

# Faculty Senate, 4 April 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](https://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](https://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 **4 April 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, April 4th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, April 4th**. 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)
  - \* 1. Attendance will be determined by the online participants list
  - \* 2. Minutes of 7 March 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. Update on race & ethnic studies requirement (C. Herrera)
- C. Discussion
- D. Unfinished Business – *none*
- E. New Business
  - \* 1. Curricular proposals (GC, UCC, USC) – *Consent Agenda*
- 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. Monthly report of AHC-Academic Program Review & Curricular Adjustments – *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 3/7/22 – *Consent Agenda*
- E.1.a-c. Curricular proposals (GC, UCC, USC) – *summaries* – *Consent Agenda*
- F.1. Question to Provost
- G.3. 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
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,	Library Committee
Gerald 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: 28 March 2022

**DRAFT Minutes of the Portland State University Faculty Senate, 7 March 2022 DRAFT**  
**(Online Conference)**

**Presiding Officer:** Vicki Reitenauer

**Secretary:** Richard Beyler

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

**Alternates present:** Karen Curtin for Cortez, Christopher Shortell for Kinsella.

**Senators absent:** Dusicka, Erev, Gómez, Izumi.

**Ex-officio members present:** Beyler, Bowman, Burgess, Bynum, Chabon, Chaillé, Chivers, Comer, Estes, Feng (Wu-chi), Ford, Lambert, Mulkerin, Percy, Podrabsky, Recktenwald, Toppe, Voegelé, Wooster.

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

**A. ROLL CALL AND CONSENT AGENDA**

1. **Roll call** was effected using the participants list of the online meeting.
2. **Minutes of 7 January meeting** were **approved** as part of the *Consent Agenda*.
3. **Procedural: Presiding Officer may move any agenda item**

G.5, Monthly Report of AHC-APRCA, was *moved* to follow B.5 and precede C – **approved** as part of the *Consent Agenda*.

**B. ANNOUNCEMENTS**

**1. Announcements from Presiding Officer**

REITENAUER recalled the last in-person Senate meeting two years ago, when the resolution on diversity, equity, and inclusion at PSU was adopted. Since then, we learned new ways to conduct our work. We witnessed the changing experience of our students; violence, targeting, protest, and resistance; climate disasters; the brutal invasion of a sovereign nation; personal and professional loss, including of treasured colleagues. We have anticipation of personal and professional loss in coming days. Mindful of all this, she asked to begin the meeting with a moment of silence.

REITENAUER announced: G.5 is moved to earlier in the agenda. Steering Committee had decided to continue remote Senate meetings in spring. Finalists for the Vice Provost for Academic Success will have campus interviews at the start of spring term.

**2. Announcements from Secretary**

BEYLER asked Faculty colleagues to be on the lookout for the opt-in survey for Faculty Senate elections early in spring term. Senators who knew that they would be stepping down in the middle of their term at the end of the year should let him know.

### 3. **J. Podrabsky (RGS): faculty gatherings about research**

PODRABSKY said that a resounding result of a self-study last year of the research enterprise at PSU was desire of faculty and students to have more opportunities for interdisciplinary and multidisciplinary work. Several groups of faculty have self-organized to talk about projects, with support from RGS. Faculty who knew of such project groups, or who wished to organize such a group, should contact him, AVP Kelly CLIFTON, or the associate dean for research in their college. Current initiatives socio-ecological systems (contact: Shelby ANDERSON), and the presidential initiative on climate action (contacts: Jennifer ALLEN, Todd ROSENSTIEL). There is an NSF call for proposals in civic innovation—the intersection of climate, community resilience, and infrastructure. There is also a group on integrating computational sciences across campus, but this is waiting on participation from the cluster hire in CLAS and MCECS.

### 4. **M. Hunt (SHAC): student mental health services**

HUNT announced a new partnership: My Student Support Program (MY SSP) would allow 24/7 mental health support, so that students may talk with a counselor at any time. It is a partnership among 200-plus colleges and universities. A challenge during the pandemic has been that our students are not necessarily located in Oregon, whereas the SHAC counselors' licenses are only in Oregon. This service is one that students can access any time, regardless of location. It is confidential and HIPAA compliant. Within that framework they can work with SHAC's confidential system and case managers. Currently counseling is available in five languages; they are working on more. She urged faculty to reach out to students with the message to get the MY SSP app, and in general to share information about SHAC's resources for students.

OSCHWALD observed that this paralleled the teach anywhere, at all times mission for PSU. KELLEY: the need for mental health services is reaching epidemic proportions. She applauded SHAC for making these efforts.

### 5. **Library Committee: streaming media**

Members of Library Committee (chair Gerry RECKTENWALD, Richard DOZAL-LOCKWOOD, Carrie COLLENBERG-GONZALEZ) made a public service announcement on streaming media. [For presentation slides, see **March Agenda Attachment B.5.**]

Increased use of streaming media, RECKTENWALD said, means access to greater resources, but also puts demands on the Library and on students. If we say to students, "Watch this movie on streaming service X," that often means that they need a subscription. Such subscriptions usually aren't included within student loans or other financial support, and they subject students to tracking and surveillance. The Library has a fixed budget, and costs for streaming media are increasing. Even with unlimited funds, not all materials would be accessible: there is a fracturing of the landscape.

DOZAL-LOCKWOOD related examples from his course on film and health. Historically his department provided the films through its DVD library. With remote instruction that's changed, and not without added costs. In keeping with the push for low-cost, no-cost courses, he dropped a textbook and provided lessons through PDFs and [online] lectures. Students are tasked with watching the films through a streaming medium. He verified that

the nine films for the term were available on Prime, with an approximate total cost of \$35. He felt a need to apologize to students for requiring them to engage in subscription activity in this way. One student in a discussion on Canvas took the initiative to seek out free options for some of the films. We want to be adaptive and resourceful.

COLLENBERG-GONZALEZ, for a German film class, created a spreadsheet locating the [assigned] films. We've retreated from the heyday of unlimited access on Kanopy, and are forced to do more looking around. We have to consider what services we ask our students to subscribe to, and how much it will cost. If you are a member of the Multnomah County Library system, you can watch five films for free on the Kanopy site [per month], and sometimes other films as well. You will want to verify that they are watching the right version. Keeping track of all this takes time, but it is the reality when we assign films as homework. Be aware of the different costs and availability. She showed a flow chart [**Agenda Attachment B.5**, slide 10] with various decision points.

WEBB: before the pandemic she had streamed Netflix films for the class. Is that okay? RECKTENWALD called on librarian Elsa LOFTIS, who said that technically we aren't licensed to use Netflix in a classroom setting. There are a few exceptions where Netflix licenses films for educational purposes. Showing films via Zoom is often very glitchy, even when we do have the license. The best option is therefore to have students watch it either synchronously or on their own, and then reconvening for discussion.

CLARK's understanding of the Netflix user agreement was also that it precluded showing in class. Have we considered using our purchasing power to contract with Netflix, Amazon, etc., so our students could get a limited license for a term, semester, or year? LOFTIS: some vendors had offered subscriptions in bundles (say, of ten) for a discounted rate, but it was always individual licenses rather than an institutional one.

Before proceeding to report G.5, REITENAUER indicated that a senator had requested [through the chat function] discussion of *Consent Agenda* item G.4, extended response to the previous month's question to administrators. There might also be questions regarding this month's questions [F.1-2], which would be read from written responses because the Provost was out of town. Likewise, REITENAUER said, senators could submit questions and comments via the chat function, and these would be communicated to the Provost. KELLEY, who had submitted the request regarding item G.4, indicated that she did not have a specific question about it, but wanted to make sure that senators gave it due attention. Sometimes important materials appears in the Consent Agenda.

*Change in agenda order: G.5 moved here.*

## **G.5 Monthly report of AHC-APRCA**

GAMBURD, co-chair of the Ad-Hoc Committee on Academic Program Review and Curricular Adjustments, said that this month's report responded to questions posed by Steering Committee to AHC-APRCA. [For presentation slides, see **February Minutes Appendix G.5.**] The questions were: 1) What should be the role of the AHC-APRCA going forward? 2) How can we shape the review and reduction discussion to be future-oriented and to involve the whole University in a collaborative, participatory process? 3) What can AHC-APRCA or Senate do to make sure that discussions about curricular changes take place in our arena and are framed within Faculty priorities and objectives?



Regarding AHC-APRCA's role, GAMBURD said that the most important role [till now] has been their work with the Office of Academic Affairs regarding the Provost's Program Review and Reduction Process [PRRP]. Last year, the committee engaged with the Provost's working group. The working group created driver and value metrics, whereas AHC-APRCA created guiding principles and priorities. Both of those sets of documents were turned over to OAA to shape the process that has led to the identification of eighteen units for further scrutiny. The first principle, as a reminder, is that we will have an equitable, meaningful engagement with all stakeholders, and the second that we will focus on student access, quality learning experiences, and degree completion. The committee also observed that our work will change going forward, acknowledging that we were in a time of flux. We should therefore seek feedback prior to making decisions. The committee also requested that resources be devoted to the Reimagine process and that there be open, transparent communication with all stakeholders.

In Phase II, GAMBURD continued, the eighteen units identified by the Provost as falling below the median on driver metrics were asked to write narratives as the starting point for ongoing conversations with the Provost. In discussions with Faculty, and especially with chairs of the eighteen units, the committee heard questions about the metrics and concerns about morale and marginalization. We will be entering Phase III this spring, with decisions being made affecting budgets. AHC-APRCA will engage in conversations with OAA regarding budget reductions and the effects they will have on curriculum. They will facilitate any conversations regarding mergers or consolidation of units, and if Faculty Senate is asked to facilitate any Article 22 processes, will be ready to do so. The committee's emphasis is on participation, transparency, cooperation, and collaboration.

Budgeting [IPEB] is moving forward simultaneously with PRRP, GAMBURD said, so the Budget Committee invited AHC-APRCA members to join in the meetings BC holds with deans. Committee members are uncertain how PRRB is integrating with IPEB.

Regarding second question, GAMBURD said that the original hope had been that we would work strategically rather than just trimming around the edges—a planning process so that the entire University could move forward confidently.

From meetings with the chairs of the eighteen designated units, GAMBURD said that these units are feeling siloed, stigmatized, marginalized, and endangered, with the sense that the other units are somehow safe or authorized to continue business as usual. This sort of division is the antithesis of what we had hoped for in terms of planning collectively as a University, GAMBURD said. We must be open about a current state of morale in which talented, hard-working, dedicated faculty members are feeling frustrated, anxious, demoralized, and fearful.

GAMBURD: can Senate can create a space for discussion with a sense of belonging and participation, leading to innovation and excitement? That is a tall order, but if possible it would be a priority. We should try.

Regarding the third question, GAMBURD noted that a number of faculty have been funded for exciting Reimagine projects. It would be good if those faculty could be put into conversation with everybody else, to gain a sense of how those projects are going. Another possible initiative would be getting over the stumbling block of how student credit hours are distributed in interdisciplinary activities. The creation of interdisciplinary

majors might help us graduate more students, and thus improve our state allocation. This would be a forward-thinking move aimed at student success, working across disciplines rather than stigmatizing anyone or siloing programs.

*Return to regular agenda order.*

### **C. DISCUSSION – program review and reduction process**

REITENAUER opened the floor to discuss the AHC-APRCA report and PRRP generally.

WATANABE: there is a particular care about junior faculty who usually feel afraid of speaking up before tenure. Is there some mechanism to protect their voice? GAMBURD thanked WATANABE for this important observation. Part of the challenge is that we begin to think about how these cuts will be made ;and how they will affect our individual employment at this University. It seemed to her that the University was doing its best to keep as many people here as possible, despite budget pressures, through the work-share initiative and the retirement transition process. If and when it become necessary to close or consolidate unites, however, there will likely be repercussions for individual jobs. Faculty will have the protections of Articles 22 and 23 in the collective bargaining agreement. WATANABE: we are supposed to be future-oriented, and junior faculty are the ones who are going to be here [in the future] to it is important to hear from them.

CRUZAN assumed that in Phase III [of PRRP] there is going to be analysis of different budget scenarios based on reorganization or reduction. How will that information be shared with Budget Committee? MULKERIN: it comes down to the timing of when budget allocations are finalized. This year’s budget cycle is not going to address everything that might come [about] in Phase III. That would be addressed in next year’s budget cycle.

BORDEN: conversations about reductions are also part of colleges’ strategic planning. She was concerned that units would then be evaluated in a vacuum, outside of the college-level plans, goals, etc. Are college-level strategic conversations integrated into the conversation as it affects units and programs? GAMBURD: AHC-APRCA and BC also had this question. Who are the unit narratives written for—the provost? the deans? Are deans the allies and the Provost the enemy in these reports? Whom are you trying to persuade? It seemed that the process was implicitly putting departments into competition with each other, with the goal to save yourself compared to others in your college who are also under scrutiny. It was unclear to the chairs—how to move forward, defend and support one’s own program, without wanting to threaten anybody else’s. She did not have a clear answer.

RAI focused on faculty’s interest in providing more interdisciplinary curriculum. This is not the first time faculty have pointed this out. The committee chaired by JAÉN PORTILLO last year made several specific recommendations. They made a very specific case for providing a home at this University for such initiatives. This is an opportune moment for the administration to look at [creating] a school of interdisciplinary studies or something similar, as recommended by the ad-hoc Senate committee. PERCY appreciated that growing interdisciplinary programs may have potential to build on the strengths of our [current] programs, putting them together in new ways. He understood that people felt there were barriers, but we have been able to create [for example] the new master’s degree in Emergency Management and Community Resilience. Those who teach the courses get the [student credit hours], so the program itself will get very few [SCH].

GAMBURD: the Senate has prerogative over curriculum. If we can enhance students' progress towards degrees and thereby increase our budget allocation from HECC [Higher Education Coordinating Commission], it's a win-win situation. People often say that leaders leave no good crisis unturned, so maybe we can use this time to make progress on interdisciplinary teaching and research. JAÉN's report suggested that we have some kind of coordinating body—either a new committee or someone coordinating among our existing committees—and she hoped Senate would carry this forward in the future.

EASTIN: getting SCH to follow the instructor rather than the course prefix has been a perennial problem for interdisciplinary programs. In CUPA there has been pushback from the administration over trying to figure this out with a system such as one that [CRUZAN] described. JAÉN: we need a unified University policy, not just doing it program by program.

CLARK: what is the situation regarding program reduction or realignment at other Oregon system universities? PERCY: Western Oregon University went through some program reductions, but he didn't have an inventory of the changes. LABISSIERE said there had been some discussion of this at the last IFS meeting.

#### D. UNFINISHED BUSINESS – none

#### E. NEW BUSINESS

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

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

#### F. QUESTION PERIOD

##### 1. Question #1 to Provost

REITENAUER stated that because JEFFORDS was unable to attend the meeting, written responses would be read by CHABON. Senators could write questions in the chat which would then be conveyed to the Provost. REITENAUER read the first question:

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?

CHABON read the response written by JEFFORDS:

There may be financial savings realized through potential reorganizations that may reduce overall administrative expenses. Perhaps more importantly, I think that there are additional potential benefits that can be gained. The chief benefit is the opportunity to increase interdisciplinary interactions among faculty and across curricula. I would assume that any

reorganizations would be based on some shared academic interest methodologies or scholarly connections. If so, these are the basis upon which interdisciplinary interactions can be enhanced.

A number of relevant observations on this topic appear in the report of the Ad Hoc Committee on Interdisciplinary Teaching and Research. In that report, the committee identified a number of barriers to interdisciplinary initiatives, including:

- 1) A budget model and SCH distribution practice that discourages collaboration among faculty and course cross-listing.
- 2) A lack of financial investment and insufficient support for the faculty involved in interdisciplinary initiatives, as well as a lack of recognition of interdisciplinary efforts in promotion and tenure guidelines and reviews.
- 3) The absence of a central anchor or home for interdisciplinary studies.
- 4) Lack of a regular systematic review of our interdisciplinary programs.
- 5) Lack of sufficient coordination slashed communication among units and schools; lack of sufficient visibility advertising of interdisciplinary programs and initiatives.
- 6) Need to create clear interdisciplinary paths and connection to effective advising.
- 7) Lack of a central faculty-organized group or committee to coordinate our efforts by bridging and working with the different groups and constituents involved in interdisciplinary education at PSU.

While reorganizations do not address all of these issues, they have the potential to address some, specifically in reducing potential SCH competition. Easing cross-listing of courses and increasing potential for collaboration across curriculum units would also have the opportunity to consider how such work could be incorporated into P&T guidelines. As the ad hoc committee noted the world around us is increasingly interdisciplinary. To be prepared to thrive in and have impact on that world our students need increasing opportunities to explore those interconnections. It behooves us to think about ways in which our curricula and degree programs can structure education in ways that can best prepare students for that environment. I see conversations around reorganization as having strong potential to increase these opportunities

KELLEY said that the current state of PRRP with the eighteen identified units doesn't align with the AHC-APRCA principles. The intention of the report on interdisciplinary teaching, as well as those principles, is to say that we are siloed to begin with. [PRRP] is just rushing around in an emergency, as opposed to broader futures-oriented thinking.

GAMBURD was glad that JEFFORDS was thinking about how we can use the current process of change to enhance interdisciplinary teaching and research. The very word interdisciplinary implies that people come from some solid foundation of method within their own discipline. She doubted whether grouping everybody together in one large natural sciences or social sciences bin is necessarily the best way to get them into interdisciplinary research. It sounds more like a way to decrease staff support and maybe have fewer department chairs, who are elected by the faculty, and more deans or assistant deans, who are appointed by the administration. We should be careful in thinking about how changed structures might enhance interdisciplinary curriculum. Colleagues at

Oregon State had this sort of reorganization imposed upon them. They were, she believed, not happy about it, but that was a while back, and maybe they have come to like it. It would be good to find out how this sort of reorganization worked out elsewhere.

## 2. Question #2 to Provost

REITENAUER read the second question:

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?

CHABON read the response written by JEFFORDS:

This could be done. Asking units to develop org charts if they don't have them already would be a necessary first step. Linking to all the position descriptions might be a bit more difficult and may take more time and conversation. The support services review that is currently underway is looking at some of the staffing questions across units. You may recall that there was a survey sent out by the consultant here on to gather information about employees' current work portfolios. This was a significant data collection effort, and it may be that the review could provide a mechanism for getting at this information in the question. Recommendations from the review will be forthcoming in the spring term those recommendations will be shared with campus and provide an opportunity for broad review of the findings.

BORDEN asked if there was a possible timeline for bringing this about.

JAÉN, reverting to the first question: Where are the boundaries between eliminating overlaps and obstacles, and eliminating components of programs or units that might be essential constituents of interdisciplinary teams? How do we become aware of those boundaries? REITENAUER suggested this question could be taken up by AHC-APRCA.

## G. REPORTS

### 1. President's Report

PERCY thanked AHC-APRCA for their report. The themes of space for belonging and sharing have been resonating in many conversations on many difficult issues over the last couple of years. He wished to think with faculty about ways to advance such spaces.

PERCY said that he and Provost JEFFORDS have responded to the request from Faculty Senate to review and endorse the resolution “Defending Academic Freedom to Teach and Research Race and Gender Justice and Critical Race Theory” [passed November 2021]. They wholeheartedly endorse the resolution, and are with Faculty Senate [on this issue]. [See **March Agenda Attachment G.3.**]

PERCY reported that he had taken the strategic investment plan, presented previously to Budget Committee and Faculty Senate, to the Board of Trustees Academic and Student Affairs Committee, who unanimously endorsed it. With authorization by the full Board, they can move forward with this plan for one-time funding over a 24- to 36-month period, including funds related to faculty development, program development, and new hires. He will be reporting to the Board and Senate every six months or so on the actions and impacts. He appreciated the input and comments about transparency and involvement in these opportunities and programs, especially for faculty development.

PERCY also reported that the Reimagine Public Safety Committee recently submitted to him a report with recommendations, following a period of diligent efforts, input, feedback and reflection. He thanked the committee, as well as the National Policy Consensus Center and Oregon Solutions program for their support of the effort. He will soon be making a statement in response to the report. The diligent, unique work of the committee is reflected in the fact that several colleagues will be presenting on their approach and work at a national conference.

PERCY reiterated his call for the campus community—faculty, staff, students, chairs—to engage in a dialogue on campus change as a signature program—an opportunity to be creative and engage the full range of campus expertise and interest. This fits into the earlier conversation on interdisciplinary work. Some Reimagine proposals are working in this area. Jennifer ALLEN and Todd ROSENSTIEL are leading a group working to facilitate further dialogue in this area. This will also be the focus of the Spring Symposium, tentatively scheduled for May 12th, with some dynamic speakers and opportunities to learn more.

PERCY called attention to the presentation on financial stability that he and other campus leaders had made at a forum last week, [a recording of which was now] publicly available. We want to be in a situation of persistent budget cuts. To achieve this, we have several levers of action. One is growing student enrollment, both undergraduate and graduate. We have had some unexpectedly positive developments this year. The plan also includes strong advocacy for state government support, and we have had some success in that area as well: both a increase in state higher education funding overall, and a change in the formula that allocates funding to each individual university. Working very hard with advocacy, the formula was adjusted to give us what we thought of as a more fair allocation. Another important part of this work is the overlap of our student success focus—retention, persistence—with financial sustainability. This connects to PRRP and the strategic investments [previously mentioned]. Another piece is that the Board has allowed the cautious use of University reserves for two or three years, as needed, to cover the gap between revenue and expenditure. These one-time monies, however, won’t last forever. Without them, would have had to take much more drastic actions. Everyone on campus has something they can do in one or more of these areas to help us move forward.

PERCY then called upon Vice President for University Relations Kevin NEELY to give a briefing on outcomes from the recently concluded short session of the state legislature. NEELY: in the short session concluded [March 4<sup>th</sup>], there were several outcomes related to PSU. Universities across the board received additional funding for what they call Strong Start, known on this campus as Summer Bridge, which will deliver about \$2 million to us for another year of that program. We hope to make this funding permanent in the 2023 session. They created a new Native American scholarship fund, which he was confident would be beneficial to students on our campus. They have allocated \$19 million; he believed it was the intention of HECC to provide full-ride scholarships for at least some of our indigenous students. We hope to be involved in that making that money available for students in need. Institutions received about \$30 million towards increased costs for construction projects—at PSU, focusing on the Vernier Science Center. We've started work on that project; our need is about \$28 million in additional resources. In this session we were only able to get between \$4.8 and \$6.2 million out of the \$30 million coming to HECC. We are in the process of forming our request for building improvements for the 2023 session, which will focus on the new science center and the Art & Design building.

There were not many policy bills, NEELY said. Probably the most significant policy issue discussed was a report on the governance system, received by the Education Committee, and conducted by the Association of Governing Boards. He expected there would be vigorous conversation between now and next January about whether there are any changes forthcoming in our relatively new model of governance.

NEELY called attention to an even happening on campus later in March. In 2021 the legislature created the Committee on Student Success for Underrepresented Students. This committee will be touring the state campuses, holding discussions about challenges and opportunities for supporting underrepresented students. Their first stop will be at PSU on March 30<sup>th</sup>. He will out additional information on these meetings. Our goal is to identify budgetary and policy needs that they can tackle in the 2023 session.

CHIVERS asked if there was an update on the bill relating to health care for part-time adjunct faculty who work at multiple institutions. There was a rule that said you had to work three of four consecutive teaching. She understood the legislature was going to vote on changing the language to be an average amount of teaching. NEELY: the quick answer is yes, we were able to get a fix for that. They would be working with that category of employees in coming weeks to make sure they understand the implications of that change.

2. **Provost's Report** – *Provost was absent*
3. **Administration response to resolution on academic freedom (November E.1)** – *received as part of the Consent Agenda.*
4. **Follow-up to Question to Administrators, February F.1** – *received as part of the Consent Agenda.*  
*Received as part of the Consent Agenda.*
5. **Monthly report of AHC-APRCA** – *moved above to precede item C.*

**H. ADJOURNMENT** – The meeting was **adjourned** at 4:50 p.m.

# APRCA Committee

March 2022 Report to Faculty Senate



# Senate Steering Questions for APRCA

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?

# What is the APRCA role moving forward?

- The APRCA committee will continue to work with OAA to consult regarding the Provost's [Program Review/Reduction Process](#) (PRRP).
  - [Phase I](#) (last year). 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.



# Guiding Principles and Priorities

1. Equitable and Meaningful Engagement of All Stakeholders
2. Focus on Student Access, Quality Learning Experiences, and Completion
3. Our Work Will Change; Let's Make it for the Better
4. Research and Data-Informed-Decision Making
5. Seek Feedback Prior to Decision Making
6. Devote Resources to the Reimagining Process
7. Transparent Process and Open Communication with All Stakeholders

# What is the APRCA role moving forward? (ctd.)

- [Phase I](#) (last year).
- [Phase II](#) (now) The Provost asked the 18 units identified as falling below the median on driver metrics to write narratives. Ongoing conversations with Provost. Questions regarding metrics, morale, and marginalization
- [Phase III](#) (spring 2022 decisions about 2023 and 2024 budgets) Conversations with OAA and Deans regarding budget reductions in Schools and Colleges and their effects on curriculum. Facilitate Senate role in mergers or consolidation of units. Facilitate any Senate participation for Article 22 processes, if needed.
- APRCA recommends participation, transparency, cooperation, collaboration.

# What is the APRCA role moving forward?

- In addition to PRRP, budgeting is also moving forward simultaneously through the yearly Integrated Planning for Enrollment and Budget (IPEB) process.
  - 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
  - APRCA committee members remain uncertain about how PRRP interacts with IPEB. Current IPEB cuts result in curricular reductions

# Framing the review/reduction process: future-oriented, collaborative, participatory

- The original hope was to work together strategically as a university.
- Not trimming around the edges but engaging in a planning process that will position the entire university to move forward confidently into the future
- Currently, 18 departments/ units feel siloed, stigmatized, marginalized, and endangered, with the rest distanced, “safe,” and continuing with business as usual
- Current morale: Talented, hard-working, dedicated faculty feel frustrated, anxious, demoralized, and fearful.
  - Can we create a space for belonging, participation, innovation, and excitement?

# Framing curricular changes within faculty priorities and objectives

- [Relmagine projects](#): Share initiatives widely with faculty
- Relmagine fellows: Interact with faculty
- Futures Collaborative: Interact with faculty
- Possible Senate initiative: Interdisciplinary curriculum (often stymied by SCH problems): Reframe or create majors to meet the HECC goal for graduating more students (and thus improve PSU's budget allocation from the State).
  - Forward-thinking, aimed at student success, collaborative, working between disciplines rather than stigmatizing or siloing programs

# Questions?

- APRCA will collect any questions that are not answered this afternoon and report back to Senate with the answers next month



11 March 2022

TO: Faculty Senate

FROM: Sarah Read, Chair, Graduate Council

RE: April 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](#).

### **School of Business**

#### **Change to Existing Program**

##### E.1.a.1

- Graduate Certificate in Global Supply Chain Management – revise core and elective requirements

### **College of Education**

#### **Change to Existing Program**

##### E.1.a.2

- M.Ed. in Education – Split program into seven different majors (all currently existing) and revise BTP Elementary major

### **New Courses**

##### E.1.a.3

- \*BBE 522 Human Development and Learning in Multicultural/Multilingual Communities, 4 credits  
Utilizes an interdisciplinary approach to view human development and learning processes across identity and culture. Drawing from fields such as education, psychology, anthropology, and sociology, students will critically explore the socialization process children undergo within their multilingual/multicultural families and communities. The interaction between the institutions of families, communities, and schools is the focus for future bilingual educators. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

##### E.1.a.4

- \*BBE 542 Elementary Mathematics Methods for Dual Language Learners, 3 credits  
Emphasizes meaningful understanding of elementary-level mathematics content with a particular focus on issues of social justice and equity in mathematics teaching and learning. Situates teaching, learning, and assessment within the context of state and national standards as well as research proven practices for working with all

\* 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.

students and in particular, English language learners. Focuses on strategies for developing competence with teaching through problem solving and teaching students in a developmentally appropriate, culturally responsive manner. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.5

- \*BBE 544 Culturally Responsive Learning Environment, 3 credits  
Grounded in the principle that “cultural relevance” is a vital component in environments to engage students’ cognitive processing for learning. Students will explore designing the social, physical, and instructional environment to incorporate cultural information and processes to scaffold learning. Course participants will engage in problem solving, establishing expectations, agreements, routines, and organizational procedures with attention to communal awareness, authentic relationships, and collaboration with staff, administrators, and families. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.6

- \*BBE 548 Biliteracy Development for Dual Language Learners, 3 credits  
Designed for bilingual preservice teacher candidates to help them understand and guide the literacy development of emerging bilingual and dual language elementary students in acquiring skills needed for reading and writing in two languages. Candidates will examine and compare literacy development across two languages and explore instructional practices that make connections to students’ cultural and linguistic assets, as well as the cultural wealth of their families and communities. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.7

- \*BBE 552 Integrating Arts in Elementary Methods, 3 credits  
Students will consider how integrating the arts into various content areas strengthen learning across the curriculum and nurture students’ culture and identity. Emphasizes inquiry processes in the content areas and project-based approaches to teaching and learning in grades PreK-8. Specific attention paid to engagement strategies as well as non-verbal supports for second language comprehension. Developing and articulating a cogent rationale for alternative key strategies is a key component in this course of study. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.8

- \*BBE 554 Technology and Education, 3 credits  
Use of digital tools to enhance teacher productivity and support the teaching and learning cycle of planning, instruction, and assessment.

Candidates will engage in hands-on professional development to explore and apply technology to foster elementary emerging bilingual and dual language learner's inquiry, communication, collaboration, creation, visual design and production of media. Topics will include media literacy and digital citizenship within linguistically and culturally diverse settings. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.9

- \*BBE 562 Science Methods for Elementary Dual-Language Learners, 3 credits  
Emphasis on effective methods and practices for developing integrated, interdisciplinary units of instruction. Explore approaches to teaching science at the elementary grades and integrating science content and processes with content and processes from other content areas (e.g., literacy, mathematics, the arts). Learn how to connect effective science lessons to relevant standards and objectives while advancing language and literacy for English Learners. Employ the natural curiosity of all children to teach the scientific method and the design cycle through culturally relevant activities. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.10

- \*BBE 572 Literacy Development in the Content Area, 3 credits  
Course designed for bilingual and bicultural preservice teacher candidates to help them guide elementary students in developing literacy in the content areas. Emphasis on acquiring the specific knowledge and literacy skills in reading, writing, thinking, and speaking for content area achievement. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.11

- \*BBE 574 Biliteracy Assessment for Dual Language Learners, 1-3 credits  
Designed for bilingual preservice teacher candidates to help them understand and guide the assessment of literacy development of emerging bilingual and dual language elementary students. Candidates will examine and compare various language and literacy assessment instruments that will enable them to monitor the development across two languages and related literacy skills. Topics of dyslexia and other common literacy phenomena in bilingual communities will be explored. The course may be repeated for up to 3 credits. Prerequisite: Admission into the Bilingual Teacher Pathway Program; passing grade in BBE 548.

## E.1.a.12

- \*BBE 580 Inquiry and Reflective Practitioner, 2-8 credits  
This three-term course occurs as teacher candidates prepare for and complete their student teaching field experience. The course is designed to help candidates implement the cycle of planning, teaching, and assessment. As future bilingual teachers, they will engage in reflective practice as well as explore and inquire into educational practices within multilingual and multicultural settings. The inquiry process and skills of a reflective practitioner are critical in working with learners, families, and communities. The course may be repeated for up to 8 credits. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

**Changes to Existing Courses**

## E.1.a.13

- ECED 551 Child Development in Early Childhood and Inclusive Education, 4 credits – change title to Child Development and Critical Perspectives in Inclusive Early Childhood Education and change description

## E.1.a.14

- ECED 553 Issues in Early Childhood and Inclusive Education, 4 credits – change title to Contemporary Issues in Early Childhood and Inclusive Education

**Maseeh College of Engineering and Computer Science****Change to Existing Program**

## E.1.a.15

- Ph.D. in Electrical and Computer Engineering – Add two required courses and increase minimum credits from 81 credits to 82 credits

**New Courses**

## E.1.a.16

- \*CE 521 Theoretical and Computational Soil Mechanics, 4 credits  
Presents a theoretical framework for soil properties and soil behavior. Topics include Cauchy stress tensors, Hooke's elastic theory, plasticity theory, Mohr-Coulomb soil model, and modified Cam clay elasto-plastic soil model. Part of the course uses computer simulations of geotechnical laboratory tests with FLAC software to apply geomechanical theory. Prerequisite: Graduate standing.

## E.1.a.17

- \*CS 540 Deep Learning: Computational Structures and Programming, 3 credits  
Deep learning is a powerful tool for machine learning systems. This class provides an introduction to this topic and will focus on classic as

\* 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.

well as emerging deep learning techniques. Topics studied include multi-layer perceptrons, convolution neural networks, long-short term memory, attention mechanisms, autoencoders, generative adversarial networks, and natural language models. The class will focus on learning concepts and applying them via several programming assignments.

## **School of Public Health**

### **New Courses**

#### E.1.a.18

- Epi 521 Injury and Violence Prevention, 3 credits  
This course introduces students to the causes and consequences of traumatic injury and violence and the public health approach to injury and violence prevention. Conceptual frameworks that consider behavioral and environmental approaches to injury prevention will be discussed as well as the upstream socio-economic underpinnings of injury and violence causation. EPI521 is primarily designed for students in a Master's in Public Health (MPH) program, in EPI or related field, in the OHSU-PSU School of Public Health. EPI621 is designed for PhD students from EPI or other related PhD program. Also offered for doctoral students as Epi 621 and may be taken only once for credit.

#### E.1.a.19

- Epi 621 Injury and Violence Prevention, 3 credits  
This course introduces students to the causes and consequences of traumatic injury and violence and the public health approach to injury and violence prevention. Conceptual frameworks that consider behavioral and environmental approaches to injury prevention will be discussed as well as the upstream socio-economic underpinnings of injury and violence causation. EPI 521 is primarily designed for students in a Master's in Public Health (MPH) program, in EPI or related field, in the OHSU-PSU School of Public Health. EPI 621 is designed for PhD students from EPI or other related PhD program. Also offered for graduate-level credit as Epi 521 and may be taken only once for credit.

#### E.1.a.20

- HSMP 585 Implementation Science in Health Systems, 3 credits  
Students are introduced to the practice of implementation science as a strategic means to improve implementation efforts and as a foundation for designing research to further that end. Common implementation science frameworks, models and strategies are introduced and assessed for their implications for action or measurement at the policy,

system, organization and community level. This course is an elective for the Health Management and Policy (HMP) program.

#### E.1.a.21

- HSMP 685 Implementation Science in Health Systems, 3 credits  
Students are introduced to the practice of implementation science as a strategic means to improve implementation efforts and as a foundation for designing research to further that end. Common implementation science frameworks, models and strategies are introduced and assessed for their implications for action or measurement at the policy, system, organization and community level. This course is an elective for the Health Systems and Policy doctoral program.

### **School of Social Work**

#### **Changes to Existing Courses**

#### E.1.a.22

- SW 533 Clinical Social Work Practice I, 3 credits – change title to Advanced Clinical Practice I and change description

#### E.1.a.23

- SW 534 Clinical Social Work Practice II, 3 credits – change title to Advanced Clinical Practice II and change description

#### E.1.a.24

- SW 535 Clinical Social Work Practice III, 3 credits – change title to Advanced Clinical Practice III and change description

#### E.1.a.25

- SW 548 Advanced Social Work Practice with Latinx, 3 credits – change title to Latinx Informed Mental Health Practice

#### E.1.a.26

- SW 550 Research and Evaluation I, 3 credits – change title to Introduction to Social Work Research and change description

#### E.1.a.27

- SW 553 Research for Racial Justice, 3 credits – change prerequisite

#### E.1.a.28

- SW 559 Community and Organization Research, 3 credits – change prerequisite

#### E.1.a.29

- SW 590 Advanced Topics in Applied Research Methods for Social Work, 3 credits – change prerequisite

## E.1.a.30

- SW 593 Practice and Leadership with Communities and Organizations I, 3 credits – change title to Advanced Macro Practice I and change description

## E.1.a.31

- SW 594 Practice and Leadership with Communities and Organizations II, 3 credits – change title to Advanced Macro Practice II and change description

## E.1.a.32

- SW 595 Practice and Leadership with Communities and Organizations III, 3 credits – change title to Advanced Macro Practice III and change description

## **College of Urban and Public Affairs**

### **Change to Existing Program**

## E.1.a.33

- M.S. in Political Science – remove core course and add new core course

### **New Courses**

## E.1.a.34

- \*PS 565 Politics of Russia, 4 credits  
An in-depth exploration of Russian politics, history, and culture. Begins with a focus on history, and thus considers the beginnings of the Russian Empire across the centuries. Then examines the rise and fall of communism, with a particular focus on Lenin and Stalin. The final segment of the course focuses on modern Russian politics, with a particular emphasis on the strategies and success of Vladimir Putin.

## E.1.a.35

- PS 585 Political Theory and Governance, 4 credits  
A survey of the intersection between political theory and governance that explores how political legitimacy might be understood. This class is a graduate-level introduction to these concepts that engages with a broad range of political theorists and approaches to offer the means of evaluating contemporary governance from a normative perspective.

## E.1.a.36

- USP 561 Affordable Housing Development Workshop, 5 credits  
Students form teams to create a full proposal for an affordable housing development project, including funding, design, and resident services; when available students will enter project competitions. Two-term sequence, credit for first term dependent upon successful completion of the second term.

\* 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.

11 March 2022

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: April 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](#).

## **School of Business**

### **Change to Existing Program**

#### E.1.b.1

- Post-Baccalaureate Certificate in Accounting – Reduce minimum credits from 49 credits to 47 credits

### **Changes to Existing Courses**

#### E.1.b.2

- Actg 360 Management Accounting, 4 credits – change credit hours to 2 credits

#### E.1.b.3

- BTA 350 Business Problem Solving with Analytics and Visualization, 4 credits – change prerequisite

#### E.1.b.4

- BTA 415 Database Management, 4 credits – change prerequisite

#### E.1.b.5

- BTA 419 Business Analytics with Programming, 4 credits – change prerequisite

#### E.1.b.6

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

## **College of Education**

### **New Courses**

#### E.1.b.7

- \*BBE 422 Human Development and Learning in Multicultural/Multilingual Communities, 4 credits  
Utilizes an interdisciplinary approach to view human development and learning processes across identity and culture. Drawing from fields such as education, psychology, anthropology, and sociology, students

\* 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.



will critically explore the socialization process children undergo within their multilingual/multicultural families and communities. The interaction between the institutions of families, communities, and schools is the focus for future bilingual educators. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.b.8

- \*BBE 442 Elementary Mathematics Methods for Dual Language Learners, 3 credits  
Emphasizes meaningful understanding of elementary-level mathematics content with a particular focus on issues of social justice and equity in mathematics teaching and learning. Situates teaching, learning, and assessment within the context of state and national standards as well as research proven practices for working with all students and in particular, English language learners. Focuses on strategies for developing competence with teaching through problem solving and teaching students in a developmentally appropriate, culturally responsive manner. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.b.9

- \*BBE 444 Culturally Responsive Learning Environment, 3 credits  
Grounded in the principle that “cultural relevance” is a vital component in environments to engage students’ cognitive processing for learning. Students will explore designing the social, physical, and instructional environment to incorporate cultural information and processes to scaffold learning. Course participants will engage in problem solving, establishing expectations, agreements, routines, and organizational procedures with attention to communal awareness, authentic relationships, and collaboration with staff, administrators, and families. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.b.10

- \*BBE 448 Biliteracy Development for Dual Language Learners, 3 credits  
Designed for bilingual preservice teacher candidates to help them understand and guide the literacy development of emerging bilingual and dual language elementary students in acquiring skills needed for reading and writing in two languages. Candidates will examine and compare literacy development across two languages and explore instructional practices that make connections to students’ cultural and linguistic assets, as well as the cultural wealth of their families and communities. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

## E.1.b.11

- \*BBE 452 Integrating Arts in Elementary Methods, 3 credits  
Students will consider how integrating the arts into various content areas strengthen learning across the curriculum and nurture students' culture and identity. Emphasizes inquiry processes in the content areas and project-based approaches to teaching and integrating arts into grades PreK-8. Specific attention paid to engagement strategies as well as non-verbal supports for second language comprehension. Developing and articulating a cogent rationale for alternative key strategies is a key component in this course of study. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

## E.1.b.12

- \*BBE 454 Technology and Education, 3 credits  
Use of digital tools to enhance teacher productivity and support the teaching and learning cycle of planning, instruction, and assessment. Candidates will engage in hands-on professional development to explore and apply technology to foster elementary emerging bilingual and dual language learner's inquiry, communication, collaboration, creation, visual design and production of media. Topics will include media literacy and digital citizenship within linguistically and culturally diverse settings. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

## E.1.b.13

- \*BBE 462 Science Methods for Elementary Dual-Language Learners, 3 credits  
Emphasis on effective methods and practices for developing integrated, interdisciplinary units of instruction. Explore approaches to teaching science at the elementary grades and integrating science content and processes with content and processes from other content areas (e.g., literacy, mathematics, the arts). Learn how to connect effective science lessons to relevant standards and objectives while advancing language and literacy for English Learners. Employ the natural curiosity of all children to teach the scientific method and the design cycle through culturally relevant activities. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

## E.1.b.14

- \*BBE 472 Literacy Development in the Content Area, 3 credits  
Course designed for bilingual and bicultural preservice teacher candidates to help them guide elementary students in developing literacy in the content areas. Emphasis on acquiring the specific knowledge and literacy skills in reading, writing, thinking, and speaking for content area achievement. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

## E.1.b.15

- \*BBE 474 Biliteracy Assessment for Dual Language Learners 1-3 credits

Designed for bilingual preservice teacher candidates to help them understand and guide the assessment of literacy development of emerging bilingual and dual language elementary students. Candidates will examine and compare various language and literacy assessment instruments that will enable them to monitor the development across two languages and related literacy skills. Topics of dyslexia and other common literacy phenomena in bilingual communities will be explored. The course may be repeated for up to 3 credits. Prerequisite: Admission into the Bilingual Teacher Pathway Program and passing grade in BBE 448.

## E.1.b.16

- \*BBE 480 Inquiry and Reflective Practitioner, 2-8 credits

This three-term course occurs as teacher candidates prepare for and complete their student teaching field experience. The course is designed to help candidates implement the cycle of planning, teaching, and assessment. As future bilingual teachers, they will engage in reflective practice as well as explore and inquire into educational practices within multilingual and multicultural settings. The inquiry process and skills of a reflective practitioner are critical in working with learners, families, and communities. The course may be repeated for up to 8 credits. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

## **Maseeh College of Engineering and Computer Science**

### **New Courses**

## E.1.b.17

- \*CE 421 Theoretical and Computational Soil Mechanics, 4 credits  
Presents a theoretical framework for soil properties and soil behavior. Topics include Cauchy stress tensors, Hooke's elastic theory, plasticity theory, Mohr-Coulomb soil model, and modified Cam clay elasto-plastic soil model. Part of the course uses computer simulations of geotechnical laboratory tests with FLAC software to apply geomechanical theory. Prerequisite: CE 341

## E.1.b.18

- \*CS 440 Deep Learning: Computational Structures and Programming, 4 credits

Deep learning is a powerful tool for machine learning systems. This class provides an introduction to this topic and will focus on classic as well as emerging deep learning techniques. Topics studied include multi-layer perceptrons, convolution neural networks, long-short term

memory, attention mechanisms, autoencoders, generative adversarial networks, and natural language models. The class will focus on learning concepts and applying them via several programming assignments. Prerequisite: CS 350.

## **College of Liberal Arts and Sciences**

### **Change to Existing Programs**

#### E.1.b.19

- B.A./B.S. in Biology – Add option to Physics requirement

#### E.1.b.20

- B.A./B.S. in Women’s Studies – Update core requirements

#### E.1.b.21

- Post-Baccalaureate Certificate in Women’s Studies – Update core requirements and increase minimum credits from 40 credits to 44 credits

### **New Courses**

#### E.1.b.22

- BSt 301 Women in African History, 4 credits  
Surveys the rich and deeply layered history of African women, especially from an African perspective. We will examine the historical forces that shaped, and continue to shape, African women’s lives, as well as the ways in which African women have been agents in the making of their own histories. This course illuminates the critical role which African women, of varying nationalities, classes, ethnicities, religions, and regions, have played in African and global history. This is the same course as Hst 301 and may be taken only once for credit.

#### E.1.b.23

- BSt 333 Protests and People Power in Contemporary Africa, 4 credits  
Analyzes Africa’s protest and social movements in the contemporary period using both historical events and scholarly analysis. It provides a multi-faceted account of Africa’s protest and activism politics as rooted in its historical and geographical specificities while centering the discourse on “people power.” We will examine much broader questions of social and historical significance like the relation between human agency and historical change, contestations of power, voice[s] of the people, gender, rights, continuity and discontinuity, and new forms of protest like digital protests.

#### E.1.b.24

- BSt 368 Gender and Sexualities in Africa, 4 credits  
Examines gender and sexualities in Africa from an African perspective. We will explore, among other things, the complex, and oftentimes

\* 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.

contradictory, meanings attached to gender and sexuality in various African contexts, the notions of gendered and sexualized identifications, the different historical and social constructions of gender and sexualities in African societies. The course asks how sub-Saharan African contexts challenge Western or Global North conventional conceptualizations of gender and sexualities. Expected Preparation: A general knowledge of African history is recommended.

#### E.1.b.25

- ChLa 305 Latinx Youth Cultures, 4 credits  
Multidisciplinary examination of Latinx youth cultures and expressions to interrogate questions of gender, Latinx identities, white supremacy, sexism, homophobia, and transphobia. Class will examine how Latinx youth have been instrumental in shaping and changing their communities through their resilience, creativity, and activism.

#### E.1.b.26

- ChLa 420 Chicanx Families, 4 credits  
Multidisciplinary examination of Chicanx families to explore how Chicanx writers, scholars, and artists have defined and revised notions of family, kinship, gender, patriarchy, and power. Prerequisite: Upper division standing.

#### E.1.b.27

- Hst 200 Topics in History Wars, 4 credits  
Explores, analyzes, and assesses impassioned public debates about the past for different periods of history. Considers historical debates where facts are contested or do not seem to matter, the role of credentialed experts in contemporary debates, and the place of historical methodologies. Case studies are used to examine how contested collective memories address the past, help us to understand the present, and illuminate the importance of historical practice. Course may be repeated up to three times for credit.

#### E.1.b.28

- Hst 301 Women in African History, 4 credits  
Surveys the rich and deeply layered history of African women, especially from an African perspective. We will examine the historical forces that shaped, and continue to shape, African women's lives, as well as the ways in which African women have been agents in the making of their own histories. This course illuminates the critical role which African women, of varying nationalities, classes, ethnicities, religions, and regions, have played in African and global history. This is the same course as BSt 301 and may be taken only once for credit.

## Changes to Existing Courses

### E.1.b.29

- Anth 304 Social Theory, 4 credits – change title to Identity and Society

### E.1.b.30

- Bi 211 Principles of Biology: Molecular Cell Biology & Genetics, 4 credits – change title to Principles of Biology: Biology of Cells and change description

### E.1.b.31

- Bi 212 Principles of Biology: Development, Evolution & Ecology, 4 credits – change title to Principles of Biology: The biology of organisms and change description

### E.1.b.32

- Bi 213 Principles of Biology: Organisms, Biodiversity & Conservation, 4 credits – change title to Principles of Biology: Evolution and ecology of living organisms and change description

### E.1.b.33

- BSt 211 Introduction to African Studies, 4 credits – remove cross-listing with UnSt 233 and Intl 211

### E.1.b.34

- Hst 101 History of Western Civilizations, 4 credits – change title to Age of Empires: The Medieval World and change description

### E.1.b.35

- Hst 102 History of Western Civilizations, 4 credits – change title to Early Modern Europe and the World and change description

### E.1.b.36

- Hst 103 History of Western Civilizations, 4 credits – change title to Modern Europe and the World and change description

### E.1.b.37

- WS 301 Gender and Critical Inquiry, 4 credits – change title to Feminisms: Theories and Analyses

### E.1.b.38

- WS 307 Resistance, Activism, and Social Change, 4 credits – change prerequisite

### E.1.b.39

- WS 331U Women in the Middle East, 4 credits – change title to Women and the Middle East

### E.1.b.40

- WS 349U Gender and International Development, 4 credits – change description

## E.1.b.41

- WS 412 Feminist Methodologies, 4 credits – change prerequisite

## E.1.b.42

- WS 471 Transnational Feminisms, 4 credits – change title to Global Feminisms, change description and prerequisite

## E.1.b.43

- WS 482 Topics in Transnational Sexuality Studies, 4 credits – change title to Topics in Global Sexuality Studies and change description

**Drop Existing Course**

## E.1.b.44

- WS 315 Feminist Analysis, 4 credits

**School of Public Health****Change to Existing Program**

## E.1.b.45

- B.A./B.S. in Applied Health & Fitness – Remove course from required core list, update focus area requirements, and reduce minimum credits from 75 credits to 70 credits.

**New Course**

## E.1.b.46

- PHE 324 Health Coaching Foundations, 4 credits  
Introduction to health and wellness coaching practice including helping and learning models, behavior change stage theories and evidence-based coaching modalities. Fundamentals of building effective coaching relationships including, developing rapport, nonviolent communication, appreciative inquiry, design thinking and generative moments. Students gain practical experience through live demonstrations and partner-coaching. Prerequisite: PHE 250.

**Changes to Existing Course**

## E.1.b.47

- PHE 421 Health Coaching Strategies, 4 credits – change description and prerequisite

**School of Social Work****Changes to Existing Courses**

## E.1.b.48

- CFS 497 Practicum I, 5 credits – change prerequisite

## E.1.b.49

- CFS 498 Practicum II, 5 credits – change prerequisite

## **University Studies**

### **Changes to Existing Course**

#### E.1.b.50

- UnSt 233 Global Perspectives, 4 credits – remove cross-listing with BSt 211, Intl 211, Intl 216, Intl 226, Intl 240, and Intl 247

## **College of Urban and Public Affairs**

### **New Courses**

#### E.1.b.51

- Intl 314U The Global City in Film, 4 credits  
Critically examines urban social issues reflected in films from different countries. Course includes in-class screening, lecture and discussion, and film review writing exercises. Topics for discussion include the urban form, issues of race, gender and social class, the relationships among communities, political authority, industry, commerce, police, street gangs, criminals, public schools, and other institutions and denizens of the city. This is the same course as USP 314U and may be taken only once for credit.

#### E.1.b.52

- \*PS 465 Politics of Russia, 4 credits  
An in-depth exploration of Russian politics, history, and culture. Begins with a focus on history, and thus considers the beginnings of the Russian Empire across the centuries. Then examines the rise and fall of communism, with a particular focus on Lenin and Stalin. The final segment of the course focuses on modern Russian politics, with a particular emphasis on the strategies and success of Vladimir Putin. Prerequisite: Upper-division standing.

### **Changes to Existing Courses**

#### E.1.b.53

- Intl 331U Women in the Middle East, 4 credits – change title to Women and the Middle East

#### E.1.b.54

- Intl 349U Gender and International Development, 4 credits – change description

#### E.1.b.55

- USP 314U The City in Film, 4 credits – change title to The Global City in Film, change description, and add cross-listing with Intl 314U

### **Drop Existing Courses**

#### E.1.b.56

- Intl 211 Introduction to African Studies, 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.



E.1.b.57

- Intl 216 Introduction to Asian Studies, 4 credits

E.1.b.58

- Intl 226 Introduction to European Studies, 4 credits

E.1.b.59

- Intl 240 Introduction to Latin American Studies, 4 credits

E.1.b.60

- Intl 247 Introduction to Middle Eastern Studies, 4 credits



**College of the Arts**

School of Film  
 Post Office Box 751  
 Portland, Oregon 97207-0751  
 aeborden@pdx.edu

February 9, 2022

TO: Richard Beyler, Secretary to the Faculty  
 FROM: Amy Borden, Chair, University Studies Council  
 RE: February Consent Agenda

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

Course #	Course Title	Cluster
ANTH 340	<a href="#">Design Politics and Society</a>	Design Thinking
INTL 325	<a href="#">Contemporary India - Supplement OCMS Proposal</a> (use pull-down for links)	Global Perspectives
RE 332	<a href="#">Property Management and Society</a>	Design Thinking
WS 307	<a href="#">Resistance, Activism and Social Change</a>	Gender and Sexualities
CCJ 375	Global Perspectives on Crime and Justice	Global Perspectives

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

*Approved by USC at its 1/21/22 meeting.*

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 March 2022  
Re: Question to Administrators

A Faculty Senator has submitted the following question to the Provost as a Question to Administrators for the next Faculty Senate meeting on April 4<sup>th</sup>:

### **Question to Provost**

Two of the guiding principles as expressed by the Academic Program Review and Curricular Adjustments committee and featured on the Program Review and Reduction website explicitly name the importance of wide participation in this process. Up to this point, opportunities for input and participation have been uneven across campus and among the departments identified in Phase II. Please provide specific examples of the ways in which you and the deans plan to enact these principles as the process moves through Phase III.

#### **Guiding Principle 1: Equitable and Meaningful Engagement of All Stakeholders**

An equitable process includes instructional, research, and academic professional faculty of all contract types, undergraduate and graduate students, administrators, staff, and community partners to ensure voices are diverse and fully representative. Equitably accessible participation of diverse voices will generate visionary and sustainable solutions in the design and implementation process.

#### **Guiding Principle 5: Seek Feedback Prior to Decision Making**

Everyone should have the opportunity to participate throughout the process. Details of proposals and their possible impacts will be communicated to the PSU community throughout the process for discussion and should include multiple mechanisms for timely, formative feedback.

## **APRCA Committee Report to Faculty Senate – April 2022**

### **Committee charge and Membership**

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

### **Committee report**

After our oral report at the March 7<sup>th</sup> Faculty Senate meeting, the Faculty Senate APRCA committee has been engaged in two avenues of activity.

First, we have been working with the coordinators of the ReImagine Projects to plan for greater interaction with faculty and the wider campus community. The APRCA committee is grappling with the question, "How can we shape the review/reduction discussion to be future-oriented and involve the whole campus in a collaborative, participatory process?" One answer that emerged from this conversation involved inviting faculty, administrators, and staff who had received awards from the Provost's ReImagine PSU initiative to discuss their projects. We hope also to engage the ReImagine Fellows and the Futures Collaboratory. The general push is to see whether we can help shift the 'ReImagine' discussion from being solely one of cuts and reduction to being an opportunity for the entire university to grow and change in positive directions, rather than solely the 18 'scrutinized' units shrinking or disappearing. Planning is ongoing regarding timeline and forums for such activities, which will likely take place next Fall.

Second, we are discussing the complex case of the Systems Science program to determine what the precedent set forth in this case will mean for program reduction processes moving forward. In a nutshell, the program's two faculty members are both nearing retirement. SySc is widely acknowledged as both excellent academically and performing well financially. Program assessment information makes clear that a minimum of two permanent faculty members is required to continue the program. CLAS has made no commitment to rehire hen lines come open. An AAUP grievance settlement states that eliminating Systems Science (and, presumably, any other program) should go through the Article 22 process outlined in the Collective Bargaining Agreement; such an elimination should not take place solely through attrition. The Systems Science program's yearly admissions decisions are upcoming. If the program is going to continue, admissions need to take place. If the program is going to be eliminated, a teach-out plan for the existing students needs to be put in place to conform to the NWCCU accreditation requirements. This case will likely set the precedent for how elimination or merger of other programs will move forward and is therefore of utmost importance.