald Recktenwald, (MME)
 Jelena Schiff (MUS)
 Nikolaus Grimsby (Student Representative)

Library Consultants:

Michael Bowman (Interim Dean)
 Cristine Paschild (Associate Dean)
 Molly Gunderson (Interim Assistant Dean)

Library Committee meetings were held on November 6, 2020; February 12, 2021; and May 7, 2021.

The focus of our meetings for the 2020–2021 academic year has been on the Budget; Library Services; The Thomas Bielavitz Graduate Student Collaboration Hub; Personnel; Archives, Records Management, and Special Collections; Library Building Access and Security; Library Resolution on Vendor Surveillance; and the Senate Resolution from Spring 2019 (follow-up).

Budget

The Library received a 1.45 percent budget cut for the next academic year. Thus the Library will cut money from acquisitions, reduce spending on technology, reduce services and supplies spending, and eliminate salary savings from its vacancies.

Library Services

<https://library.pdx.edu/services/library-services-2021/>

The Thomas Bielavitz Graduate Student Collaboration Hub

On May 24, 2021 there will be a virtual groundbreaking ceremony to celebrate the future space of the Thomas C. Bielavitz Graduate Student Collaboration Hub on the 4th floor of

the Library. Faculty and staff will share memories of Tom at the ceremony. Members of the community are invited to contribute to the Collaboration Hub and Library graduate services fund (<https://t.e2ma.net/click/iytzuf/m515nkc/ej7kzgb>) or Oregon College Savings Funds for Tom's daughters

Stella (<https://t.e2ma.net/click/iytzuf/m515nkc/qw9kzgb>) and

Kazmira (<https://t.e2ma.net/click/iytzuf/m515nkc/a48kzgb>).

Personnel

Many members of the Library have been on furlough all year. While two people were hired to cover Michael and Molly's positions, OAA has otherwise mandated a general hiring freeze that impacts one faculty and one staff vacancy. The Dean's search has been delayed until next year or perhaps longer. The Library will need to manage with fewer people.

The committee acknowledges that the present hiring freeze hurts the Library. Is this necessary? The Library could hire needed classified staff and still not overspend its budget. Tech 3 positions in particular are integral to the Library's important work on accessibility.

Archives, Records Management, and Special Collections

There have been several new acquisitions in Special Collections.

<https://library.pdx.edu/research/special-collections-university-archives/>

Carrie Collenberg-Gonzalez found a facsimile of the Nuremberg Chronicle (1493) and in her medieval German literature class she introduces students to the beauty and mystery of illuminated manuscripts. Making use of Special Collections, Carrie and her students discussed how to research pre-modern manuscripts and texts.

Open Education Week

The Library sponsored three events during Open Education Week:

March 1 "Achieving a Socially Just Open Education during the COVID-19 Era" Keynote Address, Jasmine Roberts

March 2 "How does OER meet our Diversity, Equity, and Inclusion Goals?"

March 5 "Open Pedagogy and Student Content Creation"

Library Building Access and Security

Turnstiles that scan ID cards will be installed near the circulation desk. The turnstiles will be necessary before non-PSU students and faculty can enter the library building, which will probably occur winter 2022.

The Library is still uncertain about fall 2021, but will try to open the second floor as a study space—or open the building as a whole, though not the study rooms. The main issue is building hours. Once the school year starts, the Library can begin hiring students and increase building open hours.

Students will probably not be permitted long-term checkouts or access to the stacks before winter 2022.

Cris Paschild affirmed that people really do miss the Library and there will be a renewed interest in the Library as a physical space.

Library Resolution on Vendor Surveillance (see addendum)

Library faculty will discuss the Resolution again at their June meeting.

The Library has a year's extension with Elsevier and then will re-evaluate the journal package.

Senate Resolution from Spring 2019

The members of the Library Committee would like to remind OAA of the Resolution of the PSU Faculty Senate to Increase the Allocation of Fees to the Library that was passed two springs ago. The discussion needs to be broader than it is and will be revisited by the committee in the fall.

*Overall, the Library Committee meetings have provided an effective channel for communication among library staff and faculty members, as the committee continues to serve the Library with dedication and diligence. The Library in turn contributes to the health and prosperity of Portland State University in an ongoing and vital way.

Portland State University Library

Resolution on Vendor Surveillance

Background:

Over the last year, Librarians at Portland State University became increasingly aware of troubling surveillance activities by library content providers/vendors. In particular, we are concerned about Proctorio and RELX (the parent company of Elsevier & Engineering Village & Thomson-Reuters who provide LexisNexis & Nexis Uni). Here are the major concerns outlined with these providers/vendors:

Proctorio: Proctorio is a remote testing software which recently [partnered with Mc-Graw-Hill](#). Shea Swauger, Department Head for Research Support Services at the University of Colorado Denver, has researched and written extensively on how Proctorio's algorithmic surveillance can harm students, especially [students with disabilities](#). The University of Illinois at Urbana-Champaign is [ending their contracts with Proctorio](#) for these and other reasons. Our concern is the precedent set that would enable other publishers to use browser locks on individual students or groups of students and prevent students from accessing competitors' resources through library databases.

RELX: RELX is a multinational corporation whose subsidiaries include Elsevier, Engineering Village, Thomson-Reuters, Nexis Uni, and LexisNexis. In April 2021, LexisNexis signed a multi-million dollar contract with the U.S. Immigration and Customs Enforcement (ICE). [According to reporting on the ICE contract by the Intercept](#), LexisNexis databases "offer an oceanic computerized view of a person's existence" and will provide the agency with "the data it needs to locate people with little if any oversight." There are growing calls among academics and librarians to [boycott](#) the products provided by these companies on college campuses.

Unfortunately, while Proctorio and RELX are the most egregious examples, this behavior is not limited to two vendors. The [Library Freedom](#) organization promotes the [Vendor Privacy Scorecard](#) rubric to evaluate providers' respect of users' digital privacy. Almost every content provider in academia has room to improve their privacy practices in regards to end user data.

Whereas:

In November 2016, then-President Wim Wiewel declared Portland State University a [sanctuary university](#). Being a sanctuary campus means:

- The Portland State University Campus Public Safety Office does not and will not enforce federal immigration laws as is required by State law.
- Portland State University will not facilitate or consent to immigration enforcement activities on our campus unless legally compelled to do so or in the event of clear exigent circumstances such as an imminent risk to the health or safety of others.
- Portland State University will not share confidential student information, such as immigration status, with the US. Federal government unless required by court order.

Portland State University Faculty Senate amended a resolution endorsing this statement at the December 5, 2016 adding in:

“This endorsement, however, should not be interpreted to imply that the Senate necessarily approves compliance with any future state law, federal law, or court order that would require the University to release confidential student information or otherwise assist in enforcement of federal immigration law. Should such a situation arise, we ask the President to consult with the Senate regarding the appropriate response.”

This amended resolution passed with 43 votes in favor and 2 abstaining votes.

Further, President Stephen Percy has issued three [different statements supporting DACA students](#) labeled as important messages from PSU Leaders starting in 2019.

Whereas:

Portland State University hosts multiple services and resources for [Dreamers](#), and Dr. Óscar Fernández led a successful allyship campaign in Fall 2020 garnering signatures from faculty across campus. Faculty were asked to sign onto the following principles:

1. Pledging to advocate for DREAMers by examining barriers they may face in my academic unit and/or university work
2. Pledging to display posters in my office, my online classroom, and/or my syllabi in support of DREAMers.
3. Pledging to continue to educate yourself about the aspirations and challenges facing DREAMers.
4. Sharing contact information with Global Diversity and Inclusion to include faculty names, affiliations, and contact information via websites.

Be It Resolved:

The University Library will immediately begin a review of surveillance practices of Library vendors and reserves the right to cancel purchase or subscription of products by content providers with known inappropriate use of surveillance techniques. The Library will inform library users of cancellations based on ethical concerns. The University Library will strive to replace content canceled based on unethical activities with viable alternatives from companies that act more ethically in their overall business practices.

May 7, 2021

To: Faculty Senate

From: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: 2020-21 Annual Report to Faculty Senate

Member Information

Chair: Susan Ginley (SpHr)

Members: Ingrid Anderson (C&I), Nike Arnold (Ling), Errin Beck (IELP), Peter Chaillé (PA), Jeff Gerwing (ESM), Courtney Hanson (GS), Shirley Jackson (Soc), Staci Martin (CYFS), Monica Mueller (PhI), Andrew Rice (Ph), Wanying (Eva) Shi, Andrew Tolmach (CS), Anwyn Willette (Mus), Kerry Wu (Lib), Belinda Zeidler (SPH)

Consultants: Andreen Morris (OAA), Pam Wagner (RO)

Charge of the Undergraduate Curriculum Committee

This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions); one Faculty member from each of the other divisions; and two students. Consultants shall include the following or their representatives: The Provost, the principal administrative officer with oversight of undergraduate studies, and a member of the Office of Institutional Research & Planning. The Committee shall:

- 1) Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
- 2) Coordinate with the Graduate Council to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.
- 3) Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.
- 4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.

- 5) Develop and recommend policies concerning curriculum at the University.
- 6) Act, in all matters pertaining to policy, in liaison with the chairpersons of appropriate committees.
- 7) Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.
- 8) Advise the Senate concerning credit values of undergraduate courses.
- 9) Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

Curricular Proposals Reviewed

In the 2020-21 academic year the committee will have convened 14 times, on the dates shown below, to review program and course proposals and to discuss additional issues related to the charge of the committee.

Meeting Dates

Fall 2020	Winter 2021	Spring 2021
10/5/2020	1/11/2021	4/5/2021
10/19/2020	1/25/2021	4/19/2021
11/2/2020	2/8/2021	5/3/2021
11/16/2020	3/8/2021	5/17/2021
11/30/2020		6/7/2021

Number of Courses and Programs Reviewed

Type of Proposal	Count
New Degree Programs	0
New Certificate Program	1
New Minor	1
Changes to Existing Programs	21
New Prefix	1
Elimination of Existing Program	1
New Courses	73
Changes to Existing Courses	259
Drop Courses	29

Additional Activities Related to the Committee Charge

- Susan Ginley represented the UCC to develop a proposal for a race/ethnicity requirement for Portland State Undergraduates. The

work is ongoing, and a draft report was presented at the February 1, 2021 Faculty Senate meeting.

- Peter Chaillé represented the UCC on the Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments. The work is ongoing, and reports are included in the monthly Faculty Senate packets.
- Peter Chaillé, Belinda Zeidler, and Andreen Morris joined the ARC-UCC Joint Task Force on BA/BS Requirements. The report was presented at the March 1, 2021 Faculty Senate meeting.
- Provided feedback on two University Studies proposals.
- Provided feedback on current process of departments updating approved elective lists. UCC supports continuing the current process and do not request that these start coming through program change proposals. The flexibility for departments to update their approved elective lists reduces the need for DARS exceptions when the option can be applied to all students, and it also makes options transparent to all students--not just those who know to ask. It was also noted that OAA, RO, and the Grad School work together so that DARS and the catalog match and so that the changes are documented and we can look back and see what changed year-to-year. UCC felt that the current process reflects a culture in which serving students is at the forefront and represents collegial trust that departments and programs are making good decisions for their students. There was discussion that requiring program change proposals may harm collegiality by increasing competition and encouraging assumptions that departments and programs have nefarious intentions when updating their elective lists.

Recommendations for Future Work:

1. Holistic review of inclusive curriculum and pedagogy work across all programs and departments

University Studies Council
2020-2021 Faculty Senate Report
 Prepared by Albert Spencer, Chair

Council Membership: Aleksandar Jokic, Amy Larson, Rachel Webb, Vicki Reitenauer, Jeff Conn, Mary Morningstar, Amy Borden, Nancy McClintock, Kimberly Willson, Wu-Chang Feng, Leslie Batchelder, Stephanie Bryson, Amy Spring, William Jones, Pronoy Rai

Consultants: Rowanna Carpenter (University Studies Director of Assessment), Linda George (Interim Executive Director of University Studies) Sara Newlands (Associate Executive Director) Connor Underwood (ASPSU Representative)

I. Curriculum: The UNST Council approved the following course additions and removals which have been confirmed by the Faculty Senate.

Course Number	Course Title	Cluster
ANTH 379	Practicing Forensics	Science in Social Context
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 361	France and the World since 1815	Interpreting the Past
HST 363	The British Empire	Global Perspectives
HST 384	The Ottoman World	Interpreting the Past
INTL/WS 349U	Gender and Development	Global Perspectives
INTL 367	The Global Drug Trade	Global Perspectives
PHE 323	Intro to Fat Studies	Healthy People/ Healthy Places
PHL 303	Early Modern Philosophy	Knowledge, Values, and Rationality
PHL 319	Asian Philosophy	Knowledge Values Rationality
PHL 379/WS 379	Feminist Care Ethics	Gender and Sexualities
PS 316	Politics and the Arts	Popular Culture
PS 316	Politics and Art	American Identities
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

Removals:

Course Number	Course Title	Cluster
HST 332U	History of North American Fur Trade	
HST 336U	Lewis and Clark and the American West	
PHL/WS 312U	Feminist Philosophy	Freedom Privacy Technology

- II. Program: Throughout AY 2020-21, the UNST Council discussed and/or completed the following tasks during its monthly meetings.

10/9/2020: At our first meeting we welcomed Sara Newlands attendance as the first Associate Executive Director of UNST, reviewed the results of the 2018 PSU Exit Survey, and determined that our top priorities for the year would be to reform the Junior Clusters and support the Diversity, Equity, and Inclusion (DEI) work across campus and within UNST. With regards to the former goal, we reconstituted the Cluster Curriculum Committee with the following faculty members: Linda George (Chair, Executive Director UNST), Joel Bettridge (English), Amy Borden (Film Studies), Peter Chaille (Leading Social Changer Cluster Coordinator), Patrick Edwards (Natural Science Inquiry Cluster Coordinator), Amy Larson (Environmental Sustainability Cluster Coordinator).

11/13/2020: At this meeting we discussed the scope, charge, budget, and composition of a potential DEI Subcommittee to support DEI initiatives across campus. We also discussed revisions to the American Identities Course Description proposed by the Cluster's Coordinator, Marie Lo, which would later be approved at the following meeting after minor revisions.

12/11/2020: At this meeting we congratulated Kimberly Willson's on her new title and position as the 1st University Studies Librarian, voted on the first batch of course proposals for the Junior Cluster, and moved to postpone the Revision of the Communication Goal until after the pandemic. A revision of this scale requires multiple conversations and symposiums with the relevant stakeholders and faculty which cannot be effectively facilitated until normal operations resume.

02/12/2021: At this meeting members of the Race and Ethnic Studies Requirement (RESR) working group presented their proposal and fielded our questions. The Executive Director signaled her intention to bring two reforms of UNST before the Council at our next meeting. Our DEI Subcommittee was approved and populated with the following members: Sara Newlands (Chair), Leslie Batchelder, Amy Borden, and Stephanie Bryson.

03/12/2021: We began the meeting with a moment of silence to mark the first anniversary of the Coronavirus pandemic. We voted to issue a Memorandum of Support for the RESR proposal shared during the last meeting and approved another batch of courses for the Junior Cluster. The major topic of discussion were the two proposals presented by Executive Director Linda George: 1) to reduce the number of SINQ from 3 to 2 and 2) to decouple the SINQs and Junior Cluster courses. After much discussion, the first proposal passed unanimously, but we voted to postpone a vote on the second proposal until the next meeting to allow more research, consideration, and conversation.

04/09/2021: I began this meeting by announcing that after five years on the UNST Council including two as the Chair that I would be cycling off the committee at the end of my term and encouraged members to either share nominees or express their interest in serving as Chair before the next meeting. We then reconsidered the postponed proposal from our last meeting to decouple the SINQs and Junior Clusters. Executive Director Linda George presented new assessment data and other evidence to show the benefits of this proposal to student retention

and success. Likewise, I presented an exposition of one of the founding documents of UNST (Chuck White's "A Model for Comprehensive Reform in General Education" (1994)) to determine if there were any specific curricular reasons why the link between SINQs and Junior Clusters were required. I could find no clear explanation of an essential link and in fact discovered that the current policy ironically reinforced several problems that the original implementation of UNST hoped to solve. The proposal passed. Finally, the DEI Subcommittee shared their plan to use their budget to facilitate an Intercultural Development Inventory (IDI) for Junior Cluster Coordinators to help them incorporate more DEI content into the curriculum. The Council voted unanimously to approve this project.

05/14/2021: At this meeting we welcome Dean Shelly Chabon who discussed the upcoming search for a new Executive Director for UNST. We also received updates from the DEI Committee that preparation for the IDI were underway and from the Awards Committee that we had received several nominees for each award, that these applications were being reviewed, and that they would be presented at the UNST End of the Year party (6/11). Finally, I shared with the Council that after much consideration, the Executive Director and I recommend Amy Borden (Film Studies) to be the next Chair of the Council and she was unanimously confirmed.

Beyond the tasks mentioned in these meeting summaries the Council currently has two motions before the Faculty Senate, the proposals to reduce the number of SINQs from 3 to 2 and to decouple the SINQs and Junior Clusters, that will appear on the June agenda. Likewise, the Council will convene in June to reflect on the past year, set the agenda for AY 2021-22, and pass the position of Chair from me, Albert Spencer to the new Chair, Amy Borden.

I would like to conclude by thanking PSU, UNST, and the Council for the opportunity to serve as a Council member and Chair. Our general education program is special and I hope that the revisions I have developed, supported, and overseen will continue to drive innovation, scholarship, and student success.

University Writing Council
Report to the PSU Faculty Senate
2020-2021

From the PSU Faculty Constitution, Article 4 Section 4: University Writing Council

The Committee shall

1. Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses;
2. Offer recommendations for improving writing instruction across the university;
3. Initiate assessment of the teaching and learning of writing at PSU;
4. Support training of faculty, mentors, and WIC Assistants teaching writing;
5. Advise on budgeting writing instruction;
6. Act in liaison with appropriate committees;
7. Report at least once a year to the Senate, outlining committee activities.

Committee chair

Comer, Kate (English)

Committee members

Allen, Devon (Music & Theater)
Desilets, Michelle (Library)
DeWeese, Dan (Writing Center)
Ferey, Eowyn (IELP)
Glascott, Brenda (Honors)
Hartig, Alissa (Applied Linguistics)
Kirtley, Susan (English)
Knepler, Annie (University Studies)
Miller, Hildy (English)

UWC Meeting Documentation

- [October 6, 2020, 12:00-1:00 p.m.](#)
- [November 19, 2020, 2:30-3:30 p.m.](#)
- [January 7, 2021, 3:00-4:00 p.m.](#)
- [March 2, 2021, 2:30-3:30 p.m.](#)
- [April 22, 2021, 10:00-11:00am](#)

Completed Business

- Recommendation to President Percy and Provost Jeffords: “Linguistic diversity—and IELP faculty expertise— should be central to PSU’s Equity and Racial Justice agenda.” [See Appendix]
- Collaboration with Library in support of graduate writing workshops, including proposing possible 1-credit curriculum to RGS administration.
- Support for Bridge Program writing placement and curriculum development
- Research on writing requirements and statements at peer and Oregon public institutions

Ongoing Business

- Articulate principles of writing (practice and pedagogy) at PSU
- Review of courses that fulfill the University Writing Requirement (outside of UNST), including WIC designation criteria
- Explore possibility of WIC/WID course development within departments/programs



University Writing Council
Faculty Senate Constitutional Committee

April 29, 2021

Re: University Writing Council recommendation: Linguistic diversity—and IELP faculty expertise— should be central to PSU’s Equity and Racial Justice agenda.

Dear President Percy and Provost Jeffords:

As a Faculty Senate Constitutional Committee, the University Writing Council is responsible for making recommendations to improve writing instruction at PSU. We write today to encourage you to commit to linguistic diversity as a cornerstone of truly inclusive higher education.

The UWC stands in enthusiastic support of your Strategic Priority: Acting on Equity and Racial Justice and take seriously this opening statement:

It is time for Portland State to accelerate its effort to combat racism and advance social justice across our campus with dogged determination and long-term commitment. We will build on the work of many to engage all of PSU in this effort, applying an antiracist lens to every signal we send, every model we create, and every policy we enact.

We cannot combat racism in academic spaces without confronting how language differences, particularly in writing, have been used to exclude and oppress. Research in Composition/Rhetoric and Linguistics documents the ways in which academic standards have been used to enforce white supremacy, and it demonstrates that we will indeed need determination and innovative collaboration to change those models.

PSU has an opportunity right now to enact that commitment by leveraging the Intensive English Language Program’s expertise to foster inclusive language policies and pedagogy across the curriculum. As you consider Article 22, we urge you to remember that IELP faculty layoffs would mean letting go of the experts who directly support multilingual students *and* are best prepared to help PSU advance our antiracist goals. Below, we provide context and recommend actions that would begin this process.

Linguistic Diversity at PSU: Context and Issues

Approximately 30% of first-year students at PSU report speaking a language other than English at home (New Student Survey, Fall 2020, prepared by Andrea Garrity, Cori Loper and Kylee Saunders). This number expands if we consider the diversity of Englishes among students from different cultural backgrounds. Higher education has a problematic history of assuming deficits and enforcing standardization rather than embracing the full range of linguistic resources they bring to campus. As important as supporting students, therefore, is providing mentorship to faculty and staff to promote inclusive learning environments.

We do not suggest a return to the previous IELP model, which presented many students with barriers. The IELP has traditionally been a paid program for international students who have not yet met the university's minimum English proficiency requirements. By limiting its purview to this particular group, we have left domestic students with only a patchwork support system. This system has, at times, included the following:

- IELP faculty embedded in the PSU Writing Center—where approximately 50% of students served are multilingual—to work with students and train consultants
- Course offerings like UNST 170 (the Multilingual FRINQ/SINQ Lab) and LING 457 (Writing Workshop for Multilingual Graduate Students)
- IELP Liaison to University Studies to provide training to faculty and mentors
- Workshops through the PSU Library and Graduate School

Yet, as you know, much of even this limited investment has been lost already. There is no longer an IELP consultant in the Writing Center, and the Multilingual FRINQ/SINQ Lab has not been offered since Spring 2020. The IELP Learning Center's services are only available to PSU students through payment of extra fees, which imposes an inequitable financial burden.

Permanent Infrastructure for Equitable Pedagogy

The UWC asserts that linguistic diversity must be a core consideration in antiracist pedagogy across the university; that support for multilingual students should not be remedial in nature, but woven throughout the educational culture of PSU; and that an equitable university does not demand that the students assimilate to old models of academic discourse, but rather uses its faculty's talents to create a more inclusive and equitable future.

We know you share these values, and so we ask you to act in the following ways:

- 1) Return funding for IELP faculty to be on staff at the Writing Center
- 2) Return funding for IELP faculty to teach and develop UNST 170
- 3) Return funding for IELP faculty to serve as liaison to University Studies
- 4) Fund the IELP's English Lab proposal to support language learners and offer faculty development

Further, we call on PSU to invest in the IELP faculty, to value their expertise university-wide. For example, IELP faculty should be integrated into the PSU Learning Center; they should collaborate with OAI to develop robust faculty development around multilingual pedagogy; they should be consulted across campus as we all work toward linguistic justice.

We are proud that PSU is emerging from a difficult year with a renewed commitment to social justice, and we recognize the challenges of ongoing financial hardships. However, we hope that you, too, see this moment as an opportunity to make real change—by moving linguistic diversity from the margins to the heart of an accessible and inclusive campus of the future.

Thank you for your consideration,

University Writing Council

Kate Comer (Chair), Associate Professor, English Department, Director of Composition

Devon Allen, Professor, School of Music and Arts, Head of Acting Program, Resident Artist

Michelle Desilets, Assistant Professor, Education and Science Librarian

Dan DeWeese, Senior Instructor, English Department, Writing Center Director

Eowyn Ferey, Senior Instructor 2, Intensive English Language Program

Brenda Glascott, Associate Professor, Director of Honors College

Alissa Hartig, Associate Professor, Department of Applied Linguistics

Susan Kirtley, Professor, English Department, Director of Comics Studies, Associate
Director of Composition

Annie Knepler, Assistant Professor, University Studies Writing Coordinator

Hildy Miller, Professor, English Department

APRCA Committee Report to Faculty Senate – June 2021

Committee charge

The Faculty Senate charged the Ad Hoc Faculty Senate Committee on Academic Program Reduction and Curricular Adjustments in October, 2020 to uphold a faculty voice in decisions regarding how budget reductions will affect educational policy, curriculum, and the structure of the University. In April 2020, the Senate extended the APRCA committee through the 2021-2022 academic year.

The committee is charged to:

- **Focus** holistically on PSU's collective future.
- **Ensure faculty participation** in meaningful, inclusive, and formative discussions of curricular adjustments related to budget reduction.
- **Recommend principles and priorities** based on PSU's values and mission, with an emphasis on applying a Diversity, Equity, and Inclusion lens, and share these with OAA to guide decision- making.
- **Plan and implement transparent communications**, including but not limited to periodic townhall forums on budget information, regular campus-wide emails, and a website or Google Drive for material, including data on which decisions about reorganizing or eliminating programs are based.
- **Solicit input and feedback** from faculty, including but not limited to implementing surveys and arranging other forums for gathering input and suggestions. Ensure input and involvement from Deans and Chairs/department heads. Facilitate communication with and incorporate input from students, staff, and other stakeholders.
- **Plan and implement meetings and interactions** (preferably with professionally mediation), including but not limited to meetings of Colleges/Schools.
- **Assist**, if requested by OAA or AAUP, in contractually mandated retrenchment hearings arising from elimination of positions as per Article 23 of the PSU-AAUP Collective Bargaining Agreement.

The committee reported monthly between February and May and provides this report as our end-of-year summary.

Committee membership

Members: Peter Chaillé, Mitchell Cruzan, Rachel Cunliffe, Jones Estes, Kellie Gallagher, Michele Gamburd, Cynthia Gomez, Candyce Reynolds, Alexander Sager, Wayne Wakeland

Consultants: Sy Adler, Cindy Baccar, Vanelda Hopes, David Maddox, Amy Mulkerin, Diane Xiong

Committee accomplishments and ongoing tasks

1. **Diversity, Equity, and Inclusion:** The committee internally discussed and addressed questions related to diversity, equity, and inclusion. The committee also consulted with Marvin Lynn and Cliff Allen, the Co-Chairs of the Academic Leadership Task Force in through Global Diversity and Inclusion.
2. **Partner with the Provost's Program Reduction Working Group**
 - a. The Provost, Susan Jeffords, created the **Provost's Program Reduction Working Group (PPRWG)** in January 2021. According to that committee's charge, "The Provost's Program Reduction Working Group will support the need to have decisions that are data-informed by identifying

metrics and conducting analyses that will inform recommendations of units to consider in the Program Reduction process.” The Provost has asked the PPRWG to provide metrics by February 15th and report their analysis of units by April 1st.

- b. The APRCA committee met several times with Provost Jeffords and leaders of the PPRWG. The groups jointly organized a series of college and school meetings, referred to as the [ReImagine PSU School and College Meetings](#), which are scheduled for May and June of 2021.

3. **APRCA General Principles and Priorities**

- a. The APRCA committee crafted a draft list of Principles and Priorities, shared it with the campus community, incorporated feedback, and provide a revised document for use in the ReImagine PSU process. The [Guiding Principles and Priorities](#) are linked and attached herewith as an appendix.

4. **Website:** The committee has developed and maintained a website to communicate information about program reduction and solicit faculty input and feedback.

- a. The [APRCA committee’s Faculty Senate webpage](#) includes sections on the history of budget cuts at PSU, organizational areas of PSU that deal with budget issues, links to information on PSU’s budget and enrollment forecasts, timeline and materials related to the Article 22 Process for IELP, links to the ReImagine PSU website, an area related to the Guiding Principles and Priorities, and a list of monthly reports.

5. The APRCA committee helped organize an **additional meeting of the Faculty Senate** as outlined in Article 22 of the [PSU-AAUP Collective Bargaining Agreement](#) when the University chose to invoke Article 22 for the Intensive English Language Program (IELP).

- a. At a Special Faculty Senate Meeting on March 15, the President provided a budget presentation. In addition, faculty from the IELP presented information about their program.
- b. A 30-day comment period began on March 16. The President and APRCA opened separate forums for feedback. The APRCA feedback form received 102 comments and uploaded documents. APRCA and Faculty Senate Steering synthesized the material into a report, which was shared with the President on April 19 and reported to Senate at the May meeting and in the May packet.
- c. The President provided on May 11th a Preliminary Plan for program reduction in IELP.
- d. A second 30-day comment period (through June 11th) is now underway for President’s comment form. APRCA has also opened a comment form; this form will close on May 25 so that the APRCA Committee and Faculty Senate Steering Committee can synthesize the data and share the material with the Senate for the June meeting.

6. **Ongoing work:** The APRCA committee will continue to provide guidance and input as PSU moves through program reductions and curricular adjustments in the 2021-2022 academic year.

Report from the Ad-Hoc Senate Committee on Administrator Reviews May 17, 2021

Charge: The charge was to (1) investigate the methods and processes for performance evaluations of upper administrators at PSU; (2) study models at other universities and organizations outside of the academy; and (3) develop recommendations for procedures to conduct a comprehensive administrator review process. If the Senate were to recommend updating policies so that they included input from faculty and others in the review process, a continuation of this work would be required.

Committee Members: Brenda Glascott, chair; Lynn Coupland, Yasmeen Hanoosh, Brad Hansen, Lee Shaker, Christopher Skinner, Gary Smith

Initial Research: The Ad Hoc Committee was formulated late in the Fall of 2020, and began meeting in Winter 2021. Subcommittees were formed to investigate review processes at comparator institutions, at other Oregon government agencies, and best practices used in review processes outside the academy. The commonplace “360-Degree Review” process used for evaluating management by most non-academic entities is not normally used in higher education or other government agencies. Selected results of research to date appear as Appendix I of this report.

Observations about Current Review Processes: A collection of forms, including self-evaluations, review templates to be completed by supervisors, and instructions for completing the forms resides on the Human Resources web page, and these are referenced on the OAA page. Since this is a personnel matter, developing University Policies and defining procedures for upper administrator review is the responsibility of Human Resources. It is not a Faculty Senate issue, except to the degree that faculty are involved in the review process. The lack of faculty input in these reviews is in sharp contrast to the 360 reviews used to evaluate non-academic managers and to the best practices employed by our peer institutions. In short, Portland State’s current approach to administrator reviews is underdeveloped. The assessment forms themselves are well-constructed and thorough, however they are completed by the person to whom an administrator reports with no formal process for collaboration or input from faculty or other sources, and no method of disseminating results. Strengthening this process is an opportunity for institutional stability and growth.

Upper Administrator Positions: The President is hired and reviewed by the Board of Trustees. This process was viewed by the committee as opaque; however, some involvement in the process has been afforded to faculty, students, and community members. The Board has historically sought input from these quarters and it is expected that they will continue to do so.

Upper administrators that are Unclassified/Unrepresented (Un-Uns) are evaluated by their supervisor. Performance reviews for excluded employees may differ from ranked and unranked positions. The particular positions involved in the committee’s charge are the Provost and her reporting lines, which include the four Vice Provosts in the Office of Academic Affairs and ten

Deans of various colleges and units. Along with the VP of Academic Affairs, direct reports to the President include five Vice Presidents, along with the CIO, General Counsel, and Directors of OIRP and Athletics. There are approximately 25-30 employees identified as holding upper administrative positions. This is a conservative estimate, and does not include the many Associate Vice Provosts or Associate Deans. Evaluating performance is a labor-intensive process, and the committee recommends starting with these upper-level positions and adding others as needed. A list of candidates for comprehensive review is included in Appendix II.

Making the Review Process more Transparent and Comprehensive: After examining processes for the evaluation of upper administrators at PSU, the committee found that there is no formal policy for a comprehensive review that involves input from a collaborative group of stakeholders. Reviews have traditionally been done by immediate supervisors, and have not been a matter of public record. The Senate Ad-Hoc committee proposes that a University Policy be formalized in conjunction with Human Resources to implement a comprehensive, developmental review process that includes input from peers, faculty, staff, students, and other parties affected by the performance of upper administrators. We find that a University Policy will be necessary, since the review process for administrators has widespread application, answers major operational issues, will be expressed in broad terms, and will not be frequently changed. Procedures for implementing the Administrator Review Policy are included in Appendix III.

Appendix I

External Resources Related to the Evaluation of Upper Administrators

Human Resources Policy used by the University of Arizona (model for PSU HR)

<https://policy.arizona.edu/employmenthuman-resources/annual-performance-reviews-administrative-personnel>

A study on Faculty Evaluation of Administrators by SUNY (comprehensive overview)

<https://system.suny.edu/media/suny/content-assets/documents/faculty-senate/FacultyEvaluation.pdf>

AAUP report on Administrator Review (background)

<https://www.aaup.org/report/faculty-evaluation-administrators>

PSU Office of Academic Affairs: Resources and Process Guidance

[https://www.pdx.edu/academic-affairs/sites/g/files/znlchr2396/files/2021-02/Annual Administrative Performance Review-Reviewer%27s Form 0.pdf](https://www.pdx.edu/academic-affairs/sites/g/files/znlchr2396/files/2021-02/Annual%20Administrative%20Performance%20Review-Reviewer%27s%20Form%200.pdf)

[https://www.pdx.edu/academic-affairs/sites/g/files/znlchr2396/files/2021-02/Process and Prompts for Annual Performance Review for A%26A Deans Chairs and Directors.pdf](https://www.pdx.edu/academic-affairs/sites/g/files/znlchr2396/files/2021-02/Process%20and%20Prompts%20for%20Annual%20Performance%20Review%20for%20A%26A%20Deans%20Chairs%20and%20Directors.pdf)

[Performance Review Process](#) [Word Document]

[Performance Review Self-Evaluation Form](#) [Word Document]

[Reviewer's Summary of Annual Performance Review of OAA Administrators](#) [Word Document]

PSU Office of Human Resources: Performance Management Forms

[Unclassified/Unrepresented Staff Performance Evaluation](#) (fillable pdf)

[Unclassified/Unrepresented Staff Performance Evaluation Instructions](#)

[Unclassified Staff Self-Evaluation](#) (Word)

[Unclassified Staff Self-Evaluation](#) (pdf)

Appendix II

Upper Administrative Positions at PSU

Vice Presidents (report to the President)

- Vice President – Academic Affairs
- Vice President – Enrollment Management
- Vice President – Finance and Administration
- Vice President – Global Diversity and Inclusion
- Vice President – University Relations
- Vice President – Research and Graduate Studies

Other Reports to the President

- Chief Information Officer – Office of Information Technology
- Director – Athletics
- Director – OIRP

Vice Provosts

- Vice Provost of Academic Personnel and Dean of Interdisciplinary General Studies
 - Executive Director of University Studies
 - Director of Honors College
- Vice Provost Position TBD
 - Assoc Vice Provost for Advising and Career Services
 - Assoc Vice Provost and Registrar
 - Assoc Vice Provost for Academic Innovation
- Vice Provost for Student Affairs
 - Assoc Vice Provost and Dean of Students
 - Assoc Vice Provost for Health and Well-Being (SHAC)
- Vice Provost for Academic Budget and Planning

Deans: (report to Provost)

- Dean – The School of Business
- Dean – College of the Arts
- Dean – College of Education
- Dean – School of Social Work
- Dean – College of Liberal Arts and Sciences
- Dean – College of Urban and Public Affairs
- Dean – Maseeh College of Engineering and Computer Science
- Dean – OHSU/PSU School of Public Health
- Dean – Graduate School (reports to Vice President for Research and Grad Studies)
- Dean – Library

There are Associates and Assistants at multiple levels supporting many of these positions.

Appendix III

Recommended Procedures for Comprehensive Administrator Review

Principles

1. A written policy that is easily accessible to all interested parties should specify periodic, regular, and collaborative comprehensive reviews of all PSU deans and more senior administrators. The policy should outline the process and purpose of reviews in language broad enough to apply to the range of administrators, yet flexible enough to be tailored for individual positions.
2. The purpose is to guide, refine, and improve administrator performance. The goal is not to intimidate or embarrass administrators. A balance between transparency and confidentiality is necessary. Feedback should be candid, with proper restraint. Facts and evidence (rather than hearsay) should form the basis of the review.
3. To inspire broad confidence, reviews should be shepherded by broad, diverse groups of stakeholders. A committee for the review of an administrator must include faculty, with consideration for diversity across discipline, race/ethnicity, gender, etc. Depending on the composition of the administrator's constituency, other relevant stakeholders such as peers, staff, students, and community members should be included. The chair of each committee should be a stakeholder (from either the administration or faculty) of commensurate stature, and may be the administrator's supervisor.
4. Comprehensive reviews must include a systematic mechanism for broad feedback from the campus community. A simple, campus-wide survey OR the confidential (signed) submission of feedback through another mechanism is possible. We recommend a single fixed procedure. For instance, a standard survey should be sent at a set time, to a set distribution list, with a planned number of reminders.
5. Comprehensive evaluation should assess administrators' success in adhering to and promoting PSU's stated mission and values. Principles such as collaboration, innovation, inclusion, integrity, and a commitment to engagement are examples. Though the specific responsibilities and actions that address these principles may vary by position, a commitment to them should inform work throughout.
6. Reviews should be scheduled for times when faculty are on contract.

Implementation

Initiating the Comprehensive Review

1. The Faculty Senate Committee on Committees may staff the committees for the periodic, regular review of university administrators in consultation with other stakeholder (students, staff, administrative) groups. Service on review committees should be considered in committee members' evaluation for purposes of promotion, tenure, and retention.
2. Reviews should be tethered to the duration of the administrators' length of appointment and the schedule should be established at the time of (re)appointment.

Separate from annual reviews from a supervisor, comprehensive review by a broad stakeholder committee at PSU may be most effectively achieved at the midpoint of administrators' contracts or on a repeating 3-5 year schedule.

Conducting the Comprehensive Review

1. Administrator will submit a self-appraisal that includes the goals previously set for the period under review, self-assessment of achievement toward goals, self-assessment of strengths and weaknesses.
2. Committee will meet as a whole to determine the process for evaluation. The committee will establish a clear timeline and scope of work that is known by all involved parties. This timeline should allow for information gathering as well as review periods for the committee and the candidate before deliberation to produce a final report.
3. Feedback from the broad campus community should be sought, following a set (and publicized) procedure.
4. Following the information gathering phase, the review committee should prepare a draft document that summarizes the process, findings, and recommendations of the committee. This draft should be shared with the administrator being evaluated and, in a follow-up meeting, comments, questions, and concerns should be discussed. Pending this conversation, the committee should finalize its report.
5. The proceedings of any review must remain confidential. This confidentiality must persist after the completion of the review process, even in the face of outside scrutiny or controversy.

Concluding the Comprehensive Review

1. The final report should be submitted to the supervisor. This report should clearly detail the review process as well as the committee's findings and recommendations. Care should be taken to identify strengths as well as weaknesses.
2. After submitting the report, a follow-up meeting with the supervisor should be held to discuss the findings. This meeting should occur before the results of the review are publicized which, in the case of adverse findings, will allow the institution to prepare a necessary response. This meeting is an opportunity to consider sensitive matters, such as termination, that may be nuanced.
3. Following receipt and discussion of the final report, the supervisor should produce an executive summary for dissemination to the public. The summary should adhere to the tenor of the report, but omit specific detail in order to protect confidentiality and shelter the institution. The committee should have an opportunity to review the summary before it is made public. In addition to the report, aggregate survey findings should be made public as a means of bolstering the accuracy of the summary.

Ad-Hoc Committee on Definitions of Faculty, Program, and Department in the Faculty Constitution

May 2, 2021

BRIEF REPORT ON COMMITTEE FINDINGS

Committee Members; Birol Yesilada (Chair, CUPA), Mark Berrettini (Film-COTA), Kimberly Pendell (Library), Harry York (Honors College), Rachael Godlove (Public Health), and Andres Holz (CLAS) with support members: David Weber (Philosophy), Hunter Shobe (Geography), Vicki Reitenauer (WGSS), Tim Anderson (MCECS), Carolina Montoya-Gomes (WLL), Brenda Glascott (Honors), Brian Sandlin (Accreditation and Compliance), and Barbara Heilmair (Assoc. Dean COTA).

Committee members researched how 12 other comparable institutions of higher education addressed the definition of faculty, representation in the faculty senate, and organization of departments, programs, and colleges. We found that the definition of faculty is available on official documents such as faculty bylaws and senate bylaws. It is much more difficult to obtain information on how universities define programs and departments. We believe that the terms are used in a traditional disciplinary sense and that programs cut across departments.

We discussed the representation issue as being key for faculty governance at PSU. This is the Key Challenge for us. Whereas faculty representation is clear, although not when it comes to the Honors College, the question of academic professionals puzzles us. The Honors College is not designated as a college but as an “Other Academic Unit.” 2012 it became a College but the Senate has not caught up with it yet. Moreover, University Studies only has NTTF members whereas the Honors College has Tenure-track and NTTF members and has a Dean.

Furthermore, APs are not voting members in their respective Departments but are represented in the Senate. There is some inconsistency here. We also discussed how Academic Professionals get assigned as such across colleges and their representation in the Senate. Who makes those designations? Provost, the Deans? For a list of APs, HR has those descriptions and the names. Someone at the Dean’s office in each College should keep track of this for the purpose of individuals’ inclusion in Senate elections.

Another issue that came up pertains to how PSU defines schools. There are a variety of different ways PSU structures colleges? How do we account for the varying organizational structures?

- We use “unit” as a generic name and this has been a historical practice because there is inconsistency in referring to programs and departments.
- Are there differences in the program versus department? Shelly Chabon told us that she contacted lots of places for clarification: HR, HECC, Faculty Senate. She could not find a firm definition. The perception of each of these is different, however. The Conflict Resolution Program wanted to become a department. She found very little to

guide for the change. Other programs in the past moved on to becoming departments (i.e, Engineering and Technology Management and International Studies).

- The perception is that programs are less “secure” than departments although there is no real basis for this. Historically, programs have been eliminated by the university and this might be adding to some anxiety during this time of financial concern at PSU. However, the current constitution does not distinguish between departments and programs with regard to program elimination.
- We see these definitional inconsistencies at PSU to be a major challenge and problematic issue. Over the years, the patched-together nature of PSU has resulted in a confusing description of how units get decided to be schools or colleges.
- There are inconsistencies in how we define Schools across PSU. Social Work and Business Administration are schools with their respective Deans. However, The Hatfield School of Government and the Toulon School of Urban Studies and Planning are within the College of Urban and Public Affairs and are led by Directors. Furthermore, the Toulon School has no departments whereas the Hatfield School has three departments with respective department chairs.

Next steps

We will be surveying administrators of programs, departments, schools, colleges, faculty, and staff during Fall 2021 to assess their perceptions and understandings of the above issues.

Final recommendations to the Senate by November 2021 for inclusion in the December Senate meeting.