

Faculty Senate, 7 February 2022



This meeting will take place as an online conference. Registration information will be sent to senators, ex-officio members, and presenters. Others who wish to speak in the meeting should contact a senator and the Secretary in advance, in order to receive registration information and to be introduced by the senator during the meeting. A livestream will be available at 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.

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 February 2022** 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, February 7th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, February 7th**. The **Consent Agenda** is **approved** without further discussion unless any senator, prior to the end of Announcements, requests separate consideration for any item.*

AGENDA (updated 2/2/22)

- A. Roll Call and *Consent Agenda* (see also E.1-2, G.4)
 - * 1. Attendance will be determined by the online participants list
 - * 2. Minutes of 3 January meeting – *Consent Agenda*
 - 3. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*
- B. Announcements
 - 1. Announcements from Presiding Officer
 - 2. Announcements from Secretary
- C. Discussion: Shared governance
(J. Ramaley, Chair of BoT Governance Committee; et al.)
- D. Unfinished Business – *none*
- E. New Business
 - * 1. Curricular proposals (GC, UCC) – *Consent Agenda*
 - * 2. Elimination of Cert. in Canadian Studies (UCC) – *Consent Agenda*
 - * 3. New program: PSM in Applied Geoscience (GC)
- F. Question Period
 - * 1. Question to Provost
- G. Reports from Officers of the Administration and from Committees
 - 1. President's report
 - 2. Provost's report
 - * 3. Report from Budget Committee
 - * 4. Monthly report of AHC on Prog. Rev. & Curr. Adj. – *Consent Agenda*
- H. Adjournment

***See the following attachments.**

Complete curricular proposals are available at the [Online Curriculum Management System](#).

- A.1. Roster
- A.2. Minutes for 1/3/22 – *Consent Agenda*
- E.1.a-b. Curricular proposals (GC, UCC) – *summaries* – *Consent Agenda*
- E.2. Elimination of Cert. in Canadian Studies (UCC) – *Consent Agenda*
- E.3. PSM in Applied Geoscience – *summary* (GC)
- F.1. Question to Provost
- G.3. Slides for BC report
- G.4. AHC-APRCA Monthly Report

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2021-22

Steering Committee

Vicki Reitenauer, Presiding Officer

Rowanna Carpenter, Presiding Officer Elect • Michele Gamburd, Past Presiding Officer

Bishupal Limbu (2021-23) • Susan Lindsay (2021-22) • Becky Sanchez (2021-23) • Steven Thorne (2020-22)

Ex-officio (non-voting): Richard Beyler, Secretary to the Faculty • Randi Harris, Chair, Comm. on Committees

Yves Labissiere, Faculty Trustee & Senior IFS Rep.

College of the Arts (COTA) [4]

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

The School of Business (SB) [4]

Finn, Timothy	SB	2024	
Loney, Jennifer	SB	2022	+
Raffo, David	SB	2023	
Sanchez, Becky	SB	2022	

College of Education (COE) [4]

De La Vega, Esperanza	C&I	2024	+
Farahmandpur, Ramin	ELP	2022	
Kelley, Sybil	ELP	2023	
Thieman, Gayle	C&I	2024	

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

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

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

Clark, Michael	ENG	2023	
Cortez, Enrique	WLL	2023	+
Jaén Portillo, Isabel	WLL	2024	
Limbu, Bishupal	ENG	2022	
Thorne, Steven	WLL	2022	+
Watanabe, Suwako	WLL	2024	

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

Caughman, John	MTH	2024	+
Cruzan, Mitch	BIO	2023	
Eppley, Sarah	BIO	2022	
Goforth, Andrea	CHE	2023	
Lafferriere, Beatriz	MTH	2022	
Tuor, Leah	BIO	2021	*
Webb, Rachel	MTH	2024	+

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

Ajibade, Jola	GGR	2023	+
Ferbel-Azcarata, Pedro	BST	2024	
Gamburd, Michele	ANT	2022	
Lockett, Thomas	HST	2023	*
Reitenauer, Vicki	WGSS	2022	+
Wilkinson, Lindsey	SOC	2024	

Library (LIB) [1]

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

Izumi, Betty	CH	2024	+
Labissiere, Yves	CH	2022	

School of Social Work (SSW) [4]

Chorpenning, Matt	SSW	2023	+
Donlan, Ted	SSW	2024	
Oschwald, Mary	RRI	2022	
Smith, Gary	SSW	2023	

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

Clucas, Richard	PS	2023	
Eastin, Joshua	PS	2024	
Erev, Stephanie	PS	2023	
Kinsella, David	PS	2022	+
Rai, Pronoy	IGS	2024	

Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023	
Lindsay, Susan	IELP	2024	
Taylor, Sonja	UNST	2022	*+

All Other Faculty (AO) [9]

Baccar, Cindy	REG	2024	
Flores, Greg	ACS	2022	
Gómez, Cynthia	POF	2023	
Harris, Randi	TRSRC	2022	+
Hunt, Marcy	SHAC	2023	
Kennedy, Karen	ACS	2022	
Law, Anna	ACS	2023	
Mudiamu, Sally	OGEI	2024	
Romaniuk, Tanya	ACS	2024	

Notes:

* Interim appointment • + Committee on Committees • Total positions: 60 • Status: 22 December 2021

EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2021-22

Administrators

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

Faculty Committee Chairs

Borden, Amy +	University Studies Council
Burgess, David	Intercollegiate Athletics Board
Chaillé, Peter	Undergraduate Curriculum Committee
Colligan, George +	General Student Affairs Committee
Comer, Kate	University Writing Council
Cruzan, Mitchell +	Budget Committee (co-chair)
Duh, Geoffrey	Academic Computing Infrastructure Committee
Emery, Jill	Budget Committee (co-chair)
Estes, Jones	Academic Quality Committee
Janssen, Mollie	Educational Policy Committee (co-chair)
Klein, Charles	Educational Policy Committee (co-chair)
Nadeau, Jay	University Research Committee
Oschwald, Mary +	Faculty Development Committee (co-chair)
Read, Sarah	Graduate Council
Recktenwald, Gerald	Library Committee
Shatzer, Liz	Scholastic Standards Committee
Taylor Rodriguez, Daniel	Faculty Development Committee (co-chair)
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako +	Academic Requirements Committee
York, Harry	Honors Council

Senate Officers and Other Faculty Officers

Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Advisory Council (2020-22); Presiding Officer Elect
Chivers, Sarah	Adjunct faculty representative
Ford, Emily	Advisory Council (2021-23)
Gamburd, Michele +	Past Presiding Officer
Harris, Randi +	Chair, Committee on Committees
Holt, Jon	IFS (Sep. 2021-Dec. 2024)
Jaén Portillo, Isabel +	Advisory Council (2021-23)
Labissiere, Yves +	IFS (Jan. 2020-Dec. 2022); BoT
Limbu, Bishupal +	Steering Committee (2021-23)
Lindsay, Susan +	Steering Committee (2021-22)
Mbock, Nya	President, ASPSU
Reitenauer, Vicki +	Presiding Officer
Sager, Alexander	IFS (Jan. 2021-Dec. 2023) [also EPC co-chair]
Sanchez, Becky +	Advisory Council (2021-23); Steering Committee (2021-23)
Thorne, Steven +	Steering Committee (2020-22)
Voegele, Janelle	Advisory Council (2020-22)

Notes

+ Also an elected senator

Status: 22 December 2021

DRAFT•Minutes of the Portland State University Faculty Senate, 3 January 2022•**DRAFT**
(Online Conference)

Presiding Officer: Vicki Reitenauer

Secretary: Richard Beyler

Senators present: Ajibade, Baccar, Borden, Carpenter, Caughman, Chorpenning, Clark, Clucas, Colligan, Cortez, Cruzan, De La Vega, Donlan, Dusicka, Eastin, Eppley, Farahmandpur, Feng (Wu-chang), Ferbel-Azcarate, Finn, Flores, Goforth, Gómez, Harris, Heilmair, Heryer, Hunt, Izumi, Jaén Portillo, Kelley, Kinsella, Labissiere, Lafferriere, Law, Limbu, Lindsay, Loney, Luckett, Mikulski, Mudiamu, Oschwald, Raffo, Rai, Reitenauer, Romaniuk, Sanchez, Smith, Taylor, Thieman, Thorne, Tretheway, Watanabe, Webb, Wern, Wilkinson.

Alternates present: Emily Ford for Mikulski [also as ex-officio member].

Senators absent: Duncan, Erev, Gamburd, Kennedy, Tuor.

Ex-officio members present: Beyler, Bowman, Burgess, Bynum, Chabon, Chaillé, Chivers, Comer, Emery, Estes, Feng (Wu-chi), Ford [also as alternate], Jeffords, Knepfle, Lambert, Mbock, Mulkerin, Percy, Podrabsky, Read, Recktenwald, Reynolds, Taylor Rodriguez, Wooster.

The meeting was **called to order** at 3:00 p.m.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call** was effected using the participants list of the online meeting.
2. **Minutes of 6 December meeting** were **received** as part of the *Consent Agenda*.
3. **Procedural change**, Presiding Officer may move any agenda item, was approved as part the *Consent Agenda*.

Discussion (item C) was dropped. The reports were modified: an update on COVID response was added as G.0; docketed reports then followed in the order G.1,4,3,2.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

REITENAUER reflected that after 18 months of the pandemic we still face many challenges, some long in the making and some connected directly with the pandemic. She felt had not had much of a break, and not especially ready for winter term. She was speaking from a hotel room on the East Coast due to disrupted travel plans. A poem by the Japanese poet Okamoto Kanoko (1889-1939), sent to her by a friend at a difficult family moment some time ago, seemed now to speak present situation: “Cherry blossoms blooming with all the strength they possess, oblige me to view them with all the strength I possess.” As we welcome students back to campus, what does it mean to meet this moment and encourage the blooming of, first and foremost, our students? In the course she co-teaches with Senator WILKINSON, already today a number of students couldn’t be there because of COVID. Knowing that we need all the strength we possess to create the conditions under which others can feel that way too, she thanked senators for indulging her starting the meeting in this way.

REITENAUER announced changes in the agenda [noted above], inter alia because some members of the panel were unable to be here. However, Steering Committee will

continue the discussion, and may reopen it at the February meeting. Their hope is to begin to engage in a different kind of discourse about the budget, being with each other rather than talking past each other, and building mutually beneficial actions through genuine processes of shared governance. Laura NISSEN (SSW) of the Futures Collaborative has commented that to work collaboratively, we need to engage in change at the speed of trust.

REITENAUER had been thinking about the phrase since learning it from her this summer, in the context of simultaneous issues from multiple directions. Long-standing faculty, REITENAUER said, had often heard of a sense that faculty distrust the administration—sometimes more, sometimes less. We talk less about how administration might distrust faculty members, or faculty members distrust each other.

If distrust is in our way, REITENAUER viewed the budget panel as one small way of building more trust. She hoped as we enter the next phase of the work relative to [program] review, we figure out ways to use every platform available for discourse that will enable mutually beneficial way of moving forward.

REITENAUER had asked the President and Provost to begin the reports [G.0] by giving an update on, and answering questions senators and comments might have about, the re-opening of campus at the start of winter term, as well as continuing and changing responses to a changing situation with the pandemic. This was, in part, motivated by an open letter recently circulated by AAUP, expressing concerns felt by a number of faculty. PERCY had also been asked to give an overview of the Strategic Investment Plan which he will be presenting to the Board of Trustees [BoT].

Apropos of this, REITENAUER encouraged senators to listen to the livestream of Board meetings and various Board committee meetings. These are spaces in which these important issues are discussed. Individuals may also sign up to make public comment.

2. Announcements from Secretary

BEYLER directed senators' attention to reports appearing on the consent agenda, particularly one from December and one from this month, whose recommendations would likely receive further discussion and consideration by Senate in upcoming meetings: reports of the Ad-Hoc Committees on Constitutional Definitions, and on Language on Diversity, Equity, and Inclusion for the Promotion and Tenure Guidelines.

Having received a question about it, BEYLER reviewed ways in which items appear on the Senate agenda. With a few exceptions for extraordinary circumstances, the principal way is that they are referred to Senate by any of the constitutional committees, including Steering Committee. Therefore an initial approach for a senator, or any faculty member, is to contact the chair of a relevant committee for a first discussion of the issue. This can include Steering Committee for topics that aren't clearly in the domain of any one committee. The Presiding Officer and Secretary are available for consultation about the appropriate path for any issue.

There is another way to bring items before Senate in the agenda. BEYLER said that, someone to his surprise, it had never been used during his time as Secretary. This was for any senator, in collaboration with any two other senators, may request "in open meeting" the placing of an item on the next meeting's agenda. He was not necessarily advocating

this, but he did want to call to senators' attention this avenue for bringing concerns to Senate's consideration. It is in the Bylaws. Senators have the privilege, and the responsibility, of speaking for the Faculty colleagues that they represent, and he welcomed senators to make use of the avenues available to them to do that. This is a way of advancing the discourse of shared governance, as REITENAUER had discussed.

C. DISCUSSION – *Per A.3, the anticipated discussion item was dropped*

E. NEW BUSINESS

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

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

2. Revision of appraisal signature sheet and recommendation form for TTF P&T (Steering)

THORNE / AJIBADE **moved** the revision of the appraisal form and recommendation signature sheet for tenure-track faculty in the University Promotion and Tenure Guidelines, as specified in **January Agenda Attachment E.2**.

REITENAUER explained that last year P.O. GAMURD worked with OAA and AAUP to develop this language for the P&T Guidelines. OAA and AAUP have come to agreement about the language, and to make it official Faculty Senate needs vote to approve the changes. The goal was to streamline the forms and make them more understandable.

CHORPENNING: the forms pertain to review of tenure-track faculty only. Are there similar changes for non-tenure-track faculty?

[After some back-and-forth,] CHABON responded: a goal of these changes was clarify certain differences in process between NTTF and TTF. The two processes work in alignment but separately.

The revision of the P&T forms for tenure-track faculty as given in **Attachment E.2** was **approved** (46 yes, 0 no, 4 abstain, vote recorded by online survey).

F. QUESTION PERIOD – *none*

G. REPORTS

Per A.3, the order of reports was modified as follows:

The Presiding Officer asked President and Provost to first update Senate on campus re-opening and pandemic response measures. This special report (or separated portion of their respective reports) is listed here as G.0.

The President's report on the Strategic Investment Plan, agenda item G.1, followed that.

Then the report from ASPSU President, regular report from Provost, and regular report from President followed in reverse order: G.4, G.3, G.2.

0. Update on campus re-opening and pandemic response measures –
portion of G.2-3 moved here by request of Presiding Officer, per A.3.

REITENAUER asked President and Provost for an update on the re-opening of campus at the start of winter term and on the University's continuing response to the pandemic.

PERCY appreciated those who had written to him with concerns about the pandemic situation. The feelings of excitement usual at the start of the year were covered by anxiety, and a sense of the ground shifting.

Plans for in-person instruction as announced in December, PERCY said, were moving forward. The decision was arrived at through guidance from the Incident Management Team {IMT}, monitoring state and local government and health authority guidelines. Our responses include vaccine mandates, access control, and other mitigation measures. With these policies in place, we have in winter term a mix of about 30% in-person and about 70% percent online instruction. Vaccination rates are 90% for employees and 97% for students. Throughout December his team monitored health conditions and consulted with the presidents of other Oregon universities and HECC. They plan to move forward with requiring booster shots, though details for how to do this are still being figured out. In the meanwhile they are encouraging everyone who's eligible for a booster to get one.

PERCY said they continue to monitor, with SHAC [Student Health and Counseling], what is happening with our students. They likewise are interested to hear from the academic side—department chairs, deans, etc.—what is happening in classrooms. They are continuing to monitor guidance from health authorities, and are also looking carefully at how K-12 partners are responding. Based on feedback from employees, PERCY said, they are continuing the COVID sick leave program through March 30th.

The development of an effective vaccine, PERCY reflected, had led to hopes for a swift and certain end to the pandemic. Unfortunately, that is not the case. Safety for faculty, staff, administrators, and students remains at the core of our work.

PERCY would be asking for advice from IMT about masks and testing, issues raised in a recent AAUP letter.

Picking up from this overview of pandemic response measures, JEFFORDS urged faculty to look at the resources for classroom management [posted on the web by OAI, OAA, etc.] as they face questions from students—for example, what to do if a student or they themselves test positive. She had just been consulting with Dana TASSON [Director of SHAC] about this. The Oregon Health Authority had come into alignment with CDC quarantine policies, and this is now reflected in the guidelines posted to the website. TASSON had offered to any department or units who were interested a presentation by someone from SHAC about the policies and guidelines. She had been in communication with the other Oregon public universities: they are staying with their plans [as developed in the fall].

FORD saw in today's announcement that SHAC is no longer testing employees. She knew that regular testing for employees was being offered or required at a number of universities. She wish to know what PSU is considering about testing for employees.

PERCY, answering: in the fall there did not seem to be a compelling need for a massive testing program. He now will discuss with IMT what the best solution is [for the current situation] given capacity and resources.

LUCKETT: what should we expect about public programming on campus?

JEFFORDS: we will follow CDC guidelines. Also she believed the Governor had encouraged K-12 institutions to minimize extracurricular activities. She would try to get clarity on this issue.

REITENAUER had received messages from various colleagues that they themselves, students, family members, etc., had COVID. It was important in this new manifestation of the pandemic to think carefully about how to support students and each other.

1. Overview of President's Strategic Investment Plan

PERCY was pleased to talk about something positive, the Strategic Investment Plan. [For summary, see **January Agenda Attachment G.1**; for presentation slides, see **January Minutes Appendix G.1**.] His goal was more transparency about financial issues, budgets, and substantiality overall. Hopefully by 2024 we will get to place where budget cuts are not the discussion every year, where we have some stability and can grow from that.

An important piece, PERCY said, is growing revenue. Despite a challenging start to new student recruitment, we ended up with 13% more students compared to last year—30% for first-year students, 1% for transfers. We graduated a lot of people last year, and we didn't retain all of our students, but there is a positive note in attracting and enrolling students. In terms of improving retention and enrollment, we have a 10-year strategic enrollment plan. Another part of closing the [budget] gap is looking at academic programs and administrative and support services. Academic program review work is ongoing; he thanked AHC-APRCA, Provost, Deans and others who were working on this. PERCY stated that we have retained a consulting firm to take a deep look into administrative and support-service practices and report on potential efficiencies. The Athletics Future Committee has produced a report which he is looking at now.

PERCY then turned to strategic investments. The source of funds is central reserves. Operational reserves are in the divisions of the institutes, accruing from the fact that people underspend their budgets. Central reserves, held by the campus at-large, grow largely from whether or not we put them into the budget, or from other sources than flow into the campus on a one-time basis—not permanent funding. We can spend them on one-time basis, though not as part of the ongoing budget. Appropriate uses might be: allocating resources to areas of growth, pilot programs, trying out innovations, etc. The Board of Trustees is very concerned with fiduciary responsibility for the reserves.

PERCY said he worked with the Executive Council and divisional leaders, who in turn worked within their own divisions to figure out what possible strategic investments we would make. Guiding priorities include prioritizing student access, advancing racial justice and equity, pivoting engagement to advance community relations and revitalization, and supporting fiscal sustainability.

A concern he heard frequently, PERCY said, is that our approach to financial sustainability seems to be only cutting, whereas routinely operating expenditures are less than or equal to our revenues. In a balanced budget, we need to use there an approach of investment in innovation, faculty development research, and other areas for positive change. It's unfair to expect professional development, programmatic development without resources to support it.

PERCY continued: the plan also includes a variety of pilot projects—as it were, testing hypotheses that doing X is something that will lead to change for the better. We also seek to affirm research and student success. Finally, we heard ideas about expanding to new markets or program types, such as is professional and executive education, whether for credit or non-credit, or non-degree certificates.

Details are in the Packet [**January Agenda Attachment G.1**]. PERCY said the plan would roll out over three fiscal years. About 60% in the proposal given to BoT is in the area of student success. This includes funds to jump-start the hiring of faculty in high-demand programs, where there is capacity to generate new tuition revenue right away with new faculty. Some of those identified by the Provost are Business, Social Work, Computer Science, and Speech and Hearing. To be clear: after this initial investment, they have to have their own funding source. We also want to support curricular and pedagogical innovation, such as online programs, the new race and ethnic studies requirement, etc. The Last Mile program is an example of supporting students towards degree completion—which also helps our state allocation. Another example is the Center for Professional Education which has provided an applied learning format for professionals some of whom then actually started a degree program. Climate change is an key area for curricular innovation. There is also funding for some technology improvements. Mostly, however, it is supporting the work of faculty and academic support services.

PERCY continued: we also want to expand mental health services for students—covering more hours, such as when SHAC is not open. There are pilot projects in multicultural attention, and for work with students in groups with low retention rates. We are looking at how to advance retention of students without a declared major.

10% goes toward racial justice and equity, PERCY said—added to \$1.5 million in prior presidential investments. This includes, for example, starting the new Dreamer center and strengthening connections with Native tribes, and the Pacific Islander and Asian-American Studies initiative. Expanding capacity in HR for DEI training is included.

PERCY continued: we are investing to retain the high energy and work that Enrollment Management is doing to build enrollment and recruitment, expand financial aid staffing, acquire prospective student data, marketing, and working with local and regional partners to better understand the needs of companies, governmental entities, etc.

In terms of research, PERCY said, there is a cluster hire in, a computational science in CLAS and MCECS; startup costs are funded through this project. There is a pilot to expand undergraduate research. There is also some funding to support climate action as a signature program. We would also like to expand capacity of our research contracting office, as well as connections with community organizations. These connections also have implications for financial sustainability.

PERCY indicated that he had presented this information to the Budget Committee, and would be presenting it to BoT in February. He welcomed feedback on the plan.

CHIVERS: new faculty hires in programs with new enrollment demand was mentioned, including Business and Social Work. These are programs with a high percentage of teaching is done by part-time faculty. Has there been conversation about the new hires

being part-time faculty who are already teaching those classes? JEFFORDS, responding: the intention is for these to be long-term, full-time positions; it would be up to the unit whether they are tenure-track or NTT. Certainly adjuncts who are already teaching there would be welcome to apply. Searches would follow usual hiring practices.

CLARK: previous provosts asserted that we could not grow our way out of our financial dilemmas, a logic he never quite understood. Has the attitude changed? JEFFORDS referring to a previous Senate presentation: closing the gap includes a combination of reducing resources in some areas and increasing resources in others. This moved away from a strategy of cutting until you get there. Growth alone will not do it, but it is an important part of the strategy. We have the opportunity to use these Federal funds to jumpstart that growth in critical ways. But it doesn't help to move students who are already here from one program to another. In some units there are around 150 students on a waiting list, and if they can't come to PSU they'll go elsewhere. If we can add these students by adding a faculty position, then we increase our revenues over the long term.

KELLEY appreciated the vision of not only cutting our way out of budget problems, but she was disheartened that climate change work has gone from being a signature focus at the start of the academic year to just a little mention. It relates also to student success, mental health, resilience, and racial justice. It would impact the bottom line as well. PERCY said he is not backing off at all from climate action, but in putting together this plan for BoT he didn't have enough infrastructure or knowledge of what we might do. He is committed to finding resources for that, but within this time frame there was not enough background to define how the money would be used. We will come to the [campus] community again to develop plans.

BORDEN, thanking the President for the well organized presentation, said that previously she had often been struck by differences between what is announced [in Senate] and what is communicated at the college level. It is an alarming disconnect. How can the excellent work on communication coming from the Provost's and President's office be continued? PERCY: we do want to support this work at the [college] level. JEFFORDS acknowledged that this is a challenge they were trying to address. Transparency is good, but it's important to have consistent messaging. As announced previously, one thing she has started is a monthly newsletter, not chatty, but as an up-to-date compilation of important information. It can also serve as a kind of archive. She would take BORDEN's question to the next deans meeting. PERCY: he committed to BoT that we would keep these monies [in the plan] for these specific purposes, and then we will announce the results [such as] impact on enrollment. These programs should move forward in a transparent way, and assessed with the results shared with the community.

RAI wondered about a study to understand what market for education exists that isn't already covered by large institutions with full-fledged, global online campuses, like Arizona State and Oregon State. PERCY: if you chase something everyone else has done, you end up no better off. You have to look for areas where you have unique programming, or a [distinctive] market—for example, students who want to study social work but can't leave Oregon. JEFFORDS: the question [points to] the correct approach. We can't wish [ourselves into] success; we should allocate resources so as to have constructive outcomes. The Education Advisory Board, with whom PSU has partnered on some advising initiatives, has indeed done a market scan. Michelle GIOVANNOZZI

(Director, OAI), who called for that market study, has the information. As the President said, we want to be strategic—look where there is student need, or where students are seeking good, secure employment opportunities. An example is cyber security, for which Birol YESILADA (Director, Hatfield School) has secured government resources to become a center of academic excellence.

JAÉN PORTILLO appreciated the emphasis on investment and on racial justice. Tied to the discussion in December, she guessed that interdisciplinary and collaborative practices will be an important part of the plan. PERCY appreciated this connection the previous conversation. Creating a new program that was really interdisciplinary and that nobody else had could be very useful. There is a pot of money for curricular innovation; he presumed that funding [source] would be relevant. JEFFORDS welcomed the opportunity to interface with what Senate had done in this area with JAÉN's leadership,

REITENAUER read a question from DUSICKA, submitted via the chat function: It is a refreshing change to hear about the investment side of the equation. The President stated that parts of the investment have already been earmarked as start-up for some cluster hires, etc. What fraction has been earmarked and what is open for future, not-yet determined proposals? PERCY: we have around \$900,000 or a million earmarked for that, and maybe \$300,000 or \$350,000 for positions that have not yet been committed to, under the discretion of the Provost and her leadership team.

ROMANIUK wished to underscore the importance of investment in financial aid and financial aid wellness. It is a matter of urgency. The number one reason impacting whether students are retained is financial. Currently there are three financial wellness coaches to serve the entire student body; students have experiences significant wait times, being on hold for hours, or waiting weeks to get an appointment. That office is trying some new scheduling approaches, but if students can't navigate how they can afford to be here, we are far less likely to retain those students.

4. Report from ASPSU President – *moved here per A.3*

MBOCK introduces herself: communications major, peer mentor, presentations coordinator at the Women's Resource Center, student ambassador for PSU, student body president. She was excited about the ways ASPSU was getting more involved with on-campus and off-campus partners. She called attention to the ASPUS elections that are coming up; they want to reach areas of campus they haven't in previous years. Engagement is a big deal, and they want to make it dynamic and accessible, especially as they are straddling virtual and in-person spheres. She asked Senate and departments to partner with them in getting the word out on elections in the spring. Faculty or staff who are interested in nominating students or encouraging them to apply could use the nomination form on the ASPSU website, or contact ASPSU. She hoped that ASPSU could work with [individual] faculty and departments to help uplift student voices. MBOCK added that there are currently open Student Senate positions.

ASPSU has been partnering closely with various departments, Admissions, and the Student Affairs Office, MBOCK said, to create engagement opportunities for students. For example, in fall they walked students around to classes, to show them what in-person learning looks like. They are working now on ways to show students resources on

campus, such as the Financial Wellness Center mentioned earlier. She wanted to bring to students a sense of connection to the campus.

MBOCK said ASPSU has been working to get student internship credit for their [student leadership] positions. In particular they have been working with the Honors College on this. It would be wonderful, she said, if there are other departments interested in offering internship credits for students working with ASPSU, which can give a multifaceted look at university life and administrative experience.

3 Provost's Report – *moved here per A.3; see also item G.0, above*

JEFFORDS reminded senators of the call for nominations for faculty awards, closing on February 11th. OAA will also be seeking nominations for the search for Vice Provost for Student Success, starting soon. They have received some good suggestions for clarifying the position description.

JEFFORDS announced that the utilization of CircleIn app is being paused for winter term. PSU was participating in the NSF-sponsored pilot of this app. which was an opportunity for students to form study groups. However, a variety of concerns from faculty had come to their attention, so they are pausing in order to study the issue further and, if they move forward, to address these faculty concerns.

2. President's Report– *moved here per A.3; see also item G.0 above*

PERCY said that the presentation on the Strategic Investment Plan [G.1] and talked he ongoing pandemic response [G.0] were the major things he wanted to say today, so he would just see if there were any further questions.

RAI asked why PSU is not requiring students and faculty to get the booster shot, unlike University of Oregon and Oregon State. PERCY: as mentioned before, there is intention to move in that direction, and IMT is working with him to figure out a process and a timeline; he believed they would be announcing something soon. Even those other schools, PERCY said, have announced they are going to do it but haven't done so right away, so in fact PSU is pretty much in alignment with them. JEFFORDS confirmed that the other schools have announced an intention but not yet an implementation. We want to be cautious about the availability of booster shots, and make sure they are prioritized for the most vulnerable populations, following OHA [Oregon Health Authority] guidelines. But we are committed to developing a plan, and in the meanwhile are encouraging everyone to get boosters if possible.

The following reports were received as part of the Consent Agenda [see the respective January agenda attachments]:

- 5. Final Report of Ad-Hoc Committee to Craft Language on Diversity, Equity, and Inclusion for the Promotion & Tenure Guidelines**
- 6. Mid-Year Report of Intercollegiate Athletics Board**

H. ADJOURNMENT – The meeting was **adjourned** at 4:48 p.m.

Strategic Investments

ONE PART OF A MULTI-YEAR PATH TO STUDENT SUCCESS AND FINANCIAL STABILITY
2021-2024

A Stable Financial Future

To achieve financial stability by 2024, PSU is engaged in a combination of strategies including enrollment and revenue growth, administrative and academic program review and reductions, and strategic investments.

A Stable Financial Future



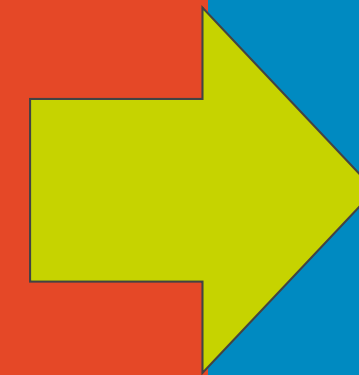
Enrollment
Stabilization and
Strategic Growth
-
Increasing Revenue



Program and Support
Services Reviews
-
Closing the Gap



Strategic
Investments
-
Building Capacity



Stability and
Reinvestment

1

Improving Retention and Enrollment

- Students First
- 10-year Strategic Enrollment Plan



2

Academic Program Review and Support Services Review

- **Academic Program Review**
 - Data and Values Driven
 - President-initiated, Provost-led
- **Support Services Review**
 - Huron Consulting
- **Athletics Futures Committee**



3

Strategic Investments

2022 - 2024

- The source of these funds are central reserves via pandemic relief funds that permitted us to offset lost tuition
- Because reserves are one-time monies, appropriate for:
 - One time investments
 - Faster start up
 - Pilot programs
 - No permanent commitments
- Board expectations and engagement
 - Board review of investments
 - Focus on innovation, enrollment/retention & innovation





3

Strategic Investments

2022 - 2024

Plan development:

- Worked with Executive Council - Vice Presidents and other divisional leaders
- Utilizes knowledge notably OAA to understand what investments would move us most effectively forward to advance priorities
- Builds upon existing ideas in progress, seeks to leverage funds and identifies areas of greatest impact
- Focuses on advancing existing priorities and financial sustainability



3

Strategic Investments

2022 - 2024

Guiding Priorities

- Prioritizing Student Success
- Advancing Racial Justice
- Pivoting Engagement to Advance Community Relations
- Supporting Fiscal Sustainability, Enrollment, and Increasing Revenue



3

Strategic Investments

2022 - 2024

Deep consideration of what we have heard from faculty

- Cuts cannot be the only answer to achieving fiscal sustainability
- Innovation, while important, requires investment in resources and time
- Research remains an important part of our mission
- As a knowledge institution, we should be able to experiment, pilot, and assess ideas for innovation





Student Success

\$8.4 million (60% of strategic investments)

- Provide bridge funding to hire faculty in programs with new enrollment demand
- Advance curricular and pedagogical innovation
- Expand online academic programs
- Last mile degree completion
- Grow professional development of local workforce through non-credit and certificate programs
- Sustain technology for student success





Student Success

\$8.4 million (60% of strategic investments)

Pilot Projects (test efficacy of new retention programs):

- Advance multicultural retention
- Expand mental health services
- Streamline allocation of emergency funds
- Career assessment to advance retention
- Support program development in Global Engagement and Innovation





Racial Justice and Equity

\$1.4 million (10% of strategic investments)**

- Dreamer and MENASA multicultural centers
- Strengthen connections to Native tribes
- Expand presidential commitments to racial justice initiatives
 - PIAA & BLM Programs
- Expand diversity, equity and inclusion training capacity

**** In addition to \$1.5 million in prior presidential investments**





Enrollment Growth

\$1.35 million (10% of strategic investments)

- Support the Strategic Enrollment Plan
- Sustain full energy in enrollment growth
 - Support recruiting and financial aid staffing
 - Expand recruitment areas
 - Acquire prospective student data
 - PSU Marketing
- Building education partnerships with regional partners



COME TO CHANGE

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Research Investment

\$1.9 million (14% of strategic investments)

- Support cluster hire and expertise in Computational Science
- Expand undergraduate research (pilot)
- Explore climate action as signature program
- Grow research contract processing capacity





Community Engagement

\$450,000 (3% of strategic investments)

- Community -city partnerships for downtown revitalization
- Building and strengthening relationships with Black, Indigenous, and people of color community -based organizations



Financial Sustainability

\$450,000 (3% of strategic investments)

- Funding for Support Services Review Contract



Impacts for the Faculty

- Significant support for faculty and program development
- Jump start new faculty hires in high demand areas
- Specific funding for Students First
- Additional support for racial justice initiatives
- May be opportunities for additional investments in out years



Next Steps

- Shared with Faculty Senate Budget Committee and ASPSU leaders before winter break
- Receive Senate Budget Committee feedback (January)
- Share with Academic and Student Activities Committee of the Board of Trustees (January)
- Report to full Board of Trustees (February)
- Implementation as soon as early spring



7 January 2022

TO: Faculty Senate

FROM: Sarah Read, Chair, Graduate Council

RE: February 2022 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 Budget Committee comments on program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

College of the Arts

New Course

E.1.a.1

- *Mus 570 Topics in Music History, 2 credits
Examines a selected theme in music history to be drawn from specific composers, performers, genres, styles, works, geographical locations, or time periods. Topics will be contextualized to address broader issues of race, ethnicity, gender, cultural significance, ownership, transmission, technology, and globalization. Specific topics vary by term. Course may be taken more than once with permission of instructor.

School of Business

Change to Existing Programs

E.1.a.2

- M.S. in Finance – reduce credits from 49 to 45, change core requirements and elective options

New Courses

E.1.a.3

- Fin 575 Impact Ventures, 2 credits
Provides hands-on experience with Impact Investing by working with regional entrepreneurs and investors to evaluate and fund early stage companies. Students will study venture capital and societal impact frameworks to develop specific investment proposals. No expected preparation required. Two credit course must be repeated for a total of six credits.

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

E.1.a.4

- Fin 577 Derivatives and Financial Market Securities, 2 credits
Explores the financial markets and traded securities in the context of current market actions and past events. The main topics to be covered can be grouped Derivatives, and Fixed Income securities. Prerequisite: Fin 551 or Fin 513.

E.1.a.5

- Fin 578 Emerging Topics: FinTech, 2-4 credits
Explores how financial technology trends and innovation are shaping the future of financial services, corporate finance, and investing. Students will attend weekly seminars where they will network with practitioners, ask questions, and learn how new technologies, regulations, and market forces are disrupting finance and what career opportunities are emerging.

E.1.a.6

- Fin 579 Case Competitions, 2 credits
Acting as consultants, student teams solve a real-world finance problem in mergers and acquisitions, investment banking, financial advisory, and private equity: Participate in weekly discussions, teamwork, analysis, and presentation dry runs; present to “the board” your analysis and recommendation; build finance/strategic thinking, and communication/negotiation skills, and network. Prerequisite: Fin 551 or Fin 513.

Changes to Existing Courses

E.1.a.7

- BTA 519 Managerial Analytics, 4 credits – change credit hours from 4 to 2-4

E.1.a.8

- Fin 551 Financial Management for Financial Analysts, 4 credits – change title to Managerial Finance and change description

E.1.a.9

- Fin 553 Valuation and Analysis, 4 credits – change title to Valuation Modeling, change description, and change credits from 4 to 2-4

E.1.a.10

- Fin 555 Applied Econometrics for Financial Analysis, 4 credits – change title to Quantitative Finance Methods

E.1.a.11

- Fin 565 Corporate Financial Strategies, 4 credits – change title to Applied Financial Decisions, change description, change credit hours from 4 to 2-4

Maseeh College of Engineering and Computer Science

New Courses

E.1.a.12

- ME 531 Theory of Viscoelasticity, 4 credits
Provides a foundation on chemo-hygro-thermo-mechanical behaviors of materials. Thermo-mechanical behaviors of polymeric materials and composites, creep and relaxation functions, nonlinear thermo-mechanical behaviors, properties of nonlinear thermo-viscoelastic stress-strain laws, creep rupture, and torsion of nonlinear bars and shells fundamental concepts of thermo-viscoelasticity with applications are covered in this course. Prerequisite: ME 313 or equivalent.

E.1.a.13

- ME 631 Theory of Viscoelasticity, 4 credits
Provides a foundation on chemo-hygro-thermo-mechanical behaviors of materials. Thermo-mechanical behaviors of polymeric materials and composites, creep and relaxation functions, nonlinear thermo-mechanical behaviors, properties of nonlinear thermo-viscoelastic stress-strain laws, creep rupture, and torsion of nonlinear bars and shells fundamental concepts of thermo-viscoelasticity with applications are covered in this course. Prerequisite: ME 313 or equivalent.

Changes to Existing Courses

E.1.a.14

- CE 518 Prestressed Concrete Design, 4 credits – change prerequisite

E.1.a.15

- CE 618 Prestressed Concrete Design, 4 credits – change prerequisite

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.16

- M.S. in Environmental Science and Management – increase credits from 45 to 46 and add Practicum course requirement

E.1.a.17

- P.S.M. in Environmental Science and Management – reduce credits from 57 to 47, reducing concentration and “plus” course credits

7 January 2022

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: February 2022 Consent Agenda

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

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

College of the Arts

Changes to Existing Course

E.1.b.1

- *Mus 411 Topics in Music History, 2 credits – change course number to Mus 470 and add dual-level listing

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.b.2

- B.A./B.S. in Conflict Resolution – adding required course and reducing elective requirement

E.1.b.3

- Minor in Geographic Information Science – revising elective requirement to allow 2-credit courses on the approved course list

* 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 December 2021

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: Elimination of the Undergraduate Certificate in Canadian 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, as well as the Budget Committee comments at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

College of Urban and Public Affairs

Eliminate Existing Program

- Undergraduate Certificate in Canadian Studies – the program stopped being advertised in 2014-15

* 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 January 2022

TO: Faculty Senate

FROM: Sarah Read, Chair, Graduate Council

RE: Professional Science Master in Applied Geoscience

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

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

**PROPOSAL SUMMARY FOR
College of Liberal Arts and Sciences
Professional Science Master in Applied Geoscience**

Effective Term

Fall 2022

Overview of the Program

The Professional Science Master (PSM) in Applied Geoscience provides practicing geologists and post-baccalaureate students an opportunity to upgrade their geoscience credentials in an accessible way, to obtain skills relevant to professional geologists. This degree includes two common core courses, G 561 Research Methods – Writing, and G 523 Data Analysis. The coursework foundation of the Professional Master's degree centers on the completion of two Geology Certificate options in (1) Engineering Geology, (2) Environmental Geology and (3) Hydrogeology. We plan to give credit for optional internships and/or research projects with county, state and federal agencies, and private geologic consulting firms when possible, though the primary degree path requires only coursework. The proposed certificate-based framework provides formal recognition of work completed even if a student does not complete degree requirements. A professional development component of this degree requires students complete four credits of courses outside the department, from the Environmental Science and Management (ESM), Geography (Geog), Engineering Technology Management (ETM), or Public Administration (PA) Departments. This proposed degree will draw on classes from multiple departments/colleges, including ESM and Department of Geography within CLAS, as well as the Department of Civil and Environmental Engineering (CEE).

Disciplinary foundations and connections of this program are established in part through an advisory board of Geology professionals from private firms, state and federal agencies that have provided us with valuable input on updates to the Geology Certificates. We have met with an advisory board of practicing professionals regarding the certificates and the proposed program, and have solicited responses to a questionnaire from a variety of firms and outside organizations that can serve as partners for internships and projects.

Evidence of Need

The proposed Professional Science Master of Applied Geoscience is related to the approved MS in Geology and is based on three approved certificates in Geology (Engineering Geology, Environmental Geology, and Hydrogeology). The new program expands on the existing MS and certificates by including professional development courses focused on management and communication offered by other departmental units and by an experiential internship component with outside business and government partners. Although all coursework required for the degree is based on existing courses at PSU, the new degree is aimed more at enhancing the marketability of geoscientists who are either practicing in the field already or who are interested in doing so.

A market analysis was performed for Portland State, performed by Burning Glass Technologies in 2020 and updated in 2021. The updated analysis is available in the full program proposal. Also considered are data from the Bureau of Labor Statistics on Geoscience jobs throughout the country, as recently summarized by the American Geosciences Institute Workforce Report (2018).

The market analysis shows that in the Portland metro area (Portland, Hillsboro, Vancouver), 56 job postings in the selected program of study were made between 4/1/2020 and 3/31/2021. This compares to 29 MS degrees conferred in 2019 for the top four regional institutions, including 6 degrees conferred from PSU. This indicates current job demand in the program of study is twice as large as the number of MS graduates overall, and eight times larger than the number of MS graduates from PSU. The jobs are being filled by students mostly with BS degrees (58%) and MS degrees (30%), and most job postings advertised 0-2 years of required job experience. This suggests that BS graduate or post-baccalaureate students with extra skill sets and internships obtained in the proposed PSM could be very competitive in the regional job market.

The median salary in the postings is \$83K, relative to an average living wage in the area of \$32K. This indicates good-wage jobs in this discipline.

Beyond the local region, the analysis also indicates much larger demand for similar geoscience jobs in California (#1 in the nation for posting demand) and Texas (#2 in the nation). More generally, the Bureau of Labor Statistics (BLS) expects the number of geoscience full-time equivalents (FTE) to increase by 11% between 2016-2026. Based on retirements and current graduation rates alone, they expect a deficit of ~118,000 geoscience FTEs nationwide by 2026. According to the most recent American Geosciences Institute (AGI) Workforce Report (2018), hiring rates of geoscience master's students in the public sector (both state and federal) and in the environmental services industry have been growing nationwide.

Course of Study

Pre-requisites

- BA or BS in Geology or Earth Science

OR

- BA or BS in a physical science (e.g. Chemistry, Physics) with 5 years of experience in geoscience related industry. Taking G 434 Structure AND G 318 Surface Processes OR G 435 Sedimentology and Stratigraphy may substitute for industry experience.

Curriculum Requirements (**48 Total Credits**)

1. CORE SKILLS: these courses should be completed as a requirement within the Certificates, below.
 - a. G 651 Scientific Writing (Research Methods II)
 - b. G 523 Data Analysis (Research Methods III)
2. TWO CERTIFICATES FROM THE FOLLOWING LIST (**36 elective credits**) **see certificates for details.*
 - a. Engineering Geology
 - b. Environmental Geology
 - c. Hydrogeology
3. PROFESSIONAL DEVELOPMENT (**total 4 credits**)
 - ESM 551 Project Management for Scientists (4)
 - ESM 555 Science Communication (1)
 - ESM 556 Advanced Science Communication Skills (1)
 - ESM 557 Science, Media and the Public: Working with the Media to Create Effective Scientific Messages (1)
 - ETM 522 Communication and Team Building (4)
 - ETM 545 Project Management (4)
 - PA 555 Program Evaluation and Management (3)
 - PA 564 Environmental Policy and Administration (3)
 - PA 565 Natural Resource Policy and Administration (3)
 - PA 566 Water Resources Policy and Administration (3)
 - PA 567 Energy Resources Policy and Administration (3)
 - ESM 517 Applied Watershed Restoration (4)
 - ESM 534 Business Environmental Management Economics (4)
 - ESM 535 Natural Resource Policy and Management (4)
 - ESM 553 Environmental Regulation and Non-regulatory approaches (3)
 - ESM 587 Environmental Justice (4)
 - ESM 588 Environmental Sustainability (4)
 - ESM 593 Advanced Environmental Science Lab (2)
 - Geog 512 Global Climate Change Science and Socio-environmental Impact Assessment (4)

- Geog 513 Disturbance Biogeography of Pacific Northwest (4)
- Geog 540/ESM 540 The Ecology and Management of Wildfire (4)
- Geog 545 Resource Management Topic (4)
- Geog 546 Water Resource Management (4)
- Geog 567 Community Resilience in Coupled Socio-Ecological Systems (4)

4. EXPERIENTIAL COMPONENT (**total 8 credits**)

Students may complete 8 credits of an internship or project, or 4 credits of an internship or project and 4 credits of graduate-level Field Geology.

a. INTERNSHIP OR PROJECT (4-8 elective credits)

- i.* One to two terms of internship or project (4 – 8 credits).
- ii.* At the beginning of the internship the student must meet with their employer or internship/project adviser to outline internship responsibilities and identify 2 to 3 major milestones. At the halfway point of the internship the student will complete a self-assessment based on the agreed upon milestones. At this time the internship/project adviser will complete a progress report to the PSU PSM faculty.
- iii.* For a two-term internship or project, a second self-assessment and internship/project adviser progress report is required by the end of the first term.
- iv.* An end of internship or project product is determined by employer or internship/project adviser (i.e. report, presentation).
- v.* The student's internship/project adviser will provide a final evaluation of the student's internship/project experience.
- vi.* The PSU PSM faculty committee will complete a pass/no pass assessment based upon the following: 1) Original internship responsibilities and milestones, 2) Mid-internship student self-assessment and internship/project adviser progress report. 3) End of internship product, 4) Final evaluation of the student's internship/project experience by the internship/project adviser.

b. FIELD GEOLOGY (4 credits)

- i.* G 581 Field Geology, this course may be replaced with an equivalent graduate level field course from another institution pending faculty approval.

Office of the Faculty Senate (OAA)
Portland State University
P.O. Box 751
Portland, OR 97207-0751



To: Susan Jeffords, Provost
From: Richard Beyler, Secretary to the Faculty
Date: 1 February 2022
Re: Question to Administrators

The following is submitted to the Provost by Faculty Senators, in part speaking on behalf of Faculty colleagues, as a Question to Administrators for the next Senate meeting on February 7th:

Question to Provost

In regard to Phase II of the Program Review/Reduction Process as communicated on 1/27:

As background, what is the current estimate of the difference between the University's expenses and revenues, and (how) is this estimate changing from earlier projections?

Is there a specific marker--such as reduction in expenses stated in dollars, some other quantitative measure, or some definitely stated qualitative marker--which this process is intended to achieve as its end goal?

In view of the above, how might individual departments, as well as Deans of named units, most usefully respond?

Portland State University

Campus Budget Planning Overview

**From Faculty Senate Budget
Committee**

February 7, 2022

FY 2023

Budget Parameters Presentation

This presentation has been given to:

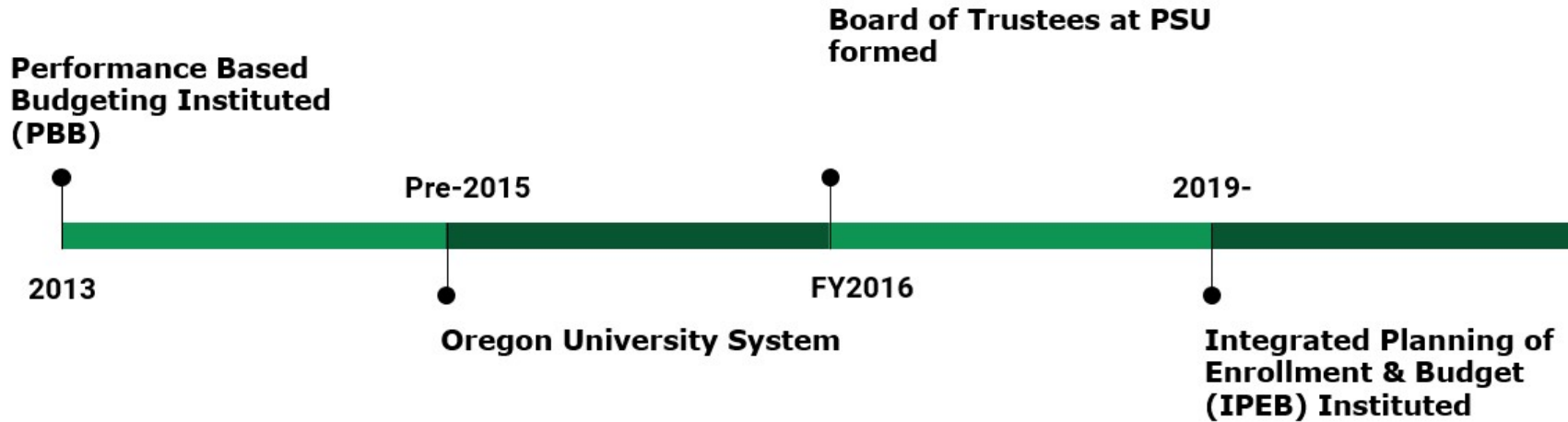
- **Board of Trustees**
- **Tuition Revenue Advisory Committee**
- **Faculty Senate Budget Committee**

The documentation is informed by data supplied by FADM, OIRP, & OAAwe are not showing all the underlying data but these slides are available through links on slide 3**

Sources Used for this Presentation

- [Office of Academic Affairs Budget Planning Overviews](#)
- [Board of Trustees Finance & Administration Committee Meeting Slide Deck from January](#) specifically slides: 17, 19, 20, 24, 30, 50, 69
- [Undergraduate Dashboards](#)
- [Graduate Dashboards](#)

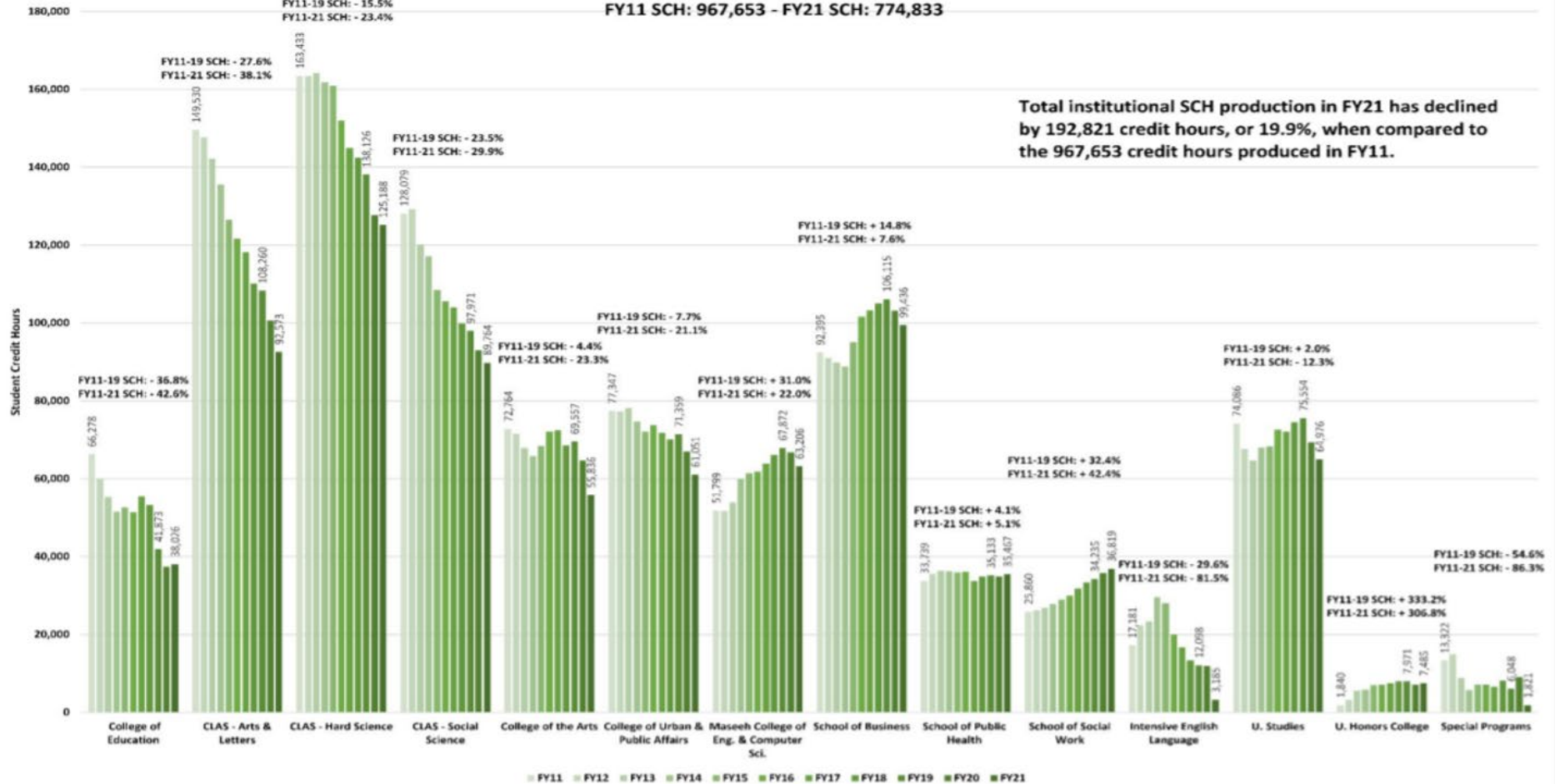
Office of Academic Affairs Budget Planning Overviews



Timeline of budget planning at Portland State University

Shift in Enrollment Patterns

10 Year Change in Student Credit Hour (SCH) Production by School/College FY2011-21:
FY11 SCH: 967,653 - FY21 SCH: 774,833



Undergraduate Dashboards

- Faculty data
- SCH
- Enrollments
- Graduation rates
- Graduation timelines
- Research expenditures

Graduate Dashboards

- Faculty data
- SCH
- Enrollments
- Graduation rates
- Graduation timelines
- Research expenditures

Quick Review of Academic Dashboards

Forecasts from Kevin Reynolds, VP for FADM

Forecasts: A quantitative estimate (or set of estimates) about the likelihood of future events which is developed on the basis of past and current information. Major factors:

- » New student enrollment
- » Retention
- » State Support
- » Inflation (Salary and wages, benefits, services and supplies)
- » Covid 19, recovery of downtown Portland and other external factors
- » Greater variability in the outyears

Magnitude: \$308 million General Fund expenditure budget

- » Average daily expenditure \$845,000
- » 1% change in inflation is \$3 million
- » Expect multimillion dollar impacts from small 1-2% variances in expenditures or revenue forecasts
- » 84% of the general fund is personnel costs

Improved Outlook & Caution

Revenue outlook has improved:

- » Increase in state funds in 2021-2022 (increase in the mission differentiation component for PSU provides a new base)
- » Reduced budget allocations and actual expenditures for 2 years (response to decreasing general fund revenue) and now have a lower employee headcount from which to base inflationary costs
- » New first year and transfer students increased in Fall 2021-2022

On the Cost side:

- » Inflation is higher than seen in recent history

Summary – An enrollment goal-based pathway to financial stability

Major Components:

- Reasonable expectation around increases in state support for next 2 biennia
- Meeting the university goals around new student enrollment and student retention (persistence to graduation)
- Goals are funded by both moderation of budget reductions and one time investments
- Resident undergraduate tuition increases are kept at or below inflation
- Some years of budgeted E&G reserve spending
- Small increases in general fund budget allocations
- Leveraging general fund budget underspending to meet inflationary costs without further eroding enrollment and core services and operations
- Leveraging the Support Services Review and Academic Program Review/Reduction Process to moderate overall costs increases (including inflation)

Risks:

- Do not meet increased general fund revenue target or cost containment (larger use of reserves initially and then larger cuts)

How has the University changed over a time of overall enrollment decline and a global pandemic?

- A comparison of the annual November Census for employees (Full Time Employment calculation, excluding student labor)
- FY11 to FY19 Overall FTE (all funds) decrease of 1.30%
- FY11 to FY21 Overall FTE (all funds) decrease of 8.86%
- Differential decreases in employee types (instructional and non-instructional)
- Impact on workload, services and morale
- Universities are not static and looking forward we need to adapt to the changing landscape

Summation of Parameters

- Supplementing FY23 & FY24 with funding from reserves for strategic initiatives
- Continued program review process to align with program growth in targeted areas in OAA which is entering [Phase II](#) now & those areas are identified
- Continued review of campus services across campus through Huron Consulting processes
- Modeling a 2.6%r 3.6% tuition increase which is seen to not have a negative impact on enrollment as it still positions Portland State well below other area Colleges & Universities
- Current service level spending in units plus 4% increase for inflation but still less than actual inflation

Next Steps

- | | |
|------------------|--|
| Mid-April 2022: | Enrollment Forecast updated, FY2023 Tuition established |
| Late April 2022: | Divisional Base General Fund Budget Finalized |
| May 14, 2022: | Preliminary Unit Budget Submissions Due |
| June 8, 2022: | Board of Trustees Finance & Administration Committee Approve FY2023 Operating Budget |
| June 16, 2022: | Final Unit Budget Submissions Due |
| June 17, 2022: | Board of Trustees Approval of the FY2023 Budget |
| July 1, 2022: | Final Budget Loaded into Banner |

Good News: Student Loan Decreases

- Student loan debt has decreased over the past 5 years for PSU students
- The primary contributors to the decreasing student loan debt have been the annual increases in Federal Pell Grants combined with small tuition increases as well as the first class of Four Years Free students having graduated
- Third of the graduates in 2021 graduated with no student loan debt
- PSU has the lowest loan debt upon graduation of the Oregon four-year public universities

Questions?

Academic Program Reduction and Curricular Adjustments Committee (APRCA)

Faculty Senate Report: February 2022

Prepared by Rachel H. Cunliffe, co-facilitator of APRCA

During the closing days of December and throughout January we have been busy on the following tasks:

Identifying people who might serve as DEI advocate and approaching them. We are very hopeful that we have found someone who is willing to serve. Watch this space for the announcement.

We continue to work closely with Provost Jeffords on the implementation of her timeline for program reduction. Mindful of the tight deadlines, Re-Imagine funds are available to support units which have been asked to provide deeper narratives about their efforts and programs. There are nineteen such units across the university. That list has been published on the Provost's website <https://www.pdx.edu/academic-affairs/program-reviewreduction-process> so that we can all see how to reach out to support the most collaborative effort possible.

APRCA is developing its own Re-Imagine proposal in consultation with officers of faculty senate to support shared governance and the lifting of faculty voices collaboratively and collectively regarding curriculum and the mission of the public university as these reports are prepared. We have advocated for the process to be as trauma-informed and equitable as is possible understanding the great strain this change process is imposing on faculty and staff across the institution. Part of that trauma informed strategy is to offer multiple possibilities for participation and inclusion as well as enhanced efforts towards transparency, communication and agency.

To that end, we continue to work with affinity groups to devise mechanisms and strategies to embrace their wisdom and experience as this process unfolds. We are in the process of designing a questionnaire that may be circulated, possibly in conjunction with focus groups to elicit reflection and observations about the process.

As the Budget committee begins to schedule their usual February meetings with Deans regarding the Integrated Planning for Enrollment and Budget (IPEB) process, APRCA committee members are joining those meetings to enquire about planning and to raise up the Principles and Guidelines developed by our committee last year and to ensure they are integrated.