

Faculty Senate, 7 March 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 March 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, March 7th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, March 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

- A. Roll Call and *Consent Agenda* (see also E.1, G.3-4)
 - * 1. Attendance will be determined by the online participants list
 - * 2. Minutes of 7 February 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
 - 3. J. Podrabsky (RGS): faculty gatherings about research
 - 4. M. Hunt (SHAC): student mental health services
 - * 5. Library Committee: streaming media
- Change in agenda order: G.5 moved here*
- C. Discussion of AHC-APRCA report (G.5): program review and reduction process
- D. Unfinished Business – *none*
- E. New Business
 - * 1. Curricular proposals (GC, UCC) – *Consent Agenda*
- F. Question Period
 - * 1. Question #1 to Provost
 - * 2. Question #2 to Provost
- G. Reports from Officers of the Administration and from Committees
 - 1. President’s report
 - 2. Provost’s report
 - * 3. Administration response to resolution on academic freedom (November E.1) – *Consent Agenda*
 - * 4. Follow-up to Question to Administrators (February F.1) – *Consent Agenda*
 - * 5. Monthly report of AHC-Academic Program Review & Curricular Adjustments – *moved above*
- H. Adjournment

***See the following attachments.**

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

A.1. Roster

A.2. Minutes for 2/7/22 – *Consent Agenda*

B.5. Announcement from LC (presentation slides)

E.1.a-b. Curricular proposals (GC, UCC) – *summaries – Consent Agenda*

F.1. Question #1 to Provost

F.2. Question #2 to Provost

G.3. Admin. response to resolution on academic freedom (Nov.) – *Consent Agenda*

G.4. Follow-up to question to administrators (Feb.) – *Consent Agenda*

G.5. 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

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)
Voegelé, Janelle	Advisory Council (2020-22)

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
Herrera, Cristina	Race and Ethnic Studies Requirement Committee (co-chair)
Janssen, Mollie	Educational Policy Committee (co-chair)
Johnson, Ethan	Race and Ethnic Studies Requirement 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

Notes

+ Also an elected senator
 Status: 11 February 2022

**DRAFT Minutes of the Portland State University Faculty Senate, 7 February 2022
(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, Duncan, Dusicka, Eastin, Eppley, Farahmandpur, Feng (Wu-chang), Ferbel-Azcarate, Finn, Flores, Gamburd, Harris, Heilmair, Heryer, Hunt, Jaén Portillo, Kelley, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Lindsay, Loney, Luckett, Mikulski, Mudiamu, Raffo, Rai, Reitenauer, Sanchez, Smith, Taylor, Thieman, Thorne, Tretheway, Watanabe, Webb, Wern, Wilkinson.

Alternates present: Gwen Shusterman for Goforth.

Senators absent: Donlan, Erev, Gómez, Izumi, Oschwald, Romaniuk, Tuor.

Ex-officio members present: Beyler, Bowman, Burgess, Bynum, Chabon, Chaillé, Chivers, Coll, Comer, Emery, Estes, Feng (Wu-chi), Jeffords, Lambert, Mbock, Mulkerin, Percy, Podrabsky, Read, Recktenwald, Toppe, Wooster.

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

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call** was effected using the participants list of the online meeting.
2. **Minutes of 3 January meeting** were **received** as part of the *Consent Agenda*.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

REITENAUER reflected on a term coined by Parker Palmer: the tragic gap between realities we face and things as they might be or could be. This describes the situation we are in at Portland State: the realities we face as an institution versus what we know might be possible with true, boundary-crossing collaborations.

REITENAUER relayed an announcement from Mike WALSH, Dean of Student Life, that feedback is being taken on proposed changes to the code of student conduct.

2. Announcements from Secretary

BEYLER noted that in the upcoming process of certifying the Faculty elections list, the academic degree (credential) can be a relevant criterion. This information is often out-of-date in the University's databases. He recommended therefore that colleagues check on this information for themselves and update it if necessary.

C. DISCUSSION – shared governance

REITENAUER said that the idea for this panel discussion came from a conversation with Judith RAMALEY, former PSU President, member of the Board of Trustees, and chair of the Board's new Governance Committee. She introduced other panel members: Jose COLL, Dean of SSW; Nya MBOCK, President of ASPSU; Rowanna CARPENTER, Presiding Officer Elect; Yves LABISSIERE, Faculty member of BoT.

The panelists received as starting questions:

- 1) When you use the term ‘shared governance,’ what do you mean? How does your institutional positionality inform your view on shared governance? What do you know about shared governance that you wish others knew?
- 2) Where do you see shared governance in productive action at PSU?
- 3) Where and how should we enhance our practices of shared governance, especially in light of the current challenges and opportunities at the University? What are immediate steps would could take to start making those enhancements?

RAMALEY: shared governance is defined formally as the way that issues affecting the entire institution or major portions of it are decided—structures and procedures for making such decisions. She did not have a concern at PSU with how each part of shared governance works, but what she hopes from her perspectives on the Board and as a former senior administrator is that we can operate from a shared sense of what is going on and where we are headed, what our opportunities and challenges are likely to be. That requires talking to each other, not only in formal sessions, but also showing up for each other—opportunities for listening and interaction. She hoped for a culture of inclusion in decision making.

COLL related that he had worked in different types of institutions—private, public, small, large, unionized, non-unionized. Shared governance took on different meanings in different types of institutions. As a concept it is less than seventy years old. Shared governance is a responsibility, as well as an opportunity to contribute, debate, and inform one another, in ways that improve our mission as an institution. Students, faculty, and staff support the overall success of the institution. Our role in higher education is to engage in scholarship and debate. Shared governance is not a way of getting away from responsibilities. As a dean, for example, he has fiduciary and budgetary responsibilities for his school, responsibilities for student and faculty success.

As an example, COLL related while he has been acting as Interim Dean of COE, they put together a working group of faculty and staff, with student input, to be informed about the COE budget and how to utilize the college’s resources sustainably and for long-term impact. [Other examples are] when he meets regularly with senators about the IPEB [budgeting] process, or at the start of the meeting today soliciting input on the student code of conduct.

The concept of shared governance, COLL noted, is about as old as PSU; we have grown together. He hoped this social experiment would continue to adapt and overcome challenges. Its philosophical tenets are remarkable, and you don’t see it anywhere else.

CARPENTER thought of shared governance as a set of principles and a set of associated practices. The work and challenges of the institution are complex, so one core principle is that we make better decisions when we include multiple perspectives and involve the people affected by those decisions. A second principle is acknowledgement of the core work of the institution: education and research. That means the work of faculty has a special consideration—not that others should be excluded, but that faculty must be included. We have to be accountable to those principles.

CARPENTER appreciated the broad definition of faculty at PSU, including not only those in tenure-line positions but also academic professionals and folks in non-tenure-track positions. The wide range of perspectives is valuable and will be increasingly important.

LABISSIERE focused on shared governance as an outcome of what we are really going after. It leads to a feeling that as members of the academic community we have a significant say in the decisions that impact our work. That doesn't mean we will always agree, but it requires us to define what we mean by 'we'. 'We' becomes a process. A cultivation of we-ness builds capacity or readiness for action. We-ness is predicated on a web of relationships we have with each other. reciprocity, linked experience. If there is enough practice over time, it generated a bank of trust or collective efficacy.\

It is important to invest in this we-ness, LABISSIERE continued. We are facing great uncertainty, [a prospect of] a lot of trial and error that will add to the stress we feel and magnify the sense of a lack of control. It is going to be critical to have the opportunity to go upstream and revisit what we mean by shared governance and how it functions at PSU.

MBOCK said that from the student perspective, shared governance means challenging hierarchical structures and the status quo of thought leaders and spaces. Shared governance allows for decision-making power to be distributed who [otherwise] maybe wouldn't have been consulted beforehand. It allows different voices to be heard, and creates spaces and influence for parties who haven't had it historically. But it can also be used [merely] as a buzzword. Shared governance has as much power and importance as we choose to give it. It require conscious effort to be collaborative, as other panelists have said. Shared governance is as potent and impactful as the people who are around the table and putting in the work of meeting challenges and problem solving.

RAMALEY: we are practicing here today something we need to practice all the time: how to talk to each other, contributing roles and experiences that work together to build capacity to respond to what lies ahead. She doesn't know what lies ahead, no one person can venture a guess, but we can inform each other.

MBOCK: we are all navigating uncertainty. Shared governance enables us to bring experiences to the table, so students remember that professors are people, too, and vice versa.

COLL: shared governance is being attacked across the United States; we are seeing an erosion of shared governance in higher education. We have an opportunity as an institution to operationalize shared governance—to grapple with how we use it collectively. We will make some mistakes. Sometimes we feel rushed to a conclusion, not even because of external pressures but just from wanting to make decisions. At times, after making a decision, you sit back and say, I wonder how a student would have seen this problem, or how one of my staff or faculty would have defined this problem or solved it differently there are opportunities for us to take time to learn from mistakes, to reflect on how we could use shared governance to create a better environment for our students. But we still have to make decisions.

LABISSIERE: there are some very strong practices at PSU, but it is important to look at some things that get in our way or make it an uphill struggle. It's important to see ways our work is siloed and hierarchical. Sometimes we take those hierarchies for granted. There are assumptions that expect governance to come from leaders, and that minimize our will, voice, and power. These are mindsets we have to take on explicitly. Another problem is that we often don't know what we have a say in, and are not asked in time. Research on why people are generous shows that the most significant reason they give is that they are asked. How do we invite people to be around the table?

RAMALEY: we are all leading towards a shared reality as a basis for frank and difficult conversations about the issues we face. Given the complexities—wicked problems—we all need to be supporting each other if we are going to get anywhere. We are not even sure how to describe the problems. In this situation, if we can really practice shared governance we will come out in a better place.

CARPENTER believed we had good structures for certain tasks that come at us over and over. For these known problems we can work within the structures we've created. However, she did not see structures that crossed organizational boundaries very well—spaces that, for example, brought together faculty across colleges, or across academic and student affairs functions. In some ways this is a very formalized place. We don't communicate easily across borders in generative ways. An important aspect of this is inviting students to participate. In committees, for example, it is often a problem that students don't show up; does the problem lie with the students or with our structures?

MBOCK said the from the student perspective it becomes an equity issue, when it's hard to find the time to be an active participant. She wished to find ways to get students and faculty more engaged [with each other].

LUCKETT suggested that in conversations like this, we always agree on the general principles. Meaningful shared governance happens in the heat of the moment when important decisions have to be made by someone in the administration. It's at that moment that they need to remember: wait a minute, maybe we'd better consult with Senate or the relevant committee—rather than, instead, the relevant committee hearing about it by some kind of public announcement. He urged the administration to remember that consultation doesn't mean giving up the authority to make decisions, but that executive decisions will be better if made after consulting with those with relevant expertise.

COLL, when serving in the military, found that you learned how to march by repetition. That is how we learned to make informed decisions: by doing it over and over again. We can learn from mistakes and come back to the conversations. We shouldn't assume that there is a kind of magical book that says, when a given scenario happens, consult this or that committee. We should think about how to prepare department chairs, program directors, deans, provosts, and so on, to utilize shared governance in a meaningful way. In the heat of the moment, we haven't always engaged with each other consistently. In the heat of the moment, the natural reaction is fight or flight, to make decisions based on what's immediately in front of us. It's the responsibility of deans, coordinators, chairs, to have [ongoing] conversations with faculty so that the issues do come up we have the practice to [deploy] shared governance. With more repetition it becomes easier.

RAMALEY: shared governance is not the same as consultation. Many decisions don't have to be made right this minute. Reaching out to those with expertise is good practice.

DE LA VEGA: when decisions are made, often students are the least empowered to speak out, particularly first-generation or BIPOC students. The way PSU has been moving towards social justice and equity is transformative. Shared governance falls under culturally responsive practices. She cautioned, however, that we should think about the faculty to do this often hidden work of being a culturally responsive practitioner.

JAÉN PORTILLO, reverting to CARPENTER's comments about boundary crossing, said that we have come a long way in building bridges and communicating among students, faculty, administration, board, and in understanding the importance of diversity, equity, and inclusion in shared governance. We have work to do, but have come a long way. A theme which is still taboo is balance in our boards, with at most one student or faculty member. As boards acquire more decision making capabilities, how do we ensure that we have balanced representation? LABISSIERE: this is at the heart of how we make our processes and structures more inclusive. It's being asked at universities across the state. We have to evolve structures and practices so as to cross boundaries and connect silos.

SANCHEZ: it is critical that staff be given the time to participate in shared governance. It's not always an element of our jobs. The recent reclassification of advisors and counselors has been demoralizing. Many have felt through this process that they should step away from shared governance because the new classifications don't value shared governance or committee work. That's a great loss, because advisors and counselors are the people who most often interface with students and hear what they are going through.

Rachel CUNLIFFE (co-chair of AHC-APRCA) observed that we need to have shared participation in setting the problem, as well as in thinking about solutions when a problem is handed to us. Opportunity to participate is [often] channeled towards solution of a problem which we may not agree is a problem. That is what's happening now, in terms of how problems are being set, and who gets to set them. We need more transparency in how problems come to be set.

CUNLIFFE observed, further, that it becomes a workload equity issue. Perhaps there are advisory teams to administrators: who can actually participate, whose promotion prospects depend on [it] or may benefit from their participation?

D. UNFINISHED BUSINESS – none

E. NEW BUSINESS

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

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

2. Elimination of program: Undergraduate Certificate in Canadian Studies (UCC) – *Consent Agenda*

The Certificate in Canadian Studies (a undergraduate program on moratorium) was eliminated, as stated in **February Agenda Attachment E.2**, as part of the *Consent Agenda*, there having been no objection before the end of announcements.

3. New program: PSM in Applied Geoscience (CLAS via GC)

BORDEN / WATANABE **moved** approval of the Professional Science Master's in Applied Geoscience, a new program in CLAS, as summarized in **February Agenda Attachment E.3** and proposed in full in the [Online Curriculum Management System](#).

READ noted that the degree program includes eight credits of internship or experiential learning. In GC discussion, the question was raised about the level of support for

experiential learning, which required developing relationships with community organizations, or whether it's students working on special projects. Current startup resources would not be a problem, but there was conversation about the [ongoing] level of support, and she wished to put that on the record.

READ also noted that this is not a new type of degree program at PSU, but does have some distinctive features to it. READ called on Alex RUZICKA and John BERSHAW (both GLG) for comments.

RUZICKA: the experiential component requires external partners. In Geology and some other departments they are stretched thin with faculty attrition. This program is nice for students and for student success. They have been in discussions with the administration about helping out with this sort of program; if there would be college-wide support for managing the external partners, that would be much appreciated. BERSHAW added that the curriculum was developed in consultation with an advisory panel consisting of public- and private-sector geoscientists at institutions like Northwest Natural, transportation managers, etc. Besides informing the curriculum, a secondary benefit is establishing relationship with these local organizations. There is a network to get started. There is also a re-imagine proposal together with Geography and ESM to work on more formal collaborations among the three departments.

GAMBURD wanted to confirm that we will be able to sustain this program given the deficit in staffing in their department. RUZICKA said they have identified a large list of external partners who helped craft the ideas of the program—on the order of twenty or so. For a sustainable program years down the line, it would be good to have help to grow the number of external partners.

The new program PSM in Applied Geoscience, summarized in **Attachment E.3**, was **approved** (42 yes, 4 no, 3 abstain, vote recorded by online survey).

F. QUESTION PERIOD

1. Question to Provost

BEYLER read the question to the Provost given in **February Agenda Attachment F.1**.

To respond to the first two parts of the question dealing with budget projections, JEFFORDS called upon Amy MULKERIN. Referring to the presentation made at the [BoT] Finance and Administration Committee meeting on November 10th, MULKERIN stated that gross tuition revenue is down \$6.4 million from our budget for fiscal year '22, partially offset by less remissions spending. State support increased by \$7.2 million over budget, due to the new funding formula and increased investments. Expenses are under budget, mostly due to personnel savings—for the all funds budget, about \$12.7 million, and for education & general [E&G] \$9.9 million. The use of operating reserves will likely be less than the \$15 million included in the E&G budget. Auxiliary revenues are lower than budget due to slower return on on-campus activities.

Regarding the second question on specific markers, MULKERIN stated the process should support our ability to meet graduation and enrollment goals outlined in University metrics and to meet student needs. Additionally, we want to allocate budget resources to meet the needs of our students and priorities of the University through a deeper understanding of departments and programs and their contributions to the University. We

will move beyond random attrition to support our budget allocation. By fiscal year '25 we want to have an operational budget that's not dependent upon reserves to fund operations. In the F&A Committee meeting, it was estimated that for FY '23 \$7 to 9 million will be used from reserves to support our operations.

To part three of the question, JEFFORDS responded: (1) Increase familiarity broadly across the institution with the use of data to inform department-level decision making, so that we can have alignment around common ways of achieving institutional goals. (2) Align the use of resources to support student enrollment, persistence, and completion. (3) Identify areas of opportunity for increasing new student enrollments. (4) Approach this process as an opportunity to expand beyond the metrics and to provide greater opportunities within and across units.

FARAHMANDPUR asked if there was longitudinal data on the ratio of indirect to direct [academically related] expenditures. He also noted that the University used \$27 million of federal funding for replacing lost revenue from auxiliary and academic sources. How has that money been spent? JEFFORDS: presentations have been made in various forums on this, but that she would see if information could be made available to senators. The bulk of this funding went to direct student aid. She asked for clarification about indirect expenditures. FARAHMANDPUR: expenditures for the University's operation and maintenance, but also sources of funding to OAA and the Foundation being taken from divisions to support indirect expenditures. Is the University moving to reduce these indirect expenditures to balance the budget? JEFFORDS: so, sources of funding other than state funding and tuition dollars. FARAHMANDPUR: yes. JEFFORDS: there are many cases in which we are trying to identify other sources of funds to enhance our overall revenue picture—for example, non-credit certificate programs.

PERCY added that a major portion of federal HEERF money went to students; some went to auxiliaries to replace lost fees. We also spent some money on things related directly to COVID: testing, supplies, infrastructure, upgrading air circulation systems, etc. Compensation for lost tuition is the basis of the strategic investments discussed at the previous meeting. The University has provided some funding for the Foundation, which was the plan from the time it was created as a separate entity, but as the University [as a whole] has had cuts, so also this funding has had cuts.

CHIVERS related that she teaches across three departments, and is an example of what lowering the employee headcount looks like in practice. One-third to one-half of instructors at PSU are on short-term contracts, with no health care benefits. As PSU has cut personnel costs, she is down from five classes this year to three next year; she travels 270 miles a week to teach at other colleges in the Willamette Valley. Her annual salary is equivalent of one month salary of the Provost. Adjuncts have to work at other institutions, and enrollment at those schools is looking bleak. Contact with first-generation students is being lost when PSU refuses to hire adjuncts to teach full-time the classes we are already teaching and mentoring students. Every spring, she's asked by students to help with research and community development, but is told by her department and HR that she is not allowed to teach more than 22 credit hours per academic year. We are failing our students, especially those who need access to higher education the most. Cutting graduate programs, defunding graduate students, and cutting personnel costs, especially part-time faculty seems to be going in a direction opposite to relationship- and

trust-building. PSUFA, the union for part-time faculty, is inquiring of administrators and hiring committees whether they will promote internally from part-time faculty to fill new positions in high-enrollment areas. JEFFORDS expressed gratitude for the commitment and passion that she and other bring to teaching students. If a proposal is being brought forward by the union there would be another context to have that conversation. However, the question of opportunities for those are teaching part-time to have access to have access to full-time positions is one the institution will want to look into.

SANCHEZ had spoken to many colleagues across campus and heard incredible anxiety about the program review and reduction process, particularly from the eighteen named departments. If there is any way JEFFORDS or MULKERIN could be more specific in their answers—giving a specific marker—that would really help people. She [SANCHEZ] didn't hear in the answer a specific end goal. She would appreciate a straightforward answer.

JEFFORDS: the University's budget is changing over time, and so one number this year might not be the appropriate number next year if other fluctuations happen. For example, inflation has greatly increased the cost of the new Vernier Science Center. We want to get to a place where our budget doesn't depend on reserves. At the beginning of the process we were using about \$11 million to fund ongoing activities across OAA, and that is not sustainable. We have to match our expenditures in a way that our recurring budget covers recurring costs. It's difficult to have a specific marker because the budget is built on both revenue forecasts, which is built in turn on enrollment, tuition, and state funding, as well as expenses. If we don't meet our enrollment, persistence, and graduation goals, that impacts revenue, whereas if we meet and exceed them there is a [positive] impact. Right now we are balancing the difference between expenses and revenues with reserves, and we want to stop doing that.

G. REPORTS

1. **President's Report** – *dropped due to time*
2. **Provost's Report** – *dropped due to time*
3. **Report from Budget Committee**

EMERY noted the sources for the BC report: Kevin REYNOLDS's presentations to BC and to BoT F&A Committee, OAA budget overviews, and the compiled driver metrics for the program review and reduction process [for slides see **February Agenda Attachment G.3**]. She acknowledged the work that had gone into these documents, and affirmed that the same information was being presented in the different forums.

EMERY briefly reviewed the history of budgeting at PSU, beginning with performance-based budgeting [PBB] under the Oregon University System. With the change to an independent board in 2016, we began to manage reserves in a consistent way, began to integrate enrollment planning, and tried to break up the insistence under PBB on student credit hours driving the budget.

Changes in enrollment, EMERY stated, a major reason why we are talking about the budget and program review—meeting students as, where, and when we need to. She urged colleagues to look at the undergraduate and graduate dashboards. Driver elements such as faculty composition, student credit hours, enrollments, graduation rates and timelines,

and research expenditures play into the review of programs. Units in which there has been a shortfall in these metrics are asked to address that. The narrative for OAA is a place where again faculty can be engaged within the department or program: why the situation is the way it is, how we might reconsider the metrics being used. It's important that [Faculty] participate in this work and help inform the next steps. The communication highlighted that it's not going straight to elimination: we are trying to work through different ways of restructuring and reorganizing before determining anything that might have to go an elimination process.

Forecasts, EMERY continued, try to come with a likely quantitative scenario for the budget, and there are many moving parts: enrollment and retention; inflation of salary and benefits as well as services and supplies; recovery of downtown Portland; and other external factors. We are basically looking at \$308 million general fund expenditure for next fiscal year. A 1% change in inflation results in about \$3 million, a significant shift that we have to think about, because we don't necessarily have such a cushion right now. 84% of the general fund is spent on personnel costs. This means that the greatest asset of the University is its people. We should not see this number as something negative.

The overall revenue outlook has improved, EMERY said, but we have to be cautious going forward. Thanks to the work of REYNOLDS and Kevin NEELY we have seen an increase in state funding. Our arguments to HECC and to the state government resonated. We had reduced budget allocations and actual expenditures over the last two years because we weren't operating normally—furloughs, temporary pay cuts for administrators—so we are a bit head of where we thought we would be. There was also an increase in new first-year and transfer students. Chuck KNEPFLE and Enrollment Management services are making good on their promise to find ways to increase enrollment. Inflation, however, is higher than it has been in the past couple of years.

EMERY believed there are reasonable expectations for increases in state support. NEELY and REYNOLDS are working on a new set of presentations on why PSU needs to be better funded than we currently are. We can all get behind efforts to attract students. Our resident undergraduate tuition increases have been capped at or below inflation, and a slight increase shouldn't have a huge impact on overall enrollment. We are spending some money out of reserves in part to meet goals that the President has put forward in previous Faculty Senate meetings—January in particular—and faculty involvement is going to be key there. We have also seen an increase in retention and more students graduating, in part due to work of ARC, EPC, and Faculty Senate. Changes we enacted last year will, she thought, help more students finish their degree.

Academic program review will be difficult, EMERY said, and will impact all of us one way or another. We need to find the way to support one another during these changes that we're going to have to make. Our biggest risk is that we don't meet the general fund revenue target or that we don't contain costs to the extent we need to. That would mean more drawing on reserves and higher cuts in the future. The impact on workload, services, and morale is problematic throughout campus—something we need to address.

Next steps, EMERY said, are for departments to put together their preliminary forecast of what they need to do next year. These are going to be reviewed with BC over the next couple of months, to get to a final budget by July.

EMERY imparted the good news that student loan debt has decreased in the past five years for PSU students. This is something faculty have contributed to, trying to keep costs down for students. One third of 2021 graduates had no student loan debt. At a time when we hear so much about this problem, it's something we can be proud of.

RAFFO, looking at enrollment trends, asked if numbers have been adjusted taking into account that we are going through an unprecedented pandemic, while also having a good economy when it comes to jobs, which always causes a temporary downturn in enrollments at PSU. Are we taking transitory effects into account when modelling enrollment trends? EMERY believed that the last couple of years were understood to be outliers. At the same time, we have made some gains with first-year enrollments that we hadn't previously. CRUZAN: we were in trouble before the pandemic, which just made it worse. RAFFO: the accelerated trend of the pandemic made the numbers look more grim.

CRUZAN: faculty serving on BC don't have power to make decisions. Their role is to ask questions, both to inform faculty, but also to help administrators think about the decisions they are making—an example of the shared governance as discussed earlier.

PERCY added: the pandemic has confused the situation. We are on something of a decline anyway, and it is hard to tease out how much effect COVID [specifically] had. We sometimes expect that during recessions more students go back to college; we didn't see that this time, except during the first summer. Preliminary information on applications for next fall shows some positive trend.

Bringing the meeting to a close, REITENAUER echoed EMERY's words that we are going to need each other, which was also the spirit of the discussion that started the meeting today.

4. Monthly Report of AHC-APRCA – *Consent Agenda*

The February report from the Ad-Hoc Committee on Academic Program Review and Curricular Adjustments was **received** as part of the *Consent Agenda*.

H. ADJOURNMENT – The meeting was **adjourned** at 5:08 p.m.

Streaming Media for Classes

A Public Service Announcement and Call to Action

Presentation to the PSU Faculty Senate
by the Library Committee
March 7, 2022

What is Streaming Media?

“Streaming media is multimedia that is delivered and consumed in a continuous manner from a source, with little or no intermediate storage in network elements. Streaming refers to the delivery method of content, rather than the content itself.”
(Wikipedia)



Examples of streaming media platforms

It's not:

Films watched via DVD, VHS, Blu-Ray and other fixed storage available to the end-user (end-watcher)



Why are we concerned?

Streaming media usage for classes is increasing, which increases costs to students and the Library.

The library budget cannot accommodate the demand for streaming media.

Students

- Subscriptions to commercial streaming media services (Netflix, Hulu, Amazon Prime) comes out of their personal budget
- Subscriptions subject students to commercial tracking and surveillance

Library

- Reduced budget does not cover usage
- The cost and use of streaming media increases each year
- **Even with unlimited funds, not all materials would be accessible to the library**

TAKEAWAY: Take responsibility for the films, their location, and the impact on students

Richard's Story



Course: PHE 351u Film and Health (4 cr.)


- Over time, has satisfied 5 different UNST clusters
- Historically, high enrollments (n~35-135)
- Historically, films provided by Dept (DVD) and viewed in class


Be aware of burden to students


- ❖ Eliminate textbook – assign and post specific readings
- ❖ Review availability of films, e.g., (n=9) all on Amazon Prime (est. cost \$35)
- ❖ Assure students that all films are held by one source
 - Cost is comparable to a textbook
 - Aware of subscription side effects – data gathering, time cost to sign up and cancel
 - Apologise that agent of state institution is directing private sector consumption - COVID


Students seek low-cost/no-cost streaming resources


 Account
 Dashboard


 Courses

 Calendar

 Inbox

 History

 Commons

 Help 3

☰ [PHE-351U-001 Winter 2022](#) > [Discussions](#) > [Free Film Sources](#)

6d Student View

Winter 2022

[Home](#)

[Announcements](#)

[Modules](#)

[Discussions](#)

[Assignments](#)

[Quizzes](#)

[Grades](#)

[Zoom](#)

[Syllabus](#)

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[Outcomes](#)

[Collaborations](#)

[People](#)

[Library Resources](#)

[Settings](#)

✔ Published ✎ Edit ⋮

Free Film Sources

All Sections

Jan 3 at 7:43pm

1 1

- WK 1 - John Q - Tubi
- WK 4 - The Knick Ep 1.1+1.2 - Ep 1.1 free on Roku; both via Cinemax free trial (through Roku or Amazon Prime), Hulu free trial
- WK 5 - Contagion - Roku
- WK 7 - Godzilla/Gojira - Roku
- WK 8 - El Norte - Pluto
- WK 9 - Beasts of the Southern Wild - Amazon Prime
- WK 10 - Supersize Me - YouTube, Tubi, Crackle, Pluto, Vudu, Prime

Search entries or author

Unread

✔ Subscribe

↩ Reply

○

Jan 10, 2022

Thank you so much for this [redacted]

TAKEAWAY: Help students locate the films

Carrie's Story

Course: GER 410 or 399 - Intro. to German Film;
German Horror Film; Photography and Film, etc.

- Mindful selection of films on syllabus
 - Is the film available? Useful sites include: [Just Watch](#), [Reel Good](#); [PSU Finding Films Guide](#); work with Liaisons
 - Consider the potential cost to students
- Create a spreadsheet to help determine overall impact.



Title	Prof. DVD	PSU Library	Kanopy PDX/MC Lib Card	YouTube	Netflix	Amazon	Hulu
<i>Nosferatu</i> Murnau/1922	Yes	Online & DVD	MC	Yes Free	--	Yes \$1.99	--
<i>Rammbock</i> Kren/ 2010	--	--	--	Yes \$3.99	--	--	--

Call to Action!

PSU Administration

- Help with the Library budget

Faculty

- Alert other faculty to these issues
- Work with Library Liaisons to plan curriculum
- Be aware that costs and availability are continuously changing
- Use alternative, low-cost or no-cost sources if available
- Both cost and availability are important – clarify
- Watch for effect on students, requiring purchasing Netflix, etc.

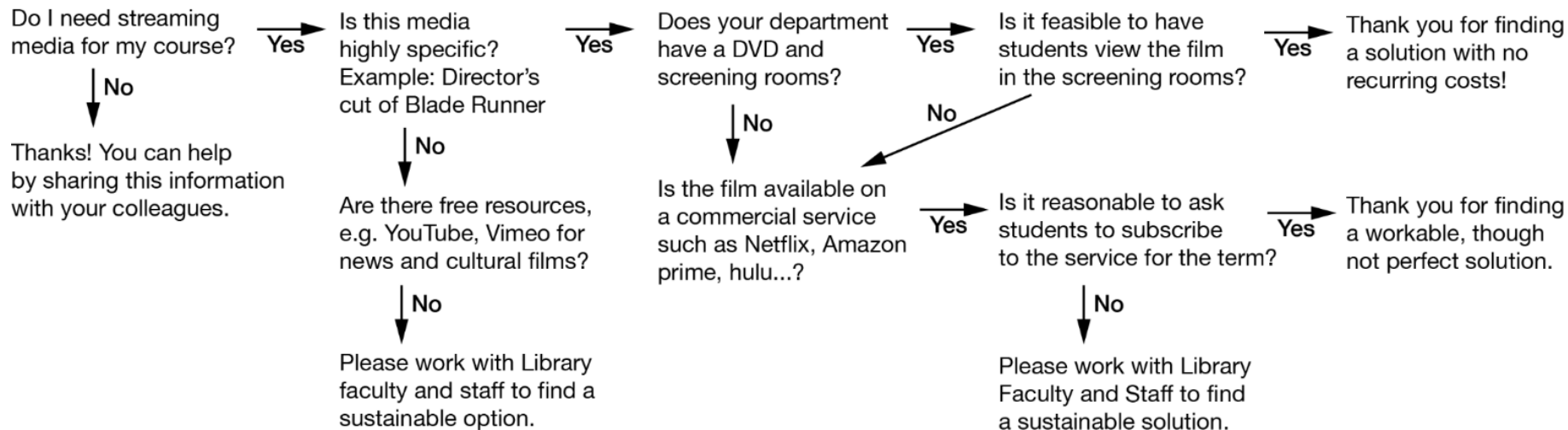
Resources

- Table of options (next slides)
- Decision tree (next slides)
- Links/handout for library resources
 - Library guide to using films in courses: <https://guides.library.pdx.edu/usingfilm>
- Use Kanopy through the Multnomah County Public Library
 - Direct students to get a county library card: <https://multcolib.org/get-library-card>

Pros and Cons of Streaming Media Options

Option	Pros	Cons
PSU Library streaming subscription services (Academic Video Online, Films on Demand, Docuseek, Kanopy, etc)	Free to students	Limited availability
Free streaming resources (YouTube, Vimeo, etc)	Free to students	Limited availability
Commercial services (Amazon, Netflix, Hulu, etc)	Wide availability of films	Incurs costs to students
View film via DVD in screening room	Can get exactly the film you want. Guarantees student engagement	Logistically can be difficult
Kanopy through Multnomah County Library	Free to students (5 films per month)	Students need to get a library card

Sample decision process for using streaming media



Not all cases are covered here!

[Click here to get a copy of this image](#)

8 February 2022

TO: Faculty Senate

FROM: Sarah Read, Chair, Graduate Council

RE: March 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 new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

College of the Arts

Change to Existing Courses

E.1.a.1

- *Mus 528 Opera Production, 2 credits – change credits from 2 to 1-2

E.1.a.2

- *Mus 537 Keyboard Literature, 3 credits – change title to Keyboard Literature I, change description, and change prerequisite

E.1.a.3

- *Mus 538 Keyboard Literature, 3 credits – change title to Keyboard Literature II, change description, and change prerequisite

School of Business

New Course

E.1.a.4

- GSCM 575 Machine Learning in Business, 4 credits

Machine learning applies a computer algorithm to detect patterns from which it "learns" the relationships among a set of variables to generate predictions for a variable of interest, assesses the predictive accuracy of its outputs, and then modifies itself accordingly to improve the accuracy of future predictions. The profound effects of machine learning contribute not only to business analysis, but increasingly influence society as a whole such as Netflix recommendations, medical diagnostics, facial recognition on photographs stored on a smartphone, and self-driving cars.

Changes to Existing Courses

E.1.a.5

- RE 521 Real Estate Finance I, 4 credits – change description

E.1.a.6

- RE 522 Real Estate Finance II, 4 credits – change description

College of Education

Drop Existing Courses

E.1.a.7

- SpEd 588 Foundations of Applied Behavior Analysis, 3 credits

E.1.a.8

- SpEd 589 Behavioral Assessment, 5 credits

E.1.a.9

- SpEd 590 Positive Behavior Support, 5 credits

E.1.a.10

- SpEd 591 Single Subject Design, 5 credits

E.1.a.11

- SpEd 592 Ethics in Applied Behavior Analysis, 4 credits

E.1.a.12

- SpEd 593 Advanced Single Subject Design, 4 credits

Maseeh College of Engineering and Computer Science

Change to Existing Program

E.1.a.13

- M.S. in Electrical and Computer Engineering – change thesis option requirements and update core specialization requirements

New Courses

E.1.a.14

- ECE 530 Physical Design of Digital Integrated Circuits, 4 credits
Introduces physical design of low power and high performance digital integrated circuits including SoCs with the goal of delivering layout clean database for fabrication of ICs in foundries. Topics covered include all physical design steps such as floorplanning, placement, clock tree synthesis and routing, low power design with IEEE UPF (Unified Power Format), IP (Intellectual Property) design and integration, variation modeling for maximizing yield, implementation of testing circuits, multi-corner multi-mode performance, convergence, and manual fixing of design rules. Expected preparation: ECE 581.

E.1.a.15

- ECE 563 Grad School Essentials: A Crash Course in Scholarly Skills I, 1 credit
The purpose of the course is to make students better scholars. At the completion of the course, students should be familiar with the tasks and activities for successfully completing a M.S. or PhD thesis. Grad School Essentials I focuses on the foundations and on writing a thesis. May be repeated once for credit. Prerequisite: All students must be proficient in written and spoken English before taking this course.

E.1.a.16

- ECE 564 Grad School Essentials: A Crash Course in Scholarly Skills II, 1 credit

The purpose of the course is to make students better scholars. At the completion of the course, students should be familiar with the tasks and activities for successfully completing a M.S. or PhD thesis. Grad School Essentials II focuses on writing a paper. May be repeated once for credit. Prerequisite: ECE 563. All students must be proficient in written and spoken English before taking this course.

E.1.a.17

- EE 516 Mathematical Foundations of Machine Learning, 4 credits

The goal of this course is to move from familiarity to fluency with the use of linear algebra to solve problems in machine learning and signal processing. Topics covered include least squares, the singular value decomposition, eigenvalue decomposition, subspace methods, and optimization methods such as stochastic gradient descent, momentum methods, ADMM, and iteratively reweighted least squares. Programming experience in a high-level language (Matlab or Python) and familiarity with calculus is required. Prerequisite: Graduate standing or instructor permission.

E.1.a.18

- EE 518 Machine Learning Theory and Algorithms, 4 credits

The goal of this course is to provide a thorough understanding of the fundamental methodologies and algorithms used in machine learning. Students will learn to understand, implement, and innovate on algorithms for common tasks such as classification, regression, clustering, and dimensionality reduction. Topics covered include linear and nonlinear regression, bias-variance tradeoff, ensemble methods, support vector machines, K-means, hierarchical clustering, and Gaussian mixture models. Prerequisite: EE 516 or instructor permission.

E.1.a.19

- EE 519 Deep Learning Theory and Fundamentals, 4 credits

Provides an introduction to the theory and practice of deep learning, with an emphasis on deep neural network-based approaches. Topics covered include theoretical principles of learning, including the VC-dimension and model selection, and how these can be used to guide the design and deployment of neural networks. State-of-the-art approaches to current problems are also covered. Programming experience in a high-level language (Matlab or Python) and familiarity with calculus is required. Prerequisite: EE 516 or instructor permission.

Changes to Existing Courses

E.1.a.20

- CS 533 Concepts of Operating Systems, 3 credits – change prerequisite

E.1.a.21

- ECE 571 Introduction to System Verilog for Design and Verification, 4 credits – change description and prerequisite

E.1.a.22

- EE 522 Discrete Time Processing II, 4 credits – change title to Discrete Time Processing, change description and prerequisite

E.1.a.23

- EE 523 Estimation and Detection I, 4 credits – change title to Estimation and Detection and change description

E.1.a.24

- EE 525 Statistical Signal Processing I: Spectral Estimation, 4 credits – change title to Spectral Estimation and change prerequisite

E.1.a.25

- EE 526 Statistical Signal Processing II: Linear Estimation and Adaptive Filters, 4 credits – change title to Adaptive Filters and change prerequisite

E.1.a.26

- EE 528 State Space Tracking, 4 credits – change prerequisite

Drop Existing Courses

E.1.a.27

- *ECE 518 Linear System Analysis I, 4 credits

E.1.a.28

- *ECE 519 Linear System Analysis II, 4 credits

E.1.a.29

- *ECE 555 AI: Neural Networks I, 4 credits

E.1.a.30

- *ECE 556 AI: Neural Networks II, 4 credits

E.1.a.31

- EE 521 Discrete Time Processing I, 4 credits

E.1.a.32

- EE 524 Discrete Time Processing I, 4 credits

College of Liberal Arts and Sciences**Change to Existing Program**

E.1.a.33

- M.S. in Statistics – create three-option culminating experience (consistent with the M.A./M.S. in Mathematics)

School of Public Health**Changes to Existing Course**

E.1.a.34

- ESHH 530 Environmental Health Chemistry, 4 credits – change title to Environmental and Occupational Health Chemistry

School of Social Work

New Course

E.1.a.35

- SW 552 Applied Program Evaluation for Social Work, 3 credits

Carefully designed and implemented evaluation can answer critical questions for social work practitioners such as: What group of intended beneficiaries does a program actually reach? Did the intervention accomplish its goals? How can interventions or programs be improved? In this course, students will learn the foundations of program evaluation design in social work practice. Working with a community partner, students will construct a comprehensive evaluation design that engages community stakeholders and is responsive to the structural and sociocultural context. Prerequisite: SW 550 or SW 589.

Changes to Existing Course

E.1.a.36

- SW 511 Field Seminar and Field Placement, 1-4 credits – change description

8 February 2022

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: March 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 new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

College of the Arts

Change to Existing Courses

E.1.b.1

- *Mus 428 Opera Production, 2 credits – change credits from 2 to 1-2

E.1.b.2

- *Mus 437 Keyboard Literature, 3 credits – change title to Keyboard Literature I, change description, and change prerequisite

E.1.b.3

- *Mus 438 Keyboard Literature, 3 credits – change title to Keyboard Literature II, change description, and change prerequisite

Maseeh College of Engineering and Computer Science

Changes to Existing Course

E.1.b.4

- ME 448 Applied Computational Fluid Dynamics, 4 credits – change prerequisite

Drop Existing Courses

E.1.b.5

- *ECE 418 Linear System Analysis I, 4 credits

E.1.b.6

- *ECE 419 Linear System Analysis II, 4 credits

E.1.b.7

- *ECE 455 AI: Neural Networks I, 4 credits

E.1.b.8

- *ECE 456 AI: Neural Networks II, 4 credits

* 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.

College of Liberal Arts and Sciences

Change to Existing Program

E.1.b.9

- Minor in World Language – removing Turkish from list of languages in which students can minor

New Course

E.1.b.10

- Comm 345 New Media and Society: Problems and Debates, 4 credits
We live in a world increasingly characterized by changes in media technology. As media and tech evolve, so does the relationship between media, technology and society. From twitter news feeds to smart cities, new media has infiltrated nearly all aspects of life. Through an interrogation of the social, political economic, and cultural landscape through which these new media develop and operate, students will understand the history, productive forces, impacts, and challenges associated with the new mediascape within which we currently live.

School of Public Health

Changes to Existing Course

E.1.b.11

- PHE 446U Community Health Principles and Practices, 4 credits – change title to Health Equity and Social Justice and change description

School of Social Work

New Course

E.1.b.12

- CFS 388 Sexual and Reproductive Justice in the United States, 4 credits
SRJ is based on theorizing of Black Feminists, and resistance of women of color, youth, trans, and queer activists. We explore how movements for reproductive rights, sexual liberation, racial, gender and economic justice intersect; historical and current backlash to this organizing; and demands for social and cultural change from the most impacted communities. Topics covered include: abortion and contraception use in the U.S.; sexual and reproductive oppression; birthing justice; the right to parent; criminalization of bodies; and bodily autonomy in relation to the state and community.

College of Urban and Public Affairs

Change to Existing Programs

E.1.b.13

- B.A. in International and Global Studies – Update thematic and regional tracks, reduce minimum credits for regional track to align with other tracks within the major, and remove SINQ requirement from major requirement

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

E.1.b.14

- Minor in International and Global Studies – Remove course from required list, reduce credits from required courses and current elective lists, add additional elective requirements; remove second-language proficiency requirement

E.1.b.15

- Minor in Law and Legal Studies – Remove one required class and add it to the elective list, and remove one course from the elective list and make it a required course

E.1.b.16

- Undergraduate Certificate in African Studies – reducing credits from 28 to 24, removing required course, removing second-language proficiency requirement, and updates to elective requirements

E.1.b.17

- Undergraduate Certificate in Asian Studies – reducing credits from 28 to 24, removing required course, removing second-language proficiency requirement, and updates to elective requirements

E.1.b.18

- Undergraduate Certificate in European Studies – reducing credits from 28 to 24, removing required course, removing second-language proficiency requirement, and updates to elective requirements

E.1.b.19

- Undergraduate Certificate in Global Studies – updates to elective requirements

E.1.b.20

- Undergraduate Certificate in Latin American Studies – reducing credits from 28 to 24, removing required course, removing second-language proficiency requirement, and updates to elective requirements

E.1.b.21

- Undergraduate Certificate in Middle Eastern Studies – reducing credits from 28 to 24, removing required course, removing second-language proficiency requirement, and updates to elective requirements

New Courses

E.1.b.22

- CCJ 335 Understanding Crime Hotspots, 4 credits
Criminal events are not uniformly distributed across space; nor are such events randomly patterned. Rather, crime and disorder patterns tend to concentrate in specific places and at specific times. In addition, crime is a relatively rare event, meaning that most locations experience little to no occurrences. By exploring where and when crime concentrates, we can learn more about why crime occurs at these locations, and importantly, we can learn how to prevent future occurrences. Understanding Crime Hotspots brings the geographic concepts of space and place into the context of criminology.

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

E.1.b.23

- Intl 325 Contemporary India, 4 credits
Focusing on 21st and 20th century India, the course introduces the country's development story and ongoing social and cultural transformations in a highly diverse society. The course will examine existing and emergent political and environmental challenges in one of the world's oldest and largest countries.

Changes to Existing Courses

E.1.b.24

- Intl 317U Topics in Asian Thought, 4 credits – change title to TOP: Asian Thought and change repeatability

E.1.b.25

- Intl 321U Asia: Globalization and Identity, 4 credits – change title to TOP: Asian Identities and Globalization and change repeatability

E.1.b.26

- Intl 323U Asia: Tradition and Innovation, 4 credits – change title to TOP: Asian Traditions and Innovations, change description, and change repeatability

E.1.b.27

- USP 326U Neighborhood Conservation and Change, 4 credits – change title to Neighborhood Change and Gentrification

E.1.b.28

- USP 440 Measuring People and Communities in the Urban Context 4 credits – change title to Critical Analysis of Community Data and change course description

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

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: 28 February 2022
Re: Question to Administrators

The following is submitted to the Provost by Faculty Senators as a Question to Administrators for the next Senate meeting on March 7th:

Question to Provost

Some of the “driver metrics” that were assessed when placing academic units into Phase II of PRRP seem to disadvantage smaller units with fewer faculty FTE: total SCH, number of degrees awarded, and base net revenue. For such units, reorganization – e.g., merging with another, possibly larger academic unit – may come at great cost to faculty who prize their disciplinary identity and curricular autonomy within the University’s colleges and schools. From OAA’s perspective, other than administrative cost savings at the unit level (summer salaries and stipends for chairs, etc.), are there other specific gains to be anticipated from this sort of reorganization of academic units?

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: 28 February 2022
Re: Question to Administrators

The following is submitted to the Provost by a Faculty Senator as a Question to Administrators for the next Senate meeting on March 7th:

Question to Provost

The University's equity push and OAA's program reduction strategy would be supported by corresponding work to demystify each college's organization, administrative personnel, and staff positions. If program reduction measures outcomes, we need to also consider how those outcomes have been shaped by each college's hidden support structures: assigned staff, APs, and academic administrators.

Correspondingly, making public the role of these employees, their portfolios, and expertise will also make PSU more transparent for new hires so they don't need to rely on folklore, hidden knowledge, or their colleagues' institutional memory.

Can OAA have every college post to their website a current and accurate org chart linked to or including position portfolios of all college and academic unit staff, APs, and academic administrators, including each college's Promotion and Tenure Advisory Council?

Office of the President

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February 9, 2022

To: Vicki Reitenauer,
Presiding Officer

Richard Beyler
Secretary to the Faculty Senate

From: Stephen Percy
President

Re: Response from the President and Provost Regarding Faculty Senate Resolution

On behalf of myself, as PSU President, together with Provost and Vice President for Academic Affairs, Susan Jeffords, we wish to commend the PSU Faculty Senate for adopting the resolution “Defending Academic Freedom to Teach and Research Race and Gender Justice and Critical Race Theory.” We strongly support the Faculty Senate’s defense of Academic Freedom as the foundational pillar of our higher education action system, including our key missions of instruction, research, creative endeavors, racial and social justice.

With the AAUP, PEN America, the American Historical Association, the Association of American Colleges & Universities, and over seventy other organizations, we endorse the [Joint Statement on Legislative Efforts to Restrict Education about Racism in American History](#). To quote one of the most eloquent passages of that document:

“Americans of all ages deserve nothing less than a free and open exchange about history and the forces that shape our world today, an exchange that should take place inside the classroom as well as in the public realm generally. To ban the tools that enable those discussions is to deprive us all of the tools necessary for citizenship in the 21st century.”

We must all work to protect the Academic Freedom of professional educators who are at the front lines of developing the informed, curious, skeptical and engaged citizenry necessary for a robust democracy.

Through this communication we wish to formally respond to the Faculty Senate’s request that we endorse this resolution.

Written Response to Question to Provost

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

1. 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?


A detailed Q1 forecast can be found in the materials provided to the F&A committee on November 10th. The docket can be found at [November 10 2021 F&A Committee Meeting Docket.pdf](#) and the relevant pages are pages 8-15. These slides are attached for ease of reference.

2. 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?

Given that the budget will fluctuate based on tuition revenue, state funding and expenses, there is not one specific maker. The goal is that by FY25 we will no longer be dependent upon our reserves to fund operations. For FY23, it is estimated that the University will need \$7-9 million to fund operations. Additionally, this process should:

- Support our ability to meet our persistence, graduation and enrollment goals by ensuring we are responding to and meeting student needs. Please see the [University Metrics Annual Report](#) to see current progress against these goals.
 - Increase our ability to allocate budget resources based on the work necessary to meet the needs of our students and priorities of the University through a deeper understanding of our departments/programs and their contribution to the University. This allows for data informed decision making, and moves us beyond utilizing random attrition to support budget allocations.
3. In view of the above, how might individual departments, as well as Deans of named units, most usefully respond?
 - Increase familiarity with and use of data to inform department-level decision-making so that we have alignment around common ways of achieving institutional goals.
 - Continue to align use of resources to support student enrollment, persistence, and completion.
 - Identify areas of opportunity for increasing new student enrollments.
 - Approach this exercise as an opportunity to expand beyond the metrics and to provide context to the department.
 - Enhance opportunities to secure external support for the university's mission, including through externally-funded research and philanthropy.

FY21-22 Forecast

- » Gross tuition revenue  \$6.4 million from budget offset by less remissions
- » State support increased by \$7.2 million over budget due to new funding formula and increased investment from the state
- » Expenses under budget mostly due to personnel savings of \$12.7 million
- » Use of operating reserves will likely be less than the \$15 million included in the E&G budget
- » Auxiliary revenue and expenses lower than budget due to slow return to on campus activities
- » Restricted funds includes HEERF student funds and current direct institutional expenses but the all funds forecast does not include the impact of additional HEERF lost revenue reimbursements

Finance & Administration Committee

8. Quarter 1 Forecast

TOTAL UNIVERSITY FY21-22 Quarter 1 Forecast

Dollars in 000s	E&G	Designated Operations	Service Departments	Auxiliary Enterprises	Restricted Funds	Total All Funds	Total All Funds 2021-22 Budget	FY21 Q1 Actuals	FY22 Q1 Actuals
Revenue									
Gross Tuition	195,389	-	-	-	-	195,389	201,855	88,272	80,256
Less: Remissions	(20,385)	-	-	-	-	(20,385)	(23,138)	(5,612)	(4,784)
Net Tuition	\$ 175,004	\$ -	\$ -	\$ -	\$ -	\$ 175,004	\$ 178,716	\$ 82,660	\$ 75,473
Student Fees & Non Credit Tuition	\$ 12,010	\$ 2,393	\$ -	41,827	\$ -	\$ 56,230	\$ 59,486	\$ 27,069	\$ 25,171
Government Resources & Allocations	118,379	-	-	1,174	160	119,713	112,259	39,463	42,512
Gift Grants and Contracts	10,286	1,917	-	-	63,711	75,914	76,846	20,748	21,220
Student Financial Aid	-	-	-	-	92,758	92,758	57,248	19,884	23,982
Investment/Debt/Debt Service	4,473	516	-	357	148	5,494	5,227	1,091	1,395
Sales, Services & Other Revenue	5,224	1,962	2,976	42,605	318	53,086	55,830	8,188	13,313
Total Revenue	\$ 325,377	\$ 6,789	\$ 2,976	\$ 85,963	\$ 157,095	\$ 578,199	\$ 545,612	\$ 199,103	\$ 203,065
Expense									
Salaries & Wages	\$ 178,078	\$ 3,061	\$ 437	\$ 19,751	\$ 24,960	\$ 226,288	\$232,912	\$ 39,528	\$ 44,191
OPE (fringes)	93,637	1,266	191	\$ 10,034	12,222	117,351	123,441	19,473	23,024
Service & Supplies (net of transfers)	54,402	3,335	933	\$ 59,651	26,978	145,298	153,402	32,499	38,683
Student Financial Aid	-	-	-	-	92,918	92,918	57,384	17,406	24,131
Management Reserve Expenses	9,135	-	-	-	-	9,135	-	1,586	3,158
Held for Risk Abatement	-	-	-	-	-	-	-	-	-
Total Expense	\$ 335,252	\$ 7,662	\$ 1,561	\$ 89,436	\$ 157,078	\$ 590,989	\$ 567,139	\$ 110,492	\$ 133,187
Net before Depreciation	\$ (9,875)	\$ (874)	\$ 1,415	\$ (3,473)	\$ 17	\$ (12,790)	\$ (21,527)	\$ 88,611	\$ 69,878
Depreciation	-	-	\$ 141	\$ 11,816	-	\$ 11,957	\$ 12,426	\$ 2,914	\$ 2,870
Net	\$ (9,875)	\$ (874)	\$ 1,274	\$ (15,289)	\$ 17	\$ (24,747)	\$ (33,953)	\$ 85,696	\$ 67,007



8. Quarter 1 Forecast

EDUCATION & GENERAL (E&G) Fiscal Year 2021-22 Quarter 1 Forecast

	FY21 Actual	FY22 Budget	FY22 Q1 Forecast	FY22 Budget to Q1 Forecast		FY21 Q1 Actuals	FY22 Q1 Actuals
				Dollars	Percent		
Revenue							
Gross Tuition	\$ 211,442	\$ 201,855	\$ 195,389	\$ (6,465)	-3.2%	\$ 88,272	\$ 80,256
Less: Remissions	(20,363)	(23,138)	(20,385)	2,753	-11.9%	(5,612)	(4,784)
Net Tuition	\$ 191,078	\$ 178,716	\$ 175,004	\$ (3,712)	-2.1%	\$ 82,660	\$ 75,473
Student Fees	\$ 12,443	\$ 13,394	\$ 12,010	\$ (1,384)	-10.3%	\$ 5,910	\$ 6,105
Government Resources & Allocations	110,608	111,122	118,379	7,257	6.5%	39,225	42,219
Gifts Grants and Contracts	12,964	11,512	10,286	(1,226)	-10.7%	4,206	3,147
Investment/Debt/Debt Service	3,666	4,146	4,473	328	7.9%	883	1,129
Sales, Services & Other Revenue	5,923	6,695	5,224	(1,470)	-22.0%	1,047	1,218
Total Revenue	\$ 336,684	\$ 325,585	\$ 325,377	\$ (208)	-0.1%	\$ 133,931	\$ 129,291
Expense							
Salaries & Wages	\$ 171,467	\$ 181,766	\$ 178,078	\$ (3,688)	-2.0%	\$ 27,512	\$ 30,921
OPE (fringes)	89,616	98,295	93,637	(4,658)	-4.7%	14,060	17,089
Service & Supplies (net of transfers)	47,475	60,577	54,402	(6,175)	-10.2%	16,445	13,006
Management Reserve Expenses	7,904		9,135	9,135	-	1,586	3,158
Total Expense	\$ 316,463	\$ 340,638	\$ 335,252	\$ (5,386)	-1.6%	\$ 59,604	\$ 64,175
Net before Depreciation	\$ 20,221	\$ (15,053)	\$ (9,875)	\$ 5,178		\$ 74,328	\$ 65,116
Depreciation							
Net	\$ 20,221	\$ (15,053)	\$ (9,875)	\$ 5,178		\$ 74,328	\$ 65,116

AUXILIARIES Fiscal Year 2021-22 Quarter 1 Forecast

	FY21 Actual	FY22 Budget	FY22 Q1 Forecast	FY22 Budget to Q1 Forecast		FY21 Q1 Actuals	FY22 Q1 Actuals
				Dollars	Percent		
Revenue							
Student Fees & Non Credit Tuition	\$ 39,342	\$ 42,824	\$ 41,827	\$ (996)	-2.3%	\$ 20,725	\$ 18,657
Government Resources & Allocations	1,127	1,000	1,174	174	17.4%	238	293
Gifts Grants and Contracts	1	-	-	-	-	1	-
Investment/Debt/Debt Service	373	468	357	(111)	-23.8%	137	82
Sales, Services & Other Revenue	25,687	43,718	42,605	(1,113)	-2.5%	5,974	11,070
Total Revenue	\$ 66,531	\$ 88,010	\$ 85,963	\$ (2,047)	-2.3%	\$ 27,076	\$ 30,103
Expense							
Salaries & Wages	\$ 15,608	\$ 22,244	\$ 19,751	\$ (2,493)	-11.2%	\$ 3,178	\$ 4,388
OPE (fringes)	9,167	11,315	10,034	(1,281)	-11.3%	1,927	2,250
Service & Supplies (net of transfers)	19,071	60,867	59,651	(1,216)	-2.0%	8,435	16,442
Total Expense	\$ 43,845	\$ 94,426	\$ 89,436	\$ (4,990)	-5.3%	\$ 13,540	\$ 23,079
				-			
Net before Depreciation	\$ 22,686	\$ (6,416)	\$ (3,473)	\$ 2,943		\$ 13,535	\$ 7,024
Depreciation	\$ 11,532	\$ 12,285	\$ 11,816	\$ (468)	-3.8%	\$ 2,883	\$ 2,835
Net	\$ 11,154	\$ (18,701)	\$ (15,289)	\$ 3,411		\$ 10,653	\$ 4,188

APRCA Committee Report to Faculty Senate – March 2022

Committee charge and Membership

Please see the [APRCA committee's Faculty Senate website](#) for the committee charge and membership.

Committee report

At the February 14th Faculty Senate Steering meeting, the Faculty Senate APRCA representative received several questions for consideration:

1. What is the APRCA role moving forward?
2. How can we shape the review/reduction discussion to be future-oriented and involve the whole campus in a collaborative, participatory process?
3. What can APRCA/ Senate do to make sure that discussions about curricular changes take place in our arena and are framed within faculty priorities and objectives?

This report will strive to answer these questions while also bringing Senate up to date on our activities for the month.

1. What is the APRCA role moving forward?
 - a. The APRCA committee will continue to work with OAA to consult regarding the Provost's [Program Review/Reduction Process](#) (PRRP).
 - i. During [Phase I](#) of this process, the Provost's Program Reduction Working Group created "driver" and "value" metrics used to identify 18 units for further scrutiny. APRCA created [Guiding Principles and Priorities](#) to guide the program reduction process.
 - ii. During [Phase II](#) of the PRRP process, the Provost asked the 18 units identified as falling below the median on driver metrics to write narratives. These narratives are meant to address why the unit falls below the median. The narratives provide an opportunity for qualitative discussion of research, community outreach, curricular specialties, and to capture information that is not available in university databases.
 1. OAA organized a meeting on Feb 11 for chairs from 18 units to meet with representatives from APRCA, Budget Committee, and OAA.
 - a. Morale: Talented, hard-working, dedicated faculty feeling frustrated, anxious, demoralized, and fearful. They expressed uncertainty about who the audience was for the narrative (Provost? Dean?). They expressed worries that decisions about cuts had already been made and that nothing they wrote would make a difference. 18 of 50 departments on campus are now vibrating with stress.
 - b. Marginalization: Chairs and faculty expressed their feeling that the PRRP process has stigmatized and siloed them.
 - c. Metrics: Chairs and faculty raised questions about the driver and value

metrics.

- i. Working with medians, half of the departments and units will always be below a median. If we have a 'super' college consisting of 'star' departments with international reputation, do we still need to 'fail' 50% of them? Are there specific goals to meet (rather than just being better than half of the rest)? Would it be possible to identify several aspirational institutions and each department can be compared with their counterparts in these institutions?
 - ii. Small departments seem disadvantaged by the metrics; they have also been disproportionately affected by not rehiring empty lines.
 - iii. How and by whom were the value metrics “applied” to the list of units identified by the driver metrics?
- d. At the request of a number of department chairs, the Provost extended the narrative deadline to March 18th.
- iii. During [Phase III](#) of the PRRP process, which will take place during spring term, the Provost will use metrics and narratives to make reductions and incorporate them into School and College budgets moving forward.
- b. Budgeting is also moving forward simultaneously through the yearly Integrated Planning for Enrollment and Budget (IPEB) process. Deans in the various Schools and Colleges have been given budget scenarios specific to their units and need to make adjustments (mostly reductions).
 - i. The Faculty Senate Budget Committee invited APRCA members to attend the meetings that Budget Committee members hold yearly in February with the Deans of all of the Schools and Colleges.
 - ii. APRCA committee members remain uncertain about whether PRRP affects IPEB (and, if so, how).
 - iii. APRCA committee members note that transformative initiatives in the Schools and Colleges are vulnerable as cuts get made. Capricious resources make it difficult to plan, let alone invest. Many units feel that they have no fat to cut, no reserves to draw on, and no “bench” to turn to in times of crisis or shortage.
2. How can we shape the review/reduction discussion to be future-oriented and involve the whole campus in a collaborative, participatory process?
 - a. The original hope when imagining a reduction process was that we could work strategically together as a university. “Futures” conversations should come before strategic planning, and they take time and investment. The APRCA committee calls for a deeper engagement of the entire campus in such planning; ideally the planning would take place before any decisions get made about reductions at the unit levels, though the Phase III timeline and the siloed nature of the discussions about drivers and narratives does not seem to allow room for such university-wide conversations. We aspired not merely to trim around the edges but to engage in a planning process that will position the entire university to move forward confidently into the future.
 - i. At Phase II of the process, we have seemingly arrived at a moment when 18

departments/ units feel siloed, stigmatized, marginalized, and endangered, with the rest of the university's faculty seemingly distanced and "safe" from the process.

- b. APRCA committee members hope that we can engage the Reimagine Fellows with the faculty, with the Faculty Senate Committees, and with the whole campus (not just the 18 scrutinized units). Perhaps the Futures Collaboratory could facilitate such a conversation.
3. What can APRCA/ Senate do to make sure that discussions about curricular changes take place in our arena and are framed within faculty priorities and objectives?
 - a. The hope is that, through shared governance, the faculty can work with the Deans and the Provost to build a better future. The faculty can frame the question in an arena over which we have control: The curriculum. Simultaneously, we can create a space for participation, innovation, and excitement.
 - b. One possible university-wide project is to fulfill the faculty yearning toward a more interdisciplinary curriculum (often stymied by SCH problems) in a way that might help meet the HECC goal for graduating more students (and thus improve PSU's budget allocation from the State). We may be able to address PRRP challenges, budget issues, and goals in Interdisciplinary Teaching and Research (ITR) by creating an easier pathway for students toward interdisciplinary majors.
 - c. Such an initiative would be forward-thinking, aimed at student success, and collaborative. It would not stigmatize or silo programs, departments, or units, but would instead break down barriers between disciplines.