# Faculty Senate, 6 June 2022

Portland State
U N I V E R S I T Y

> 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 meeing. 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.

**Election of Presiding Officer Elect for 2022-23**
**Nominations for and election of Steering Committee members (2) for 2022-24**

**This is the last regular meeting of AY 2021-22. If Senate does not complete the agenda for this meeting, the Presiding Officer may convene an additional meeting on June 13th.**

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 **6 June 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, June 6th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, June 6th.** The **Consent Agenda** is **approved** without further discussion unless any senator, prior to the end of Announcements, requests separate consideration for any item.*

*Current senators (AY 2021-22) will vote on all business items (section E).*
*Continuing and newly elected senators (AY 2022-23) will vote for officers.*

## AGENDA

A. Roll Call and *Consent Agenda (see also E.1, G.6-14)*
\*   1. *Attendance will be determined by the online participants list*
\*   2. Minutes of 2 May 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

NOMINATIONS FROM THE FLOOR FOR PRESIDING OFFICER ELECT FOR 2022-23

   3. Faculty reading room in the Library (M. Bowman)
   4. Introduction of new ASPSU President Kierra Wing (N. Mbock)
   5. Update on LOA on Teaching Professor ranks (D. Kinsella)
   6. Announcement from Board of Trustees on presidential search (B. Berry)

ELECTION OF PRESIDING OFFICER ELECT FOR 2022-23
NOMINATIONS FROM THE FLOOR FOR STEERING COMMITTEE

C. Discussion – *none*

D. Unfinished Business – *none*

E. New Business
\*   1. Curricular proposals (GC, UCC) – *Consent Agenda*
\*   2. New program: Grad. Cert. in Affordable Housing Development (GC)
\*   3. New program: Undergrad. Cert. in Indigenous Traditional Ecological & Cultural Knowledge (UCC)
\*   4. New program: Undergrad. Cert. in Comparative Literary & Cultural Studies (UCC)
\*   5. Courses for Race & Ethnic Studies Requirement (RESRC)

ELECTION OF MEMBERS OF STEERING COMMITTEE (two members for 2022-24)

\*   6. Resolution on guiding principles and priorities for program review (Steering, AHC-APRCA)

F.   Question Period

G.   Reports from Officers of the Administration and from Committees
    1. President's report
    2. Provost's report
\*   3. Annual report of Race & Ethnic Studies Committee – *see also E.5*
\*   4. Annual report of Budget Committee
\*   5. Annual report of Ad-Hoc Committee on Academic Program Review and
      Curricular Adjustment – *see also E.6*
\*   6. Annual report of Academic Appeals Board – *Consent Agenda*
\*   7. Annual report of Educational Policy Committee – *Consent Agenda*
\*   8. Annual report of Faculty Development Committee – *Consent Agenda*
\*   9. Annual report of Graduate Council – *Consent Agenda*
\*   10. Annual report of Intercollegiate Athletics Board – *Consent Agenda*
\*   11. Annual report of Library Committee – *Consent Agenda*
\*   12. Annual report of Undergraduate Curriculum Committee – *Consent Agenda*
\*   13. Annual report of University Research Committee – *Consent Agenda*
\*   14. Annual report of University Writing Council – *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 5/2/22 – *Consent Agenda*
E.1.a-b. Curricular proposals (GC, UCC) – *summaries* – *Consent Agenda*
E.2. Grad. Cert. in Affordable Housing Development (GC)
E.3. Undergrad. Cert. in Indigenous Traditional Ecological & Cultural Knowledge (UCC)
E.4. Undergrad. Cert. in Comparative Literary & Cultural Studies (UCC)
E.5. RESR courses (RESRC)
E.6. Resolution on guiding principles & priorities for program review (Steering, AHC-APRCA)
G.3. RESRC Annual Report
G.4. BC Annual Report
G.5. AHC-APRCA Annual Report
G.6-14. Annual Reports – *Consent Agenda*: AAB, EPC, FDC, GC, IAB, LC, UCC, URC, UWC

# 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 |
| Luckett, Thomas | HST | 2023 * |
| Reitenauer, Vicki | WGSS | 2022 + |
| Wilkinson, Lindsey | SOC | 2024 |

### Library (LIB} [1]

| | | |
|---|---|---|
| Mikulski, Richard | LIB | 2023 + |

### 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

# PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2022-23

## Steering Committee

Rowanna Carpenter, Presiding Officer • Vicki Reitenauer, Past Presiding Officer • TBD, Presiding Officer Elect
Bishupal Limbu (2021-23) • Becky Sanchez (2021-23) • TBD (2022-24) • TBD (2022-24)
Ex-officio (non-voting): Richard Beyler, Sec. to the Faculty • Yves Labissiere, Faculty Trustee & Senior IFS Rep.
Sonja Taylor, Chair, Committee on Committees

### College of the Arts (COTA) [4]

| | | |
|---|---|---|
| Colligan, George | MUS | 2023 * |
| Heilmair, Barbara | MUS | 2023 |
| Heryer, Alison | A+D | 2024 |
| Ruth, Jennifer | FILM | 2025 |

### The School of Business (SB) [4]

| | | |
|---|---|---|
| Dimond, Michael | SB | 2025 |
| Finn, Timothy | SB | 2024 |
| Garrod, Nathanial | SB | 2025 |
| Raffo, David | SB | 2023 |

### College of Education (COE) [4]

| | | |
|---|---|---|
| De La Vega, Esperanza | C&I | 2024 + |
| Kelley, Sybil | ELP | 2023 |
| Thieman, Gayle | C&I | 2024 |
| vacant | | 2025 |

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

| | | |
|---|---|---|
| Anderson, Tim | ETM | 2025 |
| Dusicka, Peter | CEE | 2023 |
| Greenwood, Garrison | ECE | 2025 |
| 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 + |
| Knight, Bill | ENG | 2025 |
| Perlmutter, Jennifer | WLL | 2025 |
| Watanabe, Suwako | WLL | 2024 |

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

| | | |
|---|---|---|
| Caughman, John | MTH | 2024 + |
| Cruzan, Mitch | BIO | 2023 |
| Daescu, Dacian | MTH | 2025 |
| Goforth, Andrea | CHE | 2023 |
| La Rosa, Andres | PHY | 2024 * |
| Sterling, Nadine | BIO | 2025 |
| Tuor, Leah | BIO | 2025 |
| Webb, Rachel | MTH | 2024 + |

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

| | | |
|---|---|---|
| Ajibade, Jola | GGR | 2023 |
| Craven, Sri | WGSS | 2025 |
| Ferbel-Azcarate, Pedro | BST | 2024 |
| Lafrenz, Martin | GGR | 2025 |
| Newson, Jason | PSY | 2023 * |
| Wilkinson, Lindsey | SOC | 2024 + |

### Library (LIB} [1]

| | | |
|---|---|---|
| Emery, Jill | LIB | 2025 + |

### School of Public Health (SPH) [2]

| | | |
|---|---|---|
| Izumi, Betty | CH | 2024 + |

### School of Social Work (SSW) [4]

| | | |
|---|---|---|
| Chorpenning, Matt | SSW | 2023 + |
| Donlan, Ted | SSW | 2024 |
| Hunte, Roberta | SSW | 2023 * |
| Martin, Staci | SSW | 2025 |

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

| | | |
|---|---|---|
| Clucas, Richard | PS | 2023 |
| Davidova, Evguenia | IGS | 2025 |
| Eastin, Joshua | PS | 2024 |
| Endicott-Popovsky, Barbara | HCP | 2023 * |
| Rai, Pronoy | IGS | 2024 |

### Other Instructional Faculty (OI) [3]

| | | |
|---|---|---|
| Carpenter, Rowanna | UNST | 2023 |
| Lindsay, Susan | IELP | 2024 |
| Taylor, Sonja | UNST | 2025 + |

### All Other Faculty (AO) [9]

| | | |
|---|---|---|
| Baccar, Cindy | REG | 2025 |
| Constable, Kate | ACS | 2025 |
| Hunt, Marcy | SHAC | 2023 |
| Ingersoll, Becki | ACS | 2025 |
| Law, Anna | ACS | 2023 |
| Matlick, Nick | REG | 2025 |
| Mudiamu, Sally | OGEI | 2024 |
| Romaniuk, Tanya | ACS | 2024 |
| Zeisman-Pereyo, Shohana | TLC | 2023 * |

### Notes:

* Interim appointment
+ Committee on Committees (some TBD)
Total positions: 59 • Status: 28 May 2022

# 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 |
| Kelly, Kirk | Vice President & Chief Information Officer |
| 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 |
| Neely, Kevin | Vice President for University Relations |
| 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) |
| Voegele, 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 |
| Janssen, Mollie | Educational Policy Committee (co-chair) |
| Klein, Charles | Educational Policy Committee (co-chair) |
| Nadeau, Jay | University Research Committee |
| Oschwald, Mary + | Faculty Development Committee (co-chair) |
| Read, Sarah | Graduate Council |
| Recktenwald, Gerald | Library Committee |
| Taylor Rodriguez, Daniel | Faculty Development Committee (co-chair) |
| Trimble, Anmarie | Academic Appeals Board |
| Watanabe, Suwako + | Academic Requirements Committee |
| York, Harry | Honors Council |

## Notes

+ Also an elected senator
Status: 28 May 2022

**(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, Luckett, 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, Nathanial 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, Voegele, 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 4 April meeting** were **approved** as part of the *Consent Agenda*.

   3. **Procedural: Changes to agenda order** – *Consent Agenda*

      After Nominations for POE:
      E.4. Language on diversity, equity, and inclusion for Promotion & Tenure Guidelines
      G.3. AHC-APRCA report, pulled from the *Consent Agenda* for separate discussion
      E.3. Extension of charge of AHC-APRCA
      G.1. President's report
      G.2. Provost's report

B. **ANNOUNCEMENTS**

   1. **Announcements from Presiding Officer**

      REITENAUER reflected that her decision to stand for election as Presiding Officer, something she would not have imagined coming to PSU as an adjunct in 2000, was due to seeing the contributions that previous POs brought to difficult situations. She felt that she needed to be willing to be in those conversations. At that time, if asked to explain shared governance, she would have perhaps been able to bluff her way to a passing grade. Much this year has been for her about getting a deeper meaning of what [shared governance] requires; to govern the institution means to bring the power that we hold from our various positions together as we face challenges. This means holding ourselves and each other accountable.

We are at the time of year, REITENAUER continued, when we ask for nominations for the next Presiding Officer Elect. It will be an honor to serve with that person on the team next year. It is a service to the institution to step forward to be considered.

REITENAUER reviewed the changes to the agenda order given above.

## 2. Announcements from Secretary

BEYLER, continuing from REITENAUER's announcements, indicated that nominations for Presiding Officer Elect would be received at today's meeting. Nominations for POE as well as Steering Committee also could be submitted in writing up till the June meeting, when there would be a final chance for nominations and then a vote for these offices. Both this year's senators as well as newly elected senators are eligible to be nominated. Voting will be by next year's roster of senators.

## 3. Update on accreditation: Year 7 Report

REITENAUER introduced Brian SANDLIN (Accreditation Liaison Officer, OAA) and Jeff ROBINSON (Provost's Fellow; Chair, Communication Dept.) to give an update on the accreditation process. SANDLIN related that PSU is accredited by the Northwest Committee on Colleges and Universities (NWCCU), which is responsible for accreditation of about 168 schools, of a wide range of types, in the region. The commission wants to see how we are approaching the things we need to be doing, and provides guidance on how to improve our own processes and policies. We should not see reviewers' recommendations as 'getting dinged,' but as impetus to improve our practices. NWCCU emphasizes continuous self-improvement.

SANDLIN continued: accreditation occurs on a seven-year cycle. Our Year Seven Report is due on September 15th. The Board of Trustees needs to approve the document at their last meeting of the summer. We aim to have a mostly complete report by the end of this month. University Communications will then help us polish the document to submit to NWCCU in the fall. They are hoping to conduct in-person campus visits in October. Some of you may meet with them. The only way we really get into trouble is by deliberately hiding something, so if the reviewers ask questions, answer frankly and honestly. Accreditation is a voluntary process of self-reporting.

SANDLIN stated that we would continue to be accredited. In our mid-cycle report we were 'not in compliance' in certain areas of assessment of student learning outcomes. We've had two years to address that, and now around 90% of our degree programs are actively addressing student learning outcomes, and they will be glad to hear that.

Accreditation is what allows us to receive federal funds in the form of student loans and research grants, SANDLIN said. If we were to lose access to those funds, we would essentially stop being a university as we now recognize it. Of course we're not going to let that happen, and will continue to self-improve as the accreditors wish.

Accreditation is a kind of consumer protection for students, SANDLIN said. NWCCU wants to ensure that we have the capability and capacity to really offer students the credentials that we say that we do, and to have good post-graduate outcomes. Previously there were five standards. These have now been reduced to two: one on policies and procedures, the other on institutional effectiveness and mission fulfillment. A recommendation from NWCCU is not a penalty, but something to help us improve.

ROBINSON said they wish for as much feedback as possible, from as many stakeholders as possible. We know what to do in regard to mission fulfillment indicators, largely driven by presidential and provostial initiatives on student success, etc. In the [draft] report we provide indicators to answer those questions. The indicators need to be measurable, to show how we're making improvement. You may see places where you ask "Why haven't you mentioned this or that?" and they would appreciate such feedback. The final report will be about 70 pages, with links to other websites and documents.

The Senate perspective, ROBINSON said, would consider how to decide on our mission fulfillment indicators, and how to move forward through the next seven-year cycle.

SANDLIN added: many schools use the accreditation process to develop initiatives relating to things NWCCU is interested in, like closing equity gaps. A relief for us is that often they don't need to tell us what to do: we have already committed time and resources [for these purposes]. We are thus able to report on things we are already doing.

REITENAUER, conveying a question from the meeting chat: what indicators for student success are we using beyond retention and graduation rates? SANDLIN responded: the indicators relating to the Students First initiative are retention rate, six-year graduation rate, credit completion threshold, and degree completion average time to degree. These statistics we can track over time, using information we already have. Post-graduate outcomes are not represented; those are difficult to quantify. The government has information from income taxes and from federal student loans, but the federal systems don't talk to each other. ROBINSON added that student success measures can also be indicators for diversity and equity, financial stability, and community engagement. The question was how to measure student success as a whole package.

SANDLIN reiterated the motto of continuous self-improvement. ROBINSON: the accreditation process needs more involvement at all levels of the University. It is consequential down to the department level.

4. **Pronoun Project**

REITENAUER introduced Murph MURPHY, who had recently joined PSU as Director of the Queer Student Services Center. [For presentation slides, see **May Minutes Appendix B.4**.] MURPHY described the Pronoun Project: a community-based, multi-year campus initiative that came from students but also faculty need for a centralized description system for pronouns, allowing students, staff, and faculty to collect and display pronouns. Various people have been working behind the scenes, from GDI, Commission on Sexuality and Gender Equity (SAGE), QRC, OIT. This coming fall SAGE and OIT are rolling out the initial stage of the collection and iterative dissemination of pronouns, affecting systems such as class rosters, Canvas, Zoom, etc. The team wants to prepare faculty, and also ask for feedback. Other members of the team were introduced: Delaney YBARRA (Project Manager), Manasa JAJAM (student employee, Office of Student Success), Bagel (Trevor) HUGHES (student employee, Office of Student Success), Matt CHORPENNING (SSW Faculty Senator).

MURPHY related a story about starting to to use they/them pronouns about the same time as starting a job at a Portland nonprofit, where on the first day the supervisor asked "What pronouns do you use?" In this space they relaxed, felt validated, and could show

up to work and life in a more authentic and embodied way. It was important for the framing of this project to affirm students' identity and self-actualization. It enables faculty and staff to communicate in the best way as leaders in the classroom and across campus. It will improve mental health–the desire to learn and to feel safe.

JAJAM: pronouns are associated with a person's identity. Acknowledging this is a way to avoid misgendering which sometimes happens, even unintentionally. It is an aspect of education that every day we learn about something we previously had no knowledge of, as she did, previously, about preferred pronouns. This was a way to affirm and provide a safe space for everyone without exclusion.

HUGHES: it is similar to preferred names. When people don't use the preferred name 'Bagel'–what he now usually goes by–it is uncomfortable, doesn't sit quite right. It is similar with pronouns: if someone doesn't use the correct one it makes you feel not quite like yourself; it can be offensive. It is harder to be productive when you are misidentified.

CHORPENNING: we are tying to create learning environments where everyone feels they belong–not just where they feel tolerated, or not just that we are putting up with their existence. It is the duty of faculty to create a learning environment where everyone can engage authentically and recognize their full selves in the classroom. Honoring and respecting how people want to be addressed is part of it.

YBARRA: an important piece is technology. In partnership with Sean PINGLEY (OIT) they have identified several action items: first, identifying the data to collect; then, implementing this in Banner for current students, staff, and faculty, and then also applications and admissions for incoming students. There will be a free-form text entry with a character limit. The target date to collect this information is September 22nd. The first phase will be class lists. The next priority will be Canvas 'People' list, then in Zoom. After this phase, they hope to move to the faculty directory, ID cards, Cognos data warehouse, and advising portal. Not yet in the current timeline, but a possible further step, is working with Google to get it into email and Google Meet. They will also be in discussion with other PSU units such as SHAC, Housing, and Campus Rec. They welcome thoughts and comments from faculty.

LUCKETT believed that GDI had been working on a database of student gender identities which was strictly embargoed due to concerns about confidentiality. Why do they not have these same confidentiality concerns, and how will they accommodate students who prefer confidentiality? MURPHY: it will be optional; students can choose to change or update pronouns [or not], and it will be explicitly stated where the information will appear. KELLEY thought that part of the goal was to have this not be a privilege to not have to worry about pronouns; if student could opt out, didn't this imply a tension? MURPHY: it is a continuously evolving social experiment. It will be a learning point to see how and when people choose to opt in or out. Having the choice is important for people who are gender-expansive and gender-diverse.

WEBB asked about having an open text field. Experience from two years on Zoom showed that sometimes [chosen] names were inappropriate. Who will police that? MURPHY hoped to receive feedback on this issue. If people are choosing to use this in harmful ways, it becomes a bigger question for teams, departments, etc., to address.

CHORPENNING: we don't want to force people to out themselves. We want to encourage people use it in good faith. But there are other systems at PSU like that.

## NOMINATIONS FOR PRESIDING OFFICER ELECT

*There were no nominations from the floor. During the meeting there were several nominations made using the private chat function to the Secretary. The Secretary would be contacting those nominated to see if they would accept the nominations. Nominations can be submitted up until the next Senate meeting, and will also be taken from the floor at that meeting.*

C. **DISCUSSION** – *none*

D. **UNFINISHED BUSINESS** – *none*

E. **NEW BUSINESS**

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

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

2. **Revision of Global Perspectives SINQ** (USC) – *Consent Agenda*

   The changes to Global Perspectives Sophomore Inquiry specified in **May Agenda Attachment E.2** were **approved** as part of the *Consent Agenda*, there having been no objection before the end of announcements.

*Change to agenda order: per A.3, new business items E.3 and E.4 were flipped, and discussion of report G.3, pulled from the* Consent Agenda*, was inserted between them.*

E. 4. **Language on diversity, equity and inclusion for Promotion & Tenure Guidelines** (AHC-DEI-P&T, Steering)

   TAYLOR, chair of the Ad-Hoc Committee to Craft Language on Diversity, Equity, and Inclusion for the University Promotion and Tenure Guidelines, expressed appreciation for working with members of this committee on this project. [For presentation slides, see **May Agenda Attachment E.4.**]

   DE LA VEGA read a quotation from Ifeoma Oluo: addressing racial oppression should always be emotional, upsetting, but also something to which we bring compassion and hope that we are making a difference. The committee members talked with consultants from across the University, as well as the Ad-Hoc Committee to Include NTT Teaching Professor Ranks in the University Promotion and Tenure Guidelines. A foundational concept was the motto 'Let Knowledge Serve the City.' Part of the task was to make visible the invisible pedagogy and practices of care. They looked at promotion and tenure guidelines at other institutions. They looked at internal reports related to equity and the promotion process. They then went through the guidelines line by line.

   TAYLOR indicated that much of the needed language was already in the document; it was a matter of strengthening and bringing forth things that were already there from the last revision of the Guidelines. One area were equity [issues] might come up is the conflation of research and scholarship; the committee suggested language emphasizing a broader spectrum of scholarship. Another general issue was misalignment between

departmental and university-wide guidelines; it was somewhat surprising, to discover the range of processes. They suggested more emphasis on alignment with the University's mission and vision, particularly around equity.

CARPENTER / GAMBURD **moved** approval of the changes to the University Promotion and Tenure Guidelines specified in **May Agenda Attachment E.4**.

REITENAUER noted that GAMBURD and LIMBU helped craft the final language.

The changes to the P&T Guidelines stated in **Attachment E.4** were **approved** (44 yes, 3 no, 2 abstain, vote recorded by online survey).

### G. 3. Monthly report of Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustment

REITENAUER indicated that a senator had pulled this report from the *Consent Agenda*.

KELLEY reflected on the enormous gap between what was articulated as the intention for the program reduction process versus the reality. She therefore requested discussion of the report. Since then, the Provost's recommendations [from Phase II] were released. As a member of one of the eighteen units [asked to write reports], she had circled many times in her thoughts. She had, for years, been imagining some sort of process for revisiting institutional goals. She engages in collaborative interdisciplinary work, and has urged making the boundaries between colleges and departments more porous. This sometimes makes colleagues uncomfortable because we tend to cling to our departments and programs. What actually connects us is shared values and goals; of course there is disciplinary expertise, but that's often secondary. The recommendation to her program to aim for sustainability education, for example, isn't misaligned with that she had been saying and feeling for a while already.

The process, however, was demoralizing and anxiety inducing, KELLEY stated–the antithesis of the principles developed by AHC-APRCA calling for transparency and meaningful engagement from all stakeholders. It exacerbated burnout from over a decade of cuts and scarcity. It felt to her that there was minimal engagement and transparency. Because eighteen units were singled out to generate reports about our very existence, this led further feelings of isolation, siloing, and demoralization.

Her notebooks from the past year or so, KELLEY said, contained many notes about how the ELP could collaborate with SGRN, CUPA, Systems Science, other departments in COE, Architecture–many ideas. With Heather BURNS she had worked on collaborative and community-engaged teaching, such as the Learning Gardens Lab. Collaborative interdisciplinary work is hard to maintain, but not because we don't like to–it's why most of us are here. The system makes it hard; it happens despite the system, not because of it. She had many examples of this. Her point was that our silos make it hard to support interdisciplinary work.

KELLEY continued: our structures emerged from a period in our history which was overtly, unequivocally racist and patriarchal. The silos are entrenched, but we are in a different world today. Our history of slavery, settler colonialism, genocide is imprinted in our institutions. Our institutions perpetuated mindsets which created the current climate crisis. The same structures are not going to generate different outcomes. Many of us are feeling disheartened as we try to make positive change in the world.

This led KELLEY back to the program reduction process. It is related to systemic structures and behaviors. Don't blame individuals but focus on changing the structures. She did not want this to be interpreted as a personal criticism of the Provost, who has an unenviable job and probably not one she originally signed up for. KELLEY did not envy operating between a rock and a hard place at the top of a highly siloed and hierarchical system. There are perhaps some traditional academics who actually like the silos, but she believed there were far more like her, some of whom had spoken today and many others over the years. We chose PSU because of belief in the motto, 'Let knowledge serve the city.' She saw PSU as a lever for change, bringing our collective knowledge and expertise, and our amazing students, to the big problems of our times.

[PRRP], KELLEY said, seems to have been mostly a veiled process with closed-door meetings and decisions. The identified units feel vulnerable, which furthers the cycle of separation, rather than encouraging collaboration. What would have happened if we actually engaged in a process more aligned with the APRCA principles, engaging in a series of conversations and exercises that identified where to collaborate, identifying natural programmatic connections around topics like climate change and dismantling racial injustice? It is hard to imagine because we don't have a lot of examples in practice. She guessed that many in the other seventeen units have similar feelings: although the recommendations are not far from what they've envisioned over the years, rather than an invigorating, soul-filling engagement with colleagues, it feels like being out on a rowboat navigating dark waters of the moats around the silos.

KELLEY continued: an irony is that the Leadership in Sustainability Education program was singled out, while they are putting theory into practice with focus on community-engaged teaching and research into climate resilience. Her optimism has continued to bubble to the surface, so she wanted to have some conversation around this, but it has been a discouraging reality, and seemingly we are stuck in a crisis around budgeting.

DE LA VEGA thanked KELLEY for unpacking what is behind the curtain and speaking from the heart. We are siloed, and we haven't had a lot of great examples of inter-departmental cooperation. She had been thinking in regard to the revisions of the bilingual teacher pathway program that it would be good to work with the Linguistics Department, Chicano/Latino Studies, and others, to bring a fuller profile to what it means to be a bilingual teacher. But there aren't a lot of successful examples of such collaboration, and she feels she is already scheduled to full capacity.

REITENAUER recognized Lynn SANTELMANN (Chair, Applied Linguistics), who said she had a number of questions, but would keep her comment to one: in the initial application of metrics there were eighteen department identified as needing to submit a Phase II narrative; now there are five asked to submit strategic plans for keeping going with current resources. How did the way this process was implemented help the strategic plans and vision of the entire University? We asked only eighteen of the many departments on campus to address the metrics and put forward some sort of vision for the figure. Now five departments are being asked to alter their programs; in some cases, it has been suggested they consider reorganization with another department. How is this strategic–how does it address the larger needs of the University? What are our goals? That has not been articulated in this particular process. She would like clarity about what in the Phase II narratives led these five departments to be targeted.

JEFFORDS acknowledged that these are not easy things to discuss. She acknowledged and honored those who are speaking up. She intended to make some comments in her report, and asked the PO if she should go into them now. REITENAUER said that if she were able to speak to the issues now it would be appropriate.

JEFFORDS recognized that the strategic direction of the University was an issue brought forward by AHC-APRCA from the beginning. She understood the value of a conversation about the overall vision of the University. That was [however] not the framing within which we began this discussion. We started this discussion, JEFFORDS said, as part of an effort to get to a place where the institution could be in a healthier budget situation, [so that] we would not have to constantly have to talk about cutting budgets. That was a message she heard loud and clear from when she first arrived at PSU. We entered into this conversation, she said, to focus on overall financial sustainability.

We did not have a framing context, JEFFORDS continued, in which the University [as a whole] could discuss the most strategic components of the institution, and how to emphasize those. That's a conversation she thought that many people would welcome. She did not think, however, that this was the framing in which such a conversation took place. She acknowledged that this was a question that had come from AHC-APRCA since the beginning of the process.

THORNE observed that the departments [now asked to submit further plans] are relatively new [fields] that emerged in response to new society conditions and challenges. Arguably they are perhaps some of the most important topically–thinking about ways to resolve conflict, thinking about empathy. They seemed to him to contribute precisely to the kinds of intellectual scaffolding we hope would occur–not just content mastery but informed participation in democratic processes, better global understanding. It seems that departments with a longer history have not been given the same degree of scrutiny applied to these more recent departments, which may serve a critical function in the [intellectual] ecology of the contemporary university.

### E. 3. Extension of charge of Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustment (AHC-APRCA, Steering)

HARRIS/LINDSAY **moved** the extension of the charge of the Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustment through June 2023, as specified in **May Agenda Attachment E.3**.

GAMBURD thanked colleagues for the previous discussion. She believed we were all trying to maintain creativity, innovation, and positive dynamics that we like to think are characteristic of the University, but that it was a difficult time to move forward in those positive ways. It appeared ;that there would be another year, at least, of Program Review and Reduction Process. The motion suggests that the AHC-APRCA will continue in its work to liaise with the Provost, extend communications around budget reduction processes, and facilitate any Article 22 processes we may have moving forward.

The time extension of AHC-APRCA given in **Attachment E.3** was **approved** (46 yes, 1 no, 1 abstain, vote recorded by online survey).

*Return to regular agenda order.*

### F. QUESTION PERIOD – *none*

## G. REPORTS

### 1. President's Report

PERCY noted that despite getting booster shots, masking, etc., he was one of among those who was getting over some COVID. He hoped everyone was doing well and doing what they could to stay safe. He thanked those who had [earlier in the meeting] spoken from the heart; he appreciated their taking the time to do it. It has been a challenging year; he didn't think he had the right words to say anymore, but he and others in leadership appreciated the perseverance in the face of exhausting challenges.

PERCY appreciated the steps being taken in the promotion and tenure process to help unravel racism and discrimination. We have to understand how positions of privilege can lead to perspectives that minimize the value and opportunities of others. He saw the new language as trying to do better to give more opportunity and appreciate diversity.

Regarding interdisciplinary work, PERCY said he had met with OIRP and the Registrar's Office to work on creating better data systems to reflect the differences between a program and unit offerings, and to disentangle how we look at such programs in providing funding. We is trying to work on how to break down silos; there actually are some examples in graduate certificates and undergraduate programs, but he is aware that it isn't always easy.

PERCY said that he expected to receive the Huron consulting report on support services. They would give any recommendations serious attention, but would not just take the report of the shelf and immediately decide yes or no. He would work with the Presiding Officer to see if there would be time to present a view of the report at the next Senate meeting or some other venue. They would be reviewing it over the summer, but would not do anything until the return in the fall. One initial finding is that compared to other universities we are particularly decentralized in many functions. He believed the reason for this that we are today the sum of decisions made over fifty or sixty years by different people with different circumstances, challenges, and realities. The report, he hoped, would give use a chance to be reflective about how we might redesign ourselves, be better organized moving forward.

PERCY saw in the PRRP unit reports some interesting, positive ideas–people thinking about new modalities, new programs, new ways of working together. He appreciated that creativity, even while we may have some further difficult things to work through.

As announced last week, PERCY said, the Reimagine Campus Safety Committee issued a report with 34 recommendations. He applauded the committee's work, coming together to create a common understanding through a variety perspectives on some tough questions. In his response, he endorsed all the recommendations, and would begin an implementation plan. Some are easier than others; for example, we have to take time to develop a new model of responses to people experiencing mental health crises. He thanked the members of the committee for their work, and also those who will be involved in the implementation teams.

Racial justice and equity has been a top priority [this year], PERCY said. He again thanked [the committee and Senate] for work on the Promotion and Tenure Guidelines. There are Presidential Fellows working on a variety of topics, building community

connections, etc. This is not something we can solve right away; it will be a multi-year commitment. He appreciated Vice President LAMBERT's work in GDI on multiple project, training programs, etc.

**2.  Provost's Report**

JEFFORDS announced that Erica WAGNER had verbally accepted an offer to become the Vice Provost for Student Success. There had been an extraordinary group of candidates; the campus would have benefited from any of their passion and commitment in this role. She thanked co-chairs Yves LABISSIERE and Michele TOPPE and members of the search committee for their work to get us to this place.

The search for the Dean of MCECS is also nearing completion, JEFFORDS said, with recent visits of the finalists from a strong, diverse pool.

JEFFORDS wished to share briefly–there would soon be a more detailed announcement– about a change in the online fee. Over the last year, Michelle GIOVANNOZZI had led a process of consultation with stakeholders across campus on this issue, motivated by students' concerns. She thanked the team, and particularly noted contributions to the conversation by Alex SAGER. The President was deliberating about the final pieces. A prime concern was for a more equitable distribution of who pays the feel. They also wanted to ensure that it is sustainable, and that it is transparent and understandable by everyone. We are going to have a two-part process in the short run, by applying the feel to courses that are both synchronous or asynchronous online, but will thereby be able to reduce the fee [per credit hour]. Simultaneously, we will start a conversation about the long term, perhaps something like a mandatory fee or making it a component of tuition. This long-term approach will take about two years to unfold.

Returning to the program review and reduction process, JEFFORDS said that having reviewed the reports from eighteen units and the dashboard information, she wanted to thank all those units because the reports showed strong commitment to the values and mission of the University; they showed innovation, consultative and collaborative work across the institution. There were fantastic, innovative ideas which she hoped would move forward. She was committed to making Reimagine funds available to support these innovative ideas.

The responses sent to these eighteen units last week, JEFFORDS said, were based initially on the dashboard data, but also on the content of the responses to questions in the reports. There were a number of themes that were consistent across the reports as a whole. One, which we've already been discussing, is strong interest in collaborative, cross-disciplinary, and interdisciplinary work. A number of reports express frustration about not being able to teach in an interdisciplinary way, or at the pragmatic level about how courses get counted depending on who is teaching them. There was frustration about the previous focus on student credit hours, exclusively, as a way to think about unit performance. A number of units said they had made efforts in this regard, and felt frustrated that some of these efforts seem not to have been recognized. These issues have informed our revision of the OAA budget allocation model. There was a widespread expression of needing access to support services such as recruiting and communications.

A question which emerged, JEFFORDS continued, was the status of smaller units. She thought there are real questions to be asked about how units with smaller numbers of faculty can sustain all the work that's required in managing and sustaining a department and a degree in the curriculum. It is a lot of work for a limited number of faculty.

JEFFORDS wished to make everyone aware that one of the key pieces in the letters [to units] was that deans meet with those units in the next couple of weeks to go over the recommendations. This is in respect to one of the principles from AHC-APRCA about giving opportunities for engagement and feedback. It is possible that we might have missed some information relevant to the recommendations in the letters, that would come forward in these conversations. It's important that we hear feedback from these units.

There are a range of possible outcomes, JEFFORDS said, ranging from investments that would enable units to enroll new students, to redesign or reorganization, to the possibility of some targeted reductions. In the eighteen letters that went out to units, all of these components of the proposed outcomes have been utilized. There are two units in which investments were made, because they made a profound case for the opportunity to being new students to the University and contribute to overall enrollment growth. The bulk of the recommendations were aimed at redesigning curriculum or organization of units.

JEFFORDS wished to state clearly that anything relating to curriculum or organization of units was in the purview of the Faculty and Faculty Senate, and must go through Faculty governance processes. She could not dictate how those outcomes would look.

There are five units, JEFFORDS said, that were requested to write additional strategic plans about how they can sustain themselves with their current faculty resources. Those reports are due November 1st. We will continue conversations with those units.

That is the range of outcomes from the process, JEFFORDS continued, as we enter into Phase III, which is the implementation of these recommendations and their integration into our overall budgeting process.

REITENAUER indicated that AHC-APRCA would be meeting later in the week and had issued in invitation to the department chairs of the give units need to write additional strategic reports. She anticipated that the APRCA report to Senate in June would be presented orally, with a chance for further discussion.

*Change to agenda order: G.3 was pulled from the* Consent Agenda *and transferred to Section E.*

   **3. Monthly report of AHC-APRCA** – *discussed above*

   **4. Annual report of Scholastic Standards Committee –**
   ***received*** *under the* Consent Agenda

**H.  ADJOURNMENT –** The meeting was **adjourned** at 5:11 p.m.

MAY 2, 2022

# PRONOUN PROJECT

## STUDENTS FIRST INITIATIVE

Portland State
UNIVERSITY

# AGENDA

**1**     Why is it important?

**2**     Student perspectives

**3**     Faculty perspectives

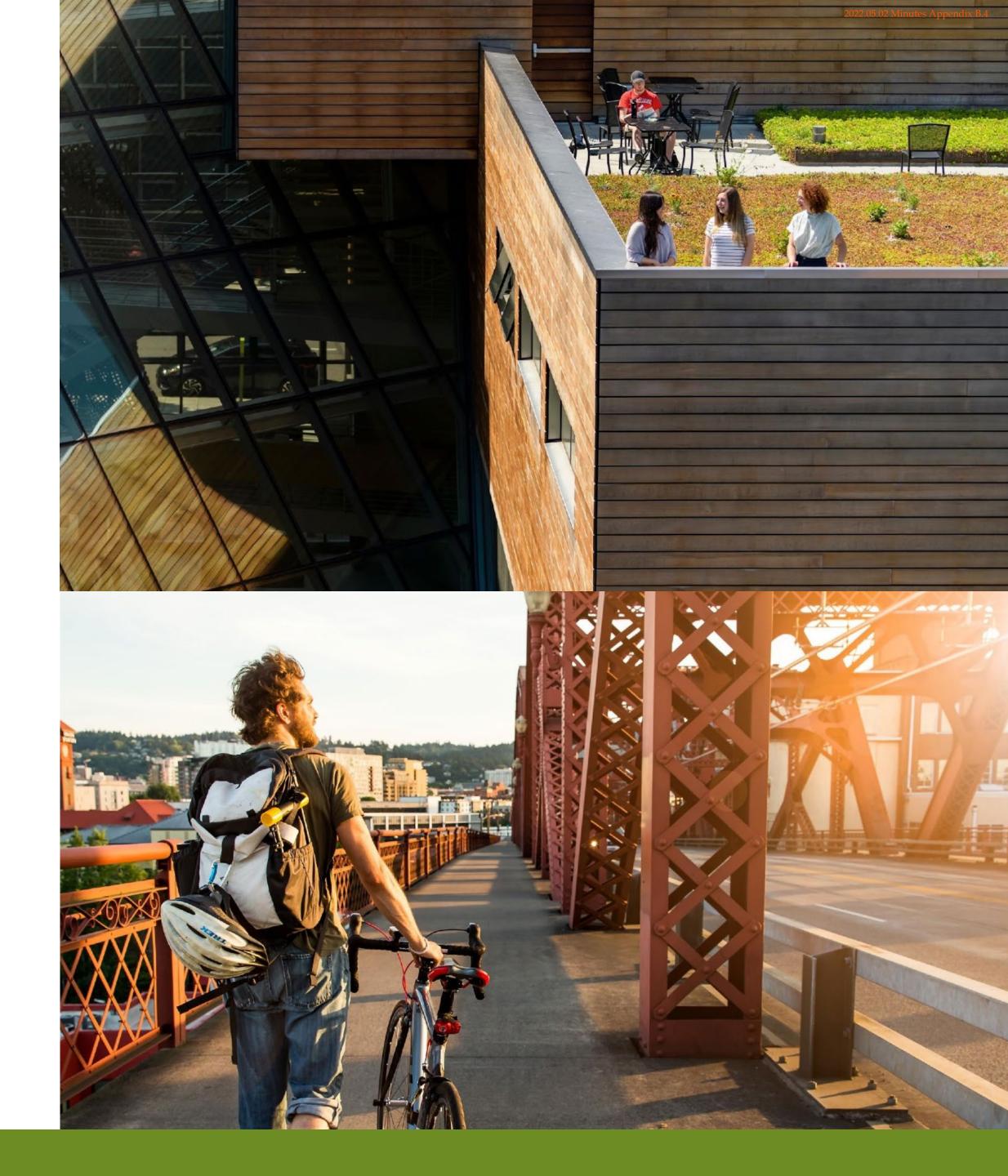**4**     What we plan to have in place to support you

**5**     Feedback

INTRODUCTIONS

# *WHY IS IT IMPORTANT*

## Murph

- Respecting, using, and  a persons pronouns:
  - validates their identity and affirms the continual process of self-actualization
  - invites students to be embodied in your classroom/improved learning environment
  - improves mental and emotional health and overall state of well-being
  - creates precedence for students/faculty/staff to ask for, use, and respect people's identity while actively changing culture

4

# *STUDENT PERSPECTIVES*

## Manasa

- Pronouns are bridges which communicate about a person's identity.
- Normalization of pronouns is necessary.
- Neopronouns and preferred pronouns are still pronouns.
- Recognising intersectionality to improve inclusivity.

# *STUDENT PERSPECTIVES*

## Trevor

- Proper use of pronouns creates a sense of respect and belonging for the individual
- Harder to learn and focus when misidentified

# *FACULTY PERSPECTIVE*

## Matt

- Belonging vs. Tolerating
- building a better learning community

*WHAT WE PLAN TO HAVE IN PLACE*

# PRONOUN COLLECTION

- Banweb - *My Account*
  - current students, staff, faculty can declare & pronouns
- Admission applications
  - incoming students can declare pronouns when applying
- Flexible: updatable, free-form text entry (w/ character limitation
- Target Date: September 2022

# PRONOUN DISSEMINATION

## PHASE I

- Display in Banweb *Faculty Services* "Class List"
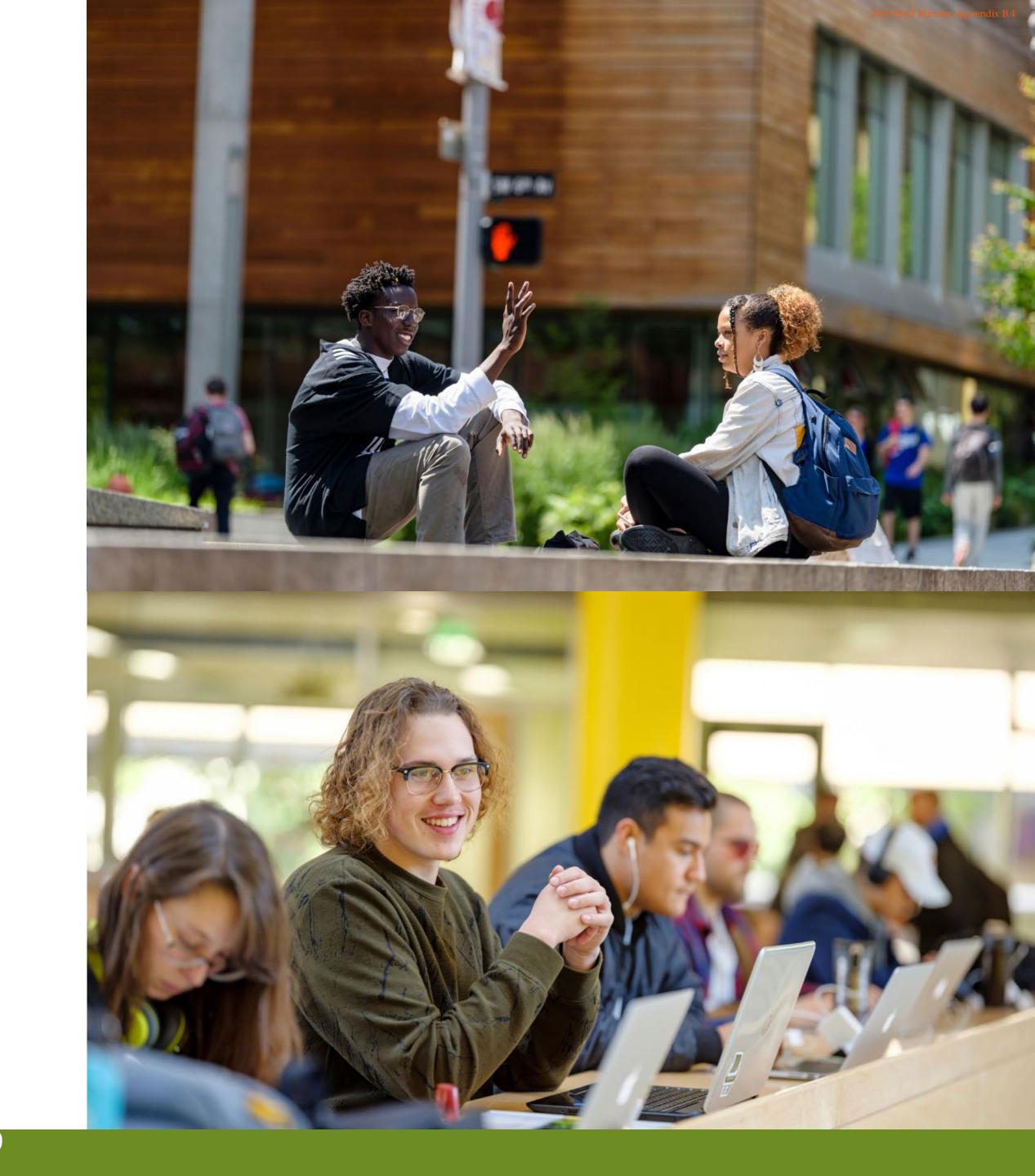- Display in Canvas "People" list
- Display in Zoom

# *FUTURE PLANNING*

## PHASE II AND BEYOND - IN OUR PROPOSED TIMELINE

- Faculty Directory (on pdx.edu)
- ID Cards
- Cognos (data warehouse)
- EAB Navigate (advising portal)

## PHASE II AND BEYOND - IN THE WORKS

- Google - proprietary software requires development requests
- Discussion with other service unit systems (SHAC, Housing, Student Rec)

# *FEEDBACK*

## WE WANT TO HEAR FROM YOU

Please fill out this Google Form to share your thoughts and/or questions with us.

https://docs.google.com/forms/d/e/1FAIpQLSciZhYk3KICaMib_QN2G3seTOEi_MRKJ0eCIOHidrOT4JMUtcQ/viewform?usp=sf_link

*Questions*

# *THANK YOU*

5 May 2022

TO:     Faculty Senate

FROM:  Sarah Read, Chair, Graduate Council

RE:      June 2022 Consent Agenda

The following proposals have been approved by the Graduate Council and are recommended for approval by the Faculty Senate.

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

## College of the Arts

### New Courses

E.1.a.1
- *Arch 512 Design/Build 1, 2 credits
  Student-led design workshop focused on the design and production of construction-ready project documentation for small projects. The workshop is organized in the manner of a small practice with students and professors working collaboratively.  The workshop is structured around material investigations, constructional studies, client meetings, consultant meetings, and the fabrication of full-scale mock-ups as the means to understanding a fully realized project. Prerequisite: Permission of instructor.

E.1.a.2
- *Arch 513 Design/Build 2, 4 credits
  Elective course exploring design/build methodologies through the construction of a full-scale project meant for public engagement.  Students will work collectively on investigations into on-site decision making, handling deviations from construction documents, methods of construction, construction timelines and project management.  This is the second part of a two-part design/build sequence that results in a hands-on, real-world project experience.

E.1.a.3
- *Mus 535 Choral Literature II, 3 credits
  The objective of this course is to develop an understanding of the depth and breadth of choral music written from the Romantic Period to the Present Day. The course will examine representative literature from these eras, and will help each student to establish a more thorough knowledge of the repertoire, as they work towards diverse and innovative programming in their eventual choral conducting careers.

### Change to Existing Course

E.1.a.4
- *Mus 534 Choral Literature, 3 credits – change title to Choral Literature I and change description

* 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 Business

## Changes to Existing Course

E.1.a.5
- BA 521 Leadership Development and Assessment, 2 credits – change title to Leadership Assessment and Development

## College of Education

## Change to Existing Program

E.1.a.6
- M.A./M.S. in Early Childhood: Inclusive Education – revision to core and to the Constructivism concentration

## Changes to Existing Courses

E.1.a.7
- CI 518 Implementing Mathematics Reform, 3 credits – change title to Mathematics Teacher Leadership: Implementing Effective and Equitable Mathematics Teaching Practices, change description and prerequisite

E.1.a.8
- CI 519 Mathematics Leadership: Influencing and Facilitating Improvement, 3 credits – change title to Mathematics Teacher Leadership: Supporting Collegial Learning and School Improvement and change description

E.1.a.9
- CI 521 Practicum: Mathematics Leadership, 1-3 credits – change title to Mathematics Teacher Leadership: Responsive Mathematics Instruction and Assessment, change description, prerequisite, and grading option

E.1.a.10
- *ECED 576 Equity and Cultural Diversity in Early Childhood Education, 3 credits – change course number to ECED 552, change title to Social Justice and Transformative Practice in Early Childhood Inclusive Education, change description, change credit hours to 4 credits, remove dual-level cross-listing

## Maseeh College of Engineering and Computer Science

## Change to Existing Program

E.1.a.11
- Graduate Certificate in New Product Development Management – change title to New Product Management

## New Courses

E.1.a.12
- *CS 563 Intro to Web Development, 3 credits
  Students will learn the fundamentals of web development, the structure and functionality of the web, and how to create responsive and accessible web applications using HTML, CSS, and JavaScript.

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

E.1.a.13
- *CS 564 Front End Web Technologies, 3 credits
Students will learn the languages, libraries, and frameworks needed to build user interfaces. This class will start with a review of HTML, CSS, and JavaScript, before focusing on React and the React ecosystem. Students will also work with CSS animations, gain experience with data visualization libraries, and learn about design principles and design systems. The final project is a dashboard application, which will leverage many of the topics covered in class and give students the opportunity to create a data-driven React application. Prerequisite: CS 563.

E.1.a.14
- *CS 566 Voice Assistants, 3 credits
Provides an introduction to voice technologies and how to design and build voice-enabled applications, by learning the concepts, techniques, and frameworks needed to build fully functional chatbots and virtual assistants. Students will explore the conversational design process and how to build effective voice user interfaces (VUIs) and conversational user interfaces (CUIs), and create voice-enabled applications and virtual assistants using popular APIs and platforms. Course assumes a working knowledge of JavaScript and Node.js or Python.

**Changes to Existing Courses**
E.1.a.15
- *CS 565 Full-stack Web Development, 3 credits – change title to Full Stack Web Development, change description and prerequisite

E.1.a.16
- ETM 511 Technology Management Writing and Presentations, 4 credits – remove cross-listing with ETM 611

E.1.a.17
- ETM 518 Ethical Issues in Technology Management, 4 credits – remove cross-listing with ETM 618

E.1.a.18
- ETM 519 Human Side of Technology Management, 4 credits – remove cross-listing with ETM 619

E.1.a.19
- ETM 520 Management of Engineering and Technology, 4 credits – remove cross-listing with ETM 620

E.1.a.20
- ETM 522 Communication and Team Building, 4 credits – remove cross-listing with ETM 622

E.1.a.21
- ETM 525 Strategic Planning, 4 credits – remove cross-listing with ETM 625

E.1.a.22
- ETM 526 Strategic Management of Technology, 4 credits – remove cross-listing with ETM 626

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

E.1.a.23
- ETM 527 Competitive Strategies in Technology Management, 4 credits – remove cross-listing with ETM 627

E.1.a.24
- ETM 530 Decision Making, 4 credits – remove cross-listing with ETM 630

E.1.a.25
- ETM 531 Technology Assessment & Acquisition, 4 credits – remove cross-listing with ETM 631

E.1.a.26
- ETM 532 Technology Forecasting, 4 credits – remove cross-listing with ETM 632

E.1.a.27
- ETM 533 Technology Transfer, 4 credits – remove cross-listing with ETM 633

E.1.a.28
- ETM 534 Technology Roadmapping, 4 credits – remove cross-listing with ETM 634

E.1.a.29
- ETM 535 Advanced Engineering Economics, 4 credits – remove cross-listing with ETM 635

E.1.a.30
- ETM 536 RDM: R&D Management, 4 credits – remove cross-listing with ETM 636

E.1.a.31
- ETM 537 Benchmarking Using Data Envelopment Analysis, 4 credits – remove cross-listing with ETM 637

E.1.a.32
- ETM 538 Decision Support Systems: Data Warehousing, 4 credits – remove cross-listing with ETM 638

E.1.a.33
- ETM 540 Operations Research, 4 credits – remove cross-listing with ETM 640

E.1.a.34
- ETM 543 Front End Management for New Product Development, 4 credits – change title to New Product Planning and Trend Foresight and change description and remove cross-listing with ETM 643

E.1.a.35
- ETM 544 Organizational Project Management, 4 credits – remove cross-listing with ETM 644

E.1.a.36
- ETM 545 Project Management, 4 credits – remove cross-listing with ETM 645

E.1.a.37
- ETM 546 Project Management Tools, 4 credits – remove cross-listing with ETM 646

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

E.1.a.38
- ETM 547 New Product Development, 4 credits – remove cross-listing with ETM 647

E.1.a.39
- ETM 548 Managing New Technology Introduction, 4 credits – remove cross-listing with ETM 648

E.1.a.40
- ETM 549 Management of Technology Innovation, 4 credits – remove cross-listing with ETM 649

E.1.a.41
- ETM 550 Manufacturing Systems Engineering, 4 credits – remove cross-listing with ETM 650

E.1.a.42
- ETM 551 Manufacturing Systems Management, 4 credits – remove cross-listing with ETM 651

E.1.a.43
- ETM 553 Manufacturing Systems Simulation, 4 credits – remove cross-listing with ETM 653

E.1.a.44
- ETM 555 Technology Marketing, 4 credits – remove cross-listing with ETM 655

E.1.a.45
- ETM 556 User-Centered Innovation, 4 credits – remove cross-listing with ETM 656

E.1.a.46
- ETM 559 Global Management of Technology, 4 credits – remove cross-listing with ETM 659

E.1.a.47
- ETM 560 Manufacturing Systems Engineering, 4 credits – remove cross-listing with ETM 660

E.1.a.48
- ETM 561 Manufacturing Systems Management, 4 credits – remove cross-listing with ETM 661

E.1.a.49
- ETM 562 New Venture Management, 4 credits – remove cross-listing with ETM 662

E.1.a.50
- ETM 563 Manufacturing Systems Simulation, 4 credits – remove cross-listing with ETM 663

E.1.a.51
- ETM 565 Technology Marketing, 4 credits – remove cross-listing with ETM 665

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

E.1.a.52
- ETM 567 Knowledge Management, 4 credits – remove cross-listing with ETM 667

E.1.a.53
- ETM 568 Energy Technology Innovations, 4 credits – remove cross-listing with ETM 668

E.1.a.54
- ETM 570 Role of Government in Technology Management, 4 credits – remove cross-listing with ETM 670

E.1.a.55
- ETM 571 Managing Emerging Technologies, 4 credits – remove cross-listing with ETM 671

E.1.a.56
- ETM 573 Management of Intellectual Capital, 4 credits – remove cross-listing with ETM 673

E.1.a.57
- ETM 575 Science and Technology Policy, 4 credits – remove cross-listing with ETM 675

**Drop Existing Courses**

E.1.a.58
- ETM 611 Technology Management Writing and Presentations, 4 credits

E.1.a.59
- ETM 618 Ethical Issues in Technology Management, 4 credits

E.1.a.60
- ETM 619 Human Side of Technology Management, 4 credits

E.1.a.61
- ETM 620 Management of Engineering and Technology, 4 credits

E.1.a.62
- ETM 622 Communication and Team Building, 4 credits

E.1.a.63
- ETM 625 Strategic Planning, 4 credits

E.1.a.64
- ETM 626 Strategic Management of Technology, 4 credits

E.1.a.65
- ETM 627 Competitive Strategies in Technology Management, 4 credits

E.1.a.66
- ETM 630 Decision Making, 4 credits

E.1.a.67
- ETM 631 Technology Assessment & Acquisition, 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.

E.1.a.68
- ETM 632 Technology Forecasting, 4 credits

E.1.a.69
- ETM 633 Technology Transfer, 4 credits

E.1.a.70
- ETM 634 Technology Roadmapping, 4 credits

E.1.a.71
- ETM 635 Advanced Engineering Economics, 4 credits

E.1.a.72
- ETM 636 RDM: R&D Management, 4 credits

E.1.a.73
- ETM 637 Benchmarking Using Data Envelopment Analysis, 4 credits

E.1.a.74
- ETM 638 Decision Support Systems: Data Warehousing, 4 credits

E.1.a.75
- ETM 640 Operations Research, 4 credits

E.1.a.76
- ETM 643 Front End Management for New Product Development, 4 credits

E.1.a.77
- ETM 644 Organizational Project Management, 4 credits

E.1.a.78
- ETM 645 Project Management, 4 credits

E.1.a.79
- ETM 646 Project Management Tools, 4 credits

E.1.a.80
- ETM 647 New Product Development, 4 credits

E.1.a.81
- ETM 648 Managing New Technology Introduction, 4 credits

E.1.a.82
- ETM 649 Management of Technology Innovation, 4 credits

E.1.a.83
- ETM 650 Manufacturing Systems Engineering, 4 credits

E.1.a.84
- ETM 651 Manufacturing Systems Management, 4 credits

E.1.a.85
- ETM 653 Manufacturing Systems Simulation, 4 credits

E.1.a.86
- ETM 655 Technology Marketing, 4 credits

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E.1.a.87
- ETM 656 User-Centered Innovation, 4 credits

E.1.a.88
- ETM 659 Global Management of Technology, 4 credits

E.1.a.89
- ETM 660 Total Quality Management, 4 credits

E.1.a.90
- ETM 661 Technology Entrepreneurship, 4 credits

E.1.a.91
- ETM 662 New Venture Management, 4 credits

E.1.a.92
- ETM 663 Intrepreneurship in Technology, 4 credits

E.1.a.93
- ETM 665 Research Methods for Engineering and Technology Management, 4 credits

E.1.a.94
- ETM 667 Knowledge Management, 4 credits

E.1.a.95
- ETM 668 Energy Technology Innovations, 4 credits

E.1.a.96
- ETM 670 Energy Technology Innovations, 4 credits

E.1.a.97
- ETM 671 Managing Emerging Technologies, 4 credits

E.1.a.98
- ETM 673 Management of Intellectual Capital, 4 credits

E.1.a.99
- ETM 675 Science and Technology Policy, 4 credits

## College of Liberal Arts and Sciences

## New Courses

E.1.a.100
- *Bi 578 Terrestrial Community Ecology, 3 credits
  Study of how plant, animal, and microbial communities are assembled across time and space. Emphasis will include understanding interactions among species and the causes of biological diversity in terrestrial systems. Prerequisite: Graduate standing or Bi 357.

E.1.a.101
- *G 557 Frontiers in Planetary Science, 4 credits
  Areas of active research in the planetary sciences on topics that have not yet made it into the Textbooks will be explored. Three main themes will be covered: 1) the formation of planetary systems, 2) the accretion and differentiation of planets, and 3) the geologic and atmospheric evolution of

* 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.

planets. As appropriate for these themes, content will range widely, including aspects of astronomy, geology, and climate.

E.1.a.102

- Mth 696 Mathematical Knowledge for Teaching & Educational Research Grades K-16, 3 credits
  Explore and develop mathematical knowledge for teaching and educational research related to the K-16 grade band. Expected preparation is a bachelors degree in mathematics or equivalent. The goal will be to build on students' core mathematical knowledge in ways that will support them in classroom teaching and in conducting research on the teaching and learning of mathematics. Expected preparation: Equivalent of an undergraduate degree in mathematics. This course may be repeated up to three times for credit.

E.1.a.103

- Mth 697 Advanced Mathematics for Teaching & Educational Research, 3 credits
  Develop knowledge of advanced mathematics for teaching and educational research. Expected preparation is a bachelors degree in mathematics or equivalent. The goal is to build on students' knowledge of advanced mathematics (from pure mathematics course work) in ways that will support them in undergraduate classroom teaching and in conducting research on the teaching and learning of undergraduate mathematics. Further, the course supports students in making connections between K-16 mathematics and advanced (graduate level) mathematics. Expected preparation: Equivalent of an undergraduate degree in mathematics. This course may be repeated up to three times for credit.

E.1.a.104

- *NAS 522 First Foods of the Pacific Northwest, 4 credits
  Using examples from the Pacific NW, this course will investigate the interconnected social, cultural, and political relationships between Indigenous food systems, spirituality, kinship, food sovereignty, and ecology; from subsistence food traditions to government commodity foods to urban Native American food movements. We will contemplate and learn about Traditional Ecological Cultural Knowledge (TECK) and the impact of colonization on Indigenous food systems and landscapes from a place based lens.

E.1.a.105

- Psy 511 Advanced Community Psychology, 4 credits
  Theory, methods, practice, and selected topics in advanced community psychology. Also offered as Psy 611 and may be taken only once for credit.

E.1.a.106

- Psy 611 Advanced Community Psychology, 4 credits
  Theory, methods, practice, and selected topics in advanced community psychology. Also offered as Psy 511 and may be taken only once for credit.

* 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.

**Changes to Existing Course**

E.1.a.107
- WS 571 Transnational Feminisms, 4 credits – change title back to Global Feminisms and change description

**Drop Existing Courses**

E.1.a.108
- *Phl 581 Biomedical Ethics, 4 credits

E.1.a.109
- *Phl 582 Biomedical Ethics, 4 credits

E.1.a.110
- *Phl 583 Biomedical Ethics, 4 credits

## School of Social Work

**Change to Existing Program**

E.1.a.111
- M.S.W. in Social Work – remove core course and revise concentrations

**Changes to Existing Courses**

E.1.a.112
- SW 532 Advocacy and Empowerment, 3 credits – change prerequisite

E.1.a.113
- *SW 547 Social Work and Sustainability, 3 credits – change title to Social Work and Environmental Justice, change description and prerequisite, and remove from dual-level cross-listing

**Drop Existing Courses**

E.1.a.114
- *CFS 550 Youth and Youth Work, 4 credits

E.1.a.115
- SW 517 Health Across the Lifespan I, 3 credits

E.1.a.116
- SW 518 Health Across the Lifespan II, 3 credits

E.1.a.117
- SW 519 Health Across the Lifespan III, 3 credits

E.1.a.118
- SW 545 Advanced Human Behavior in the Social Environment, 3 credits

E.1.a.119
- SW 586 Children, Youth and Families I, 3 credits

E.1.a.120
- SW 587 Children, Youth, and Families II, 3 credits

E.1.a.121
- SW 588 Children, Youth, and Families III, 3 credits

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

E.1.a.122
- SW 645 Advanced Human Behavior in the Social Environment, 3 credits

## University Library

## New Course

E.1.a.123
- Ulib 511 Library Research & Scholarly Communication Fundamentals, 1 credit
  Introduces graduate students to practical skills and resources related to research; such as, searching for literature review sources, data management basics, and citation management. We will also explore the dissemination of scholarship and the publishing landscape. Students are encouraged to utilize weekly activities and their final project to support their research and other scholarship. This course is recommended for graduate students working on a thesis, dissertation, or other large research project.

## College of Urban and Public Affairs

## Change to Existing Program

E.1.a.124
- Master of Public Policy – revise core and methods requirements and reduce minimum credits from 60 credits to 54 credits

## New Course

E.1.a.125
- PS 533 Ethics and Public Policy, 4 credits
  An examination of the normative dimensions of public policy, focusing both on the ethical issues raised by the means of policymaking as well as the values that might shape the ends of public policy. This is the same course as PAP 513 and may be taken only once for credit.

## Changes to Existing Courses

E.1.a.126
- PA 554 Policy Analysis Research, 3 credits – add cross-listing with PAP 654

E.1.a.127
- *PAP 513 Ethics and Public Policy, 4 credits – change course number to PAP 533 remove dual-level cross-listing with PAP 413, and add cross-listing with PS 533

E.1.a.128
- PAP 654 Policy Analysis Research, 3 credits – add cross-listing with PA 554 and change description

* 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.

5 May 2022

TO:     Faculty Senate

FROM:  Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE:      June 2022 Consent Agenda

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

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

## **College of the Arts**

### **New Courses**

E.1.b.1
- Arch 283 Architecture Summer Immersion Program, 6 credits
  Intensive four-week course providing foundational skills in design and visual communication for students considering an education and/or career in architecture. Design work in this intensive studio setting is supplemented with lectures on tectonics and public interest design, site visits to significant architecture in the region, and tours of leading architecture firms.  Open to all students at the college level or above.

E.1.b.2
- *Arch 412 Design/Build 1, 2 credits
  Student-led design workshop focused on the design and production of construction-ready project documentation for small projects. The workshop is organized in the manner of a small practice with students and professors working collaboratively.  The workshop is structured around material investigations, constructional studies, client meetings, consultant meetings, and the fabrication of full-scale mock-ups as the means to understanding a fully realized project. Prerequisite: Arch 481 and permission of the instructor.

E.1.b.3
- *Arch 413 Design/Build 2, 4 credits
  Elective course exploring design/build methodologies through the construction of a full-scale project meant for public engagement.  Students will work collectively on investigations into on-site decision making, handling deviations from construction documents, methods of construction, construction timelines and project management.  This is the second part of a two-part design/build sequence that results in a hands-on, real-world project experience. Prerequisite: Upper-division standing.

E.1.b.4
- COTA 235 Artist as Citizen: Social Justice Movements, Artistic Response and Impact, 2 credits
  Examine and discuss current and past social justice movements: including global and national efforts. Research and report on artistic responses from diverse social justice movements. Investigate and consider actions taken to

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* 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.

create change as a result of the activism.  Explore how art and social justice activism work together effectively, what the next steps are after the paint has dried. Prerequisite: COTA 135 or permission of instructor.

E.1.b.5
- *Mus 435 Choral Literature II, 3 credits
  The objective of this course is to develop an understanding of the depth and breadth of choral music written from the Romantic Period to the Present Day. The course will examine representative literature from these eras, and will help each student to establish a more thorough knowledge of the repertoire, as they work towards diverse and innovative programming in their eventual choral conducting careers. Prerequisite: Upper division standing.

## Change to Existing Course

E.1.b.6
- *Mus 434 Choral Literature, 3 credits – change title to Choral Literature I and change description

## School of Business

## Change to Existing Program

E.1.b.7
- B.A./B.S. in Business Administration – revise core requirement and remove requirement that 90 credits must be completed outside of the School of Business

## New Courses

E.1.b.8
- BA 216 Applied Excel for Business, 2 credits
  Applied Excel for Business is required for all business students because of the foundational role Excel plays in their future coursework and career. Students will use SIMnet simulation software to learn selected practical tasks in Excel 2019, as well as learn more advanced features of Excel through applied projects. The Final Exam for the class is the Microsoft Office Excel 2019 Certification Exam. Prerequisite: BA 101.

E.1.b.9
- BA 300 Business and Professional Communication, 2 credits
  Designed to introduce the conceptual framework and specific tools necessary for communicating in complex environments and accomplishing strategic academic and professional business goals. Provides the written and collaborative skills necessary for business professionals. Students will develop awareness of personal strengths and weaknesses in business communication and learn how to incorporate these into strong communication end results. Prerequisite: BA 216, BA 213, Comm 220, Ec 202, Stat 241 OR Stat 243, and Wr 121 or the third term of FRINQ.

## Changes to Existing Courses

E.1.b.10
- BTA 428 Data Privacy, Security and Ethics, 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.11
- GSCM 429 Global transportation and Logistics management, 4 credits – change prerequisite

E.1.b.12
- GSCM 439 Global Sourcing and Negotiation, 4 credits – change prerequisite

## Drop Existing Courses

E.1.b.13
- *ECED 476 Equity and Cultural Diversity in Early Childhood Education, 3 credits

## Maseeh College of Engineering and Computer Science

## Change to Existing Programs

E.1.b.14
- B.S. in Civil Engineering – revise core requirement

E.1.b.15
- B.S. in Environmental Engineering – revise core requirement

## New Courses

E.1.b.16
- CE 316 Applied Probability and Statistics for Civil & Environmental Engineering, 4 credits
  Application of probability distributions, hypothesis testing and regression modeling with an emphasis on formulating and solving real-world problems using software that can be readily available to students now and later in the professional world. Focus on probabilistic and reliable, sustainable, and equitable design and operation of civil infrastructure and environmental systems. Prerequisite: Mth 254, Admission to the Program

E.1.b.17
- *CS 463 Intro to Web Development, 4 credits
  Students will learn the fundamentals of web development, the structure and functionality of the web, and how to create responsive and accessible web applications using HTML, CSS, and JavaScript. Prerequisite: Admission to the program.

E.1.b.18
- *CS 464P Front End Web Technologies, 4 credits
  Students will learn the languages, libraries, and frameworks needed to build user interfaces. This class will start with a review of HTML, CSS, and JavaScript, before focusing on React and the React ecosystem. Students will also work with CSS animations, gain experience with data visualization libraries, and learn about design principles and design systems. The final project is a dashboard application, which will leverage many of the topics covered in class and give students the opportunity to create a data-driven React application. Prerequisite: CS 463.

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E.1.b.19
- *CS 466 Voice Assistants, 4 credits
  Provides an introduction to voice technologies and how to design and build voice-enabled applications, by learning the concepts, techniques, and frameworks needed to build fully functional chatbots and virtual assistants. Students will explore the conversational design process and how to build effective voice user interfaces (VUIs) and conversational user interfaces (CUIs), and create voice-enabled applications and virtual assistants using popular APIs and platforms. Course assumes a working knowledge of JavaScript and Node.js or Python. Prerequisite: Admission to program.

## Changes to Existing Courses

E.1.b.20
- CE 351 Introduction to Transportation Engineering, 4 credits – change prerequisite

E.1.b.21
- *CS 465P Full-stack Web Development, 4 credits – change title to Full Stack Web Development, change description, prerequisite, and grading option

## College of Liberal Arts and Sciences

## Change to Existing Programs

E.1.b.22
- B.A./B.S. in Anthropology – update elective requirement

E.1.b.23
- B.A./B.S in Environmental Studies – revise core and elective requirements and reduce minimum credits from 94 credits to 60 credits

E.1.b.24
- B.A. in Judaic Studies – revise core requirement and reduce minimum credits from 60 credits to 52 credits

E.1.b.25
- Minor in Judaic Studies – revise structure of requirements

E.1.b.26
- B.A./B.S. in Sociology – add option for core course

E.1.b.27
- Minor in Women's Studies – revise core requirements

## New Courses
E.1.b.28
- *Bi 478 Terrestrial Community Ecology, 3 credits
  Study of how plant, animal, and microbial communities are assembled across time and space. Emphasis will include understanding interactions among species and the causes of biological diversity in terrestrial systems. Prerequisite: Bi 357.

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* 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.29
- *G 457 Frontiers in Planetary Science, 4 credits
  Areas of active research in the planetary sciences on topics that have not yet made it into the Textbooks will be explored. Three main themes will be covered: 1) the formation of planetary systems, 2) the accretion and differentiation of planets, and 3) the geologic and atmospheric evolution of planets. As appropriate for these themes, content will range widely, including aspects of astronomy, geology, and climate. Prerequisite: Upper division standing, or by permission of instructor.

E.1.b.30
- Hst 230 The History of Now: Recent US History Connected to the Past, 4 credits
  Explores contemporary topics, issues, and events in the United States and identifies moments or periods in the American historical past that will provide context and enhance student's understanding of the present. We will examine current political, social, and cultural topics and events regarding race, gender, class, and sexual identity in the US, and look to history to provide context. We will also look at current economic, political, and diplomatic events and use the past to enhance our understanding of the world around us.

E.1.b.31
- Hst 270 A World History of Love, 2 credits
  Surveys religious, philosophical, and scientific writings on love from the ancient world to late modernity. An introduction to the history of emotions and "emotionology" as a method of inquiry. Special attention paid to Judaism, Christianity, and Islam in the Middle Ages, as well as to colonialism, nationalism, and family in the early modern and modern periods.

E.1.b.32
- Hst 371 Queerness and Difference in European History, 4 credits
  Examines the history of same-sex desire and the identities of gender-nonconforming people in Europe through the lens of religious, ethnic, national, and racial difference. Explores how queer identities intersected with other categories of belonging from the Middle Ages to the 20th century. Topics include queerness and medieval religious difference, perceptions of queerness in the disabled body and the Jewish body, and fascism's merging of social groups perceived as subhuman or degenerate, including Jews, Roma, disabled people, and queers.

E.1.b.33
- Hst 372 History of Antisemitism, 4 credits
  Surveys the development of hostility towards Jews from antiquity to the present day. We will explore how anti-Jewish hatred has persisted over millennia even as it has adapted to individual historical and geographic contexts. Topics include anti-Jewish bias in the ancient world and foundational Christian sources; social and economic marginalization in medieval Europe; the emergence of political and racial antisemitism in the nineteenth century; Nazi antisemitism; and contemporary developments,

* 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.

including left- and right-wing antisemitism. This is the same course as JSt 372 and may be taken only once for credit.

E.1.b.34
- JSt 372 History of Antisemitism, 4 credits
Surveys the development of hostility towards Jews from antiquity to the present day. We will explore how anti-Jewish hatred has persisted over millennia even as it has adapted to individual historical and geographic contexts. Topics include anti-Jewish bias in the ancient world and foundational Christian sources; social and economic marginalization in medieval Europe; the emergence of political and racial antisemitism in the nineteenth century; Nazi antisemitism; and contemporary developments, including left- and right-wing antisemitism. This is the same course as Hst 372 and may be taken only once for credit.

E.1.b.35
- NAS 349 Indigenous Leadership for Sustainable Futures, 4 credits
We will explore Indigenous leadership styles, strategies, and skills used by individuals in their communities, including governmental and tribal/indigenous organizations, nonprofits and informal groups.  The course looks at the effects of globalization on human and more-than-human populations and our environment, and offers insights into the role/application of Seventh Generations/sustainability principles and indigenous values and practices to address contemporary social, environmental and economic challenges, including Climate impacts from colonizing practices globally.

E.1.b.36
- *NAS 422 First Foods of the Pacific Northwest, 4 credits
Using examples from the Pacific NW, this course will investigate the interconnected social, cultural, and political relationships between Indigenous food systems, spirituality, kinship, food sovereignty, and ecology; from subsistence food traditions to government commodity foods to urban Native American food movements. We will contemplate and learn about Traditional Ecological Cultural Knowledge (TECK) and the impact of colonization on Indigenous food systems and landscapes from a place based lens. Prerequisite: NAS 201 or instructor approval.

E.1.b.37
- NAS 424 Cultural Ecology: Indigenous Science and the Natural World, 4 credits
What does "science" mean to you? Indigenous peoples have practiced "science" since time immemorial. This applied course will provide the basis for understanding "science" through the perspective of Traditional Ecological and Cultural Knowledge, and how Indigenous teachings guide values and protect First Foods. Traditional ecological and cultural knowledge, Indigenous teachings, values and First Foods will ground and guide students through their course experience which will include a mixture of lecture, discussion, film, group exercises & field excursions to gain awareness of Indigenous Science. Prerequisite: NAS 201 or instructor approval.

* 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.38
- Sci 367U STEM Research: Solving Today's Problems, 4 credits
  Students will gain tools for success in STEM disciplines, including professional skills, scientific research, scientific literature and writing, and working in interdisciplinary teams to address complex issues such as global environmental challenges.  Students will gain the skills, knowledge and social capital needed to engage in locally and globally relevant research.

E.1.b.39
- Sci 368U Green Roof Ecology, 4 credits
  An Undergraduate Research Experience investigating how green roof plant communities function in an urban rooftop environment. Working in small groups, students pursue an original research project and deliver a final technical report to PSU green roof researchers. The research topic changes each term – potential topics include plant communities; urban habitats and climate resilience; ecological services provided by green roofs; or impacts on air and water quality. Assignments focus on scientific writing and real-world research practices.

E.1.b.40
- Sci 369U Green Roof Monitoring and Ecodesign, 4 credits
  An Undergraduate Research Experience investigating the efficiency and/or resiliency of living roofs in an urban environment. Working in small groups, students pursue an original research project and deliver a final technical report to PSU green roof researchers. The research topic changes each term – potential topics include stormwater mitigation, energy efficiency, or impacts on local air and water quality. Assignments focus on scientific writing and real-world research practices.

### Changes to Existing Course
E.1.b.41
- Ph 231 General Physics I with Life Science and Medical Applications, 4 credits – change prerequisite

### Drop Existing Courses
E.1.b.42
- *Phl 481 Biomedical Ethics, 4 credits

E.1.b.43
- *Phl 482 Biomedical Ethics, 4 credits

E.1.b.44
- *Phl 483 Biomedical Ethics, 4 credits

## School of Social Work

### New Course

E.1.b.45
- CFS 440 Critical Youth Studies, 4 credits
  Drawing on fields including history, sociology, education, literature, religion, politics, psychology, economics, cultural studies, and more, Youth Studies examines the development, history, and meaning of youth as a social

* 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.

construct. Critical Youth Studies adds to this analysis the consideration of power as it shapes the construction and experience of youth. Post-structuralism, discourse, the sociological imagination, critical race theory, queer theory, and critical feminisms ground this analysis. Practical implications for education and human services are explored. Prerequisite: Upper-division standing.

## Changes to Existing Courses

E.1.b.46
- *CFS 450 Youth and Youth Work, 4 credits – change title to Youth Work Practice, change description, and remove from dual-level cross-listing

E.1.b.47
- *SW 447 Social Work and Sustainability, 3 credits – Remove dual-level cross-listing

## College of Urban and Public Affairs

## Change to Existing Program

E.1.b.48
- B.A./B.S. in Criminology and Criminal Justice – Add core course and increase minimum credits from 65 credits to 69 credits

## New Course

E.1.b.49
- CCJ 317 Race, Crime, and Criminal Justice, 4 credits
  Racial disparity is a major focus of the field of criminology and criminal justice.  This course provides an understanding of the tools used to describe, theoretically explain, and empirically examine the complex relationship between race, crime, and victimization in the United States.  The course focuses on all major racial and ethnic groups who are disproportionately justice-impacted--including both victims and offenders. The influence of race at all stages of the criminal justice system is examined.

## Drop Existing Course

E.1.b.50
- *PAP 413 Ethics and Public Policy, 4 credits

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

5 May 2022

TO:     Faculty Senate

FROM:   Sarah Read, Chair, Graduate Council

RE:     Graduate Certificate in Affordable Housing Development

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

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

## PROPOSAL SUMMARY FOR
## College of Urban and Public Affairs

### Graduate Certificate in Affordable Housing Development

**Certificate Type**
Graduate certificate: Admission to graduate status required

**Effective Term**
Fall 2022

**Overview of the Program**

Affordable Housing is a complex field—development involves multiple layers of financing, public sector partners, and complicated tax incentives. Once a building is complete, the leasing phase and ongoing community management includes policy and program compliance and specialized resident services. Property maintenance and management often requires re-capitalization and more layers of finance and government relations.

The certificate in Affordable Housing Development will provide knowledge and skills for real estate professionals in the private, nonprofit, and government sectors, to be able to enter this specialized sector. The certificate includes courses from the School of Urban Studies & Planning and the School of Business, and is aligned with the unique Master of Real Estate Development program jointly offered by the two schools.

**Evidence of Need**

Local/regional employers, including state agencies, local government, nonprofit and for-profit developers, have confirmed that there is a substantial need for staff who can contribute to affordable housing development. They also confirm that the current real estate certificate and degree programs do not provide sufficient specialized knowledge for this highly niche field.

Local, regional, and national scans of a. professional networks and b. university offerings demonstrate that there is demand for shorter programs (not a full Master's degree) that provide these skills; and that there are very few university programs that fill this need. Most existing university real estate programs do not focus on affordable housing nor connect to policy departments.

**Course of Study**

The Affordable Housing Development certificate is a 5-course program.

Required courses (16 credits):

- RE 521: Real Estate Finance I (4)
- USP 523: Real Estate Development I (4)
- USP 596: Affordable Housing Finance (3)
- USP 561 [PROPOSED NEW COURSE]: Affordable Housing Development Workshop (5)

One of the following (3-4 credits):

- USP 567: Urban Housing Policies (3)
- USP 526: Neighborhood Conservation and Change (4)
- USP 585: Housing and Environments for Older Adults (3)
- USP 554: Planning and the Housing Market (3)

Minimum credits: 19

5 May 2022

TO:      Faculty Senate

FROM:    Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE:      Undergraduate Certificate in Indigenous Traditional Ecological & Cultural Knowledge

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

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

**PROPOSAL SUMMARY FOR**
**College of Liberal Arts & Sciences**

**Undergraduate Certificate in Indigenous Traditional Ecological & Cultural Knowledge**

**Certificate Type**
Undergraduate certificate: Earned at completion; admission to the University not required

**Effective Term**
Fall 2022

**Overview of the Program**

The ITECK (Indigenous Traditional Ecological & Cultural Knowledge) undergraduate certificate is designed to provide Native and non-Native students with a concentrated, decolonized study of Indigenous ecological epistemologies and their value within a variety of contemporary contexts. Central themes of analysis include the understanding, practice and implementation of Seventh Generation philosophy; recognizing the role of the sacred and that all land is sacred; reciprocity and interdependence; respecting cultural protocols and cultivating healthy relationships: "We are all related."; new partnership in education and land reclamation utilizing Indigenous cultural practices and holistic sustainability models; implications of ITECK on long-term land restoration and management practice and utilization of ITECK to restore the land on behalf of regional native flora and to deepen understanding, knowledge, and engagement through seasonal harvests, tending, culturally significant programming and community engagement with tribal, urban Native, historically marginalized, and other regional communities.

In recent years, Western Science has "discovered" what Indigenous People have known since Time Immemorial and Indigenous oral histories continue to confront and correct inaccurate and incomplete historical accounts. Indigenous Ways of Knowing centers kinship and the reciprocal relationship between people and our environment. Through critical analysis of socially constructed narratives, the certificate will explore contemporary themes, such as community health, food sovereignty, Indigenous land management and practices, community development, resilience, and self-determination. Furthermore, opportunities will exist for building and strengthening equitable, long-term collaborative partnerships with Indigenous

communities, NGO's, as well as local, regional and federal agencies, including an increase in paid internships and the fostering of diverse professional career pathways. In addition to theoretical work in Indigenous and Native American Studies, disciplinary foundations include community-based learning and high-impact student experiences such as collaborative opportunities with existing community partners.

**Evidence of Need**

In an effort to get a fuller sense of the demand for ITECK at Portland State, we reviewed the previously distributed petition and a six-question survey created when conducting research on the need of the now implemented INNAS Major. In the survey of 227 respondents, 85.5% expressed that they would like to see ITECK curricula when asked the question, "What topics and themes would you like to see implemented in a Major of Indigenous Nations/Native American Studies?" This was the highest-ranking response with Contemporary Issues & Experiences (Food Sovereignty, Environmental Racism, Community Health, Advocacy, etc.) being the next highest with 84.6%.

Traditional ecological practices and contemporary issues and experiences are the focus of the proposed ITECK certificate. Furthermore, when asked about how they were currently utilizing the knowledge gained from completing the INST minor, 69.9% of respondents mentioned that it had a direct bearing on their professional lives/careers; 60.2% mentioned Volunteer/Service/Advocacy Activities, and 57.5% mentioned personal/family life. In an intriguing testament to the importance of intellectual life, 45.1% mentioned that they utilized their minor in preparation for graduate/post-baccalaureate studies. We expect that the proposed ITECK certificate will hold equal weight in its utilization.

Evidence of need is apparent with the passage of HB2825 requiring Ethnic studies K-12 and SB13 requiring Indigenous curriculum K-12. As outlined elsewhere in this proposal, with the recent November 2021 White House Office of Science and Technology Policy and Council on Environmental Quality memorandum to initiate new federal guidance on Indigenous Traditional Ecological Knowledge (ITEK), we anticipate an increase in demand for the skills, Indigenous perspectives and practices, history of land policies, partnership and relationship-making needed to implement these fresh commitments to federal land management and policy-making centered in ITEK. Indigenous Director of the Department of the Interior and the new Indigenous Director of the National Park Service are supportive of this movement to integrate Indigenous practices and ITEK into their offices.

As it currently stands, many of our community partners express what the National Indian Child Welfare Association so clearly writes in their letter of support, "Too often we have to hire employees educated in Western linear thought and find they have to unlearn mainstream thinking to be effective in our culturally based organization. The ITECK concept recognizes the potential career pathways and collaborative work emerging regionally, nationally, and internationally."

We want to stress that the issue of need cannot be viewed exclusively in terms of markets. There is an overwhelming need for understanding the cultures, geography, and philosophy of Indigenous ecological and cultural knowledge in a

meaningful way. As PSU's international footprint grows, we should also ensure that our Native and Non-Native students have a diverse set of programs that are specifically attuned to Indigenous perspectives.  Native communities, as well as those Indigenous persons outside of these communities, can progress in the healing process of past and current traumas as well as understand the effects of genocide against numerous populations throughout Indigenous and Native American Diasporas. It is a way for Native people to have significance and hold value as visible beings who exist within their own right as defined by themselves and their cultural ways.

The need for an ITECK certificate is crucial in helping develop a deeper and more meaningful common space in the Pacific Northwest as it pertains to our unique climate, geography, and lands. As our city borders meld into our Tribal spaces, we all need to have a mutual method of understanding each other. As a university, we must uphold our motto of bringing knowledge to the city and beyond.

## Course of Study

ITECK Core (28 credits)

- NAS 201 Intro to Native American Studies (4)
- NAS 342 Indigenous Gardens and Food Justice (4)
- NAS 348 Indigenous Practices for Environmental Sustainability (4)
- NAS 349 Indigenous Leadership for Sustainable Futures (4) (new course)
  NAS 392 Indigenous Ways of Knowing (4)
- NAS 422 First Foods of the Pacific Northwest (4) (new course)
- NAS 424 Cultural Ecology: Indigenous Science and the Natural World (4) (new course)

Experiential Learning requirements (8 credits)

- NAS 404 Cooperative/Education Internship (4)
- NAS 407 SEM: Traditional Ecological Healing Practices (4)

Total credits: 36

Minimum passing grade: C- (Pass credits allowed)

5 May 2022

TO:     Faculty Senate

FROM:  Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE:     Undergraduate Certificate in Comparative Literary and Cultural Studies

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

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

**PROPOSAL SUMMARY FOR**
**College of Liberal Arts & Sciences**

**Undergraduate Certificate in**
**Comparative Literary and Cultural Studies**

**Certificate Type**
Undergraduate certificate: Earned at completion; admission to University required

**Effective Term**
Fall 2022

## Overview of the Program

Certificate Vision Statement: To educate students in the comparative study of creative expression from different linguistic, cultural, and national backgrounds through literature, film, comic-book narratives, and other media, as well as through interdisciplinary study in the humanities and social sciences.

World Languages and Literatures (WLL) and English (ENG) offer bachelor's degrees for PSU students. Our combined faculty have training and expertise in literature, film, and other media forms (such as comic-book narratives) from an impressively diverse range of backgrounds. We also offer courses in literary theory and cultural studies.  Building on our joint interest and expertise in language and literature, we propose a certificate that would allow students to do comparative studies of languages, literatures, and cultures. This new certificate would facilitate students from different programs or foci (such as, English literature, Japanese literature, French language, History, etc.) to engage in an interdisciplinary setting to learn together and share experiences and perspectives on the different cultures, languages, and artistic traditions they study.

The certificate program includes two WLL/ENG core courses: a theory course on the practices, methods, and materials of comparative literary and cultural studies; for their second core course, students can choose between a course on translation studies, in which students apply their second-language learning to their comparative work, or a course on the comparative study of literature, film, and comics. For the two remaining electives for the certificate, students can choose from a wide array of relevant courses from English, WLL, and other departments

(e.g., Anthropology, History, International Studies). The certificate is designed to be both focused and flexible.

The certificate will be housed administratively in WLL and co-owned by WLL and ENG, and its curriculum is bolstered by collaboration and support from other departments and disciplines.

**Evidence of Need**

Without a formal market analysis of the need for the certificate, we nonetheless can assert that there is a demand for the core classes that make up the certificate. Students at PSU are genuinely interested in learning about other cultures. As Portlanders, they are also quite fluent in a number of creative art forms and genres. Student enrollments in our piloted courses all show promising starts. We in WLL and ENG took over a year to plan these courses; then, we took another year to pilot five iterations of these courses to demonstrate solid interest in the courses. Because our courses are enrolling from 25 to 30 (and beyond that), we are confident that the piloted course enrollments accurately demonstrate the need for the certificate. Furthermore, students in these courses often took them back-to-back (sometimes two in the same quarter), which again demonstrates their interest in dovetailing their learning in comparative studies.

In the Portland metro area, only one institution (Reed College) has a program in comparative literature. The proposed Certificate in Comparative Literary and Cultural Studies would make PSU one of only two institutions and the only public university in the Portland metro area to offer such a program of study. The University of Oregon in Eugene has a major and a minor in Comparative Literature; they do not offer a certificate program. Moreover, the proposed Certificate in Comparative Literary and Cultural Studies at PSU is unique in emphasizing a multidisciplinary approach that allows students to combine interests in the humanities and social sciences.

**Course of Study**

The Certificate in Comparative Literary and Cultural Studies is a multidisciplinary program that offers students the opportunity to study literature across linguistic and national borders as well as explore the intersections of literature with other forms of creative expression such as comics, film, the visual arts, and new media. The certificate also encourages students to contextualize literary study by investigating connections with other humanities and social science disciplines.

It is designed to fit into WLL and ENG major and minor programs as well as other fields, including History, Anthropology, and International Studies, and is especially suitable for students who have begun to achieve proficiency in a world language.

In addition to having completed the complete second-year cycle of their foreign language, students will take two required courses and two electives.  Required courses include a core theory class on how to conduct comparative literary and cultural studies; for the second required course, students choose a topics course on either translation studies or comparative media/arts (film, literature, comic books). The two electives for the certificate consist of other ENG, WLL, HST, INTL, PHIL, ANTH options and more. Candidates may enroll as undergraduate or post-

baccalaureate students. Students will have an adviser for the certificate who will guide them through the coursework.

Students are required to take a total of 16 credits including two required WLL/ENG Comparative Studies courses and two electives from the list below. Students are expected to have an intermediate language proficiency, demonstrated by completing the second-year language sequence at PSU (201-202-203) or its equivalent or one language course at the 301 level or higher.

Prerequisites (World Language): a complete 201-202-203 sequence in a foreign language (AR, FREN, JPN, etc.) either as 12 or 15 credits (depending upon the language); alternatively, students with at least one foreign language course at 301 or above (minimum 4 credits) can satisfy this requirement. Students can complete the language requirement while taking courses towards the certificate.

Core (8 credits)

Students will take two courses from among the following core requirements:

- WLL 380/Eng 380 Introduction to Comparative Literary and Cultural Studies (4 credits)

and

- Either WLL 381 /Eng 381 Topics in Translation Studies or WLL 383U/Eng 383U Topics in Comparative Literature, Film, and Comics.

Electives (8 credits)

For the two electives, students will take two courses of their choice from the following list. WLL 381/Eng\ 381 and/or WLL 383U /Eng 383U can be chosen if not being applied to one of the two core classes.

Electives List

- WLL 381/Eng 381 Topics in Translation Studies (*if not used in core requirements)
- WLL 383U/Eng 383U Topics in Comparative Literature, Film and Comics (*if not used in core requirements) (** can be repeated if title is different and not in core requirements)
- Anth 300U The Modern World in Anthropological Perspective
- Anth 330U Anthropology of Folklore
- Anth 357U Archaeology in Pop Culture
- Anth 435 Visual Anthropology
- Eng 318U The Bible as Literature
- Eng 325U Postcolonial Literature
- Eng 330U Jewish and Israeli Literature
- Eng 332U History of Cinema and Narrative Media I
- Eng 333U History of Cinema and Narrative Media II

- Eng 335U Topics in Literature and Film
- Eng 368U Literature and Ecology
- Eng 372U Topics in Literature, Gender, and Sexuality (This is cross-listed with WGSS as WS 372U)
- Eng 373U Topics in Literature, Race, and Ethnicity
- Eng 420 Caribbean Literature
- Eng 422 African Fiction
- Eng 449 Advanced Topics in Cultural Studies
- Eng 491 History of Literary Criticism and Theory I
- Eng 492 History of Literary Criticism and Theory II
- FILM 487 Topics in International Cinema
- Hst 322U Modern East Asia
- Hst 354U Early Medieval Europe
- Hst 355U Late Medieval Europe
- Hst 356U Renaissance and Reformation Europe
- Hst 382U Palestine and Israel
- Hst 384U Ottoman World
- Hst 385U Late Imperial Middle East
- Hst 386U The Middle East in the Twentieth Century
- Hst 390U Comp. Social Revolutions
- Hst 390U World Religions
- Hst 390U Global History of Warfare
- Hst 390U China, Japan, and Korean Relations in a Global Context
- Hst 422 Wartime and Postwar Japan
- Hst 490 Comparative World History
- Intl 314U Global City in Film (cross-listed as USP 314U)
- Intl 350U The City in Europe
- Intl 360U Bollywood Cinema
- Intl 380U Globalization and Difference in the Media
- Intl 391U Media and International Relations
- NAS 351 Indigenous Philosophy
- NAS 410 Introduction to Indigenous Literary and Cultural Studies
- Phl 319U Introduction to Asian Philosophy

- Wr 431 Adv. Topics in Tech Writing Technologies: Tools for Translation and Localization
- WS 372U Bodies, Power, and Places (cross-listed as ENG 372U Topics in Literature, Gender, and Sexuality)

The 16 credits towards the certificate must be taken from the above lists.

All courses used to satisfy certificate requirements must be passed with a grade of C or higher. (C- and P are not acceptable.)

6 May 2022

TO: Faculty Senate

FROM: Cristina Herrera, Chair, Race and Ethnic Studies Requirement (RESR) Committee

RE: June 2022 Consent Agenda

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

CHLA 201 Introduction to Chicano/Latino Studies (domestic)

CHLA 301U Chicano/Latino Communities (domestic)

CHLA 302U Survey of Chicano/Latino Literature (domestic)

CHLA 303U Chicana/Latina Experience (domestic)

CHLA/HST 325 Mexican American/Chicano History I, 1492-1900 (domestic)

CHLA/HST 326U Mexican American/Chicano History II, 1900-present (domestic)

CHLA 360 Bilingualism in U.S. Latinx Communities (domestic)

NAS 201 Introduction to Native American Studies (domestic)

NAS 346 Contemporary Issues in Indian Country (domestic)

NAS 399 Indigenous Literary and Cultural Studies (domestic)

NAS 399 Introduction to Native American Cinema (domestic)

NAS 351 Indigenous Philosophy (domestic)

BSt 202 Introduction to Black Studies (Domestic)

BSt 203 African American History I - Slavery to the Harlem Renaissance (Domestic)

BSt 204 African American History II - From the Depression Era to Civil Rights (Domestic)

BSt 206 Caribbean Studies (International)

BSt 207 Race, Class, and Gender (Domestic)

BSt 211 Introduction to African Studies (International)

BSt 214 Contemporary Race and Ethnic Relations (Domestic)

BSt 221 Introduction to African American Literature (Domestic)

BSt 302U The Contemporary African American Experience (Domestic)

BSt 304 The Civil Rights Movement (Domestic)

BSt 305U African History, Before 1800 (International)

BSt 306U African History, 1800-Present (International)

BSt 316 Issues in African American Education (Domestic)

BSt 318U Black Families in the U.S. (Domestic)

BSt 319U Traditional Cultures of Africa (International)

BSt 325U Race and Ethnicity in Latin America (International)

BSt 326U Cuba, Dominican Republic, Puerto Rico (International)

BSt 335U The Multi-Racial Experience (Domestic)

BSt 342U Black Feminism/Womanism (Domestic)

BSt 345U Black Popular Music: Contextualizing the Black Experience (Domestic)

BSt 351U African American Literature I (Domestic)

BSt 352U African American Literature II (Domestic)

BSt 353U African Women in Film (International)

BSt 356U Cuban Film: Politics and Culture (International)

BSt 357U Caribbean Spirituality and Resistance (International)

BSt 359U The African Diaspora in Europe (International)

BSt 363U African Cinema and African Cultures (International)

BSt 372U Post-Colonial Studies of Africa (International)

BSt 377U Vodoun, Rasta and Islam in the African Diaspora (International)

BSt 378 Philosophy of Race (Domestic)

BSt 384U African Immigrant Communities in Oregon (Domestic)

CCJ 317 Race, Crime, & Criminal Justice (domestic)--- on docket for June

CR 449/549 Intro to Holocaust & Genocide Studies (international)

Eng 325 Postcolonial Lit (international)

Eng 353U African American Lit III (domestic)

Eng 369U Asian American Lit (domestic)

Eng 420 Caribbean Lit (international)

Eng 422 African Fiction (international)

ESM 487/587 Environmental Justice: Theory & Practice (domestic)

HST 297 History through Film: Immigration and Belonging (international)

HST 324 US Civil Rights Movements (domestic)

HST 442/542 Race, Class, and Gender in American West (domestic)

HST 335 Race & Ethnicity in US History (domestic)

HST 446/546 Civil Rights and the Law (domestic)

HST 471/CHLA 471 Chicanx Labor History (domestic)--- approved in January

INTL 325U Contemporary India (international)--- approved in March

INTL 380U Globalization, Representation, and Difference in Media and Film (international)

INTL 211/BST 211/UNST 233L Intro to African Studies (international)

INTL 372U/BST 372U Post-Colonial Studies of Africa (international)

INTL 360U Bollywood: Understanding Contemporary India and South Asia Through Its Cinema (international)

LING 332U Do I Talk Wrong? Language Myths in the USA (domestic)

PHL 341/CHLA 341 Latinx Philosophy (international)---approved in December

PS 355U Intro to African Politics (international)

PS 335U Race & Politics in the US (domestic)

FLM 384U Topics in American Cinema and Culture: Anatomy of a Film: Daughters of the Dust (domestic)

FLM 399 Special Studies: Black Queer Cinema (domestic)

FLM 370U Topics in Film, Media, and Culture: Cinema Against Empire (international)

FLM 487 Special Topics in International Film and the Moving Image: The Cinemas of Taiwan & Hong Kong (international)

FLM 487 Special Topics in International Film and the Moving Image: Art Cinema in Islamic Republic of Iran (international)

Soc 337U Prejudice, Privilege, and Power (domestic)

Soc 444 Race, Ethnicity, and Nationality (international)

SPAN 331 Cultura y Civilización en América Latina/Latin American Culture and Civilization (international)

WS 305 Women of Color Feminist Theory (domestic)

WS 471/571 Global Feminisms (international)

WS 306U Global Gender Issues: Picturing Contemporary Asian America (domestic)

WS 306U Global Gender Issues: Intro to Asian American Studies (domestic)

WS 307 Resistance, Activism, and Social Change (domestic)

WS 330U Women of Color in the US (domestic)

WS 332U Race, Class, Gender, & Sexuality in US (domestic)

WS 369U Global Reproductive Justice (international)

WS 372U/Eng 372U Topics in Literature, Gender, and Sexuality: Lesbian & Womxn Identities in Lit (domestic)

WS 372U/Eng 372U Topics in Literature, Gender, and Sexuality: Bodies, Power, and Places (domestic)

WS 375U Queer Families (domestic)

WS 381 Queer of Color Theorizing and Perspectives (domestic)

WS 346U/BIO 346U Genes & Society (domestic)

WS 451/551 Interrupting Oppression (domestic)

Portland State University Faculty Senate Motion

# Foregrounding the APRCA Guiding Principles and Priorities for Program Review/Reduction Process

## Background, rationale, and preliminary discussions

In February 2021, as part of Phase 1 of the Program Review/Reduction Process (PRRP), the APRCA committee crafted a set of Guiding Principles and Priorities (GPP) to complement the driver and value metrics formulated by the Provost's Program Reduction Working Group. The committee shared these principles with the faculty at a series of college- and school-level "ReImagine" meetings during the spring of 2021. Among other things, the GPP outlines the importance of communication, transparency, and consulting with stakeholders before making decisions.

The APRCA Guiding Principles and Priorities urge
1. Equitable and meaningful engagement of all stakeholders
2. Focus on student access, quality learning experiences, and completion
3. Our work will change; let's make it for the better
4. Research and data informed decision making
5. Seek feedback prior to decision making
6. Devote resources to the ReImagining process
7. Transparent process and open communication with all stakeholders

During the fall of 2021, using data from the driver and value metrics, OAA selected 18 units to write narratives in Phase 2 of the PRRP process. The units delivered their reports in March of 2022. In April of 2022, the Provost and Deans of four colleges (COTA, COE, CLAS, and CUPA) selected 5 of the 18 units to write strategic plans for Phase 3 of the PRRP process.

The Chairs of these 5 units, members of the APRCA committee, and members of the Faculty Senate Steering Committee feel that the latter phases of the PRRP process have lacked the clarity and transparency around criteria for analysis and evaluation called for in the Guiding Principles. In specific, they ask, a) What evaluation was applied to the quantitative driver metrics to determine why the 18 units were selected to write Phase 2 narratives? b) What criteria were used to evaluate the qualitative data from the Phase 2 narratives to select units to write Phase 3 plans? And c) What are the goals of the Phase 3 plans and by what criteria will they be evaluated?

Additionally, although the PRRP initially aimed to include strategic planning to position PSU well for the future, the process, as it has unfolded, seems to have devolved into being mainly a budget-cutting exercise.

APRCA and Senate Steering put before the Faculty Senate the following resolution:

## Motion presented by the Faculty Senate Steering Committee

The Senate moves 1) to endorse the APRCA committee's Guiding Principles and Priorities; 2) to request a written response from OAA with a detailed plan for how the Guiding Principles and Priorities will be upheld during Phase III of the PRRP, due to APRCA and Faculty Senate Steering Committee by September 16, 2022; and 3) to urge OAA and the Deans to foreground these principles in practice during the Phase III of the Program Review/ Reduction Process to maximize consultation, participation, communication, and transparency.

Presented to the Senate on June 6, 2022

Report for Race and Ethnic Studies Requirement Committee (RESR), June 2022

Membership:

Cristina Herrera (**chair,** CHLA)
Sri Craven (WGSS)
Priya Kapoor (INTL)
Jungmin Kwon (Film)
Marc Rodriguez (HIST, affiliate SGRN)
A.P. Spoth (graduate student in SGRN)
Alma Trinidad (Social Work)
Ted Van Alst (INST)

Committee charge (quoted from faculty senate website):

1. Identify topical areas, learning goals, and pedagogies associated with the RES requirement.

2. Examine syllabi and recommend which courses will count toward the RES requirement for bachelor's degrees.

3. Recommend courses that will meet the RES requirement to be voted on by the Faculty Senate.

4. Establish guidelines for reviewing for new courses to receive RES designation.

5. Review transfer credits to meet the RES requirement when necessary.

6. Act in liaison with other committees, units, and stakeholders (including undergraduate students) as needed, in providing guidance and reviewing course requirements.

7. Report to the Faculty Senate at least once each year.

The RESR Committee chair, Cristina Herrera, presented to the Faculty Senate on April 4, 2022, where she provided an overview of the RESR submission process and explained the criteria on which the Committee will be evaluating course submissions. There, she encouraged faculty to submit course proposals to make the RESR course list as diverse and as robust as possible.

To date, the RESR Committee submits close to 90 courses representing nearly 20 different academic units on campus. The Committee has established a rubric for the evaluation of courses and is prepared to submit the list of courses that will meet the RESR in time for the June 6, 2022 Faculty Senate meeting. The Committee engaged in robust, transparent discussion and overwhelmingly approved and agreed upon most courses that were submitted. Remaining courses were recommended for participation in the summer 2022 workshop. All Committee members submitted their votes for courses as well as commentary via Google Forms, and all responses and votes were automatically transferred to Google Sheets that were reviewed by all Committee members, including CLAS administrative support staff. As a Committee, we have engaged in fruitful dialogue via regular meetings, email, and Google Docs, depending on members' availability and previous commitments. Given the short timeframe in which the Committee had to work, the Chair is pleased with the outcome of this first year of submissions. We believe that this course list will provide ample choices for students in the RESR's first year of implementation. We further anticipate more submissions next year to provide even more choices for students, which will continue to demonstrate the breadth of curricular offerings taught by PSU faculty.

There are no unresolved issues that the Committee can report; however, the Committee anticipates that with an entire academic year in which to work, they will be able to iron out technological issues related to Google Sheets and Google Forms, in addition to receiving more administrative support from CLAS. Next year, the Committee will be able to develop additional policies related to membership terms of service and annual submission deadlines.

To:     Faculty Senate

From:  Budget Committee

Jill Emery (co-chair), Mitch Cruzan (co-chair), Jennifer Allen, Travis Bell, Cara Eckhardt, Derek Garton, Sam Gioia, Brenda Glascott, David Hansen, ChiaYin Hsu, Martin Lafrenz, Anna Law, Janice Lee, Anoop Mirpuri, Amanda Sugimoto, Derek Tretheway

RE:     June 6, 2022 Annual Report

## Committee Charge and Roles

The Budget Committee has a multipart charge:

1) Consult with the President and his or her designee(s) and make recommendations for the preparation of the annual and biennial budgets.

2) Consult with academic leaders of colleges/schools, Intensive English Language Program, and University Studies, and make recommendations for the preparations of their annual budgets and enrollment plans. Each Budget Committee member from one of the above listed units shall serve as liaison to his/her unit for this purpose, with other members assigned as liaisons as needed.

3) Recommend budgetary priorities.

4) Analyze budgetary implications of new academic programs or program changes through the review of a business plan that anticipates and provides for the long-term financial viability of the program, and report this to the Senate.

5) Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through the review of a business plan that anticipates and provides for the long-term financial viability of the unit, and report this to the Senate.

6) Consult regarding changes from budgets as prepared.

7) Review expenditures of public and grant funding as requested by the Faculty Senate.

8) Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.

9) Report to the Senate at least once each year.

## University Budget

The committee received updates on the university budget by Kevin Reynolds and Andria Johnson. The first presentation in the fall of 2021 included a recap from FY21 and an update on FY22. The second presentation in April included updates on the budget for FY23, the use of reserve funds, and the tuition increase recommended by TRAC. The committee has also met with Kevin Neely regarding updates to funding from the state, including modifications to the allocation formula used by the Higher Education Coordinating Commission. Enrollment continues to decline due to a loss of continuing students even as we had an increase in new students in the fall of 2021. The expenditures for the FY22 year are expected to be less than what had been budgeted for because PSU received unanticipated additional funding from the state due

to modifications of the Student Success and Completion Funding Model for the distribution of funds to campus, and due to recovery of reserves through the use of federal aid related to the impacts of the pandemic.

The FSBC learned that a structural budget variance (a surplus) exists between budgeted revenues and expenses as compared to actual revenues and expenses. The University Budget Office and OAA are working to revise current budget processes to minimize this structural variance in future budget planning.

**FY22 OAA Budget Process**

The Office of Academic Affairs follows a budget process called Integrated Planning of Enrollment and Budget (IPEB). This budget process has the revenue generating units develop enrollment plans. Enrollment plans detail the student enrollment outlook. These are accompanied by enrollment narratives that explain the impact on students via persistence, recruitment, degree completion, and program management strategies.

Budget Committee co-chairs were invited and attended the launching of the IPEB process in November. The Budget Committee worked with Amy Mulkerin to modify the IPEB timeline to allow liaison meetings with deans and directors to occur in February so that more accurate FY23 budget information would be available.

Context:

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**Challenges:**

1.  Impacts of faculty attrition.
    a.  Loss of Tenure Track Faculty (TTF) and Non-Tenure Track Faculty (NTTF) through cuts, retirements, and retention failure has had a negative impact on curricula, and consequently the retention and recruitment of graduate and undergraduate students. This impact varies among units across campus. Some units mentioned loss of students because of class cancellations, and other difficulties imposed by lack of curriculum continuity when departments had to rely on adjunct faculty for essential course offerings.
    b.  Cuts have reduced the number of NTTF, adjunct faculty, and GTAs to the point where the reductions in course offerings will negatively impact our ability to recruit new students and will negatively impact continuing students' ability to complete their degrees.
    c.  For many departments the growth of graduate programs is limited by the number of TTF who act as graduate student mentors. TTF attrition has resulted in reductions in graduate enrollment.
    d.  Difficulty funding competitive start-up packages is reported by several colleges.

e. The general decline in the diversity of course offerings has had negative impacts on undergraduate retention and recruitment, and on the quality of our students' education experiences.

f. Units that rely on adjunct faculty to produce or increase SCH over several years might be in a vicious cycle (e.g. A+D) resulting in increased reliance on adjunct faculty, which has negative impacts on curriculum continuity.

2. Impacts of staffing shortages:

a. Lack of faculty support services has shifted more of these responsibilities onto faculty. This has had a negative impact on their ability to complete their teaching and research responsibilities.

   i. Existing staff have been asked to take on additional responsibilities, which reduces their efficiency, and results in burnout. Consequently, we have lost many experienced staff across units so their responsibilities have been transferred to less experienced individuals, which reduces efficiency.

   ii. Several units mentioned a general lack of advising and recruitment resources, which negatively impacts retention and recruitment. Centralization of advising services has removed advisors from contact with faculty within departments, which hampers their ability to provide accurate advice to students. In some cases this has led to students taking unnecessary courses that did not contribute to their graduation. Advising caseloads of 150:1 in programs such as TRIO, ATMOS and Exito produce high retention and graduation rates. While NACADA recommends advisor to student ratios at 250:1, ACS advisors each serve closer to 450 students. Some units mentioned the lack of discipline-specific recruiters as one factor contributing to enrollment declines.

   iii. With a budget model that rewards retention and graduation (not to mention new enrollments), colleges with the resources for staff dedicated to student success activities have built-in advantages. Should there be an intentional approach to allocating this staff to the colleges? Should there be guidance for where these staff should be housed (departments vs. dean's offices) – noted that Architecture has this staff, but does the dean's office in COTA as well? Do the other schools in COTA?

3. Concerns with the budgeting process:

a. Several units expressed concerns over transparency and a shared understanding of how budgeting decisions are made. There was a general concern of too much focus on SCH, and not enough focus on revenue.

   i. The growth of several units (or departments within them) are limited by a lack of adequate resources. These are units and departments that have been receiving more applicants than they can accommodate for many years, yet their budgets have not been adequately adjusted to meet this demand. There was a general call for more TTF to provide adequate course offerings and research. In some cases (e.g., SB) they have the minimal number of TTF for accreditation. In other cases (e.g., COTA) more TTF are required to provide curricular stability.

ii.   Disproportionate budget reductions for some units will lead to additional loss of SCH and degrees in the majors they support. Under the current budget model (the "three-year trend" model), this will impact future budgets and will lead to disproportionate declines in some units.

iii.   There is a concern that by basing each future year's budget on past three-year trends, the focus negates the ability to look forward and really expand where successful recruitments and generation of revenue can happen.

iv.   There seems to be a built-in disparity in how much wiggle room is in the colleges' allocations. Some colleges have the resources to meet student demand and amass significant reserves and others do not.

**Opportunities:**

1.  Expansion of online curricula.

    a.   Several units mentioned past success and future plans for increasing the number of online course offerings. There was a general appreciation of the fact that some types of courses are not effective or even possible in an online format. Units and departments are continuing to look at their curricula to identify courses that would be effective in an online format.

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    a.   As mentioned above, some units (e.g., HON, SB, SSW) and departments (e.g Computer Sciences, Architecture, Counseling Education in COE) have enrollments that are limited by inadequate resources. As additional resources become available, it may be prudent to invest additional resources in existing programs rather than generating new ones.

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    a.   One unit (SPH) highlighted the success of implementing discipline-specific advising (Career Mentorship Bridge) to the existing Pathways model of advising. As mentioned above, retention degree completion could be improved through additional discipline-specific advising efforts.

4.  Additional opportunities:

5.  Giving credit for Prior Learning. Some units (e.g., COE, SB) mentioned the possibility to increase recruitment in some areas by providing credit for prior experience in the field.

6.  Other successful recruitment efforts were mentioned by UNST including Senior Inquiry and the Higher Ed in Prison Program. Look for opportunities to expand these programs.

7.  Intentionally design college-EM recruiting partnerships. Should every college have a dedicated staff person doing recruiting and retention work? (Related: COTA mentioned ARCH has a staff person doing this – would this be better in the dean's office if the other 3 colleges in COTA don't have this staff?)

**Summary:**

As the university is expected to continue to experience budget challenges for the next few years, the challenge will be to make funding adjustments and investments that will take advantage of

units and departments with growth potential while not crippling programs that are essential to student success. We encourage the following:

1. A holistic view that allows some units to continue to operate at deficits that are offset by units with positive revenue.

2. Effective use of bridge (reserve) funds to insulate colleges, departments, programs, and units from further damage. This should include the prudent use of funds to refill TTF lines to restore instructional and research capacity.

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## APRCA Committee Report to Faculty Senate – June 2022

**Committee Charge**

Faculty Senate created the Ad-hoc Committee on Academic Program Reduction and Curricular Adjustments in October 2020 with the following charge:

- Focus holistically on PSU's collective future

- Ensure faculty participation in meaningful, inclusive, and formative discussions of curricular adjustments related to budget reduction

- Recommend principles and priorities based on PSU's values and mission, with an emphasis on applying a diversity, equity, and inclusion lens, and share these with OAA to guide decision-making

- Plan and implement transparent communications, including but not limited to periodic town hall forums on budget information, regular campus-wide emails, and a website or Google Drive for material, including data on which decisions about reorganizing or eliminating programs are based

- Solicit input and feedback from faculty, including but not limited to implementing surveys and arranging other forums for gathering input and suggestions. Ensure input and involvement from Deans and Chairs/department heads. Facilitate communication with and incorporate input from students, staff, and other stakeholders

- Plan and implement meetings and interactions (preferably with professionally mediation), including but not limited to meetings of Colleges/Schools

- Assist, if requested by OAA or AAUP, in contractually mandated retrenchment hearings arising from elimination of positions as per Article 22 of the PSU-AAUP Collective Bargaining Agreement

In April 2021, Faculty Senate extended the charge of the committee to June 2022. In May 2022, Faculty Senate further extended the charge of the committee to June 2023.

**Committee Membership**

In 2021-2022, the committee had designees representing five key Constitutional committees, including Michele Gamburd (Steering), Mitch Cruzan (Budget), Peter Chaille (Undergraduate Curriculum Committee), Yangdong Pan (Graduate Council), and Joan Petit (Educational Policy Committee). The committee also included five members appointed by the Committee on Committees: Rachel Cunliffe, Jones Estes, Candyce Reynolds, Kellie Gallagher, and Michelle Swinehart (diversity advocate). In addition, four consultants were appointed by OAA: Sy Adler, Laura Hickman, Vanelda Hopes, and Amy Mulkerin. Michele Gamburd and Rachel Cunliffe co-facilitated the committee.

**Committee report**

The APRCA committee has submitted monthly reports throughout 2021-22. This document summarizes the committee's activities for the year, provides a report for the month of May 2022, and suggests priorities for 2022-23.

*Yearly report*

Accomplishments of the past year include communicating with OAA about the Program Review/ Reduction Process (PRRP), liaising with the Faculty Senate Budget Committee about fiscal issues, and reporting to Senate.

*May report*

In late April, the 18 units identified in Phase 2 of the PRRP process received letters from the Provost and the Deans of their colleges in reply to the careful and detailed narratives that were sent to OAA. Each letter contained a page of boilerplate text followed by several bullet points tailored to the unit. 2 units received additional funding, 11 received no additional funding, and 5 received instructions to craft a viable strategic plan by November 1, 2022, or else the university will "move forward with steps toward program reduction." The five units that received instructions to craft Phase 3 plans are Applied Linguistics (CLAS), Conflict Resolution (CLAS), International and Global Studies (CUPA), Theater (COTA), and the Leadership in Sustainability Education track in Educational Policy and Leadership (COE).

Faculty Senate 5/2/2022

At the Faculty Senate on 5/2/2022, Provost Jeffords received a question regarding Phase 3 of the PRRP process regarding how having only five units develop strategic plans is a strategic way to address the larger goals of the university. The Provost replied,

> I know that the question around the strategic decisions of the University has been something that was brought forward by the APRCA committee from the beginning of this process. How do we know that any of these conversations are contributing to an overall strategic vision of the university? And I totally understand the value of having that conversation. What I will say is that was not the framing within which we began this discussion. We started this discussion as part of an overall effort to get to a place where our [extended pause] where the institution could be in a healthier budget situation and we would not have to constantly be having conversations about cutting budgets, which was a message that I heard loud and clear since the time I got here. And so I would say, and I know this doesn't feel like a very good response to those who raise this point, that we entered into this conversation in an effort to focus on overall sustainable financial conversations. We did not have a context or a framing in which, as a broad university, we were able to discuss what are the most strategic components of the university and how do we want to emphasize those. That's a conversation I think lots of folks would welcome. I just don't think that this was the framing within which that conversation took place, but I do acknowledge that this is a question that has come up from the APRCA committee since the beginning of this process. [Video recording time stamp: 1:32:49 – 1:34:58. Link: https://media.pdx.edu/media/t/1_tr4a7nmy]

In conversations with the APRCA committee and Budget Committee meetings, the administration has clarified that reductions through PRRP is one of several strategies to close the $7 million gap between expenditures and revenue that OAA needs to bridge in the next two years. Other strategies include faculty uptake on the retirement transition option, meeting enrollment targets, and potential efficiencies realized by acting on the findings from the Huron Report on support services.

APRCA committee members would appreciate clear estimates from OAA and FADM regarding how many faculty and staff positions will be lost in order to close the budget gap. We understand the many sources of uncertainty in the budget process. At the same time, over a third of our academic units (18 of 51) have come under Phase 2 scrutiny and nearly a tenth (5 of 51) remain in jeopardy. In the interests of transparency, the faculty request additional budget information on this important topic.

APRCA has urged in the past and will continue to urge that strategic planning and whole-university conversations be part of the program review process. Instead of trimming around the edges and carrying on as usual elsewhere, it would benefit PSU more to engage the entire campus in a conversation about strategies and goals so that we come out of the budget reduction process well situated to meet the challenges of the next five years.

APRCA meeting 5/5/2022

At its meeting on 5/5/2022, the APRCA committee met with the chairs and interested faculty from the 5 units that have been asked to write Phase 3 Plans for Nov 1st. (This deadline may be extended into December.) Recognizing that they had not yet had a chance to meet with their Deans, the APRCA committee nevertheless felt it was important to offer support and help plan a way forward.

Several themes emerged from the discussion. The first issue revolves around the lack of clarity about goals and criteria for the PRRP process. The five units do not understand how their Phase 2 narratives were evaluated, and without receiving clearly articulated goals and targets, they are unsure of how to write a viable Phase 3 plan. The chairs articulated their wish for greater transparency around a series of questions: a) What evaluation was applied to the quantitative driver metrics to determine why the 18 units were selected to write Phase 2 narratives? b) What criteria were used to evaluate the qualitative data from the Phase 2 narratives to select units to write Phase 3 plans? c) What are the goals of the Phase 3 plans and by what criteria will they be evaluated? The APRCA committee supports the units in pointing out the lack of clarity around goals and criteria. Specificity around strategies and goals will facilitate the effective writing of "viable" Phase 3 plans.

A second theme that emerged from the conversation involves the mistrust and exhaustion that the 5 units are experiencing. They have expended and will continue to expend a great deal of energy on writing narratives and plans. In the absence of clear criteria for the success or failure of the 18 units' narratives, the selection of the five units to write Phase 3 plans appears arbitrary or predetermined, and is thus traumatizing and cruel. The current situation suggests that the chairs have failed to save their own jobs and that of their colleagues. This discourse shifts the blame and shame to the units. In the 13 other units targeted to write narratives, faculty do now know what 'not being on the list of 5' means and fear that their jobs may still be in jeopardy. The prolonged and unclear process damages hope, drains self-esteem, and diminishes creativity.

A third theme that arose in conversation with the 5 units relates to the need for engaging the entire campus in strategic thinking about the future of the university. At the moment, only members of the 5 units are tasked with creative planning – which should be part of a campus-wide strategic effort. If cross-unit collaboration is a goal, can other programs trust that reaching out to the 5 targeted units will not drag them down? The current process encourages isolation and the siloing of programs. In addition, what scale of savings can result from collaboration? It would be helpful to have the administration articulate how they see the collaboration helping OAA reduce the gap between revenue and expenditures.


*Avenues to pursue next year*

Moving forward in the upcoming academic year, APRCA envisions two avenues to pursue. One is to push for greater, campus-wide participation in a faculty-led conversation about curriculum rather than solely participating in an administrative-led conversation about budget. A second avenue involves pushing for greater financial transparency, more consultation with stakeholders, and clearer communication.

**Academic Appeals Board**
**2021-2022 Annual Report to the Faculty Senate**

**Charge from Faculty Senate (Article 4, Section 4, No. 4)**
The Academic Appeals Board, previously an administrative committee, was created a constitutional committee by an amendment to the Faculty Constitution in January, 2021.
1. Hear appeals from students who claim to have received a prejudiced or capricious academic evaluation;
2. Advise and make recommendations to the Provost regarding the outcome of students' appeals;
3. Act in liaison with other committees as needed;
4. Report to the Faculty Senate at least once each year.

**Committee Chair:**
Trimble, Anmarie (University Studies)
Holdt, Carol (Interim chair, Fall 2021, Sociology)

**Committee Members:**
Alger, Oak (Student representative)
Constable, Kate (Advising and Career Services)
Holdt, Carol (Sociology)
Lepe, Dalia (Student representative)
Ray, Shuvasree (Chemistry)
Sanders, Robert (World Languages and Literatures)
Yeigh, Maika (College of Education)

**Business**
There were no student appeals this academic year.

To:    Faculty Senate

From:  Budget Committee

        Jill Emery (co-chair), Mitch Cruzan (co-chair), Jennifer Allen, Travis Bell, Cara Eckhardt, Derek Garton, Sam Gioia, Brenda Glascott, David Hansen, ChiaYin Hsu, Martin Lafrenz, Anna Law, Janice Lee, Anoop Mirpuri, Amanda Sugimoto, Derek Tretheway

RE:     June 6, 2022 Annual Report

## Committee Charge and Roles

The Budget Committee has a multipart charge:

1) Consult with the President and his or her designee(s) and make recommendations for the preparation of the annual and biennial budgets.

2) Consult with academic leaders of colleges/schools, Intensive English Language Program, and University Studies, and make recommendations for the preparations of their annual budgets and enrollment plans. Each Budget Committee member from one of the above listed units shall serve as liaison to his/her unit for this purpose, with other members assigned as liaisons as needed.

3) Recommend budgetary priorities.

4) Analyze budgetary implications of new academic programs or program changes through the review of a business plan that anticipates and provides for the long-term financial viability of the program, and report this to the Senate.

5) Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through the review of a business plan that anticipates and provides for the long-term financial viability of the unit, and report this to the Senate.

6) Consult regarding changes from budgets as prepared.

7) Review expenditures of public and grant funding as requested by the Faculty Senate.

8) Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.

9) Report to the Senate at least once each year.

## University Budget

The committee received updates on the university budget by Kevin Reynolds and Andria Johnson. The first presentation in the fall of 2021 included a recap from FY21 and an update on FY22. The second presentation in April included updates on the budget for FY23, the use of reserve funds, and the tuition increase recommended by TRAC. The committee has also met with Kevin Neely regarding updates to funding from the state, including modifications to the allocation formula used by the Higher Education Coordinating Commission. Enrollment continues to decline due to a loss of continuing students even as we had an increase in new students in the fall of 2021. The expenditures for the FY22 year are expected to be less than what had been budgeted for because PSU received unanticipated additional funding from the state due

to modifications of the Student Success and Completion Funding Model for the distribution of funds to campus, and due to recovery of reserves through the use of federal aid related to the impacts of the pandemic.

The FSBC learned that a structural budget variance (a surplus) exists between budgeted revenues and expenses as compared to actual revenues and expenses. The University Budget Office and OAA are working to revise current budget processes to minimize this structural variance in future budget planning.

**FY22 OAA Budget Process**

The Office of Academic Affairs follows a budget process called Integrated Planning of Enrollment and Budget (IPEB). This budget process has the revenue generating units develop enrollment plans. Enrollment plans detail the student enrollment outlook. These are accompanied by enrollment narratives that explain the impact on students via persistence, recruitment, degree completion, and program management strategies.

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To:     Faculty Senate

From:   Educational Policy Committee

Date:   May 19, 2022

Subject: EPC Annual Report

Per the Constitution of the Portland State University Faculty, the charge of the Educational Policy Committee is as follows:

The Committee shall:
1) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.
2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate.
3) Make recommendations to the Senate concerning the approval of proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, institutes, or other significant academic entities. All proposals must use the Process for Creation, Elimination and Alteration of Academic Units.
4) In consultation with the appropriate Faculty commit-tees, recommend long-range plans and priorities for the achievement of the mission of the University.
5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.
6) Form subcommittees as needed to carry out its work.
7) Report to the Faculty Senate at least once each term.

The EPC is a university-wide committee appointed, as follows, by the Committee on Committees:

Co-chairs: Charles Klein (CLAS-SS ANT) & Mollie Janssen (SW)
AO:  Cynthia Baccar, REG (2016-)
CLAS-AL (WLL): Jon Holt (2021-)
CLAS-AL (COMM) Lee Shaker (2021-)
CLAS-Sci (ESM):  Linda George (2019-2022)
CLAS-SS (ANT): Charles Klein (2020-2022)
CLAS-SS (HST):  Friedrich Schuler (2019-2022)
CLAS-SC (MTH)I: Gerardo Lafferriere (2020-)
COTA: Eleanor Erksine (2021-)
CUPA: David Kinsella (2021-)
LIB: Joan Petet (2021-)
MCECS: Tim Anderson (2019-)

OI: Michael Lupro (2019-)
SB: Zafrin Rahman (2021-)
SPH: Lynne Messer (2018-2022)
SSW:  Mollie Janssen (2018)
Ex officio: Jill Emery (LIB), Budget Committee, and one (1 out of 2) student appointed by
ASPSU, McKenna ZAndecki

Consultants:
Susan Jeffords, Provost
Andreen Morris, OAA
Kathi Ketcheson, Director, OIRP
Kevin Reynolds, Vice Pres. for Finance & Administration

Report:

**Fall/early Winter**
In the beginning of Fall term EPC heard a presentation from the Registrar's office regarding a proposal to introduce a Monday/Wednesday scheduling grid with other patterns still available to those courses that need it. Presentation included reasoning, potential impacts, current practices and benefits. EPC provided feedback. Consensus was supportive of this change.

EPC representation on additional committees was decided.
Tim Anderson and Friedrich Schuler shared the responsibility of representation on the Budget Committee. Joan Petit agreed to represent EPC on APRCA and provided regular updates about the process as appropriate. The committee acknowledges with gratitude the additional commitment and work of these members.

Subcommittees were formed addressing three areas of focus; academic integrity of courses across modalities, administration reviews (establishing process/policies, etc.); defining departments and programs. Members of the defining departments and programs committee had additional responsibilities across the university that were barriers to meeting regularly. This subcommittee will carry into next AY as the lack of definition and clarification continues to cause confusion and be problematic across the university.

As requested, EPC provided feedback on the moratorium document and management of eliciting updates and reports from programs in moratorium as it had never been officially established. It was decided the responsibility would be with Curriculum Coordinator as it has been unofficially been managed well by this role for some time. It was also decided that the 3 year limit on a program in moratorium should remain, with option for extension with detailed justification provided.

Provost Jeffords presented early in Fall term regarding reappointment and review of Deans. Provost Jeffords provided history of what's been practiced since no process had previously existed, context, pilot and plan. Provost Jeffords also shared intent to create a Vice Provost of

Student Success position. EPC requested to review the job description. After presentations, related discussions and review of the provided job description EPC wrote a memo to summarize feedback and recommendations. EPC took this opportunity to incorporate recommendations from the administrative reviews subcommittee which was largely based on work completed last AY by the Faculty Senate Ad-Hoc Committee on Administrator Reviews dated May 17, 2021.

Michelle Giovannozzi (OAI) and Alex Sager presented as a representative of the university-wide committee that had been assessing online fees and the impacts. Michelle shared history regarding this issue, breakdown of committee members, process of inclusion of stakeholders, overview of work and final options being presented across campus. Feedback was provided both in the meeting as well as in a formal memo to Michelle, copied to the Provost, from EPC. The memo incorporated discussions from additional meetings about course modalities related to online fees.

**Winter term**
Reviewed proposed uncoupling of Criminology and Criminal Justice from Hatfield School of Government while remaining in CUPA. After reviewing existing structure and policies regarding what constitutes a program change it was decided that it was a minor change and nothing needed to be submitted to EPC.

EPC received an update from member Michael Lupro regarding updates on the work being completed by the Administrative Code of Conduct Committee as these issues were addressed via EPC memo in Spring 2021.

Presentation of concerns by Kellie Gallagher (IELP) and Lynne Santelman (Applied Linguistics) regarding PSU's use of Duolingo (DET) as assessment of academic English. EPC has been in communication with those initially involved in the pilot program regarding an inclusive process to analyze data from pilot and decision making regarding making this a permanent option. The communication and advocacy has continued through Spring term.

**Spring**
Becki Ingersoll and Nick Matlick presented, with the request for feedback, on a proposed change to allow interdisciplinary majors to use extra major courses to fulfill Junior Cluster requirements. Due to EPC's broad representation robust discussion ensued with consensus feedback was provided in the meeting (no memo issued) supporting this change for the four clearly identified interdisciplinary majors. This discussion brought up concern and need for further discussion regarding if interdisciplinary majors should be sustained at PSU or not.

The Academic Integrity subcommittee's work over the course of this AY has resulted in the development of a draft document intended to provide guidelines for instructors and students regarding expectations of courses across modalities. To date the document has been presented for feedback from OAA, AAUP and OAI. Due to the limited time left in this AY this work will carry over into Fall 2022 with the intention of finalizing it for distribution by end of Fall 2022.

Due to the impact the APRCA process is having on some units, EPC decided not to request Moratorium Reports from programs at this time. EPC acknowledges the stress and difficulty many are under and felt those reports could wait until Fall term.

*Agenda items for last meetings in Spring term*
Review of Proposal for Cybersecurity Center
Discussion of communication regarding potential next steps related to DET
Transition planning for the Academic Integrity subcommittee work
Credit hour definition presentation/discussion
Summer waitlist presentation/discussion

**Additional notes**
Copies of communication from EPC including memos and emails are available upon request.

Co-chair Mollie Janssen has agreed to continue as co-chair for next academic year. If a new co-chair has not been identified by the end of Spring term it will be the first item of business for the Fall 2022 meeting.

Four of EPC's members will be transitioning off this year. Friedrich Schuler, Lynne Messer, Linda George and Charles Klein (co-chair). The committee wants to acknowledge their service and contributions over the past few years. Their voices will be missed but we look forward to working with the new members next year.

Faculty Development Committee Report 2020-2021
May 1, 2022

1. The Faculty Development Committee (FDC) was made up of the following 15 members:
MEMBERSHIP 2021-22

Co-Chairs: Daniel Taylor-Rodriguez, Mary Oschwald

| Name | Division (Department) | Start of Service |
|---|---|---|
| Godlove, Rachael | SPH | 2021 |
| Beer, John | CLAS-AL (ENG) | 2020 |
| Malhotra, Neera | OI (UNST) | 2021 |
| Jayne, Kimberly | COE (COUN) | 2021 |
| Gildersleeve-Neumann, Christina | CLAS-SS (SPHR) | 2019 |
| Goodman, Anna | COTA (ARCH) | 2021 |
| Oschwald, Mary | SSW | 2021 |
| Lewandowski, Marie | AO (OAI) | 2020 |
| Mirpuri, Anoop | CLAS-AL (ENG) | 2020 |
| Parsons, Madelyn | SB | 2021 |
| Taylor Rodriguez, Daniel | CLAS-Sci (MTH) | 2020 |
| Tunalilar, Ozcan | CUPA (IOA) | 2019 |
| Wang, Jian | LIB | 2019 |
| Holtzman, Melinda | MCECS (ECE) | 2021 |
| Yang, Liu-Qin | CLAS-SS (PSY) | 2020 |

2. The FDC developed a sub-group working process this year to help move along the work and offer a more hands-on small group approach to the phases of the work.

A. Sub Group 1: (November) Reviewed the call and website materials for updates.

B. Sub Group 2: (November) Reviewed and updated the rubric to be added to the  call. The call went out over December break.

C. Sub Group 3: (January) Reviewed the scoring rubric and developed a process  for reviewer scoring to augment validity and reliability in scoring.

D. Committee of the Whole: Reviewed and scored proposals against the rubric.

E. Sub Group 4: (April) Reviewed the final scores and developed 2 approaches to  final decision-making scoring criteria. Presented at the final whole committee meeting, during which time it was decided that proposals that had large discrepancies across initial review scores would be re-reviewed to assess the inconsistencies for a possible rescoring (or not).

F. Sub Group 4 incorporated the revised scores and the co-chair team ranked proposals based on total scores. A suitable cut-off was found at the $674,102 cumulative dollar amount for the top-scored/ ranked set of 51 proposals.

G. Final decisions were completed by the co-chair team and shared with the entire committee through a sign-off google form for documentation purposes.

H. 60 proposals were submitted; 51 proposals were accepted for  funding at a total of $674,102. The list of all PIs, those who did and did not receive funding, was sent to Sally Braukmiller who sent letters to recipients and non-recipients.

Date:   May 4, 2021

To:     Faculty Senate

From:   Sarah Read, Graduate Council Chair

Re:     Report of the Graduate Council for the 2021-2022 Academic Year

Per the Faculty Governance Guide, the Graduate Council's charge is to:

1) Develop and recommend University policies and establish procedures and regulations for graduate studies, and adjudicate petitions regarding graduate regulations.
2) Recommend to the Faculty Senate or to its appropriate committees and to the Dean of Graduate Studies suitable policies and standards for graduate courses and programs.
3) Coordinate with the Undergraduate Curriculum Committee to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.
4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing graduate programs and courses with regard to quality and emphasis. Suggest needed graduate program and course changes to the various divisions and departments.
5) Advise the Senate concerning credit values of graduate courses.
6) Act in liaison with appropriate committees.
7) Report at least once a year to the Senate, including a list of programs and courses reviewed and approved.

The Graduate Council has been composed of the following members during the past year:

| Member | Years Served | College / School |
|---|---|---|
| John Beer | 2020-22 | CLAS-AL |
| Robert Bremmer | 2021-22 | OI |
| Emily Ford | 2019-22 | LIB |
| Julie Hackett | 2021-22 | SB |
| Ericka Kimball | 2021-22 | SSW |
| Margaret Leite | 2020-22 | COTA |
| Feng Liu | 2020-22 | MECECS |
| Amy Lubitow | 2021-22 | CLAS-SS |
| Christina Luther | 2019-22 | AO |
| John Nimmo | 2019-22 | COE |
| Yangdong Pan | 2020-22 | CLAS-SCI |
| Sarah Read - Chair | 2019-22 | CLAS-AL |
| Jill Rissi | 2020-22 | SPH |
| Billie Sandberg | 2021-22 | CUPA |
| Wayne Wakeland | 2019-22 | CLAS-SCI |

We would also like to acknowledge the ongoing assistance provided by the Council's consultants from the Graduate School and Academic Affairs: Rossitza Wooster, Mark Woods, Andreen Morris, Courtney Ann Hanson, Beth Holmes, and Roxanne Treece.

The Graduate Council has met approximately twice per month during the academic year to address graduate policy issues, and to review proposals for new graduate programs, program changes, new courses, and course changes. Teams of Council members have also read and recommended on the disposition of graduate petitions.

**I. Graduate Policy and Procedures**

During this academic year the Graduate Council has worked on several initiatives to help improve the curricular proposal and review process:

**Fall Quarter**

- Although not funded, the Graduate Council authored and submitted a ReImagine Grant in collaboration with the PSU Library, Office of Global Diversity and Inclusion and the Office of Academic Innovation to fund the development of a training module to support faculty in answering the two questions regarding inclusion on the OCMS form for New Course Proposals.
- Graduate Council submitted to Faculty Senate a report that forwarded our members' concerns about how to establish accountability for the implementation in new courses of the material included in the two questions regarding inclusion on the OCMS form: "Report to Faculty Senate From Graduate Council Regarding Ongoing Concerns with Accountability for OCMS DEI Question Classroom Implementation." This report was discussed in FS Steering Committee and submitted to FS on the consent agenda.

**Winter Quarter**

- In lieu of the ReImagine Grant, Graduate Council met with Michelle Desilets of the PSU Libraries to discuss revision and updating of the library's [Culturally Responsive and Inclusive Curriculum Resource Guide.](#) GC and Michelle planned to add a tab to the Guide that will serve as a "one stop shop" for OCMS proposers.
- To better support OCMS proposers in answering the two proposal questions regarding inclusion, GC has developed a repository of good examples that will be stored in a Google folder owned by GC. This folder (pdx.edu view only) will be linked to the resource page on the library website.
- In the context of the OAA accreditation initiative to develop or revise learning outcomes for all programs, Graduate Council received a request from the Graduate School to consider including the review of program learning outcomes in the review of Change to Existing Program proposals. After consultation with the Institutional Assessment Committee, GC supported adding the request to the Rationale section of the OCMS form that proposers discuss how proposed changes will support or modify the program learning outcomes. The program learning outcome document will be attached to the form as an addendum. This action was also reviewed and supported by UCC.

**Spring Quarter**

- To streamline the curricular review and development process, GC developed a checklist of essential points for review of OCMS proposals at the department and college-levels before they are submitted to Graduate Council. This checklist was sent out to chairs of college, school and department curriculum committees with an explanatory memo on May 10, 2022. This action was also reviewed and supported by UCC.
- To support the checklist initiative, GC developed a process to copy the college and department proposal approvers on emails when proposals are returned for significant addition or revision.

## II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

**Table 1.** New Programs

| Program | Unit |
|---|---|
| PSM in Applied Geoscience | CLAS |
| Graduate Certificate in Affordable Housing Development | CUPA |

**Table 2.** Program Changes

| Program | Change | Unit |
|---|---|---|
| PSM in Environmental Science and Management | Reduce credits from 57 to 47, reducing concentration and "plus" courses credits | CLAS |
| MS in Environmental Science and Management | Increase credits from 45 to 46, add Practicum course requirement | CLAS |
| MS in Finance | Reduce total credits to 45, change core requirements and elective options | SB |
| MS in Statistics | Create three option culminating experience | CLAS |
| MA/MS in Sociology | Replace core course with new core course for non-thesis option | CLAS |
| PhD in Electrical and Computer Engineering | Add two required courses, increase total credits | MCECS |
| Master of Education | Split program into 7 different majors (all currently existing), revise BTP Elementary major | COE |
| Graduate Certificate in Global Supply Chain Management | Revise core and elective requirements | SB |
| PhD in Public Affairs and Policy | Increase core, reduce field credits | CUPA |
| MS in Political Science | Remove core course, add new core course | CUPA |
| Master of Social Work | Remove core course, revise concentrations | SSW |
| MS in Early Childhood: Inclusive Education | Revise core and Constructivism concentration | COE |
| Master of Public Policy (pending June FS) | Revise core and methods, reduce total credits from 60 to 54 | CUPA |

| | | |
|---|---|---|
| Graduate Certificate in New Product Development Management (pending June FS) | Change program title to New Product Management | MCECS |

### III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through late April, a total of 60 new course proposals were reviewed and recommended to the Senate for approval, along with 137 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

**Table 3**. Proposals by College and School

| Unit | New Courses | Course Changes |
|:---:|:---:|:---:|
| CLAS | 18 | 13 |
| COE | 11 | 12 |
| SB | 5 | 7 |
| COTA | 3 | 5 |
| SSW | 1 | 33 |
| MCECS | 10 | 64 |
| CUPA | 7 | 2 |
| SPH | 4 | 1 |
| LIB | 1 | 0 |

### IV. Petitions

Teams of three Council members reviewed 94 petitions for exceptions to PSU policies pertaining to graduate studies and issued decisions. The distribution of these petitions among the various categories is presented in Table 4.

**Table 4.** Petition Decisions, May 2021 through April 2022

| Code | Petition Category | Total | Approved | Denied | % Total Petitions | % Approved |
|---|---|---|---|---|---|---|
| **A** | **INCOMPLETES** | | | | | |
| A1 | Waive one-year deadline for Incompletes | 14 | 14 | 0 | 14.7 | 100 |
| **B** | **SEVEN YEAR LIMIT ON COURSEWORK** | | | | | |
| B1 | Waive seven-year limit on coursework | 10 | 8 | 2 | 10.5 | 80 |
| **D** | **DISQUALIFICATION** | | | | | |
| D2 | Extend probation | 5 | 5 | 0 | 5.3 | 100 |
| D3 | Readmission one year after disqualification | 1 | 1 | 0 | 1.1 | 100 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **F** | **TRANSFER CREDITS** | | | | | |
| F1 | Accept more transfer or pre-admission credit than allowed | 6 | 5 | 1 | 6.3 | 83 |
| F8 | Waive bachelors+masters limits | 5 | 5 | 0 | 5.3 | 100 |
| **J** | **PhD & DISSERTATION PROBLEMS** | | | | | |
| J4 | Extend 5 years from admission to comps | 5† | 5 | 0 | 5.3 | 100 |
| J5 | Extend 3 years from comps to advancement | 27 | 27 | 0 | 28.4 | 100 |
| J6 | Extend 5 years from advancement to graduation | 15 | 15 | 0 | 15.8 | 100 |
| J7 | Waive residency requirement | 3† | 3 | 0 | 3.2 | 100 |
| J8 | Waive continuous enrollment | 1 | 1 | 0 | 1.1 | 100 |
| **M** | **MASTER'S EXAM** | | | | | |
| M1 | Waive three-month waiting period to re-take exams | 1 | 1 | 0 | 1.1 | 100 |
| M3 | Allow 3rd attempt at comprehensive exam | 1 | 1 | 0 | 1.1 | 100 |
| **N** | **MISCELLANEOUS** | | | | | |
| N6 | Waive limit for Dual Degree credits | 1 | 1 | 0 | 1.1 | 100 |
| | **TOTAL** | 95 | 92 | 3 | | 97 |

† indicates more than one request category on a single petition; total reflects 95 decisions on 94 petitions

Almost fifty percent of all graduate petitions were for doctoral time limit issues. Since these policies have become fully implemented, a high volume of petitions for these issues has become the new normal. The Council hopes that doctoral programs will increase efforts to mentor their students through the degree process in a timely fashion.

Excluding doctoral time limit petitions, the total number of petitions is similar to previous years. It is noteworthy that the total number of petitions was not higher given the pandemic and the extraordinary extenuating circumstances it created for students. The Council interprets this as a sign of careful graduate advising in the respective academic units as well as close scrutiny of petitions by departments before they are forwarded to Graduate Council.

**Table 5**. Historical Overview: Petitions, Approvals, and Degrees

| Academic Year | Total Petitions | Percent Approved | Grad Degrees Awarded |
|---|---|---|---|
| 2021-22 | 94 | 97% | [n.a.] |
| 2020-21 | 82 | 98% | 1595 |
| 2019-20 | 67 | 95% | 1594 |
| 2018-19 | 62 | 94% | 1709 |
| 2017-18 | 81 | 90% | 1756 |
| 2016-17 | 93 | 92% | 1673 |
| 2015-16 | 108 | 95% | 1546 |
| 2014-15 | 97 | 97% | 1677 |
| 2013-14 | 106 | 95% | 1627 |
| 2012-13 | 69 | 90% | 1820 |
| 2011-12 | 56 | 91% | 1642 |

**V. Program Proposals in Progress**

• Graduate Certificate in Healthy and Efficient Buildings

**VI. Future Graduate Policy**

• The Graduate Council, under the leadership of Amy Lubitow, will continue efforts towards a more just, equitable, and inclusive graduate education experience at PSU.
• The AY 21-22 Graduate Council hopes that the process improvements detailed in Section I will continue to be supported during AY 22-23.
• Graduate Council will assess how it can be helpful to units writing reports for the third round of the APRCA process. The GC Chair may serve as the GC representative on the APRCA committee for AY 22-23.

**MEMO**

May 10, 2022

From: Graduate Council and Undergraduate Curriculum Committee
To: Chairs of department, school and college curriculum committees

Subject: Department, School and College Curriculum Committee Checklist for Preparing and Approving OCMS Proposals

_____

Dear Chairs of College, School and Department Curriculum Committees,

The Graduate Council (GC) and the Undergraduate Curriculum Committee (UCC) aim to review proposals as quickly and fairly as possible in order to support curricular change and development at PSU. While overall curricular review happens within a reasonable timeframe, we feel that the process can move more quickly for the benefit of all. The primary factor slowing the review process is proposals that have been submitted with incomplete or insufficient information. These proposals have to be returned to the proposer for revision or development, sometimes multiple times. Depending on the responsiveness of the proposer, a slow turnaround can add 2-8 weeks to the review process, due to the fixed bimonthly meeting schedules of GC and UCC and the monthly meeting schedule of Faculty Senate.

With your help we can streamline and speed up the process. So that we can work together towards the common aim of making the proposal review process as smooth and efficient as possible, we have created a checklist (attached as pdf and Google Doc) that prioritizes the most important elements of the OCMS forms to check for thoroughness and completeness. All proposals coming through your committee should be checked against the attached list before being sent to the next level of approval.

We also want you to be aware of the three most common sections of the OCMS forms that require revision:

- **Rationale** Section: Should be detailed for a reader outside of the department and college.
- Pedagogical and Curricular **Inclusion Questions**: Should be answered substantively within the unique context of the course and the discipline and with respect for PSU's core values of access, inclusion and equity.
- **Dual-level** courses distinction: 400/500 courses need to have differentiated outcomes and assignments in the syllabus.

In addition, we want to draw your attention to a new addition to the Change to Existing Program form:

- **Program Learning Outcomes**: Rationale for program change proposals should connect proposed changes to the program learning outcomes. Program Learning Outcomes document can be uploaded as an addendum to the Rationale section.

Finally, in order to support this new streamlining effort, departmental and college **curriculum reviewers will be copied on emails** when a proposal is returned for a substantive revision, especially in the case of these three most common revision requests. Returned proposals will include the statement:

 "We are cc'ing departmental and college curriculum reviewers on this email in order to increase awareness regarding school/college-approved proposals that are being returned to the proposer because some requirements were not met."

Thank you for your partnership in supporting curriculum change and development at PSU.

Please reach out with any questions or concerns.

Sincerely,
Sarah Read, Chair, Graduate Council
Peter Chaille, Chair, Undergraduate Curriculum Committee

# Department, School and College Curriculum Committee Checklist for Preparing and Approving OCMS Proposals

Checklist prepared and approved by GC and UCC, Spring Quarter, 2022.

Click to go directly to the relevant checklist:

NEW PROGRAM PROPOSALS

EXISTING PROGRAM CHANGE PROPOSALS

NEW COURSE PROPOSALS

COURSE CHANGE PROPOSALS

COURSE DROP PROPOSALS

PROGRAM ELIMINATION

| Done/Not Done | Form Section | What to Check For |
|---|---|---|
| NEW PROGRAM PROPOSALS | | |
| | **Rationale** | Explains for a reader outside of the department and college how the program is academically rigorous and corresponds to the department's curriculum and the University's mission and goals. |
| | **Evidence of need for a new program** | Examples may include prospective student surveys; contacts with and feedback from government agencies, business interests, and/or local community groups that would be likely partners with the new program and who would possibly employ graduates of the program; etc. Letters of support from such external entities may be included. |
| | **Letters of Support** | If the new program curriculum relies on either core or elective courses offered outside of the sponsoring department, letters of support for the new program need to be included from department chairs in those departments. |
| | **Content Overlap** | New program proposals should note content overlap with other units and what contributions the new program may make to other departments' curricula. The names of those in other units who were consulted should be included. |

| Done/Not Done | Form Section | What to Check For |
|---|---|---|
| | **Faculty Ratio** | Ratio of tenure-line to adjunct faculty should be reviewed for new programs, and heavy reliance on adjuncts needs to be justified |
| | **Resources** | Availability of necessary resources (library, technology, class/lab/studio space) should be addressed and explained. A library statement is required for new program proposals. |
| | **Ready for Meeting** | For new program proposals, the Graduate Council or UCC administrator will ask the department to have a faculty member present for the meeting at which the review panel will present the proposal. |

**EXISTING PROGRAM CHANGE PROPOSALS**

| | | |
|---|---|---|
| | **Rationale for Changes** | This is the most important field for reviewers, and the list of changes and rationales for changes should be written for a reviewer with no knowledge of the program. In some cases some historical information is useful in the rationale, if reasoning for making changes is based on past decision making, enrollments, faculty or other factors. Rationale should also address how the proposed changes support or modify the program learning outcomes. |
| | **Addenda: Program Learning Outcomes** | Upload the Program Learning Outcomes document here to support text in the Rationale section. |
| | **Program Description** | Existing program description in the bulletin, if any. |
| | **Proposed Catalog Statement** | Should include both existing text and proposed text. |
| | **Budgetary Impact** | Even if there is no budgetary impact, please explain how that is so (do not leave blank). |
| | **Adjustments for Transitional Students** | Be explicit about how the changes will impact students. |
| | **Addenda** | Any budgetary docs or letters from chairs from other |

| Done/Not Done | Form Section | What to Check For |
|---|---|---|
| | | departments regarding addition or deletion of courses from other departments from the program. |

NEW COURSE PROPOSALS

| | | |
|---|---|---|
| | **Rationale** | Explain how this new course came to be, how it contributes to the curriculum and whether it has an enrollment history as a 410 or 510 omnibus course. |
| | **Syllabus** | The syllabus should be reviewed for:<br>● Overall course content and rigor.<br>● Title IX and DRC statements <u>must</u> be included.<br>● <u>Course learning outcomes</u> and course objectives are stated clearly.<br>● Appropriate consideration of diversity and inclusion within the course framework<br>● Appropriate dual-level (400/500/600) distinctions, if applicable. |
| | **Overlap** | Overlap with subject matter in other departments should be thoroughly assessed in order to avoid duplication of effort, including the names of those in other units who were consulted. It sometimes happens that a unit has not thought broadly about potential overlap with other units until the Council brings possible overlap to their attention. <u>Courses for which it is deemed that no overlap exists still need to include a short statement explaining how that conclusion was reached.</u> |
| | **Dual-level courses (formally called slash courses, i.e., 400/500 level courses)** | Courses must conform to University policy for differentiated requirements. The proposal and syllabus should make clear that the differentiation in work is substantive and demonstrate how it will create a unique graduate experience in a course that may be composed largely of undergraduate students, i.e., it needs to be more than just an 'extra assignment' for the sake of additional work or that graduate students are expected to produce "higher quality" work. Differentiated learning outcomes and requirements must be clearly listed on the syllabus and on the proposal in the Teaching and Learning: Student Activities and Methods of Evaluation sections, and may include but are not limited to: |

| Done/Not Done | Form Section | What to Check For |
|---|---|---|
| | | - Work of greater depth or involvement , e.g. the term research paper for graduate students may require additional references or (additional) data analysis.<br>- Different work, e.g. graduate students may be required to analyze a more complex data set using more sophisticated research methods and tools. |
| | **Instructor credentials** | CVs must be included for adjunct faculty who will be teaching proposed new courses to show they are qualified within the field. |
| | **Library Statement** | Required for new course proposals. |
| | **Inclusive Content and Pedagogy Questions** | Ensure substantive, descriptive and course-specific answers to the two questions related to inclusion. The library has created a resource guide to support these questions. |
| | **Copyright** | Course materials should be provided in a manner that is consistent with PSU's copyright policy (available as part of the Library's Copyright guide. https://guides.library.pdx.edu/copyright-guidance) |
| **Done/Not Done** | **Form Section** | **What to Check For** |
| COURSE CHANGE PROPOSALS | | |
| | **Rationale** | Explain to a reader <u>outside</u> of the program or department why the change is necessary and any relevant background information. |
| | **Syllabus** | Depending on the type of course change, the syllabus may or may not be reviewed in detail.<br>- Make sure the syllabus conforms to requirements for a new course (see New Course section above).<br>- Minor title changes or changes to prereqs are examples of changes that may need minimum or no syllabus review. Existing syllabus should still be included.<br>- Changes to credit hours or significant changes to course title and/or description are examples of changes that will need syllabus review. Existing and updated course syllabus should be submitted. |

| | Is it a new course? | If the course change is substantive enough that the student could take the old and new version of the course for credit, it likely should be a new course proposal, not a course change. |
|---|---|---|
| **Done/Not Done** | **Form Section** | **What to Check For** |

## COURSE DROP PROPOSALS

| | | |
|---|---|---|
| | **Banner Information** | Includes current catalog description |
| | **Course and Program Dependencies** | Must include any programs that include the course as a required or elective course, including those <u>outside</u> of the department. |
| | **Rationale** | This is the most important field for reviewers, and the list of changes and rationales for changes should be written for a reviewer with no knowledge of the program. In some cases some historical information is useful in the rationale, if reasoning for making changes is based on past decision making, curricular changes, enrollments, faculty or other factors. |
| | **Addenda** | Includes any statements from programs with dependencies acknowledging the drop of the course. |
| **Done/Not Done** | **Form Section** | **What to Check For** |

## PROGRAM ELIMINATION

| | | |
|---|---|---|
| | **Rationale** | This is the most important field for reviewers, and the rationale for program elimination should be written for a reviewer with no knowledge of the program. <u>It should also be written with a Faculty Senate audience in mind</u>, since program elimination proposals, even once approved by GC and UCC, are often queried for the reasons behind the elimination. In some cases, historical information is useful, if reasoning for eliminating the program is based on past decision making, curricular changes, enrollments, faculty changes or other factors. |

| | | |
|---|---|---|
| | **Transitional Students (Teach out) Plan** | This section should be completed with a short explanation even if there are no remaining students in the program. |
| | **Budgetary Impact** | Even if there is no impact, include an explanation of how or why. |
| | **Addenda** | Includes statements from other programs with dependencies acknowledging the elimination of the program. |

**To:** Portland State University Faculty Senate

**Subject:** Annual Report

**From:** Intercollegiate Athletics Board

**Date:** May 20, 2022

**Members 2021-22 Academic Year:**

David Burgess, Chair, (OIRP); Toeutu Faaleava (MCNAIR); Bruce Irvin (CMPS); J.J. Vazquez (FILM); and Derek Tretheway (MME)

**Ex-officio Members:**

Linda Williams, Interim Director of Athletics; Dana Cappelucci, Associate Athletics Director; and Brian Janssen, Associate Director, SALP and Faculty Athletics Representative

Faculty Senate charges the board to:

1. Serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University's program in men's and women's intercollegiate athletics.
2. Report to the Faculty Senate at least once each year.

**1.     Budget:**

**University E&G Support for Athletics – FY 12 through 22**

| Report Type | Fiscal Year | Athletics' E&G Support (millions) | % of University Total E&G Rev. Going to Support Athletics | PSU's Total E&G Rev. (millions) |
|---|---|---|---|---|
| Budget | FY22 | 2.24 | 0.67% | 333.6* |
| Actuals | FY21 | 2.39 | 0.75% | 316.5 |
| | FY20 | 2.41 | 0.72% | 335.4 |
| | FY19 | 2.37 | 0.68% | 349.4 |
| | FY18 | 2.29 | 0.68% | 335.1 |
| | FY17 | 2.26 | 0.69% | 326.3 |
| | FY16** | 1.41 | 0.45% | 317.0 |
| | FY15** | 1.13 | 0.39% | 293.7 |
| | FY14 | 2.28 | 0.80% | 283.5 |
| | FY13 | 2.20 | 0.82% | 267.8 |

* Quarter 2 financial report
** Lower amounts in FY15 and 16 reflect the attempt to make the dept. more self-supporting which was found not to be sustainable.
The E & G funds were restored as a strategic investment in FY17.

**Budget cont'd**

### Fiscal year 2022 Budget to Actuals (as of May 2022)

The FY22 budget was set with an assumption of a $3 million-dollar deficit

- Revenues are anticipated to be 2.3% higher than budget, ($212,289), due mainly to lottery funds, sponsorship revenue and NCAA distributions.
- Expenditures are anticipated to be 1.8% lower than budget, ($220,291), due mainly to lower personnel cost.

As a result, it is anticipated that the year-end deficit will be $2.6 million. (The University Board has already approved the use of reserves to clear the anticipated deficit).

### Fiscal year 2023 Budget

At the time of this report the FY23 budget was still to be determined. What is known so far
- anticipated deficit: $3,000,000
- student fee amount approved: $2,880,790; (FY22 amount - $3,115,627)

IAB will report FY23 budget in the Fall 2022 report to the Faculty Senate.

2. **Athletics Futures Committee (AFC)**

The IAB reviewed the AFC's final report which was released December 2021). The AFC report conclusion:

*The Committee believes that there is value in having intercollegiate athletics at PSU. At an appropriate level of investment, with effective leadership, and with a comprehensive strategic plan, Athletics could help PSU recruit and retain students, further its equity and diversity goals, and enhance its relationship with alumni, donors and the community.*

*The program in its current state either does not provide most of these benefits or provides them at a less than optimal level. We have therefore presented four alternatives to the status quo, two of which the Committee believes would enable PSU to better realize the potential benefits of intercollegiate athletics.*

*Unless PSU elects to phase out intercollegiate sports altogether (option 4), whichever other option PSU elects to pursue will require a commitment by the President to support Athletics at a level above what has been provided in recent years, as well as a strong leadership and a commitment to excellence within the Athletic Department. Given PSU's advantages, including its urban location in a major metro area, an impressive new on-campus arena, and an engaged group of generous alumni and other donors, our Committee believes Athletics can become a high performing program for PSU, but only if we develop and execute a strategic plan, set goals for the program, and make the financial commitments necessary to meet those goals.*

The full report can be accessed here:

[Report on the Status and Future of Intercollegiate Athletics at Portland State University](#)

3. **Athletic Director Hire:**

John Johnson has been named the new Director of Athletics. Mr. Johnson has proven leadership in management, fundraising and an impressive career resume that includes eleven years as an athletics director within the Big Sky Conference and 17 years as a senior associate athletics director and deputy athletics director at division I major conferences. Most recently Johnson served as Senior Deputy Athletic Director at the University of Nebraska. He has a BA and

Master's in business administration from Eastern Washington where he also played football as an undergraduate.

The search was conducted by the consulting group Collegiate Sports Associates. The Search Committee consisted of: Chair - Brian Janssen (Faculty Athletic Rep.), David Burgess - (FS IAB), Dana Cappelucci - (Sr. Women AD), Linda Williams - (Interim AD), Judith Ramaley - (U Board), Head Basketball Coach Jase Coburn - (Coach), Mike Richardson - (Alumni), Thuy Huyen - (Classified Staff), Wally Van Valkenburg - (U Board), Sarah Schwarz - (Foundation), and the President of ASPSU Nya Mbock.

Mr. Johnson contract begins May 1, 2022.

4. **New Coach Hires:**

- **Ashley Bolston** – *Women's Basketball, Assistant Coach:* Bolston led the Vikings to the Big Sky Tournament title as a fifth-year senior during the 2018-19 season and was an Assistant Coach at McNeese State. Coach Bolston earned her Bachelor of Science in Criminology & Criminal Justice with a minor in Black Studies from Portland State (2019).

- **Aquiles Montoya** – *Volleyball, Associate Head Coach & Director of Recruiting*: Coach Montoya was promoted to the associate position for the 2022 season. In his first year as, Assistant Coach with the Vikings, Montoya helped guide the team to a strong finish in their unique 2021 winter season. Coach Montoya's previous coaching experience includes Assistant Coach at Pacific University and Lewis and Clark College.

- **Pati Anae** – *Volleyball, Assistant Coach:* Since graduating from Portland State, Anae played professionally in Germany and served an Assistant Coach at Yavapai College, AZ. Coach Anae earned her Bachelor of Science in Criminology & Criminal Justice from Portland State (2017).

- **AC Patterson** – *Football, Assistant Coach:* Patterson returns to the Viking coaching staff after three-years with the NFL's Minnesota Vikings. Coach Patterson was previously an Assistant Coach at PSU for 3 seasons from 2015 to 2017. Coach Patterson earned his Bachelor of Arts in History from University of Texas-El Paso (2014).

5. **Athletic Policy**

**Name Image Likeness (NIL)** - NCAA college athletes now have the opportunity to benefit from their name, image and likeness.

- Portland State's policy mirrors the NCAA policy.
- Student-athletes cannot conduct NIL activities during mandatory athletic time.
- The student-athlete handbook will be updated to be consistent with NIL policy.
- There have been no NIL issues for student-athletes to date.

6. **Academic Progress Rates (APR):**

Academic Progress Rate, holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term. Individual team's 4-year average rate has to be greater than 929 to be eligible to compete for championships.

**The overall 2020-21 single year APR for PSU was 980** (up from 978 previous year).

APR Team results (March, 2022)
2020-21 **(multi-year APR)** – Three (3) teams with **perfect (1,000) APR**: men's tennis, women's golf and women's tennis.

Remaining ten (10) teams: men's basketball (964), men's x-country (997), men's football (950), men's track (984), women's basketball (974), women's x-country (973), women's softball (997), women's soccer (989), women's track (978) and women's volleyball (957).

2020-21 **(single year APR)** Seven (7) teams with **perfect (1,000) APR**: men's x-country, men's tennis, men's track, women's basketball, women's golf, women's softball, and women's tennis.
Remaining six (6) teams: men's basketball (956), men's football (967), women's x-country (977), women's track (986), women's soccer (970) and women's volleyball (957).

## 7.    Big Sky Conference Academic Honors

(Fall 2021) **62 students** were placed on the Fall 2021 Academic All-conference Teams.  To be eligible, a student-athlete must have participated in at least half of the team's competitions, achieved a 3.2 cumulative grade point average, and completed at least one academic term at their current Big Sky institution.

### Men's Cross Country

| | | |
|---|---|---|
| Keynan Abdi | SR | Geography |
| Brandon Hippe | JR | Computer Eng. |
| Jordan MacIntosh | SR | Urban Studies |
| Dom Morganti | SR | MBA |
| Evan Peters | JR | Mathematics |
| Luke Ramirez | SR | Arts and Letters |
| Drew Seidel | JR | Electrical Engineering |
| Josh Snyder | SR | Criminology & CJ |
| Andy Solano | SR | Mathematics |
| Ian Vickstrom | JR | Architecture |

### Women's Cross Country

| | | |
|---|---|---|
| Olivia Brooks | SR | R.E. Property Mgmt |
| Phoebe Brown | SR | P.H. Studies: Pre-Clin. |
| Katie Camarena | SR | Sust. Food Systems |
| Maya Irving | FR | Psychology |
| Sophie Jones | JR | Sociology |
| Natalia Martino | FR | Biology |
| Tatum Miller | SO | Art: Graphic Design |
| Liza Sajn | FR | Sociology |
| Monica Salazar | SR | PH Studies: Pre-Clin. |
| Hunter Storm | SR | Biology |
| Abi Swain | SO | Architecture |

### Football

| | | |
|---|---|---|
| Anthony Adams | JR | Ed. Ldrshp. & Policy |
| Xavier Bell | JR | Ed. Ldrshp. & Policy |
| Nate Bennett | FR | Business Adm. |
| Brady Brick | SR | Ed. Ldrshp. & Policy |
| Shea Carstens | JR | Social Science |
| Ian Crocker | SO | Comm. Studies |
| Richard Estrella | FR | Business Adm. |
| Kennedy Freeman | FR | Appl. Health & Fitness |
| Daniel Giannosa | SR | Non-Profit Leadership |
| Isaiah Henry | SO | Criminology & CJ |
| Ahmir McGee | SO | Business Adm. |
| Tyson Pauling | JR | Ed. Ldrshp. & Policy |
| Jake Porter | JR | Business Adm. |
| Nicolas Ah Sam | SR | Business Adm. |
| Tyreese Shakir | FR | Appl. Health & Fitness |
| Gianni Smith | FR | Psychology |
| Mataio Talalemotu | JR | Glb. Sup. Chn. Mgmt. |
| Malik Thirdgill | SR | Ed. Ldrshp. & Policy |
| D'Angalo Titialii | SO | Business |
| Travis West | SO | Son. Arts & Mus. Prd. |

**Women's Soccer**

| | | |
|---|---|---|
| Olivia Stone | JR | Science |
| Lucy Quinn | FR | Film |
| Teá Poore | SR | Public Health Studies |
| Sofi Papastamos | SR | Public Health Studies |
| Riley Larsen | FR | Biology |
| Ani Jensen | SO | Public Health Studies |
| Chloe Huling | JR | Public Health Studies |
| Sienna Higinbotham | JR | Social Work |
| Jadyn Harris | SR | Public Health Studies |
| Liz Hansen | SR | Business |
| Hailey Green | JR | Business |
| Megan Cornett | SR | Graphic Design |
| Raniyah Burton | SO | App. Health & Fitness |

**Volleyball**

| | | |
|---|---|---|
| Genevieve Florig | SR | MBA |
| Gabby Hollins | SO | Business Adm. |
| Teniyah Leuluai | FR | Soc. & Identity Pthwy. |
| Makayla Lewis | JR | Psychology |
| Zoe McBride | SR | Business Adm. |
| Ellie Snook | JR | Business Ad. |
| Ally Wada | SR | P.H. Studies: Pre-Clin. |
| Parker Webb | SR | Real Estate Dev. |

8. **Athletics Achievements:**

**Competition Results**

**2021-2022 – Winter-Spring Sports**
Women's Golf: 11th place Big Sky Championship
Women's Tennis: (8-12 overall) Big Sky Tournament - first round loss
Men's Tennis: (3-14 overall) Finished 8th place regular season
Men's Basketball: (14-17 overall) Big Sky Tournament – quarter finals loss
Women's Basketball: (5-24 overall) Big Sky Tournament - first round loss
Women's Softball: (28-18 overall) Finished 3rd place regular season; Big Sky Tournament Semi-finals loss

Men's Outdoor Track: Big Sky Tournament
- **2nd place** in 800 Meters: **Chase Lovercheck** SR – **Computer Science**
  Qualifier for the NCAA West Prelims
- **6th place** 110 Meter Hurdles, **Jordan Gloden** SR – **Mechanical Engineering**

2021 NCAA Championship West Prelims.,
- **26th place** 3000 Meter Steeplechase, **Joshua Snyder** SR – **Applied Health & Fitness**

Women's Outdoor Track: Big Sky Tournament
- **10th place** in 3000 Meter Steeplechase, **Tatum Miller** JR – **Art: Graphic Design (BFA)**

# Portland State University Library Committee:  2022 Annual Report

## Committee Roster

*Faculty and Students:*

Katrine Barber (History), Alida Cantor (Geography), Susan Chan, (Music), Carrie Collenberg-Gonzalez (World Languages & Literature), Richard Dozal-Lockwood (School of Public Health), Simon Gunderson (ASPSU, Student), Abbee Mortensen (ASPSU, Student), Gerald Recktenwald (Mechanical and Materials Engineering & Library Committee Chair), Jelena Schiff (Music)

*Consultants from Library Faculty and Staff:*

Karen Bjork, Michale Bowman (Ex-Officio member of Committee), Jill Emery, Molly Gunderson, Cristine Paschild

## Yearly Summary

The Committee met remotely (via Zoom) approximately twice per term. Agendas and meeting notes (minutes) were shared as Google docs.

The ongoing COVID-19 health emergency was a strong influence on the operation of the Library during the 2021–2022 academic year. Regular access to the Library was limited to members of the PSU community. Curriculum delivery via remote, hybrid and attend-anywhere formats was supported by the Library via loans of laptops, scanning of course materials, facilitation of video streaming, and consultation with discipline specialists on the Library faculty and staff. Throughout the year, the Library Committee was a sounding board for these issues and a communication channel to the PSU Faculty and Administration.

*Budgetary Impacts and Concerns for 2021–2022*

Like most units in the University, the Library budget has a large fixed cost for personnel and equipment. Managing the budget requires careful planning for the costs of services and supplies. The Library is a resource for the entire University, and expectations for Library services can be set by units without the knowledge of, or in consultation with, the Library Faculty and Staff.

The rising costs of streaming media was a major focus of the Library Committee work in AY 2021–2022. During Fall Term 2021 and Winter Term 2022 the Committee learned about the rising demand for streaming media and the rising fees charged by service providers. The Committee discussed options for lowering costs to the Library without shifting the costs to students, e.g. by requiring students to subscribe to commercial services such as Amazon Prime, Netflix, and Hulu. This work culminated in a presentation at the Faculty Senate meeting on 7 March 2022.

Library Faculty and Staff alerted the committee to the budgetary impact of the coming no-cost and low-cost course designations for PSU courses. The Library Faculty and Staff, and the Library Committee fully support the goal of minimizing the costs incurred by students to purchase materials or services for courses. The Library Faculty and Staff are concerned that in some cases Faculty may be inadvertently shifting the costs of course materials to the library. Examples of shifting costs are through increased demand for streaming services, increased requests for purchasing ebooks and some specialized (high cost) print materials, and added workload for collecting and distributing physical and digital resources. Concerns of increased demand for streaming services for low-cost and no-cost courses were included in the presentation to the Faculty Senate.

The cost of journal subscriptions has a big impact on the Library budget for services and supplies. The Library Faculty and Staff have begun negotiations with Elsevier, a major provider of journals for STEM, business, environment and related titles. Negotiations with Elsevier are also underway at the University of Oregon and Oregon State. Each of the three large public universities may ultimately have different budgetary goals and lists of desired Elsevier titles. Currently the three Universities are discussing options for collaboration on our existing joint contract with Elsevier. Negotiations with Elsevier began in mid-May and will likely continue through the Summer and into Fall Term. The Library Committee will consult with the Library Faculty and Staff and will serve as a communication channel with PSU Faculty in the 2022–2023 Academic year.

### Shifts in Services as COVID-19 Evolved

The Library has changed, and will continue to change, its services in response to health advisories related to the COVID-19 pandemic. At the start of the Fall 2021 Term, textbook vendors and other Copyright holders reinstated Copyright restrictions that were temporarily lifted to support remote instruction. This change may not have been realized by faculty who assumed that scanned copies of textbooks would continue to be available. Library Faculty and Staff worked with faculty and the Library Committee members to communicate the change to their home departments and colleges.

When the University stopped in-person instruction in Spring 2020, access to the Library was restricted. In Summer 2020, Faculty, students and staff with PSU IDs and key-cards had access to only the first floor of the Library. In Fall 2021, Faculty, students and staff had access to the other floors. The Library administration is planning to open the library to non-PSU patrons in mid-August, but implementation of that policy will require additional logistical planning to integrate the turnstiles that were installed at the main entrance. The Library Committee does not have a direct role in the logistical planning or implementation. The Committee can assist by communicating the role-out of the change in physical access.

### Other Issues

A search for a new Dean of the Library is likely to occur during the 2022–2023 Academic Year. Interim Dean Michael Bowman has been serving since the sudden death of Tom Bielavitz.

In honor of Tom Bielavitz, the Library has renovated a section of the fourth floor of the Library to create a Collaboration Hub for graduate students. Installation of some furnishings and accessories have been delayed due to supply-chain bottlenecks. The current plan is to allow use of the space during the Summer and have a well-publicized grand opening near the start of the Fall 2022 term.

5 May 2022

To: Faculty Senate

From: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: 2021-22 Annual Report to Faculty Senate

**Member Information**

Chair: Peter Chaillé (PA)

Members: Ingrid Anderson (COE), Nike Arnold (CLAS-AL), Todd Bodner (CLAS-SS), Richard Campbell (MCECS), Chuck Dillard (COTA), Jeff Gerwing (CLAS-SCI), Christina Gildersleeve-Neumann (CLAS-SS), Randi Harris (AO), Staci Martin (SSW), Andrew Rice (CLAS-SCI), Wanying (Eva) Shi, Albert (Randy) Spencer (CLAS-AL), Kerry Wu (Lib), Belinda Zeidler (SPH)

*Note: No representative from the OI division was identified this year.*

Consultants: Andreen Morris (OAA), Pam Wagner (RO)

**Charge of the Undergraduate Curriculum Committee**

This committee shall consist of six Faculty members from the College of Liberal Arts and Sciences (two from each of its divisions); one Faculty member from each of the other divisions; and two students. Consultants shall include the following or their representatives: The Provost, the principal administrative officer with oversight of undergraduate studies, and a member of the Office of Institutional Research & Planning. The Committee shall:

- Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.

- Coordinate with the Graduate Council to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.

- Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.

- Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.

- Develop and recommend policies concerning curriculum at the University.

- Act, in all matters pertaining to policy, in liaison with the chairpersons of appropriate committees.

- Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.

- Advise the Senate concerning credit values of undergraduate courses.

- Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

**Curricular Proposals Reviewed**

In the 2021-22 academic year the committee will have convened 10 times, on the dates shown below, to review program and course proposals and to discuss additional issues related to the charge of the committee. The full text for any approved course or program proposal, as well as Budget Committee comments on new and change-to-existing program proposals, may be accessed in the [Online Curriculum Management System (OCMS) Archive (https://pdx.smartcatalogiq.com/en/Curriculum-Management-System/Dashboard/Archived-Proposals).](https://pdx.smartcatalogiq.com/en/Curriculum-Management-System/Dashboard/Archived-Proposals)

Meeting Dates

- Fall 2021
    - 10/11/2021
    - 10/25/2021
    - 11/8/2021
    - 12/6/2021
- Winter 2022
    - 1/24/2022
    - 2/7/2022
    - 3/7/2022
- Spring 2022
    - 4/4/2022
    - 4/18/2022
    - 5/2/2022

Number of Courses and Programs Reviewed

- New degree program: 0
- New certificate program: 2
- New minor: 0
- Changes to existing programs: 34
- Elimination of existing programs: 2
- New prefixes: 2
- New courses: 71
- Changes to existing courses:147
- Drop existing courses: 25

**Additional Activities Related to the Committee Charge**

- Peter Chaillé represented the UCC on the Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments. The work is ongoing, and reports are included in the monthly Faculty Senate packets.

- Coordinated with the Graduate Council on creating a new checklist for reviewers and communicating to department, school, and college curriculum committees.

- Provided feedback on a proposal from the Academic Requirement Committee and anticipate revisiting a revised proposal next academic year.

**Recommendations for Future Work:**

- Holistic review of inclusive curriculum and pedagogy work across all programs and departments.

- Coordination with departments and OAA on work related to common course numbering mandated by Senate Bill 233.

**AY 2021-2022**

**Report of the University Research Committee (URC) to the Faculty Senate**

The URC met monthly in 2021-2022, October to May.
As a new committee (as of 2020), we began by defining our Structure and Operating Procedures. The full document may be found here:
https://drive.google.com/file/d/1HCW9kCsrsBxrhIAE41hkva8FkK0YglRj/view

The committee consists of 16 voting members with 8 constituting a quorum.

**Our charge consists of 6 elements:**
1. Conduct periodic surveys of the Faculty regarding the infrastructure, training, and services available to faculty for the conduct of research, including satisfaction, suggestions for improvement, and any obstacles identified by the faculty.
2. Recommend to the Provost and President suitable policies and standards for University-level investments and initiatives pertaining to research. Recommend to the Faculty Senate or its appropriate committees and to the Dean of Undergraduate Studies suitable policies and standards for University Studies courses and programs.
3. Work with relevant members of the Faculty and Administration to develop Data Management infrastructure and policies.
4. Work with relevant members of the administration to develop ideas and plans to improve and increase research across the University, and; and to suggest paths forward through challenges.
5. Act in liaison with appropriate committees, including the Academic Quality Committee and the Faculty Development Committee.
6. Report at least once each year to the Senate, including the results of faculty surveys and a report on research at all degree levels including undergraduate.

**Brief summary of AY2020-2021 Activities and Accomplishments**
We conducted a survey of the Faculty (Charge #1) in 2020 on research, the results of which were presented to the Faculty Senate on 11/2/2021. Specific challenges that were brought up across disciplines by the faculty included:
- Lack of protected time for research;
- Lack of graduate student funding;
- Support for interdisciplinary centers but strong departmental silos for teaching and graduate student supervision.

Our recommendations for the administration were thus to restructure programs and incentives in order to allow for cross-disciplinary collaboration, and prioritize funding for graduate students across the disciplines.

**AY2021-2022 Activities and Accomplishments**
For 2022, our committee had 4 working groups focused on the target areas, each of which met at least once between the monthly full-committee meetings.

a. Research funding opportunities group (Charge #2&4)
This group invited speakers from Foundation and the Center for Life in Extreme Environments (CLEE) to present on funding opportunities and research structures, respectively. The group also attended several NSF informational sessions and obtained information about NSF infrastructure, IGE, and NRT grants. It created a statement-of-interest page on the RGS website that allowed faculty interested in graduate training to come together; this has led to formation of a working group to seek interdisciplinary training grants. Lead: Jay Nadeau, nadeau@pdx.edu

b. Allocation of space, teaching loads, and buyouts group (Charge #2&4)
This group met regularly throughout the year to determine what would be useful for PSU faculty and administration to know about how decisions are made related to these topics as they pertain to research, scholarship and creative endeavors.  The workgroup met with key informants from the university and union to gain a university-wide perspective on these topics, then developed a web survey for deans and department heads to learn about school- and department-level practices.  The survey has been programmed and piloted and approved by the URC.  It will be distributed during the first week of May.  Results will be gathered before the end of the academic year.  The workgroup will analyze the results over the summer and create a report over the summer.  The report will be shared with the faculty senate and made available to PSU faculty once it is completed. Questions about the survey can be addressed to workgroup lead, Karen Cellarius, at cellark@pdx.edu

d. Promotion of undergraduate research, scholarship and creative activities
(Lead: Drake Mitchell, drakem@pdx.edu)
The group met monthly. Topics included

- How to link undergraduates to research opportunities, especially opportunities outside their departments.
- IRB form adding a check box to ask if they wanted an undergraduate student to help with their research.
- What else can we capitalize on? How can we utilize or promote the website for undergraduate research?  We talked about funding opportunities for undergraduates.

- Link to announcement of opportunities form shared with group.

e. **Data Management Work Group** (charge #3) Lead: Kimberly Pendell, kpendell@pdx.edu

This subgroup completed its task and created a Research Data Guidebook, found here:

**https://pdx.pressbooks.pub/researchdataguidebook/**

# University Writing Council

Report to the PSU Faculty Senate, AY 2021-2022

## Contents

1. [Committee Charge](#)
2. [Committee Members](#)
3. [Completed Business](#)
4. [Ongoing Business](#)

## Committee Charge

From the PSU Faculty Constitution, Article 4 Section 4: University Writing Council

The Committee shall
1. Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses;

2. Offer recommendations for improving writing instruction across the university;

3. Initiate assessment of the teaching and learning of writing at PSU;

4. Support training of faculty, mentors, and WIC Assistants teaching writing;

5. Advise on budgeting writing instruction;

6. Act in liaison with appropriate committees;

7. Report at least once a year to the Senate, outlining committee activities.

## Committee Members

Kate Comer (Chair) – English
Alissa Hartig – Applied Linguistics
Brenda Glascott – Honors
Claire Wheeler – School of Public Health
Devon Allen – College of the Arts
Eowyn Ferey – IELP
Michelle Desilets – Library
Nila Friedberg – World Languages & Literatures
Susan Kirtley – English
Ex officio: Annie Knepler – UNST Writing Coordinator
Ex officio: Dan DeWeese – Writing Center; English

## Completed Business

- The Mission subcommittee drafted principles of writing (practice and pedagogy) at PSU in order to establish common ground for future goals, including assessment and faculty development opportunities.

- The University Writing Requirement subcommittee reviewed 24 WR and WIC courses that fulfill the requirement (outside of UNST), looking at course descriptions, learning outcomes, assigned readings, writing assignments, and indications of process. Results indicated significant inconsistencies to be addressed next year.

## Ongoing Business

- Revisit the 2014 WPA Consultant-Evaluators report and 2016 UWC Writing Action Plan (with 2018 updates); develop 5-year UWC strategic plan

- Articulate the purpose and value of the University Writing Requirement; communicate it more clearly to students, advisors, and other stakeholders

- Revise/clarify criteria for courses that fulfill the writing requirement; provide support for curricular updates

- Craft a coherent statement of writing pedagogy at PSU; foster campus conversations about best practices in writing across the curriculum and in discourse communities