

Faculty Senate, 2 May 2022



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

In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available through the Online Curriculum Management System:

pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard

If there are questions or concerns about agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay Senate business.

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

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

Nominations for Presiding Officer Elect for 2022-23

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 **2 May 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, May 2nd**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, May 2nd**. 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.1-2, G.3-4)

- * 1. Attendance will be determined by the online participants list
- * 2. Minutes of 4 April 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 accreditation: Year 7 Report (J. Robinson, B. Sandlin)
- 4. Pronoun Project (N. DuPont, M. Murphy, et al.)

NOMINATIONS FOR PRESIDING OFFICER ELECT FOR 2022-23

C. Discussion – *none*

D. Unfinished Business – *none*

E. New Business

- * 1. Curricular proposals (GC, UCC) – *Consent Agenda*
- * 2. Revision of Global Perspectives SINQ (USC) – *Consent Agenda*
- * 3. Extension of charge of Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustment (AHC-APRCA, Steering)
- * 4. Language on diversity, equity, and inclusion for Promotion & Tenure Guidelines (AHC-DEI-P&T, Steering)

F. Question Period

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*
- * 4. Annual Report of Scholastic Standards Committee – *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 4/4/22 – *Consent Agenda*

B.3. Accreditation update

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

E.2. Global Perspectives SINQ revision (USC) – *Consent Agenda*

E.3. AHC-APRCA extension

E.4. DEI language for P&T Guidelines (AHC-DEI-P&T, Steering); presentation slides

G.3. AHC-APRCA Monthly Report – *Consent Agenda*

G.4. SSC Annual Report – *Consent Agenda*

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)
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
Harrison, Paloma	Scholastic Standards Committee
Jansen, Mollie	Educational Policy Committee (co-chair)
Klein, Charles	Educational Policy Committee (co-chair)
Nadeau, Jay	University Research Committee
Oschwald, Mary +	Faculty Development Committee (co-chair)
Read, Sarah	Graduate Council
Recktenwald, Gerald	Library Committee
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: 25 April 2022

**DRAFT • Minutes of the Portland State University Faculty Senate, 4 April 2022 • DRAFT
(Online Conference)**

Presiding Officer: Vicki Reitenauer

Secretary: Richard Beyler

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

Alternates present: Nick Matlick for Baccar, Antares Boyle for Heilmair, Nathaniel Garrod for Raffo.

Senators absent: Eastin, Erev, Gómez, Loney.

Ex-officio members present: Beyler, Bowman, Burgess, Bynum, Chabon, Chaillé, Chivers, Comer, Duh, Emery, Estes, Feng (Wu-chi), Ford, Herrera, Jeffords, Mulkerin, Percy, Podrabsky, Read, Recktenwald, Voegelé, Wooster.

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

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call** was effected using the participants list of the online meeting.
2. **Minutes of 7 March meeting**, with two mechanical corrections noted by the Secretary [see below], were **approved** as part of the *Consent Agenda*.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

REITENAUER, reflecting on two years of dealing with the pandemic in our personal and professional lives, thought of an interview in which poet Carolyn Forché said that the poems she intended to write just wouldn't get written because other happenings impinged on her ideas of what the poems were supposed to be. What was taking the place of her work had become her work. REITENAUER believed this also applied to many of us. What has taken the place of our work over the past couple of years is different from our work before. So, for example, she thought she was meeting with a student about putting together an annotated bibliography, but ended up talking with the student about mental health resources. In Senate the work we thought we would have has been impacted by the context for this year. She encouraged faculty to reflect on how to do the work at hand with integrity and on the qualities we want to bring to our collaborations.

REITENAUER invited senators to consider becoming a candidate for Presiding Officer Elect for next academic year. In the next meeting we would be taking nominations and self-nominations. [They can also be submitted to the Secretary in writing.] Thinking about when she had said yes to this invitation, she had not regretted it at all. It had been a honor to serve the institution and work with colleagues in this way. She or other previous

Presiding Officers would, she was sure, be willing to talk with anyone who is interested. Elections for POE, as well as for Steering Committee, would take place in June.

REITENAUER noted that the search for Vice Provost for Student Success were nearing a conclusion with campus open sessions. She had valued being on the search committee, chaired by TOPPE and LABISSIERE. She encouraged everyone to with the candidates.

2. Announcements from Secretary

BEYLER conveyed two corrections to the draft March Minutes: on p. 53, ‘campus’ should be replaced by ‘climate’; Gwen SHUSTERMAN should be listed as alternate for GOFORTH. [The changes were accepted without objection.]

The opt-in survey for Faculty Senate, Advisory Council, and IFS elections was in circulation; BEYLER asked senators to encourage their colleagues to consider becoming candidates. For him, in addition to a chance to serve the institution, Senate had been enormously educational in getting a sense of what’s happening across the University.

BEYLER alerted senators to the possibility of an extra meeting as we come to the end of the academic year. If necessary, it would be scheduled for a Monday at 3:00.

REITENAUER added that there was some interest in also having an in-person celebratory gathering at the end of the year.

3. Race & Ethnic Studies Requirement - update

Before giving the floor to Cristina HERRERA, Chair of the Race and Ethnic Studies Requirement Committee for an update on that committee’s work, REITENAUER reviewed the background. RESRC was formed last year as part of the development of a race and ethnic studies for undergraduates. Attention was given to not add credits to students’ plates, but to give them an opportunity to engage in this important subject matter through a variety of pedagogies, to enhance their experience and understanding of the world and the challenges in it. There were several conversations in Senate over draft versions of the requirement. After the requirement itself passed, we approved the constitutional amendment to create the RESRC.

REITENAUER noted that some decisions last year about organizing the Committee on Committees had unanticipated consequences for this process. CoC was not constituted until the beginning of the academic year, which meant in turn that RESRC was not fully formed until the year was underway—in retrospect, not the most fruitful start. She thanked HERRERA and other committee members to take up this important.

REITENAUER noted that HERRERA was new to PSU this year, having come from California State-Fresno to serve as Chair of Chicano-Latino Studies.

HERRERA stated that the committee started meeting in January and that they were now reviewing submissions for courses that might be part of the requirement. She encouraged faculty to submit course proposals. So far there had been a wide breadth of content and great classes, including some from CUPA, Film, Sociology, Philosophy, History, and even some units that we might not ordinarily think about like Environmental Science and Math. The point is that this is a campus-wide initiative. There are faculty throughout the University who are already addressing race and systemic oppression in their classes.

The committee, HERRERA said, had approved a set of guidelines to assess alignment with the requirements. This is given on the webpage linked from the CLAS website: a step-by-step process on how to submit a proposal, and an overview of the committee's rubric: Does the course justification adequately explain how the course content satisfies the RESR? Does the course cover race, ethnicity, and systemic oppression throughout the term? Does it provide multiple ways for students to engage with the content: assignments, readings, etc.? Does the course utilize the scholarship of the community being discussed in the course? And does the course align learning goals with disciplinary requirements? They intended a broad rubric to be inclusive of the breath of content that faculty might submit. Different disciplines would take different approaches, use different lenses.

HERRERA urged colleagues to consider submitting a course. Many faculty already doing this work; it doesn't mean reinventing the wheel, but possibly just modifying a syllabus to address the rubric more clearly. Student like to have different options. It's a way for faculty all across campus to participate in this important, meaningful requirement. They aim to have a list of courses for Senate to approve at upcoming meetings.

LUCKETT recalled from the discussion last spring the possibility of summer training workshops. Was this happening? HERRERA: yes, they are planning a workshop this summer. There is funding for three summers. Details are being ironed out. After the committee has reviewed proposals, some faculty will be invited to participate. She recognized Lisa WEASEL to give some further information. WEASEL said that her experience with previous workshops for faculty and high school teachers had been pleasurable and collegial experiences. There had been some preliminary conversations about the kinds of panels or activities. It will probably be informal—a chance to learn from each other, and work on a syllabus in the company of others with experiences to share. In this area we can be taking the lead as an institution, build expertise and collegiality, and develop strong courses that our students will be able to be engaged in.

WATANABE asked if the application process would be a one-time thing, or an open process similar to University Studies [cluster courses]. HERRERA: since this is a kind of curriculum committee, it will be operating on an ongoing basis. The deadline this year was short, but starting in fall 2022 we will have more time to review materials—the entire academic year. The committee would [in this respect] be similar to UNST Council.

CORTEZ asked if they could submit courses offered in Spanish. Many of the Spanish courses have readings on topics of race and ethnicity in the context of the Americas. HERRERA: absolutely yes, as long as it fulfills the requirement by looking at Latin American literature in the field—for example, a course on Latin America and colonialism, that drew on Latin American literature.

RAI: is the intention to provide comments for proposals that aren't supported this year—a kind of revise and resubmit procedure. HERRERA: yes, the process allows the committee members to provide feedback which can be passed on if a proposal is not approved. Also, participating in the summer workshops will give feedback.

HERRERA thanked senators for their questions, and invited anyone with further questions about RESR to contact her.

C. DISCUSSION – none

D. UNFINISHED BUSINESS – *none***E. NEW BUSINESS****1. Curricular proposals** (GC, UCC, USC) – *Consent Agenda*

The new courses, changes to courses, dropped courses; changes to programs; and changes to University Studies clusters listed in **April 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 to Provost**

REITENAUER read the question for the Provost (**April Agenda Attachment F.1**):

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.

JEFFORDS acknowledged that this was an issue on many people's minds. She would have more to say about the timeline in her report. Specifically to this question: she queried deans about how they have been engaging colleagues in the development of unit proposals. The forms of engagement differ across colleges, reflecting varying cultures. She could provide a complete report, but now could give a few examples. In the School of Business, there were multiple meetings with all of the faculty and administrators in the unit had been asked to write a report, looking at data, options, partners, etc. In each college there was commitment to engaging members of the units asked to write reports, but different approaches to how the reports were put together. In some cases, a committee worked collectively; in some cases, the chair took the lead role; in other cases, another faculty member took the lead. OAA didn't wish to dictate how the reports would be written. In CLAS, faculty actively engaged with chairs to develop the program narratives, and there was feedback and data from the dean's office when requested.

Anticipating a possible further question about the role of the college faculty as a whole, JEFFORDS said that this phase was principally an activity at the unit level. Moving forward with outcomes, clearly we would want to engage broader constituencies across schools and colleges—a larger engagement of a broader group of stakeholders.

REITENAUER: what would a campus-wide set of conversations would look like? Faculty recognized the imperative of figuring out how to really organize what we do and how, to meet the current and future needs of our students. To bring our best insights together, the expertise each of us have, we have to be brought into conversation with each other, breaking outside of separate units. What would be possible ways for Senate and Senate committees to be places for that discussion in the next academic year?

JEFFORDS would seek [REITENAUER's] advice, but could say some things here. She expressed appreciation to all those who participated in developing the unit reports. They are thoughtful, generative, and innovative documents. She recognized that the process of developing them was stressful, and that there is anxiety about next steps. Their quality, integrity, and seriousness was representative of what we would expect from PSU.

We are on track with the timelines posted on the website, JEFFORDS said. She had committed to report back to the units by April 21st. This would allow individual meetings with each of the deans and also, per a recommendation from AHC-APRCA, time for the deans to meet collectively for a conversation across colleges. There was concern that a decision taken in one college could impact another, and without shared information this could lead to negative outcomes. She had moved up the meeting with deans for this Wednesday [the 6th], and with this accelerated timeline she might be able to communicate back to the units before the 21st.

JEFFORDS planned to share reflections on key themes which had emerged with AHC-APRCA and hearing that committee's thoughts. One concern which came forward as the need to access services like marketing, recruitment, and communications. Another strong theme was continued concerns about assessing units only by student credit hours. They have been working on a revised allocation model with a richer representation of how units operate; this is a conversation that should continue. Another frequent theme was a question about small departments; the mathematics meant that small units would not look as good on the dashboards; could we think about a more complex way to assess the data? Another thing was a strong commitment, as also Faculty Senate, to cross-disciplinary collaboration. Here we can learn from the report submitted by the Ad-Hoc Committee on Interdisciplinary Teaching and Research. This is pertinent to how we operate across academic units, and how we will move conversations forward in the next step of the process. We want to respond to the requests and innovative ideas put forward. At this point, she wanted to be deeply respectful of the integrity of the units and the work they put in. The Reimagine Fellows might be another forum for conversations.

JEFFORDS mentioned also that as the IPEB [annual budgeting] process goes forward, they would be talking with the units about the relationship between program review and reduction and the IPEB process. We don't want preclude or predetermine an outcome from PRRP by incorporating something into IPEB where a decision had not yet been made. [PRRP] conversations would be incorporated into next year's IPEB process. Budget Committee would be engaged in reviewing that information.

REITENAUER commented that the Vice Provost for Student Success, the search for which is the final stages, will be a key conversation partner. An argument for changes to create conditions for student success, to meet our responsibilities to our students. She indicated also that some questions from the discussion last month, which, in the Provost's absence, had not been readily answered, had been shared with the Provost.

G. REPORTS

1. President's Report

PERCY said that he had received a preliminary briefing, but not the final report from the Huron consulting study of student services, support services, and administration, done parallel to the program review and reduction process. Once he has received the final report and had a chance to review it, it would be shared with Budget Committee and Faculty Senate. We would not automatically undertake any recommendations, but would seek input and consider them.

PERCY earlier announced to the campus community the opening of a search for Vice President for Research and Graduate Studies. When that position became open, Jason PODRABSKY stepped forward and done an amazing job on an interim basis. Going forward with recruitment at that time, when we had gone remote, seemed problematic. He had now decided to move ahead with a search. JEFFORDS will chair the committee.

PERCY announced further that John JOHNSON would be joining PSU as Athletic Director on May 1st. He had served in a variety of settings and institutions which enabled him to understand our unique mission as an urban research institution. In this first year they would be working together on a strategic plan for financial sustainability.

Jennifer ALLEN, Todd ROSENSTIEL, and others, PERCY said, were working on an invitation for inclusive participation to take on climate action as a signature program of our institution. This would be the focus for the spring symposium in May.

2. Provost's Report

JEFFORDS provided an update on the search for the Vice Provost for Student Success: the four finalists had made presentations, and she would be meeting soon with the search committee to review their thoughts. Simultaneously, the search for the Dean of MCECS had reached the finalist stage, with campus visits coming soon. She announced further that with the recent resignation of David BANGSBERG as Dean of SPH, effective this summer, a search for that position will commence in the fall.

JEFFORDS thanked AAUP for continued conversations about the retirement transition program. They hope to expand it to non-tenure-track faculty and academic professionals.

Before adjournment BEYLER added a reminder that the Faculty Committee Preference Survey would be circulated soon; senators should encourage their colleagues to sign up.

3. Monthly report of AHC-APRCA – *received as part of the* Consent Agenda

H. ADJOURNMENT – The meeting was **adjourned** at 4:25 p.m.

Introduction

Portland State is in Year Seven of its seven year accreditation cycle, and work is being done to complete our *Evaluation of Institutional Effectiveness Self Study* for submission to the NWCCU by the September 15, 2022 deadline. Dr. Jeff Robinson (Professor and chair of Communication) has been named as a Provost's Fellow to work on this project with our Accreditation Liaison Officer Brian Sandlin. Work is progressing on schedule and we expect to meet our deadline.

While this outline gives you an general overview of the final report, it is our goal to have a nearly complete report to present to the ASAC at their June 2022 meeting. The time period between June and September will be spent incorporating any feedback from the ASAC and working with UCOMM to polish the report into its final iteration.

We will begin by attaching (but not textually reviewing) the history of our NWCCUs reports up to current, which date back to our 2015, Seven-Year report (see Report History, below). **Importantly, see the end of this document for 'previous items cited by NWCCU.'**

Report History

1. [2015- Year Seven Report](#)
 - a. [2016- NWCCU response to Year Seven Report](#) (recommendations)
2. [2016- Ad Hoc report for Rec. 1](#) (letter is dated incorrectly as 2015)
3. [2016- Year One Report](#)
4. [2017- Ad Hoc for Rec. 2](#)
5. [2018- Year Three Mid Cycle Report](#) (w/addendum on Rec. 2)
 - a. [2019- NWCCU Response to Year Three Mid Cycle Report](#) (includes "out of compliance" ruling)
6. [2019- Ad Hoc for Rec. 2](#)
 - a. [2020- NWCCU response to 2019 Ad Hoc on Rec. 2](#)
7. [2021- Year 6 Report](#)
 - a. [2022- NWCCU response to Year Six Report](#)
8. [2021- Ad hoc on Recommendation 2](#)
 - a. [2022- NWCCU response to Ad Hoc Report](#)
9. 2022- Year Seven Report

Standards

The format of the 2022, Seven-Year report requires us to write to each of the areas listed under Standard 1, which are included below. So as to make this preliminary document manageable for you and ASAC, we have bullet-pointed how we intend to address each standard. If you or ASAC wish us to modify or supplement, please let us know.

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

- “Our Mission” statement, “Our Values” statement, and “Our Position” statements as listed on the [PSU Mission Statement webpage](#) will be used to meet this standard.
- Engaged in a ‘strategic refresh’ in context of original plan post-pandemic

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

-and-

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

We will combine these two standards by using many of the metrics included in the [University Metrics](#) or tracked by other offices on campus. The University Metrics include goals that we hope to achieve in 1, 2, 3, 5, and 10 year increments.

Mission Fulfillment Indicators

- Student Success-. All data for Student Success metrics as well as those of comparator schools are included on the [Students First dashboard](#).
 - One-Year Retention Rate
 - First-Time Students who are Enrolled Full Time
 - Transfer Students who are Enrolled Full Time
 - Six-Year Graduation Rate
 - First-Time Students who are Enrolled Full Time
 - Transfer Students who are Enrolled Full Time
 - Credit Completion Threshold (Note: This metric is defined as the percentage of students who complete at least two-thirds of the credits they attempt during their first year (fall, winter, spring) at Portland State.)
 - First-Time Students who are Enrolled Full Time
 - Transfer Students who are Enrolled Full Time
 - Degree Completion
 - Degrees Awarded
 - Baccalaureate
 - Masters
 - Doctoral
 - Average Time to Degree
 - First-Time Students who are Enrolled Full Time
 - Transfer Students who are Enrolled Full Time
- Diversity and Equity
 - We will use the Equity Scorecard for this area. The scorecard uses an equation to determine the Equity Index (EI) for each focus area. An EI equal to or greater than 1.0 indicates the subgroup is experiencing equity. An EI lower than 1.0 indicates that the subgroup is experiencing inequity. More information on the equation and definitions can be found on the [Global Diversity and Inclusion website](#) and in the [Time to Act Equity Scorecard publication](#).

- Integrated 'time to act' initiatives
- There are 14 categories being tracked via the scorecard. The goal is to move all EI scores closer to 1.0.
 - Employee Representation
 - Employee Recruitment Yield
 - Sense of Belonging
 - Perceived Orientation
 - Developmental Orientation
 - Range of Developmental Orientations
 - Student Equity in Persistence and Graduation
 - Student Enrollment Equity
 - Equity in Student Access
 - Student Equity in D, F, and W Grades in Critical Courses
 - Student Grade Distribution Equity
 - Uptake of High-Impact Educational Practices
 - Representation in Honors
 - Academic Standing
- Financial Stability
 - All funds revenue stream
 - Presidential statements re. moving toward sustainability
 - Debt burden ratio- PSU in comparison with NACUBO standards
 - Primary reserve ratio- PSU in comparison with NACUBO standards
 - Viability ratio- PSU in comparison with NACUBO standards
 - Gifts, Grants, and Contracts revenue streams
- Community Engagement
 - Community Impact Unit (w/in univ. relations; diff. sectors)
 - President's council community engagement and impact
 - Carnegie self-study (fletcher) community engagement
 - Advance strategic partnerships
 - Number of students participating in internships/practica
 - Number of students participating in capstones
 - Sponsored public service expenditures
 - Credit for prior learning
 - Expand Community based learning opportunities
 - Unduplicated number of community-based learning opportunities
 - Enrollment in community-based learning courses

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

PSU believes in shared governance and solicits input from faculty, staff, students, and the community. Some examples of this are below.

- [Academic Program Reduction and Curricular Adjustments committee](#)
- [Budget Town Halls](#), [Budget Models](#), [Budget Planning](#)
- [Tuition Review Advisory Committee](#) which includes students

- The [Campus Planning Office](#) is a department within Finance and Administration (FADM) that often partners and collaborates with other PSU departments to support campus planning activities
- [Low Cost/No Cost Textbook Center](#) was created in response to students indicating that textbook cost could be a significant barrier to graduation.
- All [curricular and program proposals](#) go through a thorough review process that includes participation by all levels of university leadership; department, college of school, university curriculum committees, faculty senate, and the Office of Academic Affairs.
- [Students First and the Pillars of Student Success](#) have broad representation from all levels of campus constituents.
- Faculty advisory committee to president / monthly basis
- President regularly meets with leadership of collective bargaining
- Labor management team discussions between unions and admin
- President meets with president of ASPSU
- Campus regularly communicates with HECC on a variety of issues. higher ed. in state of Oregon
- PSU regularly participates with Oregon council of presidents (7 in state); consultation between finance and admin., academic affairs, legal council, research admin., DEI reps.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

- Oregon State Revenue: Funding levels from the state have an impact on services at PSU. Any changes to the state funding need to be identified and analyzed to determine any new challenges or opportunities for PSU. [PSU's Government Relations](#) staff are housed in the Office of the President.
- Oregon Demographics: Changes to regional demographics can impact PSU's ability to recruit and enroll students. The Enrollment Management Office looks at demographics and informs our 10-year [Strategic Enrollment Plan](#).
- Program Review/Reduction: PSU's [Academic Program Reductions and Curricular Adjustments Committee](#) (APRCA) is charged with recommending principles and priorities based on PSU's values and mission, with an emphasis on applying a diversity, equity, and inclusion lens. The committee of faculty and administrative consultants focuses holistically on PSU's collective future. The committee ensures faculty participation in meaningful, inclusive, and formative discussions of curricular adjustments related to budget reduction.
- Burning Glass: Is a software that does market analysis for academic degrees by searching thousands of online job postings and determining the degrees that are sought after by the hiring party. Data can be parsed by location to look at demand in different areas of the country. This can help PSU find areas of opportunity for new degree programs or identify areas where few opportunities are available.
- EAB program: The EAB Student Success Collaborative (SSC) combines technology, consulting, and best practice research to help colleges and universities use data to improve retention and graduation rates. At the core of SSC is a proprietary predictive model that

identifies at-risk students as well as an analytics engine that isolates systemic barriers to degree completion.

- Internal audit functions
- Futures work/collaborative
- Presidential/Provostial fellows to advance work on special projects or initiatives

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

- Appropriate content and rigor will be addressed by describing the multi-level approval process for new programs and degrees. This process, as described on the [OAA Curriculum Management page](#) includes review and approval by the program, the college, a university level curriculum committee, the faculty senate, the ASAC of the BOT, and by HECC at the state level.
- All degree and certificate programs are required to have learning outcomes and to actively assess them.
- **Campus wide learning outcomes** are skills that will be taught in the general education curriculum by University Studies. The Graduate School has also instituted graduate level campus wide learning outcomes that should be taught to all graduate students regardless of discipline.
 - **Undergraduate campus wide student learning outcomes:**
 - **Disciplinary and/or Professional Expertise:** Students will gain mastery at a baccalaureate level in a defined body of knowledge through the attainment of their program's objectives and completion of their major.
 - **Creative and Critical Thinking:** Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.
 - **Communication:** Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication using appropriate technologies.
 - **Diversity:** Students will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.
 - **Ethics and Social Responsibility:** Students will develop ethical and social responsibility to others, will understand issues from a cultural perspective, will collaborate with others to address ethical and social issues in a sustainable manner, and will increase self-awareness.
 - **Internationalization:** Students will understand the richness and challenge of world cultures and the effects of globalization, and will develop the skills and attitudes to function as "global citizens."
 - **Engagement:** Students will engage in learning that is based on reciprocal and mutually beneficial relationships, and through this engagement will apply theory and skills in diverse venues, linking the conceptual to the practical.
 - **Sustainability:** Students will identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives in order to create a more sustainable future.

- **Graduate level campus wide student learning outcomes:**
 - **Advanced Knowledge:** Graduate students will have and be able to apply advanced knowledge in specialized areas defined by their graduate program.
 - **Methods:** Graduate students will have and be able to apply skills in appropriate methods of analysis, whether quantitative or qualitative, or both, to collect and integrate information in ways consistent with the highest standards of their discipline
 - **Research:** Graduate students will conduct research that results in an original contribution to knowledge, according to the standards of their discipline, including as appropriate both independent and collaborative research, and in conformity with all standards for responsible conduct of research.
 - **Pedagogy:** Graduate students will participate in training for teaching and apply their skills in the classroom consistent with their disciplinary norms, in undergraduate or other settings in their own or other disciplines.
 - **Communication:** Graduate students will have and apply skills in scholarly communication, applied in oral, text, and digital formats consistent with the highest standards of their discipline.
 - **Professionalism:** Graduate students will engage with the structure of their discipline and their intended career placement as professions, including the legal and ethical dimensions of these professions and the responsibilities involved to a variety of stakeholders.

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

- Program level learning outcomes and curriculum requirements are determined by the faculty of the individual programs to ensure that they are appropriate and in line with the knowledge, skills, and abilities necessary for the discipline. The faculty may change these learning outcomes to reflect the changing requirements of the discipline. Changes may also be implemented as a result of analyzing assessment data.
- As described in Standard 1.C.1, when new programs are submitted for approval, learning outcomes are reviewed by the appropriate curriculum committee; Undergraduate Curriculum Committee, or the Graduate Council.
- When new courses are proposed, a syllabus is required to be submitted so that the relevant curriculum committees can examine the type of curriculum that will be taught and how the students work will be evaluated.
- Learning outcomes are reviewed every year via the Annual Assessment Update survey.
- Many, but not all program level learning outcomes should map to the university's campus wide learning outcomes.
- Graduate programs are expected to have a greater depth of knowledge than undergraduate and contribute original research to the greater discipline.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

- Portland State University publishes all expected learning outcomes on the University webpage.
- Undergraduate programs and their program specific outcomes can be found on the University's academic programs page [here](#) while graduate programs are found [here](#).
- Programs have been requested to include information about their program level learning outcomes on their program webpage.
- All course level learning outcomes are required to be listed on the syllabus and provided to the students.

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

- Admissions information and graduation requirements are provided to current and potential students in several highly visible locations including the University website, the individual program's website, and in the academic bulletin which is edited each year to ensure its accuracy.
- The Degree Audit Reporting System (DARS) is a valuable tool which aids in tracking degree progress and in understanding requirements. This report applies completed courses, including transfer courses to Portland State's graduation requirements DARS audits are used as unofficial advising tools. At that time, the graduation application a DARS audit will be reviewed by the Office of Degree Requirements. DARS reports can be run by the student as often as they like with no limitations.
- Transfer Evaluation Reports are provided to all transfer students upon admission to Portland State. This report shows how the classes taken at other colleges/universities have transferred to Portland State and lists the equivalent Portland State courses.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

- Assessment of the campus wide learning outcomes is done in the University Studies program in which all students must participate. Campus wide learning outcomes are listed under standard 1.C.1 earlier in this document. University Studies faculty perform the assessment with coordination by the Director of Assessment and Research.
- Assessment of program level student learning outcomes is done by the faculty of the individual programs.
- Any gaps uncovered during analysis of the assessments can be acted on by the faculty by changing existing pedagogy or introducing new courses to address the deficiency.
- Feedback on improving assessment practices is provided to programs from the Office of Academic Innovation on an annual basis and is based on the program's Annual Assessment Update submission.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and

quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

- University Studies will be used as our example of how PSU assesses the undergraduate campus wide student learning outcomes. The campus wide outcomes are listed earlier in this document.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

- **Program Level Student Learning Outcomes** will be the main focus of this area as it has been cited by the NWCCU as an area for continued improvement since the last Year Seven report in 2015. Lots of work and effort have been put into improving how PSU does this important work.
 - In 2016, an inventory of assessment activities indicated that less than 40% of programs had learning outcomes and were actively assessing them. After the 2020 survey, this number was over 90%.
 - There is still work to be done in this area but we feel that we can demonstrate to the NWCCU that we are in much better shape and have embraced their principle of “continuous self improvement.”
 - The improvements that we have seen in this area are due to the attention and focus on this area by Provost Jeffords from the time she stepped on campus,
 - The Teaching, Learning, and Assessment Director Janelle Voegele, and Associate Director Raiza Dottin in the Office of Academic Innovation have been instrumental in helping campus programs realize that assessment of student learning outcomes is a worthwhile endeavor that helps PSU improve how we teach and how students learn.
- [Early Alerts](#) is for academic advisors and faculty to partner and identify students who might be at risk of not succeeding in selected high impact courses across Portland State University and provide these students with timely support, as a means of contributing to student retention goals.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

- Transfer Credit
 - Portland State University’s transfer of credit policies are published in the [Portland State University Academic Bulletin](#) (pg. 10-11 of [pdf](#)), on the [PSU Transfer Student Information website](#), and the [Transfer Student Admission website](#). These websites provide clear details on the various pathways for students transferring to Portland State University. The information provided includes policies and procedures for those students transferring from 2-year or 4-year institutions, out-of-state institutions, and international institutions. Post-baccalaureate transfer policies are also listed. Additional student services including transfer equivalence, financial aid and scholarships, career center, advising and veteran services are also accessible from the website.

- The [Transfer & Returning Student Resource Center](#) has dedicated staff to assist and support students "desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals."
- The easy to navigate [transfer student website](#) gives information on how to apply, how to schedule a meeting with their counselor, and directions on how to attend a transfer information session.
- Credit for Prior Learning
 - Portland State University recognizes that adults entering or returning to college bring with them a wide variety of prior learning experiences through work, travel, volunteering, activities in professional organizations, or self-study. Policies, procedures, and a FAQ regarding credit for prior learning can be found on the Registrar's [Credit for Prior Learning website](#) and in the online [Academic Bulletin](#).
 - Credit for Prior Learning (CPL) allows qualified students to earn credit for college-level learning outside of the classroom. CPL may be right for students if their prior learning experiences have resulted in college-level knowledge, skills and abilities, and they are able to demonstrate that this knowledge meets the objectives of designated college-level courses. College-level knowledge & competencies can be demonstrated through multiple options. Portland State currently offers three types of CPL credit:
 - PSU Departmental Challenge Exam
 - College Level Examination Program (CLEP)
 - Military Credit
 - To ensure academic rigor that is appropriate for Portland State, no more than 45 credits of PSU Exam and Portfolio credit can apply toward a PSU degree/credential. However, there is no limit on the number of CLEP and Military Credits that may apply. There is no limit on the number of CPL credits that can be transferred in from another institution.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

- Details of our graduate programs will be communicated in this section. Dean of the Graduate School Rossitza Wooster met with Jeff Robinson and Brian Sandlin to discuss how we meet this standard. The content of that meeting will be the basis for this section.

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

- Vice President for Enrollment Management Chuck Knepfle met with Jeff Robinson and Brian Sandlin and provided information that will form the basis of the content for this standard.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

-and-

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

-and-

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

- These three standards (1.D.2, 1.D.3., 1.D.4.) will be combined into one section since they are all related.
- We will use the metrics established in the Students First initiative which include peer comparator schools.
- We will provide the NWCCU with a link to the [Students First Dashboard](#), which is public facing and easily found on the PSU website

Previous items cited by the NWCCU

We have four outstanding issues that we will need to address in this Year 7 report. We expect to be able to answer each of these without any difficulties.

- Assessment of Program Level Learning Outcomes

Originally identified by the NWCCU in our 2015 Year 7 report, much time and effort has been put into improving our practices university wide. This effort has paid off. In 2016, we reported to the NWCCU that less than 40% of programs had learning outcomes and were actively assessing them. This data is from the 2016 Annual Assessment Update. After the 2020 survey, this number was over 90%. While our goal is to be at 100%, this

large improvement should demonstrate to the NWCCU that we are in much better shape and have embraced their principle of “continuous self improvement.”

The improvements that we have seen in this area are due, in part, to the attention and focus on this area by Provost Jeffords, and by the Teaching, Learning, and Assessment Director Janelle Voegele, and Associate Director Raiza Dottin in the Office of Academic Innovation. Provost Jeffords elevated the attention on the requirement to assess student learning while Director Voegele and Associate Director Dottin have helped programs understand how to create a workable and functional process that benefits the program and improves their understanding of student learning.

- Update on the Campus Master Plan

In our Year 6: Policy and Procedures report to the NWCCU, we did not include any updates on the Campus Master Plan so they could not evaluate if we were making progress on the plan. They have asked that we provide them with an update on this. Vice President Reynolds is helping with this request and we expect to be able to provide updates to the NWCCU as part of the Year 7 report.

- Office of Information Technology

The NWCCU did not find any information about a strategic plan for OIT. They also cited a lack of information on cyber security and disaster recovery in our report. OIT does have this information on their website and we should be able to answer this concern by providing the NWCCU the appropriate links; [2020-2021 OIT Annual Report](#), [Computer Security Incident Response Standard](#),

- Financial Aid

The NWCCU reviewers could not find any information about PSU's loan default rate. We are working with Vice President Knephle to get this information and post it on our Financial Aid websites as required. Once posted, we will be able to send the NWCCU a link to the webpage and meet their expectations.

7 April 2022

TO: Faculty Senate

FROM: Sarah Read, Chair, Graduate Council

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

Maseeh College of Engineering and Computer Science

Changes to Existing Courses

E.1.a.1

- ECE 568 Introductory Image Processing, 4 credits – change prefix and course number to EE 513, remove dual-level cross-listing, and change prerequisite

E.1.a.2

- ECE 569 Advanced Image Processing, 4 credits – change prefix and course number to EE 514, remove dual-level cross-listing, and change prerequisite

E.1.a.3

- ECE 570 Computer Vision, 4 credits – change prefix and course number to EE 515, remove dual-level cross-listing, and change prerequisite

Drop Existing Courses

E.1.a.4

- ECE 668 Introductory Image Processing, 4 credits

E.1.a.5

- ECE 669 Advanced Image Processing, 4 credits

E.1.a.6

- ECE 670 Computer Vision, 4 credits

College of Liberal Arts and Sciences

Change to Existing Program

E.1.a.7

- M.A./M.S. in Sociology – Revise core requirement for non-thesis track

New Courses

E.1.a.8

- *Anth 573 Primatology, 4 credits
Primate biology. Phylogenetic reconstruction of the Order Primates anchored within Mammalia. Comparative study of diets and dentitions, the skull and major sense organs, the central nervous system, reproduction, and locomotor patterns among living primates. Integration of ecological and

* 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.

behavioral studies and the primate fossil record. Expected preparation: Prior course work in anatomy, ecology, behavior or evolutionary biology.

E.1.a.9

- Soc 595 Advanced Quantitative Methods, 4 credits
Introduces a range of advanced quantitative methods commonly found in published research in sociology. Particular attention will be paid to the techniques commonly used to address the most common shortcomings of sociological data, including estimation of multivariate models with categorical dependent variables (i.e. logistic regression) and to nonparametric methods for analyzing data. Prerequisite: Soc 593, or Stat 543 or equivalent.

E.1.a.10

- Wr 582 Literary Agents and Acquisitions, 4 credits
Offers an in-depth examination of how a book gets selected for publication by those in the traditional role of gatekeeper: literary agents and acquisitions editors. Topics discussed will include selecting book projects from authors, submitting those book projects to publishers, negotiating terms for contracts, managing translation and film rights (called subsidiary rights), overseeing author book publicity and marketing, planning and managing an author's long-term career, and navigating career paths for aspiring agents and acquisitions editors.

Changes to Existing Courses

E.1.a.11

- *Anth 579 Forensic Anthropology, 2 credits – change credits hours to 4 credits

E.1.a.12

- *Bi 562 Neuroscience I: Physiology of Synapses and Circuits, 4 credits – change title to Cellular Neuroscience

E.1.a.13

- *Bi 563 Neuroscience II: Sensory and Motor Systems, 4 credits – change title to Systems Neuroscience

E.1.a.14

- *Comm 548 Issues in Science & Environmental Communication, 4 credits – change title to Science Communication

E.1.a.15

- Soc 695 Advanced Quantitative Methods, 4 credits – add dual-level cross-listing and change prerequisite

Drop Existing Course

E.1.a.16

- Soc 595 Research Practicum, 4 credits

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

School of Social Work

New Course

E.1.a.17

- SW 554 Social Work Perspectives on Mental Health Disorders: Children and Adolescents, 3 credits
Reviews and analyzes mental disorders impacting Children and Adolescents from DSM-5 and SW perspectives and variables that reshape and redefine concepts and definition of MH. The development, use, influence, and limitations of DSM are considered from various contexts. Examine strategic approaches to assessment, diagnosis, and intervention from SW perspectives with developmental and age-appropriate applications focus. Incorporates best practices that support self-determination, social justice, diversity, and community integration, and emphasize youth and family narratives of MH symptoms. Prerequisite: SW 531 or SW 589.

Changes to Existing Courses

E.1.a.18

- SW 555 Social Work Perspectives on Mental Health Disorders, 3 credits – change title to Social Work Perspectives on Mental Health Disorders: Adults

E.1.a.19

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

College of Urban and Public Affairs

Change to Existing Program

E.1.a.20

- Ph.D. in Public Affairs and Policy – Increase core requirement and reduce field requirement and reduce minimum credits from 107 credits to 83 credits

New Course

E.1.a.21

- USP 598 Project Management for Planners, 1 credit
Project management is the practice of deploying resources, developing schedules and analyzing risks to produce a desired outcome. In this class we will use hands-on case studies to explore the dimensions of project management and build skills for projects typical to urban planning in scope and scale. The course will also address strategies for building leadership and communication skills and promoting equity and inclusion in project development, client engagement and team management.

* 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.

7 April 2022

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

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

College of the Arts

New Courses

E.1.b.1

- FILM 367 Producing, 4 credits
Requires students to explore the tools, techniques, and process a creative Producer of Film uses to launch a project in both studio and independent production environments. In service to this goal, students undertake a series of short writing projects, in-class writing exercises, and oral presentations; and preparation of deliverables that include a production folder with a budget, script breakdown, schedule, call sheets, and a pitch deck. Prerequisite: FILM 131 and FILM 132, in which students must earn a minimum of C+; FILM 257 or FILM 258, in which students must earn a minimum of a C; Film major.

E.1.b.2

- FILM 368 Visual Effects, 4 credits
Requires students to engage with the fundamentals of visual effects production through industry standard software and exposes students to the basic language, techniques, and workflows involved in commercial, TV and feature film visual effects production. Prerequisite: FILM 131 and FILM 132, in which students must earn a minimum of C+; FILM 257 or FILM 258, in which students must earn a minimum of a C; Film major.

Maseeh College of Engineering and Computer Science

Change to Existing Programs

E.1.b.3

- B.S. in Computer Science – revise core requirement, including adding a course to the core, and reduce upper-division elective requirement

E.1.b.4

- Minor in Computer Science – revise core requirement, including adding a course to the core, and reduce elective requirement

Course

E.1.b.5

- CS 302 Programming Methodologies and Software Implementation, 4 credits
Introduces principles and techniques for producing high-quality software solutions to computational problems using modern programming languages. Important topics include: analysis of informal specifications and documentation; unit testing; abstract data types; object-oriented and functional programming design techniques; and use of software libraries. Laboratory exercises will include application of contemporary software tools, including integrated development environments, debuggers, version control, and build frameworks. Prerequisite: CS 163, CS 201.

Changes to Existing Courses

E.1.b.6

- CS 162 Introduction to Computer Science, 4 credits – change prerequisite

E.1.b.7

- CS 300 Elements of Software Engineering, 4 credits – change course number to CS 314 and change prerequisite

E.1.b.8

- CS 320 Principles of Programming Languages, 4 credits – change course number to CS 358 and change prerequisite

E.1.b.9

- *CS 415 Parallel Programming, 4 credits – change prerequisite

E.1.b.10

- CS 415P Parallel Programming, 4 credits – change prerequisite

E.1.b.11

- CS 420 Object-Oriented Programming and Design, 4 credits – change prerequisite

E.1.b.12

- CS 420P Object-Oriented Programming, 4 credits – change prerequisite

E.1.b.13

- CS 421 Programming Language Implementation: Syntax and Static Semantics, 4 credits – change prerequisite

E.1.b.14

- CS 421P Programming Language Implementation: Syntax and Static Semantics, 4 credits – change prerequisite

E.1.b.15

- CS 422 Programming Language Implementation: Code Generation and Dynamic Semantics, 4 credits – change prerequisite

E.1.b.16

- CS 422P Programming Language Implementation: Code Generation and Dynamic Semantics, 4 credits – change prerequisite

* 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.17

- *CS 431 Introduction to Performance Measurement, Modeling and Analysis, 4 credits – change prerequisite

E.1.b.18

- *CS 441 Artificial Intelligence, 4 credits – change prerequisite

E.1.b.19

- *CS 442 Advanced Artificial Intelligence: Combinatorial Games, 4 credits – change prerequisite

E.1.b.20

- CS 442P Advanced Artificial Intelligence: Combinatorial Games, 4 credits – change prerequisite

E.1.b.21

- *CS 443 Advanced Artificial Intelligence: Combinatorial Search, 4 credits – change prerequisite

E.1.b.22

- *CS 445 Machine Learning, 4 credits – change prerequisite

E.1.b.23

- *CS 447 Computer Graphics, 4 credits – change prerequisite

E.1.b.24

- CS 447P Computer Graphics, 4 credits – change prerequisite

E.1.b.25

- *CS 454 Software Engineering, 4 credits – change prerequisite

E.1.b.26

- CS 457 Functional Programming, 4 credits – change prerequisite

E.1.b.27

- CS 469 Software Engineering Capstone I, 3 credits – change prerequisite

Drop Existing Course

E.1.b.28

- CS 202 Programming Systems, 4 credits

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

E.1.b.29

- B.A./B.S. in Communication – Change minimum credits from 60 credits to 56 credits, revise core requirements, reduce proportion of electives that must be upper-division courses, and change the minimum required grade for the major from a C to a C-

E.1.b.30

- Minor in Medieval Studies – Change name to Medieval and Early Modern Studies Minor and reduce proportion of 400-level courses

E.1.b.31

- B.A./B.S. in Sexuality, Gender and Queer Studies – revise core 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.32

- Minor in Sexuality, Gender and Queer Studies – revise core requirement

New Course

E.1.b.33

- *Anth 473 Primatology, 4 credits
Primate biology. Phylogenetic reconstruction of the Order Primates anchored within Mammalia. Comparative study of diets and dentitions, the skull and major sense organs, the central nervous system, reproduction, and locomotor patterns among living primates. Integration of ecological and behavioral studies and the primate fossil record. Expected preparation: Anth 373 or Bi 328 or Bi 415. Prerequisite: Upper-division standing.

Changes to Existing Courses

E.1.b.34

- *Anth 479 Forensic Anthropology, 2 credits – change credit hours to 4 credits

E.1.b.35

- *Bi 462 Neuroscience I: Physiology of synapses and circuits, 4 credits – change title to Cellular Neuroscience

E.1.b.36

- *Bi 463 Neuroscience II: Sensory and Motor Systems, 4 credits – change title to Systems Neuroscience

E.1.b.37

- Comm 311 Research Methods in Communication, 4 credits – change minimum grade for prerequisite from a C to a C-

E.1.b.38

- Comm 316 Communication, Individuals, and Discourse, 4 credits – change minimum grade for prerequisite from a C to a C-

E.1.b.39

- Comm 326 Communication, Society, and Culture, 4 credits – change minimum grade for prerequisite from a C to a C-

E.1.b.40

- *Comm 448 Issues in Science & Environmental Communication, 4 credit – change title to Science Communication and change minimum grade for prerequisite from a C to a C-

E.1.b.41

- G352U Minerals in World Affairs, 4 credits – change title to Energy, Minerals, and the Environment and change description

E.1.b.42

- Soc 436U Social Movements, 4 credits – change course number to Soc 336U and change description

College of the Arts

School of Film
Post Office Box 751
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aeborden@pdx.edu



April 8, 2022

TO: Richard Beyler, Secretary to the Faculty
[Vicki Reitenauer](#), President of the Faculty Senate
FROM: Amy Borden, Chair, University Studies Council
RE: April/May Consent Agenda

Approved: The attached GLOBAL PERSPECTIVES SINO charter and UNST/INT 233 revision were approved by the UNST Council in February 2022.

Shepherded by Assistant Professor Pronoy Rai and Associate Professor Leopoldo Rodriguez both in International and Global Studies in their roles as GLOBAL PERSPECTIVES cluster coordinators, this revision is the result of cross-disciplinary work in CUPA and CLAS, as [outlined in the attached memo by Dr. Rai](#) detailing the changes proposed to and subsequently passed by the USC.

The revision removes the regions from the GLOBAL PERSPECTIVES SINO curriculum to remakes the course as a thematic rather than regional exploration of global perspectives. This change allows for increased content cohesion and aligns the course’s curriculum with current field and discipline specializations of affiliated GLOBAL PERSPECTIVES SINO faculty and in International and Global Studies, which staffs the GLOBAL PERSPECTIVES SINO on UNST’s behalf.

The current GLOBAL PERSPECTIVES SINO charter requires the following disciplinary and regional distribution:

iii. List the academic departments/programs that will teach sections of this Sophomore Inquiry and the number of sections they will staff per year. (A minimum of 15 sections of SINO, or capacity for 550 students, need to be offered per cluster each year.)

Departments	Number of Sections	World Regions
Anthropology	1*	Asia
Foreign Languages	1 or 2*	Europe or Asia
History	2 or 3	Africa, Asia, Middle East
International Studies	9-12	All regions
Sociology	1	Latin America
TOTAL SECTIONS	15 (to 18)	

* may be offered in alternate years

The revised distribution removes all regions, to shift to a thematic curriculum shown below, as well as the departments that no longer teach UNST/INT 233. (All changes have been made in coordination with WLL, ANTH, SOC, BLS, HS, PS.)

iii. List the academic departments/programs that will teach sections of this Sophomore Inquiry and the number of sections they will staff per year.

Department	Sections per year
World Languages and Literatures	2-3
History	0-2
International Studies	6-9
Total Sections	10-14

The faculty who teach UNST 233 (GLOBAL PERSPECTIVES) have determined that thematic engagement better serves the current [UNST GLOBAL PERSPECTIVES learning objectives](#), so they have redesigned, and USC has approved, a revision to UNST 233 with the following curriculum:

Modified SINO— UNST 233 – The Making of the World as We Know it

- 1) Empires and Imperialism
 - a) Europe and Euro-centrism
 - b) Slavery
 - c) Colonialism
 - d) Trade
- 2) The Nation State
 - a) a. Nationalism
 - b) Race, Ethnicity, Language and Religion
 - c) Democracy and Representation
 - d) Women, Gender, and Sexuality in Historical Context
- 3) Post-World War II
 - a) a. Decolonization and Cold War Politics
 - b) b. Development
 - c) c. Forms of Knowledge, Science and Technologies
 - d) d. Resource Extraction and the Environment
- 4) Remaking the World
 - a) a. Neoliberalism
 - b) b. Social Movements and Rights
 - c) c. Media and Digital Technologies
 - d) d. Climate Change
 - e) e. Migration

Approved by USC in an online vote, open February 20-27, 2022.

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506 SW Mill St, Room 470G
Portland, Oregon 97201

Dear University Studies Council Members:

February 20, 2022

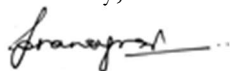
I am writing to present a motion for a vote to amend the Global Perspectives Junior Cluster memorandum of understanding and request your support. The cluster coordinator, Dr. Leopoldo (Polo) Rodriguez, has provided three documents for your perusal: 1) the original MoU; 2) the amendments proposed; 3) a structure of the modified UNST 233 SINQ. Your affirmative vote will advance the following changes:

- 1) Currently, UNST 233 is offered as five entirely distinct sections (offered multiple times throughout the year) as introductory courses to African, Asian, European, Latin American, and Middle Eastern Studies. This course is cross-listed with five INTL 200-level courses and one Black Studies 200-level course. We are on track to remove all the cross-lists and drop the five 200-level INTL courses, effective Fall 2022. The modified UNST 233 will be a *thematic* course instead of focusing on distinct regions. The point of this shift is to weather any changes in student interest between various areas of the world based on the latest geopolitical currents on SINQ enrollment. There would be greater content cohesion between different Global Perspectives SINQ sections offered throughout the year, and the modified SINQ structure would potentially interest a broader student body.
- 2) These changes are being advanced in consultation with various partner departments. These include Anthropology, Black Studies, History, Political Science, Sociology, and World Languages and Literatures. The new structure of the SINQ was developed collaboratively with Black Studies, History, PS, and WLL faculty. While Anthropology and Sociology are mentioned in the original MoU, they have not offered any sections of the SINQ in recent memory. Our conversations made it clear that given changes in faculty constitution and scholarly interests, they cannot participate in SINQ staffing. Their wishes are reflected in the amendment.
- 3) These changes resolve significant scheduling issues for International and Global Studies, primarily responsible for staffing the SINQ sections on behalf of UNST. It is not always possible to find a sufficient number of area studies experts in all five areas at PSU to substitute for full-time faculty who are on leave, earn course buyouts, or retire (and the retirements are not replaced.) We can draw on the broader PSU faculty body to staff the SINQ sections, given the new course structure. Please note that the faculty who were hitherto teaching the existing SINQ sections will continue to teach the modified SINQ by leveraging their disciplinary training grounded in a diversity of regional expertise.

The cluster would continue to benefit from the generous support offered by the Library to develop low-cost and no-cost course materials. We are grateful to Rick Mikulski and other librarians who have helped advance this objective.

Please let me know if you have any questions about the motion, and Polo Rodriguez, about the proposal. Thank you for your kind consideration.

Sincerely,



Pronoy Rai, Ph. D.
Curriculum Chair, International and Global Studies
Member (CUPA), UNST Council

Modification to the Global Perspectives Cluster

(Addendum to the original proposal from February 10, 2010. Sections mentioned below have been modified. The rest remain as they were in the original document.)

I. Cluster Description

2) Statement of Cluster Theme

In line with PSU's Internationalization vision and goals, the aim of the cluster is to develop the skills and attitudes to function as 'global citizens' through the exploration of the interplay between social, political, economic, environmental, and cultural systems, past and present, at the global scale. Using perspectives drawn from the humanities and the social sciences, students in the cluster acquire knowledge of the global dimension of diverse issues, including development and social change, climate change, migration, financial flows, health, etc., topics of critical importance for a well-rounded education.

Note: While the cluster does not aim to provide regional expertise, courses with a regional or national focus contribute to its objective of forming 'global citizens.'

II. Cluster-specific Student Learning Outcomes

Students in the Global Perspectives cluster will:

- Demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development;
- Demonstrate knowledge of perspectives, attitudes and beliefs of another culture;
- Appreciate the diversity and interconnectedness of the human experience.

Outcomes mapped onto University Studies goals:

Communication

In the Global Perspectives cluster, students will have the opportunity to explore visual, verbal, acoustic, and other forms of expression representative of a variety of cultures. In sophomore inquiry students will develop the ability to write clearly, with a special emphasis on the clear organization of their information and ideas. Students will learn effective ways to work in small groups to develop a solid understanding of the writing process.

Inquiry and Critical Thinking

Through learning to identify and describe cultural stereotypes and/or patterns of authority, power, and engagement, and to analyze how history and culture inform the present situation in one or more regions of

the world, students will gain an understanding of the concepts of tradition and modernity, nationalism, empire and colonialism, and globalization and development.

Diversity, Equity and Social Justice

Students will explore the global dimensions of identity, power relationships, and social justice in diverse historical and contemporary contexts, providing an appreciation and understanding for the complexity and diversity of the human experience.

Ethics, Agency and Community

Students will examine values, theories, and practices that inform their actions, taking in consideration their global implications, and will reflect on how personal choices and group decisions impact local and global communities, enriching their understanding of global citizenship.

III. Curricular Coherence and Course Offerings

1) Sophomore Inquiry

- i. Outline the specific learning outcomes, common concepts and common assignments, for all sections of the Sophomore Inquiry that will be linked to this cluster.**

The SINQ will focus on cultural, historical, geographical, political, and economic forces that have shaped global issues, serving to introduce a set of concepts that provide a common ground for students continuing on in the upper division courses of the cluster.

Common learning concepts and outcomes: SINQ students will

- Demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development, including patterns of power, authority and engagement.
- Demonstrate knowledge of the perspective, attitudes, and beliefs of cultures in various regions of the world.
- Understand how history, culture, and geography shape diverse global issues.
- Appreciate the diversity and interconnectedness of the human experience that frames contemporary global interactions.

Common Assignments and Elements:

- Course will include reading assignments and/or lecture content that explores the meaning of tradition and modernity, nationalism, colonialism and empire, and globalization and development.
- Each course will guide students to understand the research and writing process, including identifying peer-reviewed and other reliable sources.
- Each course will have staged writing assignments that take students through the steps of writing either short research papers (5-7 pages) or a series of readings reviews. Topics will be chosen to engage students with cluster themes/concepts, either at the national, regional or global level.

iii. **List the academic departments/programs that will teach sections of this Sophomore Inquiry and the number of sections they will staff per year.**

Department	Sections per year
World Languages and Literatures	2-3
History	0-2
International Studies	6-9
Total Sections	10-14

2) Cluster courses

3) Assessment Plan –

a. Sophomore Inquiry

i. Cluster learning outcome(s) to be assessed:

Cluster specific SINQ Learning Outcome: Understand how history, culture and geography have shaped and inform the present situation of diverse global issues.

UNST cluster mapped SINQ goal: *Inquiry and Critical Thinking*

SAME as in original

ii. Method of assessment:

Activity	Timeline
Map Quiz	Map quizzes will be incorporated in each SINQ as a regular class assignment
<p>(1) At the start of the course, students will be asked to label and provide political and geographic features (borders, mountains) on a blank map of the world, or to draw their own mental maps.</p> <p>(2) Post-test, students will be asked to describe how one feature of their map informs the present situation of a global issue.</p>	Post-test data will be collected from each SINQ each term.

Proposal Narrative

I.e Cluster Description

1)e Title of proposed cluster: **Global Perspectives**

2)e Statement of cluster theme (*150 word limit*):

The aim of this cluster is to introduce students to the richness of cultures in Africa, Asia, Europe, Latin America, and the Middle East, drawing on perspectives from the humanities and social sciences. Through exploring the interplay between political, economic, environmental, and cultural systems, past and present, students will develop skills and attitudes to function as “global citizens.”

Note: This proposal is designed to incorporate existing regional clusters and their courses.

II.e Cluster-specific Student Learning Outcomes

Include 3 – 6 outcomes that will provide the framework for the cluster. It is expected that each course in the cluster will incorporate one or more of these outcomes. Each outcome should be:

- **specific enough to contribute to the unique character to the cluster,**
- **explicitly mapped onto the four goals of the University Studies Program (each of the four UNST goals needs to be embedded in at least one of the cluster-specific learning outcomes), and**
- **articulated in a way that is measurable for the purposes of assessment.**

Students in the Global Perspectives cluster will:

- e demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development;
- e demonstrate knowledge of perspectives, attitudes and beliefs of another culture;
- e appreciate the diversity and interconnectedness of the human experience.

Outcomes mapped on to University Studies Goals:

Inquiry and Critical Thinking

Through learning to identify and describe cultural stereotypes and/or patterns of authority, power, and engagement, and to analyze how history and culture inform the present situation in one or more regions of the world, students will gain an understanding of the concepts of tradition and modernity, nationalism, empire and colonialism, and globalization and development.

Communication

In the Global Perspectives cluster, students will have the opportunity to explore visual, verbal, acoustic, and other forms of expression representative of a variety of cultures. In sophomore inquiry students will develop the ability to write clearly, with a special emphasis on the clear organization of

their information and ideas. Students will learn effective ways to work in small groups to develop a solid understanding of the writing process.

The Diversity of Human Experience

Students will enhance their appreciation for and understanding of the complexity of the human experience through the study of beliefs, attitudes and the social and cultural systems of societies around the world.

Ethics and Social Responsibility

Students will expand their understanding of the impact and value of individuals not only by sharing their learning through group projects, but through examination of ethical questions imbedded in the history and society of specific regions of the world that will offer perspectives on the meaning of global citizenship.

III. Curricular Coherence and Course Offerings

1) **Sophomore Inquiry**

- i. **Outline the specific learning outcomes, common concepts, and common assignments for all sections of the Sophomore Inquiry that will be linked to this cluster.**

Each SINQ will focus on the culture, history, geography, politics and economy of a specific region of the world, but each will introduce a set of basic concepts that are intended to provide common ground for students continuing on in the upper division courses of the cluster:

Common learning concepts and outcomes: SINQ students will

- demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development, including patterns of power, authority, and engagement
- demonstrate knowledge of the perspective, attitudes, and beliefs of another culture/region of the world
- understand how history, culture and geography inform the present situation in a specific region of the world
- appreciate the diversity and interconnectedness of human experience that frames contemporary global interactions

Common Assignments and Elements:

- Courses will include reading assignments and/or lecture content that explores the meaning of tradition and modernity, nationalism, colonialism and empire, and globalization and development, both from the point of view of those within the region and from without. Over time, the cluster coordinator will develop a library of readings that may be shared.
- There will be an initial map exercise (can be repeated at the end when desired).

- ^e Each course will have staged writing assignments that take students through the steps of editing either a short research paper (5-7 pages) or a series of reading reviews.^e Topics will be chosen so as to engage students in working with region-specific research resources and one or more appropriate cluster themes/concepts.^e
- ^e As a pilot, over the course of 2010-2011, SINC faculty, facilitated by the SINC coordinator and International Studies, will develop a self-guided web-based resource (like a Learner-Web module) to introduce students to the basic cluster concepts. It could include ungraded quizzes to test conceptual knowledge. This resource would be maintained on the UNST web site.^e
- ^e Cluster proposers would like to organize a working group for current SINC instructors to discuss strategies for incorporating these elements. (It would be helpful if there were incentives to attend—food, and/or a free book that could be a teaching resource for the cluster.)^e

ii. Which of the academic distribution areas (Arts and Letters, Natural Science, or Social Science) will this Sophomore Inquiry fulfill?

The SINC courses in this cluster will be interdisciplinary. Specific instructors may draw on their own disciplinary perspectives—both Arts and Letters and Social Sciences. The courses can fit in both Arts and Letters and Social Sciences.

iii. List the academic departments/programs that will teach sections of this Sophomore Inquiry and the number of sections they will staff per year? (A minimum of 15 sections of SINC, or capacity for 550 students, need to be offered per cluster each year.)

Departments	Number of Sections	World Regions
Anthropology	1 *	Asia
Foreign Languages	1 or 2*	Europe or Asia
History	2 or 3	Africa, Asia, Middle East
International Studies	9-12e	All regions
Sociology	1	Latin America
TOTAL SECTIONS	15 (to 18)	

*may be offered in alternate year

2) Cluster courses

i. Describe specific practices that will foster coherence in the student experience of their cluster courses (e.g., *common elements on each course syllabus, cluster course websites*).

- ^e Each syllabus should highlight by explicitly identifying and describing:^e

1) how at least one of the cluster's conceptual themes is relevant for the course—knowledge of the forces of tradition and modernity, or nationalism, colonialism and empire, or globalization and development.

2) how other course objectives may relate to the second and/or third themes of the cluster:

- oe involves knowledge of some cultural perspectives, attitudes and beliefs of another culture;
- oe facilitates an appreciation of the diversity and interconnectedness of the human experience.

- Existing regional –U courses will submit a revised syllabus that follows the above guidelines. Cluster proposers will offer one or more workshops on adapting syllabi for those currently teaching for the regional clusters. (It would be helpful if there were incentives to attend—food, and/or a free book that could be a teaching resource for the cluster.)
- Cluster coordinator will meet with faculty who teach courses in the cluster to discuss these changes. Regional Area Coordinators, with support from International Studies, will convene bi-annual cluster meetings.
- SINQ instructors will discuss recommended pathways (regional or thematic) through the Global Perspectives cluster with their students.
- Cluster Coordinator will work with UNST to maintain a Global Perspectives advising web page and faculty resource page, including a “library” of syllabi.

i. Cluster course list and analysis of frequency of course offerings. (Each course on the list needs to be offered at least every other year. Total course offerings need to average at least 20 sections, or capacity for 700 students, per term.)

See attached spreadsheet.

b. Transfer students - Describe specific practices that will introduce transfer students to the main themes, questions, and learning outcomes for the cluster (e.g., cluster web page, information on course syllabi)

- e Transfer students will be advised to complete the self-guided web-based resource designed for SINQs that will introduce the basic concepts of the cluster and provide a means for self-assessment as they begin the cluster. The module could be recommended to transfer students lacking a corresponding SINQ when first enrolling in a cluster course (flagged in Banner? or just on the Unst web site?).
- e If students petition to use 2 or more transfer courses towards their cluster (if this is allowed), then we might consider requiring the students to demonstrate competence by requiring them to complete the cluster assessment module.

3) **Assessment Plan** – Briefly outline *an example of an annual assessment plan* to assess student learning in this cluster. As with any assessment plan, this plan will change over time to address the assessment findings and needs of the cluster. University Studies expects that assessment activities for Sophomore Inquiry and Cluster courses will occur every year, but does not expect that you will assess every cluster-specific learning outcome or every course each year.

a. **Sophomore Inquiry:**

i.e Cluster learning outcome(s) to be assessed:

Cluster specific SINQ Learning Outcome: Students will understand how history, culture and geography inform the present situation in a specific region of the world.

UNST cluster mapped SINQ goal: *Inquiry and Critical Thinking*

Through learning to identify and describe cultural stereotypes and/or patterns of authority, power, and engagement, and to analyze how history and culture inform the present situation in one or more regions of the world, students will gain an understanding of the concepts of tradition and modernity, nationalism, empire and colonialism, and globalization and development.

ii. Method of assessment: (e.g. *common assignment, student ePortfolios, pre-post test*)

Activity	Timeline
Map Quiz	Map quizzes will be incorporated in each SINQ as a regular class assignment
<p>(1) At the start of the course, students will be asked to label and provide political and geographic features (borders, mountains) on a blank regional map, or to draw their mental maps of the region.</p> <p>(2) On the post test, students will be asked to describe how one feature on their map informs the present situation in that region of the world.</p>	<p>Post-test data will be collected from each regionally focused SINQ in a selected term, i.e.</p> <p>2010-2011: spring term 2011-2012: winter term 2012-2013: fall term</p>

iii. Time line for assessment: See above.

iv. Description of how the assessment data will be used

The map quiz is primarily a learning tool. Results of the post-test question will be scored by individual instructors and cluster coordinator will review the data. Results will be used for use in curriculum development and improvement. If there are questions about

the level student success, that question might need to be addressed at several levels—as a resource or instructional issue. A follow-up study, survey or interviews, may be needed. Coordinator will consult with regional coordinators or committees.

b. Cluster courses

i.e Cluster learning outcome(s) to be assessed:e

Cluster specific SINO Learning Outcome: Students will demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development;

UNST cluster mapped goal: *Inquiry and Critical Thinking*

Through learning to identify and describe cultural stereotypes and/or patterns of authority, power, and engagement, and to analyze how history and culture inform the present situation in one or more regions of the world, students will gain an understanding of the concepts of tradition and modernity, nationalism, empire and colonialism, and globalization and development.

- 11. Method of assessment: (e.g. *common assignment, student ePortfolios, pre-post test, syllabus review*)

Activity	Timeline
Review revised syllabi for all cluster courses offered in 2010-2011	Review Summer 2011
Assess for consistency and distribution of cluster-specific learning outcomes for Inquiry and Critical Thinking.	Report fall 2011

iii.e Time line for assessment: See table above.e

- iv. Description of how the assessment data will be used

After reviewing syllabi, cluster coordinator will follow up with instructors who might need to revisit the web site resource described above, in order to re-revise their syllabus; results may also require additions to or a revision of the web resources.

Two-three year goal: Program-level assessment.

*With 60 to 100 discipline-based courses in any given cluster, the task of coordinating and monitoring inputs and finding common ground on which to measure outputs will be extremely difficult. In addition, students do not take cluster courses in any sequence.e Assessing any subset of courses within the cluster may yield as many or more studentse who are just starting the cluster as those who are finishing it. (And some faculty will be resistant to assessment that is in addition to what is already required by their course.)e

With these circumstances in mind, we propose the following examples and strategies for assessing both cluster objectives and outcomes, *as a pilot, and as time and resources allow*:

i.e Cluster learning outcome(s) to be assessed:e

Cluster participants, facilitated by the coordinator, will develop an automated web-based module keyed to assess each of the primary/UNST student learning outcomes in the cluster on a rotational or comprehensive basis.

ii. Method of assessment: (e.g. *common assignment, student ePortfolios, pre-post test, syllabus review*)

Components of the module could include the following:

- e a concept checkliste
- e a map-related assessment questione
- e cultural awareness surveye
- e an automated content (concordance) analysis of a 1 page essay with a cluster-specific prompte

There are existing rubrics to assess inter-cultural learning and global awareness that can be scaled to provide computer-assisted scoring.

Students will need to disclose whether or not they have completed a cluster-related SINQ, and how many cluster courses they have completed.

iii.e Time line for assessmente

Parts of the module could be developed beginning summer (2011) and piloted in spring (2012), under the direction of the new cluster coordinator

Completion of the Cluster Assessment module would be required of every student who signs up for a Capstone course, or possibly when the student files for graduation. (However, if this becomes a real “graduation requirement,” it would have to be approved by the UC and ARC and Senate...)

iv.e Description of how the assessment data will be used.e

Results of the on-line module would be reviewed by the cluster coordinator and shared with instructors in the cluster at the periodic regional and cluster-wide meetings, and used to tweak directions for imbedding information in the syllabi, web resources and the assessment process in the future.

Parts of the assessment results could be made available to the students. (There will be no negative consequences for students who take the assessment.)

University Studies Program
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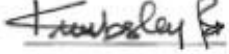
Proposal for a New Cluster - Cover Sheet

Title of Proposed Cluster: GLOBAL PERSPECTIVES

Proposal Contact Person:

Martha W. Hickey hickeym@pdx.edu 725-8728e
(Name) (email) (Phone)e

Proposal prepared by:

Kimberly Brown  Applied Linguistics 2/10/2010
(Name printed) (Dept./Program) (Date)

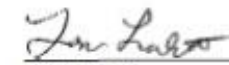
Stephen Frenkel  International Studies 2/10/2010
(Name printed) (Signature) (Dept./Program) (Date)

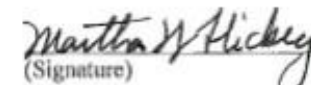
Martha W. Hickey  International Studies 2/10/2010
(Name printed) (Signature) (Dept./Program) (Date)


Approved by Chairs of all Departments that will teach Sophomore Inquires in the cluster:

Kofi Agorsah  Black Studies 2/12/10
(Name printed) (Signature) (Dept./Program) (Date)

Sandra Freels  Foreign Langs & Lits 2/12/10
(Name printed) (Signature) (Dept./Program) (Date)

Thomas Lockett  History 11 Feb 2010
(Name printed) (Signature) (Dept./Program) (Date)

Martha W. Hickey  International Studies 2/10/2010
(Name printed) (Signature) (Dept./Program) (Date)

Veronica Dujon  Sociology 2/12/10
(Name printed) (Signature) (Dept./Program) (Date)

Approved by Chairs of all Departments that will teach courses in the Cluster:

Bill Le Pore _____ Art History _____
(Name printed) (Signature) (Dept./Program) (Date)

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Proposal for a New Cluster - Cover Sheet

Title of Proposed Cluster: GLOBAL PERSPECTIVES

Proposal Contact Person:

Martha W. Hickey (Name) hickeym@pdx.edu (email) 725-8728 (Phone)

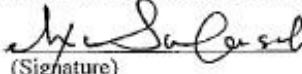
Proposal prepared by:

Kimberly Brown (Name printed)  Applied Linguistics (Dept./Program) 2/10/2010 (Date)

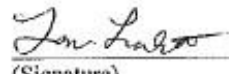
Stephen Frenkel (Name printed)  International Studies (Dept./Program) 2/10/2010 (Date)

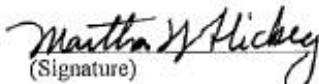
Martha W. Hickey (Name printed)  International Studies (Dept./Program) 2/10/2010 (Date)

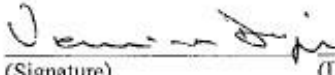
Approved by Chairs of all Departments that will teach Sophomore Inquires in the cluster:

Kofi Agorsah (Name printed)  Black Studies (Dept./Program) 2/12/10 (Date)


Sandra Freels (Name printed)  Foreign Langs & Lits (Dept./Program) 2/12/10 (Date)

Thomas Lockett (Name printed)  History (Dept./Program) 11 Feb 2010 (Date)

Martha W. Hickey (Name printed)  International Studies (Dept./Program) 2/10/2010 (Date)

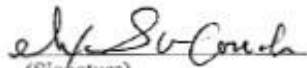
Veronica Dujon (Name printed)  Sociology (Dept./Program) 2/12/10 (Date)

Approved by Chairs of all Departments that will teach courses in the Cluster:

Bill Le Pore (Name printed)  Art History (Dept./Program) 2.15.10 (Date)

ADDED

Kofi Agorsah
(Name printed)


(Signature)


Black Studies 2/12/10
(Dept./Program) (Date)

Roberto de Anda
(Name printed)

(Signature)

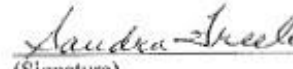
Chicano Latino Stds _____
(Dept./Program) (Date)

Jennifer Ruth
(Name printed)


(Signature) (Proxy)

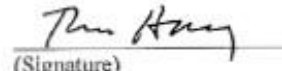
English 2/12/10
(Dept./Program) (Date)

Sandra Freels
(Name printed)


(Signature)

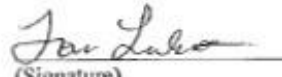
Foreign Langs & Lits 2/12/10
(Dept./Program) (Date)

Thomas Harvey
(Name printed)


(Signature)

Geography 2/10/10
(Dept./Program) (Date)

Thomas Lockett
(Name printed)


(Signature)

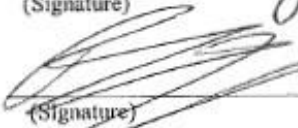
History II Feb 2010
(Dept./Program) (Date)

Martha W. Hickey
(Name printed)


(Signature)

International Studies 2-11-20
(Dept./Program) (Date)

Bryan Johanson
(Name printed)


(Signature)

Music 2-15-10
(Dept./Program) (Date)

Melody Rose
(Name printed)

(Signature)

Political Science _____
(Dept./Program) (Date)

Veronica Dujon
(Name printed)


(Signature)

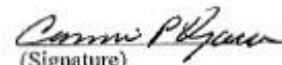
Sociology 2/12/10
(Dept./Program) (Date)

Judy Patton
(Department Chair)


(Signature)

Theater Arts 2-15-10
(Dept./Program) (Date)

Connie Ozawa
(Department Chair)


(Signature)

Urban Studies 2-12-10
(Dept./Program) (Date)

Kofi Agorsah
(Name printed)

Kofi Agorsah Black Studies 2/12/10
(Signature) (Dept./Program) (Date)

ADDED

Roberto de Anda
(Name printed)

Roberto de Anda Chicano Latino Studs 2/15/10
(Signature) (Dept./Program) (Date)

Jennifer Ruth
(Name printed)

Jennifer Ruth English 2/12/10
(Signature) (Proxy) (Dept./Program) (Date)

Sandra Freels
(Name printed)

Sandra Freels Foreign Langs & Lits 2/12/10
(Signature) (Dept./Program) (Date)

Thomas Harvey
(Name printed)

Tom Harvey Geography 2/10/10
(Signature) (Dept./Program) (Date)

Thomas Lockett
(Name printed)

Tom Lockett History II Feb 2010
(Signature) (Dept./Program) (Date)

Martha W. Hickey
(Name printed)

Martha W. Hickey International Studies 2-11-20
(Signature) (Dept./Program) (Date)

Bryan Johanson
(Name printed)

(Signature) Music (Dept./Program) (Date)

Melody Rose
(Name printed)

(Signature) Political Science (Dept./Program) (Date)

Veronica Dujon
(Name printed)

Veronica Dujon Sociology 2/12/10
(Signature) (Dept./Program) (Date)

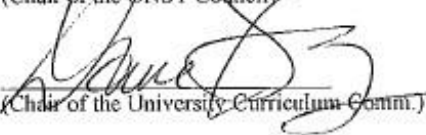
Judy Patton
(Department Chair)

(Signature) Theater Arts (Dept./Program) (Date)

Connie Ozawa
(Department Chair)

Connie Ozawa Urban Studies 2-12-10
(Signature) (Dept./Program) (Date)

Cluster proposal approved by:

 (Chair of the Cluster Curriculum Committee)	 (Signature)	<u>2/23/10</u> (Date)
 (Chair of the INST Council)	 (Signature)	<u>3/4/10</u> (Date)
 (Chair of the University Curriculum Comm.)	 (Signature)	<u>4/5/10</u> (Date)

Modified SINQ

UNST 233 – The Making of the World as We Know it

Empires and Imperialism

- a. Europe and Euro-centrism
- b. Slavery
- c. Colonialism
- d. Trade

The Nation State

- a. Nationalism
- b. Race, Ethnicity, Language and Religion
- c. Democracy and Representation
- d. Women, Gender, and Sexuality in Historical Context

Post-World War II

- a. Decolonization and Cold War Politics
- b. Development
- c. Forms of Knowledge, Science and Technologies
- d. Resource Extraction and the Environment

Remaking the World

- a. Neoliberalism
- b. Social Movements and Rights
- c. Media and Digital Technologies
- d. Climate Change
- e. Migration

Portland State University Faculty Senate Motion
2 May 2022

Time Extension for Ad Hoc Committee on Academic Program Reductions and Curricular Adjustments

Background, rationale, and preliminary discussions

The Faculty Senate formed the APRCA committee in October 2020. The committee has requested an extension into the 2022-2023 academic year in order to complete the tasks outlined in its charge.

Motion presented by the Faculty Senate Steering Committee

Extend the duration of the Ad Hoc Committee on Academic Program Reductions and Curricular Adjustments through June 2023.

Portland State University Faculty Senate Motion
 2 May 2022

Language on diversity, equity, and inclusion for the University Promotion and Tenure Guidelines

Background

In October 2020 Faculty Senate created the Ad-Hoc Committee to Craft Language on Diversity, Equity, and Inclusion for the University Promotion & Tenure Guidelines (AHC-DEI-P&T), with the charge:

- Determine locations within the existing University Promotion and Tenure Guidelines at which language about diversity, equity, and inclusion should be included
- Write new language to insert into the University Promotion and Tenure Guidelines
- Liase with the ad-hoc committee working on NTT teaching faculty ranks regarding any overlap in their work

The Committee’s [final report](#) with a summary of their work and series of proposed textual changes was presented to Faculty Senate at the January 2022 meeting.

Consultation between members of the AHC-DEI-P&T, Steering Committee, and the Office of Academic Affairs produced some editorial modifications. The resulting text is hereby presented for Senate’s consideration by Steering Committee in collaboration with AHC-DEI-P&T.

The current [Promotion & Tenure Guidelines](#) are posted to the Office of Academic Affairs website.

Motion presented by Steering Committee and AHC-DEI-P&T

The University’s Promotion & Tenure Guidelines are hereby revised according to the textual changes given below. (The current text appears in the middle column; the text showing proposed additions and deletions appears in right-hand column.)

Page, para.	Current language	Proposed changes Deleted text is struck through Added text is underlined
p. 4, para. 1	I. INTRODUCTION Policies and procedures for the evaluation of faculty are established to provide the means whereby the performance of individual faculty members and their contributions to collective university goals may be equitably assessed and documented. In	I. INTRODUCTION Policies and procedures for the evaluation of faculty are established to provide the means whereby the performance of individual faculty members and their contributions to collective university goals may be equitably assessed and documented. In

	<p>the development of these policies and procedures, the university recognizes the uniqueness of individual faculty members, of the departments of which they are a part, and of their specific disciplines; and, because of that uniqueness, the main responsibility for implementation of formative and evaluative procedures has been placed in the departments.¹</p>	<p>the development of these policies and procedures, the university recognizes the uniqueness of individual faculty members, of the departments of which they are a part, and of their specific disciplines; and, because of that uniqueness, the main responsibility for implementation of formative and evaluative procedures has been placed in the departments.¹ <u>Departments/units must ensure that their promotion and tenure guidelines are aligned with and include the spectrum of scholarship articulated in the institutional guidelines, including, in particular, issues of equity in relation to promotional assessment/evaluation.</u></p>
p. 4 para. 2	<p>Departmental guidelines should set forth processes and criteria for formative and evaluative activities which are consistent with the department's academic mission. For example, departmental guidelines might identify evaluative criteria which are appropriate to the discipline, or might delineate which activities will receive greater or lesser emphasis in promotion or tenure decisions. They should also include appropriate methods for evaluating the interdisciplinary scholarly activities of departmental faculty. The Deans and the Provost review departmental procedures in order to ensure that faculty are evaluated equitably throughout the university.</p>	<p>Departmental guidelines should set forth processes and criteria for formative and evaluative activities which are consistent with the department's academic mission, <u>as well as with the mission and vision of the university as an institution.</u> For example, departmental guidelines might identify evaluative criteria which are appropriate to the discipline, or might delineate which activities will receive greater or lesser emphasis in promotion or tenure decisions. They should also include appropriate methods for evaluating the interdisciplinary scholarly activities of departmental faculty. The Deans and the Provost review departmental procedures in order to ensure that faculty are evaluated equitably throughout the university.</p>
p. 4, para. 3	<p>Evaluation instruments provide a means for gathering information that can provide a basis for evaluation, but these instruments do not constitute an evaluation in themselves. "Evaluation" is the process whereby the information acquired by appropriate instruments is analyzed to determine the quality of</p>	<p>Evaluation instruments provide a means for gathering information that can provide a basis for evaluation, but these instruments do not constitute an evaluation in themselves. "Evaluation" is the process whereby the information acquired by appropriate instruments is analyzed to determine the quality of performance as measured against the</p>

	performance as measured against the criteria set by the department.	criteria set by the department, <u>included in the job description, supplemental letter, and other relevant documents, and connected with the specific scholarly agenda of the faculty in question.</u>
p. 4, para. 4	Policies and procedures shall be consistent with sections 580-21-100 through 135 of the Oregon Administrative Rules of the Oregon State System of Higher Education. However, Oregon Senate Bill SB 270 (2013) establishes a Board of Trustees (BOT) of Portland State University. The BOT assumes governing control of PSU from the State Board of Higher Education (SBHE) on July 1, 2014. The administrative rules and policies of the SBHE, including those regarding promotion and tenure, may be replaced by PSU-specific policies after this transition occurs. It is anticipated that these Guidelines would then be revised to correct obsolete references to SBHE and Oregon University System rules and policies.	[Delete current text.] <u>Policies and procedures shall be consistent with PSU Standards sections 580-21-100 through 135.</u>
p. 4, para. 5 through p. 5, para. 2	[unchanged]
p. 5, para. 3	<p>II. SCHOLARSHIP</p> <p>A. Overview of Faculty Responsibilities</p> <p>The task of a university includes the promotion of learning and the discovery and extension of knowledge, enterprises which place responsibility upon faculty members with respect to their disciplines, their students, the university, and the community. The University seeks to foster the scholarly development of its faculty and to encourage the scholarly interaction of faculty with students and with regional, national, and</p>	<p>II. SCHOLARSHIP</p> <p>A. Overview of Faculty Responsibilities</p> <p>The task of a university includes the promotion of learning and the discovery and extension of knowledge, enterprises which place responsibility upon faculty members with respect to their disciplines, their students, the university, and the community. The University seeks to foster the scholarly development of its faculty and to encourage the scholarly interaction of faculty with students and with regional, national, and</p>

	<p>international communities. Faculty have a responsibility to their disciplines, their students, the university, and the community to strive for superior intellectual, aesthetic, or creative achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the faculty ranks. Scholarly accomplishments, suggesting continuing growth and high potential, can be demonstrated through activities of:</p> <ul style="list-style-type: none"> • Research, including research and other creative activities, • Teaching, including delivery of instruction, mentoring, and curricular activities, and • Community outreach. 	<p>international communities. Faculty have a responsibility to their disciplines, their students, the university, and the community to strive for superior intellectual, aesthetic, or creative achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the faculty ranks. Scholarly accomplishments, suggesting continuing growth and high potential, can be demonstrated through activities of:</p> <ul style="list-style-type: none"> • Research, including <u>research academic publications</u> and other creative activities, • Teaching, including delivery of instruction, mentoring, and curricular activities, and • Community outreach. <p><u>Conflating the terms scholarship and research has sometimes resulted in an undervaluing of contributions in teaching and community research. These P&T guidelines emphasize and value the entire mosaic of scholarly accomplishment, including research, teaching, and community outreach.</u></p>
<p>p. 5, para. 4</p>	<p>....</p>	<p>[unchanged]</p>
<p>p. 5, para. 5</p>	<p>At PSU, individual faculty are part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases. Irrespective of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously</p>	<p>At PSU, individual faculty are part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. <u>Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases. As faculty progress in their careers, the amount of time devoted to different aspects of scholarship may shift. This dynamic</u></p>

	<p>evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the department and of the University.</p>	<p><u>process of growth is essential for our growth as an individual, as an institution, and for the academy as a whole.</u> Irrespective of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the department and of the University.</p>
<p>p. 6, para. 1</p>	<p>Effectiveness in teaching, research, or community outreach, when it is part of a faculty member’s responsibilities, must meet an acceptable standard as determined by the faculty in each unit and approved by the University. In addition, each faculty member is expected to contribute to the governance and professionally-related service activities of the University, school/college, and department, as appropriate. All tenure-track faculty have a further responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s).</p>	<p>Effectiveness in teaching, research, or community outreach, when it is part of a faculty member’s responsibilities, must meet an acceptable standard as determined by the faculty in each unit and approved by the University. In addition, each faculty member is expected to contribute to the governance and professionally-related service activities of the University, school/college, and department, as appropriate. All tenure-track faculty have a further responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s). <u>Standards for effectiveness should be clearly articulated and reviewed through an equity lens in order to account for the hidden and/or unrecognized labor required for developing culturally responsive and culturally sustaining practices.</u></p>
<p>p. 6, para. 2 through p. 7, para. 1</p>	<p>B. Scholarly Agenda 1. Individual Faculty Responsibility 2. Departmental, School, & College Responsibilities</p>	<p>[unchanged]</p>
<p>p. 7, para. 2</p>	<p>Departments shall develop processes for establishing, discussing, agreeing upon, and revising a scholarly agenda that are</p>	<p>Departments shall develop processes for establishing, discussing, agreeing upon, and revising a scholarly agenda that are</p>

	<p>consistent with the focus upon individual career development and collective responsibilities and shall establish regular methods for resolving conflicts which may arise in the process of agreeing upon scholarly agendas. Finally, departmental processes shall include periodic occasions for collective discussion of the overall picture resulting from the combination of the scholarly agendas of individual faculty members.</p>	<p>consistent with the focus upon individual career development and collective responsibilities and shall establish regular methods for resolving conflicts which may arise in the process of agreeing upon scholarly agendas. <u>The guidance of mentors and advocates is crucial in the development of a scholarly agenda and in understanding the distinction between a scholarly agenda and the evaluation process of annual review. It is expected that appropriate mentorship and support will be available to the faculty member under review.</u> Finally, departmental processes shall include periodic occasions for collective discussion of the overall picture resulting from the combination of the scholarly agendas of individual faculty members.</p>
<p>p. 7, para. 3</p>	<p>3. The Uses of a Scholarly Agenda The primary use of a scholarly agenda is developmental, not evaluative. An individual’s contributions to knowledge should be evaluated in the context of the quality and significance of the scholarship displayed. An individual may include a previously agreed upon scholarly agenda in his or her promotion and tenure documentation, but it is not required. A scholarly agenda is separate from such essentially evaluation-driven practices as letters of offer, annual review of tenure track faculty, and institutional career support-peer review of tenured faculty, and from the consideration of individuals for merit awards.</p>	<p>3. The Uses of a Scholarly Agenda The primary use of a scholarly agenda is developmental, not evaluative. An individual’s contributions to knowledge should be evaluated in the context of the quality and significance of the scholarship displayed. An individual may include a previously agreed upon scholarly agenda in his or her promotion and tenure documentation, but it is not required. A scholarly agenda is separate from such essentially evaluation-driven practices as letters of offer, annual review of tenure track faculty, and institutional career support-peer review of tenured faculty, and from the consideration of individuals for merit awards. <u>In order to clarify the distinction between the scholarly agenda and the evaluation process of annual review, faculty should seek out support and advice from their department.</u></p>
<p>p. 7, para. 4 through</p>	<p>C. Scholarship </p>	<p>[unchanged]</p>

p. 12, para. 1	<p>D. Quality and Significance of Scholarship</p> <p>....</p> <p>E. Evaluation of Scholarship</p> <p>1. Documentation</p> <p>....</p>	
p. 12, para. 2	<p>2. Research & Other Creative Activities (Research)</p> <p>A significant factor in determining a faculty member’s merit for promotion is the individual’s accomplishments in research and published contributions to knowledge in the appropriate field(s) and other professional or creative activities that are consistent with the faculty member’s responsibilities. Contributions to knowledge in the area of research and other creative activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in evaluating research and other creative activities:</p>	<p>2. Research & Other Creative Activities (Research)</p> <p>A significant factor Significant factors in determining a faculty member’s merit for promotion is are the individual’s accomplishments in research and published contributions to knowledge in the appropriate field(s) and or other professional or creative activities that are consistent with the faculty member’s responsibilities. Contributions to knowledge in the area of research and other creative activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in evaluating research and/or other professional or creative activities:</p>
p. 12, para. 3 through p. 14, para. 2	<p>....</p> <p>3. Teaching, Mentoring, and Curricular Activities (Teaching)</p> <p>....</p>	[unchanged]
p. 14, para. 3	To ensure valid evaluations, departments should appoint a departmental committee to devise formal methods for evaluating teaching and curriculum-related performance. All members of the department should be involved in selecting these formal methods. The department chair ⁴ has the responsibility for seeing that these methods for evaluation are implemented.	To ensure valid evaluations, departments should appoint a departmental committee to devise formal methods for evaluating teaching and curriculum-related performance. All members of the department should be involved in selecting these formal methods, which should align with the university’s mission and vision, particularly around questions of equity. The department chair ⁴ has the responsibility for seeing

		that these methods for evaluation are implemented.
p. 14, para. 4	<p>Contributions to knowledge in the area of teaching, mentoring, and curricular activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in the evaluation of teaching and curricular accomplishments:</p> <ul style="list-style-type: none"> • contributions to courses or curriculum development • outlines, syllabi, and other materials developed for use in courses • the results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning, • the results of assessments of student learning • formal student evaluations • peer review of teaching, mentoring, and curricular activities • accessibility to students • ability to relate to a wide variety of students for purposes of advising • mentoring and guiding students toward the achievement of curricular goals • the results of supervision of student research or other creative activities including theses and field advising • the results of supervision of service learning experiences in the community • contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students • contributions to the development and delivery of collaborative, interdisciplinary, university studies, extended studies, and inter-institutional educational programs <p>[list continues next p.]</p>	<p>Contributions to knowledge in the area of teaching, mentoring, and curricular activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in the evaluation of teaching and curricular accomplishments:</p> <ul style="list-style-type: none"> • contributions to courses or curriculum development • outlines, syllabi, and other materials developed for use in courses • the results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning • <u>development of curricular materials related to the study and understanding of diversity in various contexts</u> • the results of assessments of student learning • formal student evaluations • peer review of teaching, mentoring, and curricular activities • accessibility to students • ability to relate to a wide variety of students for purposes of advising • <u>engagement in culturally sustaining practices in mentoring and advising</u> • mentoring and guiding students toward the achievement of curricular goals • the results of supervision of student research or other creative activities including theses and field advising • the results of supervision of service learning experiences in the community • contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students • contributions to the development and delivery of collaborative,

		interdisciplinary, university studies, extended studies, and inter-institutional educational programs [list continues next p.]
p. 15, para 1 through p. 15, para. 3 4. Community Outreach	[unchanged]
p. 15, para. 4	Departments and individual faculty members can use the following guidelines when developing appropriate community outreach. Important community outreach can: <ul style="list-style-type: none"> • contribute to the definition or resolution of a relevant social problem or issue • use state-of-the-art knowledge to facilitate change in organizations or institutions • use disciplinary or interdisciplinary expertise to help groups organizations in conceptualizing and solving problems • set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes [list continues next p.]	Departments and individual faculty members can use the following guidelines when developing appropriate community outreach. Important community outreach can: <ul style="list-style-type: none"> • contribute to the definition or resolution of a relevant social problem or issue • <u>encourage dialogue and exchange among community partners and university members</u> • use state-of-the-art knowledge to facilitate change in organizations or institutions • use disciplinary or interdisciplinary expertise to help groups organizations in conceptualizing and solving problems • set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes [list continues next p.]
p. 16, para. 1 through p. 17, para. 1 F. Governance and Other Professionally-Related Service	[unchanged]

Committee Members:

Amanda Byron

Esperanza De La Vega

Priya Kapoor

Alma Trinidad

Sonja Taylor

Ad-hoc Committee to add Diversity, Equity and Inclusion Language into the P&T Guidelines

Framing quote

“Racial oppression should always be an emotional topic to discuss. It should always be anger inducing. As long as racism exists to ruin the lives of countless people of color, it should be something that upsets us. But it upsets us because it exists, not because we talk about it.”

– Ijeoma Oluo, *So You Want to Talk about Race*, 2018

Overview

Charge from senate

Process

Suggested changes

Questions

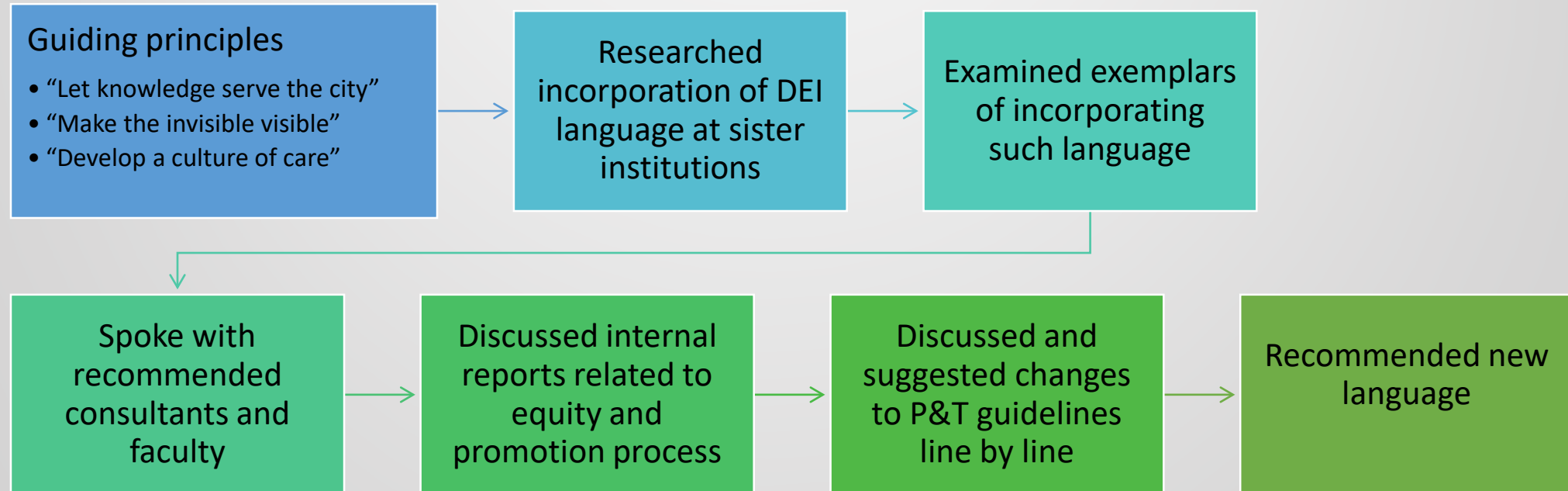
Senate Charge

Determine locations within the existing University Promotion and Tenure Guidelines at which language about diversity, equity, and inclusion should be included

Write new language to insert into the University Promotion and Tenure Guidelines

Liaise with the ad-hoc committee working on NTT teaching faculty ranks regarding any overlap in their work

Process



In undertaking this work we recognized two ways where issues of equity might come up

Changes

(see attached document for specific changes)

- Conflation of research and scholarship (reported anecdotally, documented in literature and addressed in new P&T language at some institutions)
 - Our suggested changes introduce language emphasizing the broad spectrum of scholarship

Changes (cont'd)

(see attached document for specific changes)

- Misalignment between departments and university P&T guidelines that may happen because each department articulates their own process and their requirements are not standard across campus
 - Our suggested changes here emphasize the importance of alignment with university mission and vision, particularly around equity

Questions?

- Thank you for your time!
- Please feel free to ask us any questions

APRCA Committee Report to Faculty Senate – May 2022

Committee charge and Membership

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

Committee report

Following up on the 2020 Systems Science Grievance Settlement

This month, the APRCA committee, in conversation with the Faculty Senate Steering Committee, crafted a letter to send to the Provost, the Dean of CLAS, and Deans of several other colleges regarding the situation in the Systems Science program. The two faculty members who lead the Systems Science program plan to retire in the near future, and the program needs either to hire new faculty to lead the program or to craft a teach-out plan for their current degree and certificate students. The letter spurred follow-up conversations between APRCA and the Provost and between the Systems Science faculty and Dean of CLAS.

The situation in Systems Science has implications for budget-related cuts to academic programs across the University. In particular, a grievance settlement from October, 2020 between Systems Science and PSU relates to how and when Article 22 in the PSU-AAUP Collective Bargaining Agreement will be used. The Article 22 process provides an opportunity for the entire faculty to hear from the President regarding the budget situation of the university, to understand the financial status that requires the elimination of a program, and to provide feedback on the President's preliminary plan for reductions. These steps form crucial elements of shared governance and transparency.

The grievance settlement notes that Systems Science will not be eliminated as a program through the attrition of faculty members. It sets the precedent that, if budget reductions necessitate the elimination of the program due to not having funds to rehire positions when faculty retire, the elimination of the program will go through an Article 22 process.

The settlement sets a principle that program elimination due to budget cuts does not take place as part of the historical practice of adjusting the size of departments by not renewing appointments. There is a long-standing past practice of adjusting the size of departments by attrition or making changes to the curriculum due to the changing needs of the university and its mission. This practice still stands, as Article 22, Section 1 of the PSU-AAUP CBA lays out clearly. Article 22 applies when, according to Section 2, b, changes are initiated due to budget woes, including reduced budgets, and result in a 'serious distortion' of a program. (Eliminating a program would count, in the opinion of those who signed the Systems Science grievance settlement, as a 'serious distortion'.)

In the past few years, the University has argued that we need to reduce our expenditures because our revenue is declining due to declines in enrollment. The knowledge that budget reductions would affect the academic curriculum prompted the formation of the APRCA committee in 2020. The Program Review and Reduction

Process is designed to shrink elements in OAA so that the staffing fits the revenue. The PRRP discussion has centered around the driver metrics: which programs are generating enough base net revenue and bringing in enough SCH to justify their existence under a reduced budget. It is clear that the PRRP process is budget-driven.

At the bottom of p. 6 of the Provost's Nov 10 "[Closing the gap](#)" memo to the campus community, the Provost states that she will ensure that when reductions get made, Senate and union guidelines and processes will be followed. In practice, any major adjustments to University structures (eliminating or folding together departments, merging colleges, laying people off, and re-doing degree programs to make up for missing faculty) will all need to go through Article 22. The University is understandably reluctant to declare financial 'exigency' for marketing and Public Relations reasons, but it is clear that budget reductions are the main driver of current processes.

In late April, the 18 scrutinized departments expect to hear from the Provost and Deans regarding the results of the review of the unit narratives. In addition, the long-awaited Huron Support Services review should soon be available. Both of these processes will lead to the restructuring the University. The APRCA committee has had conversations with both the AAUP and with OAA regarding how the restructuring will affect faculty. The Committee stands ready to partake in the planning of how OAA, AAUP, and Faculty Senate will 'do Article 22' for Phase III of PRRP.

Update from Provost Jeffords on PRRP

Provost Jeffords joined the APRCA committee meeting on April 19 to update the committee on the PRRP process. The process has apparently morphed so that it is now not about reductions but about "making sure we are meeting student needs."

Provost Jeffords listed steps that OAA has taken to reduce the gap between revenue and expenditures. The Retirement Transition program will be extended this coming year and will include not only tenure-related faculty (who were eligible for this program last year) but also NTT and AP faculty. Retirements help close the budget gap because either the position stays empty or the people who are hired to replace the retiree are less expensive to employ because they come in at a lower salary and in a less expensive PERS tier. The IPEB process is underway, with reductions being built into next year's budget. In addition, strategic investments are being made to increase enrollment and bring in new students. In tandem, the University is undertaking efforts to retain the students we have; enrollments were lower than projected this spring, which is causing difficulties. The PRRP process is also part of the strategy to close the gap.

The APRCA committee has pressed the University on a number of occasions to estimate the number of layoffs that may be necessary but has received no satisfactory answer. Because the situation is complex and involves not just reducing costs but also increasing revenue, the figure is, apparently, "a moving target." If OAA and FADM have a range finder for that target, they are not sharing its results with the Faculty Senate Budget Committee or APRCA committee. It should be noted that getting answers to budget questions may be complicated due to the start of the Collective Bargaining Agreement reopener with PSU-AAUP.

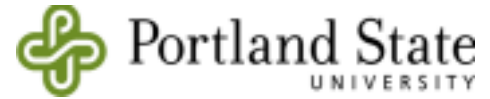
According to the timeline on the [Program Review/ Reduction Process website](#), April 21 was date for Provost to begin conversations with scrutinized units. As of this writing (April 23), neither the units in question nor the APRCA committee is yet aware of the specific outcomes. The delay has caused considerable anxiety and has prolonged the uncertainty of the faculty in the 18 scrutinized units. Once the units have received the OAA communication, they have 2 to reply to the communication from the Provost and Deans. Outcomes will range from, on the positive side, providing investments for units to grow, to, on the negative side, Article 22 processes next year. Most departments will fall in the middle range, with instructions to engage in redesign and reorganization or instructions to “make it work” despite vacant lines and/or a lower number of faculty.

The APRCA committee enjoyed a robust discussion with the Provost regarding how best to ensure transparency around the review process. Some of the 18 units do not wish to share their narratives, arguing that all units have ‘laundry’ but as the PRRP process is unfolding, only the 18 who have written reports are asked to air theirs publicly. The committee looks forward to continuing this conversation with the Provost in the future.

Date: April 20, 2022

To: Faculty Senate

From: Paloma Harrison, Scholastic Standards Committee Chair



Re: Report of the Scholastic Standards Committee for the 2021-22 Academic Year

I. Membership

The Scholastic Standards Committee is a constitutional committee, and its members are appointed by the Committee on Committees. Membership for the 2021-22 Academic Year:

Ella Barrett, CS
 Jonna Lynn Bransford, ISSS
 Karen Curtin, WLL
 Jennifer Dahlin, CAP
 Donald Duncan, ECE
 Andrea Griggs, AO
 Paloma Harrison, AO (spring-summer)
 Jennifer Loney, SB
 Alyssa Plessner, AO (fall-winter)
 Abby Schmidt, AO (spring-summer)
 Liz Shatzer, AO (fall-winter)
 Randy Spencer, PHL

II. Charge of the Scholastic Standards Committee, per the Constitution

1. Develop and recommend academic standards to maintain the integrity of the undergraduate program and academic transcripts of the University.
2. Develop, maintain, and implement protocols regarding academic changes to undergraduate transcripts.
3. Adjudicate undergraduate student petitions for academic reinstatement to the University.
4. Report to the Senate at least once a year.
5. Act, in all matters pertaining to policy, in liaison with the chairpersons of the Academic Requirements and Curriculum Committees, and the Graduate Council.

III. Function of the Scholastic Standards Committee

The Scholastic Standards Committee maintains the integrity of student academic records at the

undergraduate level and adjudicates on student petitions for changes to the record. This takes the form of requests for retroactive adds, drops, tuition refunds, and withdrawals; grade option changes and grade-to-grade changes; incomplete extensions; and reinstatement following academic dismissal.

The Committee also makes recommendations to the Faculty Senate regarding any alteration of policy or standards that affect the transcript, registration deadlines, and academic standing. As part of the Constitutional charge, the Committee is responsible for the undergraduate academic standing policy, and any proposed changes to it must be vetted by the Committee and approved by the Faculty Senate.

IV. Activities

The Scholastic Standards Committee meets every other week, year-round. The main activity of the Committee is to read petitions and support materials, review previous petitions and academic records, and adjudicate on the petitions. The report below counts petitions submitted between May 2021 and April 2022. After a sharp increase in Grade Option Change petitions following the P/NP flexibility of AY 2020-21, the number of Grade Option Change petitions is returning to more usual levels.

Petition Type	Granted	Pending	Denied	Total
Drop or Withdraw with Refund	75	44	49	168
Grade Option Change	23	4	26	55
Incomplete Extension	14	6	0	20
Reinstatement	41	8	33	82
Add Only	19	0	19	38
Add/Drop	0	0	0	0
Withdraw no Refund	13	0	1	14
Total				375

V. Gratitude

The Scholastic Standards Committee would like to acknowledge the invaluable, ongoing assistance and expertise provided by Allison Clark and Luke Norman of the Registrar's Office.