

**Minutes of the Portland State University Faculty Senate, 14 June 2021  
(Online Conference)**

**Presiding Officer:** Michele Gamburd

**Secretary:** Richard Beyler

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

**Senators absent:** Broussard, Cortez, Guzman, Holt, Ito, Kelley, Meyer.

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

The meeting was **called to order** at 3:02 p.m.

**A. ROLL CALL AND CONSENT AGENDA**

1. **Roll call** was effected using the participants list of the online meeting.
2. **Procedural: Presiding Officer may move any agenda item** – *Consent Agenda*  
*Under this proviso, discussion of E.5 was paused at 4:30 to hear F, G.1, and G.2.*

**B. ANNOUNCEMENTS**

**1. Announcements from Presiding Officer**

GAMBURD thanked Steering Committee for their support and counsel; David BURROW and other members of tech team; and all Senators members for their participation during this uniquely difficult academic year. She also called attention to the work of various committees, and urged senators to look at the reports, which include crystallizations of years of thought and ideas for further action. REITENAUER in turn thanked GAMBURD for her expertise and guidance over this last year, and the opportunity to see behind the curtain in a new way. She also recognized the helpful work of CLARK as parliamentarian, which GAMBURD echoed.

**2. Announcements from Secretary**

BEYLER expressed appreciation to senators for their patience and willingness to work through the unprecedented challenges of the last fifteen months.

**C. DISCUSSION** – *none*

**D. UNFINISHED BUSINESS**

1. **Proposed amendment to Faculty Constitution: RESR Committee** – *introduced and modified at June 7<sup>th</sup> meeting*

LUPRO/CHONPENNING **moved** consideration of the **proposed amendment to the Faculty Constitution** contained in **June 14<sup>th</sup> Agenda Attachment D.1** (introduced and modified at the previous meeting).

JEDYNAK / CRUZAN **moved to amend** the proposal by adding the underlined text and deleting the ~~struck-through text~~:

This committee shall [...] and ethnic studies). The first year, tThe four SGRN faculty shall be chosen by a vote within the governance model of SGRN, which shall notify the Committee on Committees of their elected committee members ~~each year by June 1~~. It will also include one graduate student with relevant expertise. The first student to be a member of this committee will be enrolled in the SGRN MA certificate program [...] will be voting members. Thereafter, the members of the RESR Committee will be chosen by the Committee on Committees.

The committee shall: [...]

7. Report to the Faculty Senate at least once each year. The report will include a list of the courses that have and have not been recommended to satisfy the RESR together with the rationale for these decisions.

*Consideration of the modification (amendment) to the proposed constitutional amendment*

JEDYNAK: the appointment of members is constitutionally the role of Committee on Committees [CoC]. It was necessary to start the committee expeditiously, but thereafter why not return to the basic rule?

GRECO remembered about thirty years ago when there was a diversity requirement; the gates were opened up to a little bit of everything, in a way that did not follow the spirit of the requirement. While respecting the decision making of CoC, she preferred to keep disciplinary decisions in the hands of people with disciplinary expertise.

BORDEN was of the opinion that this committee [with its specific task] is somewhat different than committees in general. She was comfortable leaving staffing as proposed in the [June 7<sup>th</sup>] motion. If necessary, we can re-evaluate in a few years and make necessary changes; it is too quick to make this change now.

JAÉN PORTILLO: it was apparent after our discussion last Monday that first we need to set up the requirement, and then we need to preserve its integrity by appointing to the committee faculty who are central to the pedagogical goals of ethnic studies. We talked about how the composition of the committee is intended to follow regular processes for staffing, but with provisions intended to support specific aspect of the requirement. The modification would take us in a different direction.

GAMBURD recognized Marie LO (chair of ENG, member of the working group): she had been moved by the supportive votes for the Race and Ethnic Studies Requirement [RESR]. It offers students intellectually rigorous courses grounded in the discipline and pedagogy of ethnic studies. Just as the University Writing Council is led by faculty trained in this area, the committee should be led by faculty with disciplinary expertise, such as in SGRN.

JEDYNAK, acknowledging these arguments, suggested there was always the risk of disagreements within a department or school, and that Senate or specifically CoC could then act as a kind of arbiter and ensure presence of representative views.

JAÉN: we should trust the colleagues working in this field.

The proposed **modification** (amendment to the amendment) was **not approved** (17 yes, 31 no, 2 abstain, recorded by online survey).

*Return to consideration of the main motion (the proposed constitutional amendment)*

LUPRO / CHONPENNING **moved** consideration of the **proposed amendment to the Faculty Constitution** contained in **June 14<sup>th</sup> Agenda Attachment D.1** (introduced and modified at the previous meeting).

JEDYNAK asked what would be the qualifications of the student member. GAMBURD recognized Ethan JOHNSON (chair of BST, member of the working group) to respond: this would be a relevant way for students who are doing the certificate program to participate in a significant aspect of the work of SGRN. It seemed that this is something SGRN students would want to be involved in.

PADÍN found the proposal reasonable as it stands, but if we need to make changes down the road—for example, if there are problems in filling the student seat—we can fix them.

The proposed **amendment to the Faculty Constitution** was **approved** by the required two-thirds majority (40 yes, 9 no, 1 abstain, recorded by online survey).

## E. NEW BUSINESS

### 1. New program: Grad. Cert. in Applied Behavior Analysis (CoE via GC)

FARAHMANDPUR / GRECO **moved** approval of the Graduate Certificate in Applied Behavior Analysis, a new program in the CoE, as summarized in **June 14<sup>th</sup> Agenda Attachment E.1** and proposed in full in the [Online Curriculum Management System \[OCMS\]](#).

The Graduate Certificate in Applied Behavior Analysis, summarized in **E.1**, was **approved** (44 yes, 1 no, 1 abstain, recorded by online survey).

### 2. New program: Grad. Cert. in Futures Thinking & Foresight Practice (GC)

CHONPENNING / SANCHEZ **moved** approval of the Graduate Certificate in Futures Thinking and Foresight Practice, a new interdisciplinary program, as summarized in **June 14<sup>th</sup> Agenda Attachment E.2** and proposed in full in [OCMS](#).

JEDYNAK noted a lack of work in history. GAMBURD recognized Laura NISSEN (SSW) to respond: the list of electives is only a beginning; it is her intention in the coming year [to look at additional options]. She has been in conversation with the Dean of CLAS about it, and would also like to make her way around the University to look at other topic not currently on the list. When students pick a focus area, they review the history. JEDYNAK: but there are no HST courses listed. NISSEN said she intends to add history electives should faculty who teach those courses be willing to be involved, but she just hasn't gotten around the entire university. The electives list is just the beginning.

The Graduate Certificate in Futures Thinking and Foresight Practice, summarized in **E.2**, was **approved** (30 yes, 10 no, 4 abstain, recorded by online survey).

**3. New program: Grad. Cert. in Orientation & Mobility for Children, Youth, and Adults (CoE via GC)**

FARAHMANDPUR / AJIBADE **moved** approval of the Graduate Certificate in Orientation and Mobility for Children, Youth, and Adults, a new program in CoE, as summarized in **June 14th Agenda Attachment E.3** and proposed in full in [OCMS](#).

The Graduate Certificate in Orientation and Mobility for Children, Youth, and Adults, summarized in **E.3**, was **approved** (44 yes, 0 no, 1 abstain, recorded by online survey).

**4. New program: Minor in Interdisciplinary Neuroscience (CLAS via UCC)**

REITENAUER / AJIBADE **moved** approval of the undergraduate Minor in Interdisciplinary Neuroscience, a new program in CLAS, as summarized in **June 14th Agenda Attachment E.4** and proposed in full in [OCMS](#).

JEDYNAK asked whether statistics were required. GAMBURD recognized Brad BUCKLEY (BIO) to respond: it had been discussed, but he was not privy to the details. The minor would supplement a major such as biology or psychology, and so any statistics requirements would differ accordingly. INGERSOLL observed that there are three tracks, and at least for biology majors statistics is included in the math option. Psychology students are required to do statistics [as part of the major].

The Minor in Interdisciplinary Neuroscience, summarized in **E.4**, was **approved** (44 yes, 0 no, 2 abstain, recorded by online survey).

**5. Reduce the required number of SINQs from three to two, effective AY 22-23 (USC)**

GAMBURD indicated that discussion of item E.5 would also be relevant to item E.6.

DUNCAN / EMERY **moved** approval of a change the University Studies requirements to reduce the number of Sophomore Inquiry [SINQ] courses from three to two, effective academic year 2022-23, as specified in **June 14th Agenda Attachment E.5**.

SPENCER characterized [E.5 and E.6] as intended to improve student success and high-impact practices. In its nearly 30-year history, there has been relatively little structural revision of UNST. The proposals were [brought to USC] by UNST Executive Director Linda GEORGE. They rely on ongoing assessment data provided by CARPENTER, as well as a 2017 student exit survey. Alongside improving student success, another goal is making the program more flexible in meeting students' needs and interests. [E.5] reduces the required SINQ courses from three to two. Students transferring as sophomores will take at least one SINQ. [E.6] changes the current requirement that students take the SINQ that matches the junior cluster courses into a recommendation.

Surveys, SPENCER said, show that SINQ has a high impact on retention: students who complete a SINQ course are more likely to complete their degree—but only if they complete the SINQs before the junior cluster. Often, students don't complete the cluster that corresponds to the SINQs they took; this often in turn results in petitions to ARC to get special accommodation. An alarming statistic is that approximately 57% did not take any cluster courses. Many instructors have experienced the phenomenon of “cluster shopping.” Because the junior cluster is twelve credits, some students are reluctant to take the SINQ during their sophomore year. They instead look at cluster courses [first] to get a sense of what they might be interested in, and then end up taking the

[corresponding] SING during their junior or senior year. This is problematic because SINGs are intended to provide a wide range of support for students, access to university resources, etc. Thus many students take the courses in a way counter to the curricular logic. How can we induce students take SINGs at the intended curricular place?

Motion E.5, SPENCER said, by reducing the number of SINGs to two, takes off some of the pressure. Data shows that the first SING course has an impact of 14% on retention; the second course increases the number a bit more; the third course has little impact. It's a question, then, why we require the third course. This motion will reduce the number of graduate mentors and therefore the mentor budget—though it is not in USC's purview to worry about budget concerns. It seems that in the founding documents for UNST, the three courses were just assumed, following the three terms of the main academic year. The motion also aims to streamline the program for transfer students.

Motion E.6, SPENCER continued, decouples the cluster from SINGs, an idea that they had heard about from cluster coordinators, chairs, and advisors. It gets more directly at the problem of cluster shopping by students who are perhaps reluctant to commit to 16 credits on one specific topic. The change will make it more likely that students take SING, cluster courses, and capstone in that sequential order.

SPENCER reported that BC suggested that retention and recruitment would be increased under these proposals, because transfer students are sometimes confused and even put off by some of our general education requirements.

The UNST founding documents, SPENCER said, while devoting much attention to FRING and capstones, do not actually have much description of the SING and cluster levels. USC considered the curricular reasons for these courses, rather than accretion and tradition. The founding documents themselves make the point that revisions must address the issue of transfer students. If anything we are more of a transfer institution now.

ARC, SPENCER said, believed these proposal would significantly reduce the number of petitions they have to deal with.

The changes would not take effect until academic year 2022-23, SPENCER continued, noting that this was the same time that the RESR takes effect.

Returning to BC's evaluation, SPENCER said they concluded that it would lower costs and raise recruitment and retention, but may have a negative impact for programs that rely on UNST mentor funding for graduate students. The increased flexibility may change enrollment patterns in SINGs and cluster courses, which will require adaptation and adjustment by various units. USC noted that it will be important to continue quality control on writing instruction in UNST courses.

CRUZAN cautioned that a statistical correlation between taking SINGs and retention does not necessarily imply a causal relationship.

GAMBURD recognized Bennett GILBERT (UNST) for comment. Adjunct faculty, GILBERT said, had not been consulted or even informed about the proposal. He was speaking from a position of precarity. After seven years teaching in UNST, he does not have a contract due to the decline in student population. Opposing a proposal devised and advanced by his supervisors worried him, but he worried also who will have a place at PSU the year after next, after program reductions. SPENCER had presented the case for

the proposal, GILBERT said, but if Senate must approve because USC did, there is no point for Senate to vote. The council's approval has weight, but Senate has authority to make its own deliberations. The case was made that the third SING does not provide a bump in retention, but as CRUZAN suggested the causality is not proven—what model of retention are we using? The fundamental question is, what educates our students well? SING is course in ideas: how to think about them and how to use them. These critical thinking skills are not given by skimming information; our students deserve a year to learn them. Our students are in need of general knowledge and skills for study—for college, but also for citizenship. We are in desperate need of informed, thoughtful citizens; employers say the same thing about the job skills they want. Development over time is important, as it is for, say, a math or language sequence, or for a literature or history survey. To get these skills requires repeated efforts and practice. The posited approach could allow dropping the third part of any course sequence because not all students complete it.

GILBERT continued: reducing the SING requirements will eliminate the jobs of non-tenure-track and adjunct faculty colleagues. He urged senators to think carefully, because with all the best will from the administration, forces moving beyond PSU will not spare other faculty when their time comes. Many jobs will survive, of course, but voting for this measure today makes it harder for colleagues to vote later against measures that would end your employment here. There is an issue of faculty solidarity in shared governance and in finding effective means to achieve the goals of higher education.

LUPRO: the proposal has three basic rationales. The first concerns retention. As we have heard, the effect on retention with one SING is very high, with the second lower but still present, with the third still lower but still present. Given the enrollment forecasts, we shouldn't leave any potential retention effect on the table. He therefore urged USC, UNST leadership, and Senate to monitor retention numbers carefully should this measure pass, and if they drop, to reconsider the question.

The second point, LUPRO continued, is the cost of the mentor program. When he was director of junior clusters, it was extremely difficult to find a financially sustainable model. In the first year of the graduate employees contract, we had five-year lows on students' sense of community and active participation, as a result of mentors having to do twice as much work to earn their fellowship. A majority of our graduating students are transfer students who take no SINGs anyway, or fewer than three. We know that mentoring is a high-impact practice; if we have a preponderance of transfer students, we should find a way for those transfer students to get this experience.

The third rationale, LUPRO said, was the RESR passed last week. There is no reason why every UNST course, which already has as one of its four goals diversity, equity, and social justice, should not apply for and receive the RESR designation. If so, all of these courses would count towards that requirement and not compete with it.

*Change to agenda order: At 4:30, discussion of E.5 was paused to hear items F, G.1, and G.2. Item F was included under item G.2.*

## **F. QUESTION PERIOD**

- 1. Question to Provost** – *response included in Provost's Report, item G.2.*

## G. REPORTS

### 1. President's report

PERCY expressed appreciation to GAMBURD for her effective leadership and hard work to keep our shared governance moving forward in difficult circumstances, and also to BEYLER for implementing effective processes in a disruptive environment. He honored the resilience of PSU's faculty and staff who faced challenges and uncertainty, balancing work and family, caring for people, to make it through this year. A demonstration of this work was the graduation of 6255 students last weekend. PERCY thanked everyone present for creating an environment where successful learning could take place. He also thanked Student Affairs, University Communications, and others whose work went into the virtual graduation ceremonies.

In answer to questions he'd received about federal stimulus funds, PERCY said that they came in three packages. The first package, commonly called the CARES Act, provided about \$18 million, equally between financial support to students and reimbursement to universities for direct expenditures to cope with the pandemic. A significant part of the other two parts will also be directly awarded to students over the summer and next AY. The institutional funds in the first round went to health and safety innovations and modifications; software and equipment to facilitate remote learning; reimbursement for student fees that were waived or reduced; and upgrading internet and teaching equipment, in classrooms. They are looking at requirements for the second and third rounds. Part of the funding has already been committed for elements of the Open for Fall, Open for All campaign, including the summer bridge program and housing vouchers. However, use of much of this funding will not be determined until fall. PERCY emphasized that these are one-time funds, not ongoing solutions for ongoing budget challenges.

PSU has made important strides in advancing racial justice and equity, PERCY said, with many people imagining initiatives to move equity forward, certainly including BIPOC faculty, staff, and students. This is only the start. Next year will be a time of acting on ideas developed by the Time to Act Task Force and task forces on student success.

PERCY reported that PODRABSKY is conducting a study, at his request, to develop a workable plan to advance research scholarship. He urged faculty to provide comments for the study or contact the University Research Committee to share their views.

Regarding program retrenchment [in IELP], PERCY acknowledged that this has been a challenging time. Article 22 [of the CBA] prescribes a process including multiple points for feedback, but it also creates a significant trauma for the academic unit. IELP continues to have strong teachers, instructors, and support providers. Several elements of the retrenchment plan have been modified based on comments received from Steering Committee, IELP faculty, and elsewhere. Senior University leadership have been finalizing the plan, and are meeting with IELP faculty this afternoon to communicate the final plan before releasing it to the campus community. What they are proposing, PERCY said, will protect instructional and support capacity needed to assist international students. The comments received were an essential part of the process, and informed many changes to the provisional plan. The changes include embracing faculty interest in creating new revenue streams, something that is also consistent with efforts we are making campus-wide at the behest of the Board of Trustees. They are modifying the

timeline to enable more time to plan, to understand enrollment patterns, and to assess options within or external to the program.

PERCY again thanked faculty for their resilience and accomplishments, often at personal cost. He hoped summer would be a chance to rest, renew, and reflect.

**2. Provost's report** – *including also response to F. Question to Administrator*

JEFFORDS started with a response to the **Question to Administrator (June 14<sup>th</sup> Agenda Attachment F.1)**, whether administrative units would experience budget reductions along with academic units, and whether there would be any metrics developed to review administrative services. Absolutely, she said, all units across the University are asked to take a 1.5% reduction this year; in future years everyone across the institution will share in the effort to stabilize the University's budget.

Regarding the second part of the question, JEFFORDS reminded senators that the President has called for an administrative review of support services precisely to address this issue. That process will begin over the summer, so she hoped that we would have some outcomes, which would require metrics against which to assess the performance of various units. So the answer is yes, but the information is still in development over the coming months. JEFFORDS added that this a question that came up numerous times in the school and college program reduction meetings. They will be posting the responses to those questions, including this one.

GRECO commented that as a department chair, she had to deal with stressful budget questions. It was important that faculty in her department knew that she has their back and is looking out for their interests. Faculty as a whole want to be sure, as we go into uncertain times, that our deans and our provost have our back and are doing their best to fight for academics as much as possible. JEFFORDS replied that this commitment is what has made GRECO an outstanding department chair, and she would say a heartfelt "yes" to the implied question whether the provost has [faculty's] back; it is her number one commitment in these conversations.

FARAHMANDPUR related that the [state] legislative fiscal office presented today to the Joint Committee on Ways and Means, Subcommittee on Education, and recommended an adjustment to the HECC budget, adding \$13.9 million to the \$887 million the co-chairs had recommended. He hoped this would enter into the calculations being made over the summer and that we take it into account with impending budget cuts. JEFFORDS: we are lucky that the state legislature is funding the request put forward by the public universities, which she took as a sign of their value for higher education during critical times. Yes, they would absolutely take it into account. The 1.5% reduction this year is in the base budget, and does not include expenditures [to maintain] CSL [current service level]. The change doesn't relieve us of the 1.5% reduction, but may help with CSL costs.

JEFFORDS thanked all who participated in the program reduction meetings with all the schools and colleges. They will be posting information and responses to questions and feedback on the AHC-APRCA website. For the Reimagine Initiative, they have received thirteen proposals so far; they are working with the authors to ask a few questions about the proposed budgets. Information on the proposal will also be posted on the website.



JEFFORDS announced that Jose COLL, Dean of SSW, agreed to serve next year as Interim Dean of the College of Education. He previously stepped in as acting dean when Marvin LYNN was not able to continue earlier this year. She expressed appreciation for his leadership, along with Associate Dean Tina ANCTIL, during this transition period, and for serving in this capacity next year.

JEFFORDS gave personal appreciation to those present for what they have done to support students, colleagues, and the campus community during this difficult year, providing exceptional education to our students while balancing health, household, and community commitments. She knew that many have been caring for vulnerable family members or called up to become part-time K-12 teachers. Many faculty also rose to the challenge to actualize the University's commitments to racial equity and justice.

PSU graduated over 6000 students this year, JEFFORDS said, all of whom deserve applause for their achievements. PSU graduate Mitchell JACKSON (bachelor's in speech communication, 1999; master's in writing, 2002) this past weekend received the Pulitzer Prize for feature writing for his article "Twelve Minutes and a Life" in *Runners World*.

JEFFORDS noted particularly several accomplishments. She characterized the race and ethnic studies requirement, recently passed by Senate, as a significant and powerful decision, and thanked those who brought the proposal forward. She appreciated the work, led by GEORGE, to develop on short notice the summer bridge program. The Coalition of Urban and Metropolitan Universities had recognized the Homelessness Research and Action Collaborative for their leadership in tackling housing and food insecurity. The Center of Academic Excellence in Cyber Research recently received \$2 million federal grant to help municipalities fight off hackers of their community service systems.

JEFFORDS expressed gratitude for everyone's extraordinary work during the past year.

*Resume discussion of item E.5*

#### **E. NEW BUSINESS** (*cont'd*)

##### **5. Reduce the required number of SINQs from three to two** (*cont'd*)

CRUZAN clarified that his previous comments were not necessarily meant as criticism of the proposals, which he supported as providing flexibility and affordability for students.

GAMBURD recognized GEORGE: the proposal started from the external review of the program a few years ago, where the evaluators pointed to students raising the issue of redundancy in the SINQs. As indicated by SPENCER, there was also internal assessment pointing to diminishing returns in the SINQs, though over all they are still very effective. They did attempt to control for other variables involved. It appeared that there was no curricular justification for three SINQs, and also nothing to make that argument in the original documents. We are asking students to pay extra for these courses; if we do so, we should make sure of their impact. The advising community, department chairs, and deans have also been generally supportive of the proposal.

GILBERT: the three SINQs are perhaps not a sequence that must be taken in a given order, but they are a unit or group in which our students grow a great deal. They are learning the basic force of a liberal education and concepts of critical thinking, as

opposed to other expediciencies. In his experience, [only] about 10% of SINQ students are not freshmen or sophomores.

TINKLER reported that she had much experience working with transfer students, and a major frustration for them is that many have done other classes that they feel are very similar. It becomes an onerous process to get credit [at PSU] for things they have already done at other universities. Compared to getting credit for, say, an economics, math, or history class, there does not appear to be a mechanism for getting credit for these classes. Reducing the number of SINQs will help this problem.

BERRETTINI / BORDEN **moved to call the question.** The motion to end debate was **approved** by the necessary two-thirds majority (35 yes, 6 no, 0 abstain, recorded by online survey).

The proposal contained in **Attachment E.5** to reduce the SINQ requirement from three to two, effective academic year 2022-23, was **approved** (25 yes, 9 no, 3 abstain, recorded by online survey).

**6. Eliminate the requirement that students take the SINQ that matches the junior cluster, effective AY 22-23 (USC)**

DUNCAN / LUPRO **moved** the proposal, contained in **June 14<sup>th</sup> Agenda Attachment E.6**, to no longer require that students take the UNST cluster course matching a SINQ, but rather make this a recommendation, starting in academic year 2022-23.

LUPRO: the preponderance of petitions he had received [as UNST Clusters Director] had to do with SINQ-cluster mismatch. It makes pedagogical sense that the SINQ and the cluster be linked, but it's not always happening, and this is hanging up many students. With the passage of the previous motion, he recommended that this second measure pass. TINKLER said that she also had to make many exceptions on these grounds.

The change to recommending the SINQ-cluster match effective AY 22-23, as specified in **Attachment E.6**, was **approved** (34 yes, 2 no, 0 abstain, recorded by online survey).

*F, G.1, G.2 transferred above.*

**G. REPORTS** (*cont'd*)

*Due to time, the following reports were received without further discussion (see the respective June 14<sup>th</sup> Agenda Attachments):*

- 3. Report on comments on the President's Article 22 Provisional Plan for IELP (Steering, AHC-APRCA)**
- 4. Academic Quality Committee memo on 'Attend Anywhere'**

*The following reports were received as part of the Consent Agenda (see the respective June 14<sup>th</sup> Agenda Attachments):*

- 5. Annual Report of Academic Quality Committee**
- 6. Annual Report of Academic Requirements Committee**
- 7. Annual Report of Faculty Development Committee**
- 8. Annual Report of Intercollegiate Athletics Board**
- 9. Annual Report of University Research Council**

**H. ADJOURNMENT** – The meeting was adjourned at 5:27 p.m.