

# Faculty Senate, 9 January 2023



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

[pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/ Curriculum-Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard)

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

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

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

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 convene on **Monday, 9 January 2023** at **3:00 p.m.** in **Cramer Hall 53**.

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Mon., Jan. 9<sup>th</sup>**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Mon., Jan. 9<sup>th</sup>**. Items on the Consent Agenda are automatically **approved** or **received** unless any Senator notifies the Presiding Officer and Secretary, no later than the end of Roll Call, of a request for separate consideration.*

**AGENDA**

A. Roll Call and *Consent Agenda* (see also E.1, G.5)

- \* 1. Roll Call
- \* 2. Minutes of December 5<sup>th</sup> meeting – *Consent Agenda*
- \* 3. OAA Response Senate actions of December 5<sup>th</sup> – *Consent Agenda*
  - 3. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*

B. Announcements

- 1. Announcements from Presiding Officer
- 2. Announcements from Secretary
- 3. Presidential search update (B. Berry)
- 4. Call for proposals for Faculty Development Grants (M. Oswald for FDC)
- \* 5. Pronoun Project (N. DuPont, R. Lawrence, M. Murphy, E. Wagner)
- \* 6. Bookstore contract and requirements (C. Baccar, M. Bowman)
- 7. Committee Conversations (R. Carpenter)

C. Discussion

- 1. PSU's future as a Hispanic-Serving Institution and majority-BIPOC campus (see also report G.3)

D. Unfinished Business

E. New Business

- \* 1. Curricular proposals: graduate (GC), undergraduate (UCC) – *Consent Agenda*
- \* 2. Changing SPHR academic field designation for SPHR courses (ARC)

F. Question Period

G. Reports from Officers of the Administration and from Committees

- 1. President's report
- 2. Provost's report
- 3. Report from Ame Lambert, VP-GDI (see also discussion C.1)
- 4. Monthly report of AHC-APRCA
- \* 5. Midyear report of Intercollegiate Athletics Board – *Consent Agenda*

H. Adjournment

**\*See the following attachments**

A.1. Roster

A.2. Minutes for 12/5 – *Consent Agenda*

A.3. Summary of 12/5 Senate Actions & OAA Response – *Consent Agenda*

B.5. Pronoun Project presentation slides

B.6. Memo on Bookstore contract

E.1.a-b. Curricular proposals: graduate (GC), undergraduate (UCC)

E.2. SPHR academic field designations (ARC)

G.5. IAB Midyear Report

# PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2022-23

## Steering Committee

Rowanna Carpenter, Presiding Officer

Vicki Reitenauer, Past Presiding Officer • Lindsey Wilkinson, Presiding Officer Elect

Matt Chorpensing (2022-24) • Sybil Kelley (2022-24) • Bishupal Limbu (2021-23) • Becky Sanchez (2021-23)

Ex-officio: Richard Beyler, Fac. Sec. • Yves Labissiere, Fac. BoT & Sr. IFS Rep. • Sonja Taylor, Chair, CoC

### 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, Nathaniel	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]

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
Newsom, Jason	PSY	2023 *+
Wilkinson, Lindsey	SOC	2024 +

#### Library (LIB) [1]

Emery, Jill	LIB	2025 +
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#### School of Public Health (SPH) [1]

Izumi, Betty	CH	2024 +
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#### School of Social Work (SSW) [4]

Chorpensing, 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	CIEL	2024
Taylor, Sonja	UNST	2025 +

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

Baccar, Cindy	REG	2025
Constable, Kate	ACS	2025
Hanson, Courtney	GS	2023 *
Hunt, Marcy	SHAC	2023
Ingersoll, Becki	ACS	2025
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: 26 September 2022

## EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2022-23

### Administrators

Adler, Sy	Interim Dean, College of Urban and Public Affairs
Allen, Clifford	Dean, School of Business
Bowman, Michael	Acting Dean, Library
Bull, Joseph	Dean, Maseeh College of Engineering and Computer Science
Bynum Jr., Leroy	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
Jeffords, Susan	Provost & Vice President for Academic Affairs
Johnson, Rick	Interim Dean, OHSU-PSU Joint School of Public Health
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

Baccar, Cindy +	Advisory Council (2022-24)
Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Presiding Officer
Chivers, Sarah	Adjunct faculty representative
Chorpenning, Matt +	Steering Committee (2022-24)
Ford, Emily	Advisory Council (2021-23)
Harris, Randi	Advisory Council (2022-24)
Holt, Jon	IFS (Sep. 2021-Dec. 2024)
Jaén Portillo, Isabel +	Advisory Council (2021-23)
Kelley, Sybil +	Steering Committee (2022-24)
Labissiere, Yves	IFS (Jan. 2020-Dec. 2022); BoT
Limbu, Bishupal	Steering Committee (2021-23)
Reitenauer, Vicki	Past Presiding Officer
Ruth, Jennifer +	Advisory Council (2022-24)
Sager, Alexander	IFS (Jan. 2021-Dec. 2023)
Wilkinson, Lindsey +	Presiding Officer Elect
Wing, Kierra	President, ASPSU

**Faculty Committee Chairs**

Allen, Jennifer	Budget Committee (co-chair)
Anderson, Tim +	Educational Policy Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Cellarius, Karen	University Research Committee
Chaillé, Peter	Undergraduate Curriculum Committee
Collenberg-Gonzalez, Carrie	Library Committee
Colligan, George +	General Student Affairs Committee
Comer, Kate	University Writing Council
Duh, Geoffrey	Academic Computing Infrastructure Committee
Emery, Jill +	Budget Committee (co-chair)
Estes, Jones	Academic Quality Committee
Harrison, Paloma	Scholastic Standards Committee
Herrera, Cristina	Race and Ethnic Studies Requirement Committee
Janssen, Mollie	Educational Policy Committee (co-chair)
Lubitow, Amy	Graduate Council
Oschwald, Mary	Faculty Development Committee (co-chair)
Robison, Scott	Academic Computing Infrastructure Committee (co-chair)
Taylor Rodriguez, Daniel	Faculty Development Committee (co-chair)
Thorne, Steven	Academic Computing Infrastructure Committee (co-chair)
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako +	Academic Requirements Committee
Willson, Kimberly	University Studies Council
York, Harry	Honors Council

**Notes**

+ Also an elected senator

Status: 24 October 2022

**DRAFT Minutes of the Portland State University Faculty Senate, 5 December 2022 DRAFT**

**Presiding Officer:** Rowanna Carpenter

**Secretary:** Richard Beyler

**Senators present:** Ajibade, Anderson, Baccar, Carpenter, Chorpenning, Clark, Clucas, Constable, Cortez, Craven, Cruzan, Daescu, De La Vega, Dimond, Donlan, Dusicka, Eastin, Emery, Endicott-Popovsky, Ferbel-Azcarate, Finn, Garrod, Goforth, Greenwood, Hanson, Heilmair, Heryer, Hunt, Hunte, Ingersoll, Jaén Portillo, Kelley, Knight, La Rosa, Lafrenz, Lindsay, Martin, Matlick, Mudiamu, Newsom, Raffo, Rai, Romaniuk, Ruth, Sterling, Taylor, Tretheway, Tuor, Watanabe, Webb, Wern, Wilkinson.

**Alternates present:** Caroline Miller for Colligan, Tetyana Sydorenko for Davidova, Brad Wipfli for Izumi, Karen Kennedy for Perlmutter, Mindy Chappell for Thieman, Crystal Tenty for Zeisman-Pereyo.

**Senator absent:** Hunte.

**Ex-officio members present:** Adler, Allen (Jennifer), Beyler, Bowman, Bull, Chabon, Chaillé, Chivers, Collenberg-Gonzalez, Comer, Estes, Ford, Harris, Herrera, Holt, Jeffords, Knepfle, Labissiere, Lambert, Limbu, Lubitow, Mulkerin, Percy, Podrabsky, Reitenauer, Sanchez, Thorne, 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 5 November meeting** were **approved** as part of the *Consent Agenda*.
3. **OAA response to November Senate actions** was **received** as part of the *Consent Agenda*.
4. **Procedural: Presiding Officer may move any item** – *Consent Agenda*

*Item G.3, Campus budget planning overview from Budget Committee, moved to the start of reports. Item G.4, Monthly report from AHC-APRCA, moved to precede item E.3.*

**B. ANNOUNCEMENTS**

**1. Announcements from Presiding Officer**

CARPENTER acknowledged that it had been a busy, stressful term. We will talk about implications of lower than expected enrollment and revenue; we've seen colleagues leave, and the current hiring pause will have an impact; the Program Review and Reduction process is continuing. It has been hard to get into an imaginative place, but it is important to be imaginative together.

CARPENTER announced that the next meeting will be on January 9<sup>th</sup>. The Presidential search closed on December 2<sup>nd</sup>. Ben BERRY will give an update at the January meeting.

**2. Announcements from Secretary**

BEYLER reminded senators to first state their name when speaking.

### 3. Jason Erik Washington Memorial Committee

CARPENTER introduced Patricia SCHECHTER, Chair of the Jason Erik Washington Memorial Committee, to give an overview of their final report. [For slides, see **November Agenda Attachment B.3.**] SCHECHTER stated that PERCY convened the committee a year ago to fulfill a clause in the settlement between the University and the Washington family regarding the death of Jason WASHINGTON at the hands of campus police on June 29<sup>th</sup>, 2018. This clause stipulated that an art piece in memory of Mr. WASHINGTON be created. SCHECHTER signed up for this work, interested in part because of her work as a public historian who teaches about and works with students on exhibits, public memory, maps, and commemorative projects in the community.

Since last year, SCHECHTER said, in consultation with the WASHINGTON family, and with support of the President's office, the committee has worked towards a couple of things. One is installation of what they are for now calling an artisanal accountability marker on SW College Street, that will hopefully be in place by June 2023. The second thing is that an artist-in-residence will be invited to join our campus next fall, via a RFP [request for proposals], to work on a biographical and fine arts piece by which to remember WASHINGTON, likely to be installed probably in [SMSU] by the end of AY 2023-24. The committee's report to the President gives specifics.

The next phase, SCHECHTER said, is assembling and communicating information about all the various artworks and markers of memorialization around campus—connecting the dots between these pieces. The purpose is to be intentional about the meaning of these projects. One possibility is to have the biographical piece move around campus, after an initial installation in SMSU, with units' teaching and programming organized around these moves. Another idea is a space dedicated to collecting, telling, and archiving stories that intersect with the death of Jason WASHINGTON: racial justice, police bias, gun violence, etc., and thus add to our knowledge base and intellectual capital.

SCHECHTER wished to thank in particular: Kayla WASHINGTON, Jason's eldest daughter, who had been a gracious member of the committee; President PERCY who had committed to seeing this work through; Maryanna RAMIREZ of the Jordan Schnitzer Museum of Art, for her expertise; Ed WASHINGTON of GDI for useful guidance; and Vicki REITENAUER for her inspiration on issues of public safety on campus. SCHECHTER solicited input from senators and faculty, and attendance at listening sessions to take place next year.

### 4. Library update on Elsevier negotiations

EMERY, speaking on behalf of the Library Committee, gave an update on negotiations with Elsevier. [For slides, see **December Agenda Attachment B.4.**] For a number of years, PSU negotiated a contract along with University of Oregon and Oregon State University; this was a way to leverage spending. Unfortunately they have been unable to come to an agreement for the next cycle for Elsevier journals.

EMERY said we will retain online access to past content of around 150 journals we subscribed to from 1997 to 2022. From a deal negotiated in 2008, we will have full backfile access to three collections: agricultural and biological titles; engineering, power, and energy titles; and neuroscience titles. Any content published by open access by other



institutions and authors will be available. We will be able to obtain articles through our interlibrary loan, usually within 48 hours. The Library has also created a guide to alternative access modes to authors' accepted manuscripts in various repositories.

However, EMERY said, we will lose current access to Elsevier titles starting in January, until a new agreement is reached. They are taking a break from negotiations, but the three campuses hope to get back on track with negotiations in 2023. EMERY noted that the University of Washington has also declared that they are unable to come to an agreement for a package of journals from Elsevier and that they are selectively adding single titles to their collection.

The money saved, EMERY said, will be used variously: in part to pick up titles elsewhere and purchase some backfiles, reference materials, and specific books the campus is in need of. They are also helping cover costs for article publishing by faculty on campus. They are entering into a transformative deal for open access publishing with Wiley, which they hope to have in place in January, and another open access arrangement with Taylor & Francis. They will be supporting the Public Library of Science journals that allow for publication without any article fees to the individual author. 25% of what was cut from Elsevier has gone to cover inflation from other journal providers.

EASTIN asked if and how it is possible request access to a journal on an a la carte basis. EMERY advised contacting the subject liaison librarian.

CLARK: do journals have exclusive agreements with Elsevier? EMERY: some do, but some have moved to other providers. CLARK: Is Elsevier owned by a larger corporation? EMERY: They are owned by RELX, which also includes Lexis-Nexis and Westlaw. They consider themselves a data broker now, rather than a scholarly publisher. They provide information to ICE and other agencies, which makes them slightly dangerous.

RAI: asked about specifics about open access deals that were mentioned. EMERY said the deal with Wiley will be for open access as well as hybrid journals, and the same for Taylor & Francis and Routledge.

FORD acknowledged the work EMERY had been doing on this, which was not necessarily visible from the surface—countless hours looking at spreadsheets. It was a heavy lift, and she wanted to publicly express appreciation for this important service to the campus—students and faculty.

**C. DISCUSSION** – *none*

**D. UNFINISHED BUSINESS** – *none*

**E. NEW BUSINESS**

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

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

**2. Graduate academic forgiveness policy (GC)**

LUBITOW stated that the Graduate School [GS] had brought this issue to Graduate Council. The proposal is for a clean slate approach for PSU graduate students who are

entering a different graduate program. While there were some minor questions, GC approved the proposal unanimously. They were happy to see us proactively solving ongoing issues for students trying to start a new graduate program.

HANSON said that Kelly DOHERTY, Director of Graduate Admissions, brought this issue to the attention of GS leadership. If a student has nine or more graduate credits when applying to a graduate program, the GPA for those credits is used for the admission decision, rather than undergraduate GPA. If the graduate GPA is below 3.0, they are ineligible for admission, except through a special approval process if the department advocates for the applicant. Students who earned those grades at a school other than PSU are in a different situation; it is not a level playing field. For undergraduates, transfer credits figure in the cumulative GPA. That doesn't happen for graduate students, even if students officially transfer courses—they go into DARS, but not into Banner. Students who earn poor grades at another school and then enter via special approval come in with no GPA baggage. A PSU student with previous poor grades might also be admitted by special approval, but those previous PSU grades remain part of their cumulative GPA. This policy aims to rectify this discrepancy. It is particularly relevant for students from underrepresented groups, first-generation students, etc.

Other universities, HANSON said, had models to borrow from. When approved for academic forgiveness, the courses and their grades will still appear on the transcript, with a notation that they are excluded from the GPA calculation. Students can request academic forgiveness when beginning a new program after an absence of over three years. It is term based, not course-by-course. There is an upper limit of three terms. A student previously on academic program or disqualification is not eligible for academic forgiveness; the policy shouldn't be used to circumvent another policy, namely, academic standing. There are other processes for problems there. If a student applies and meets the specified criteria, they will have academic forgiveness [within these parameters]—it's not a discretionary decision. The policy will be effective, if approved, in fall 2023.

RAI/RUTH **moved** the proposal for a graduate academic forgiveness policy as specified in **December Agenda Attachment E.2**.

BACCAR asked if this will be applied automatically, or can students say they don't want to do it? HANSON anticipated that they would present this to students as an option, but no one will be forced to do it—students will have to make the request if they so choose.

The graduate academic forgiveness policy given in Attachment **E.2** was **approved** (46 yes, 1 no, 1 abstain, vote recorded by online survey and paper ballot).

*Change to agenda order: item G.4, monthly report of AHC-APRCA, moved here to precede E.3.*

#### **G.4. Monthly report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment**

REITENAUER, co-chair of AHC-APRCA along with ESTES, reviewed their monthly report [**December Agenda Attachment G.4**]. This year the committee includes several new members, including herself. They turned to returning members to help understand what the experience and existential reality of AHC-APRCA has been. Conversations revealed there was not a clear sense of that. Thus they have been trying to figure out the committee's role in Phase III of the Program Review and Reduction Process [PRRP].

The committee was founded in 2020, REITENAUER pointed out, to help co-create the context and conditions under which faculty could have a collaborative [role in the process]. At the June 14<sup>th</sup> meeting, Senate passed an amended version of a resolution brought by AHC-APRCA, asking the administration for an accounting of the collaborative approach we had been looking for all along. AHC-APRCA, along with Steering Committee, sat with the Provost's report [called for in the resolution]; it's fair to say they didn't see much new there. What we have been seeking for the better part of two years, REITENAUER said, is to understand the strategic vision behind how [PRRP] has been going forward, and the cuts and adjustments across the University.

In their report, REITENAUER said, committee reviewed their charge and the guiding principles and priorities, [articulating which] was one of their first actions. The membership includes ten faculty, some of whom are appointed by Committee on Committees and some by other committees. There are four OAA representatives serving as consultants, but not voting members. As related in November, the committee met with representatives of the five scrutinized units, and debriefed this at their November 7<sup>th</sup> meeting. At the second November meeting, they considered the request from Steering to co-sponsor the resolution under consideration. AHC-APRCA talked about what they see as a lack of an overarching vision, and about curricular adjustments being pursued in ways not aligned with the original concept. Of the ten voting members, eight voted for co-sponsoring the resolution, and one abstained. There was thus strong agreement that we need to take a stronger tack, and to say we really mean it.

REITENAUER pointed out that the committee's charge says that AHC-APRCA is to focus holistically on PSU's collective future and ensure faculty participation in meaningful, inclusive, and formative discussion of curricular adjustments related to budget reduction. It's fair to say that AHC-APRCA feels that these two elements of the charge have not been met. One member put it this way at the November 20<sup>th</sup> meeting: For a long time PSU grew without a vision, and now we're cutting without a vision.

Turning to the proposed resolution itself, REITENAUER called attention to the 2022 budget context. Faculty are concerned about the seeming lack of connection among budget-related efforts—the ones being entertained already. Budget decisions, including administrative, structural, and organizational changes, have curricular and research implications, because those decisions affect the resources available to carry out core functions. Moving forward without coordination risks undermining core purposes of education and research, and hinders efforts towards institutional priorities. We can't talk about any of these and not also talk about curriculum. Faculty have a responsibility to insist they be at the table when those decisions are being made.

REITENAUER reviewed the specific elements of the resolution. It calls on the administration to engage in a budget process that looks beyond the current cycle and aligns resources with strategic priorities by, namely: providing a summary of the overall budget situation—not just OAA—over the last five years, with projections for the next several years; sharing the range of strategies and reorganizations being considered, including timelines, implementation costs, anticipated savings or revenue generation, and impacts on core functions of education and research, as well as on strategic priorities of racial justice and equity, student success, and community engagement; and finally, by

convening campus for an intentional, participatory, facilitated process based on the information requested above.

*Return to regular agenda order.*

**3. Responding to the Provost's Program Review and Reduction Process Phase III Report and calling for a strategic budget process (Steering, AHC-APRCA)**

KELLY/EMERY **moved** the resolution responding to the Provost's PRRP Phase III Report and calling for a strategic budget process, as given in **December Agenda Attachment E.3**.

JAÉN PORTILLO: When we started these conversations in 2020, when she was Presiding Officer, there was a forum to discuss possible initiatives with the whole faculty. We agreed that this was going to be a collective vision and effort, coordinated between administration and faculty, centered on educational principles. We need to honor the core principles that AHC-APRCA created for this purpose. The resolution calls for that.

SYDORENKO: for the five units affected in Phase III, the strategic vision is something they are asking for calling for. She therefore very much supported the resolution.

DE LA VEGA thanked the committee for diving deep into words that were said [previously]. The resolution is grounded in what's important for our students, in our vision for racial justice and equity, and in community service. We do have a unified vision. She applauded the grounding of the resolution's elements in those priorities.

RUTH: the resolution comes back to the home base of shared governance. She was struck by REITENAUER's comment about [growing and cutting] both without vision. It's demoralizing. We are isolating different groups who have to carry the burden, and then not engaging other people—there is no obligation from the rest of campus to be involved. How do we get more voices, so that it's not just falling on [a few]?

The resolution responding to the Provost's PRRP report and calling for a strategic budget process, as stated in Attachment **E.3** was **approved** (40 yes, 5 no, 5 abstain, vote recorded by online survey and paper ballot).

**F. QUESTION PERIOD** – *none*

**G. REPORTS**

*Change to agenda order: item G.3, update from BC, moved here to precede G.1.*

**3. Campus budget planning overview from Budget Committee**

Budget Committee Co-Chair EMERY noted that this report [for slides, see **December Agenda Attachment G.3**] followed upon the meeting of the Finance and Administration Committee of the Board of Trustees [BoT] and the President's financial sustainability town halls. It is apparent, EMERY said, that PSU faces financial difficulties in forthcoming years due to declining enrollments. Meanwhile, we've had a commitment to maintaining our reserves at a specific amount of funding.

The committee, EMERY said, grounded discussion in the committed values and vision of University of the campus finance and administration group, as well as the guiding principles they were given for budget projections. She also wanted to remind ourselves of

the goals outlined in the Time to Act strategic plan. This is basically the active strategic plan for the University. Additionally, EMERY highlighted the guiding principles provided by AHC-APRCA in May 2021, which Faculty Senate also endorsed.

EMERY indicated that while BC is welcome to attend the majority of budgetary conversations, they are rarely invited to the table as participants. BC's main sphere of influence resides in advising, acting as a sounding board to the budgetary processes of OAA, and considering the budgetary implications of curricular programming.

EMERY said that from the financial town halls BC noted the following main points: PSU has managed [so far] to get through declining enrollments without significant drawdown of reserves. We have now reached the point of needing to make significant changes or else spending down reserves within a few years. BoT is committed to a having plan where resources more closely equal expenditures. A \$20 million deficit is seen as unsustainable. Our reserves, however, have grown beyond the percentage goal put in place by BoT. All that said, what does 'right-sizing' PSU, one of the things they are calling for, mean? It doesn't necessarily mean ongoing loss, but perhaps a new direction of intent. There has been attrition at all staffing levels, accelerated by the pandemic. Need for change is recognized. But we are struggling with where those changes need to occur. The conversations are difficult across campus. Within those hard conversations we need to find areas of agreement.

The current process, EMERY continued, tends to isolate our budgeting year-by-year. Should we use a greater scale, a four-year plan perhaps? Or would a longer timeframe put us in a more vulnerable position vis-à-vis adverse circumstances such as another health crisis, climate catastrophe, or coup d'état? All those things could happen.

Budget Committee is following several themes within their standard work, EMERY said: effects of the hiring freeze, PRRP, enrollment trends, and whether aspects of the Presidential strategic initiative plan will be curtailed or paused. There are areas of concern. How can we be a University that provides opportunity for all, when curtailing what opportunities are available? There has been previous centralization of services, such as the [department research administrators] and student advising; in both cases, there have been strong criticisms of how the centralizations played out—whether they were seen as successful or not. Before enacting more centralization, EMERY suggested, it makes sense to evaluate previous efforts. Lastly, we need to determine how to work in a less siloed manner to solve budgetary problems. If faculty cannot agree amongst ourselves about a long-term vision for the University, are we open to such a vision being brought to us by senior leadership? Given the frustrations with SCH data in evaluating programs, what other data should units and OAA use? What are the qualitative attributes used to evaluate programs? How do these attributes address the guiding principles articulated by AHC-APRCA and the Time to Act criteria? These questions remain unanswered. BC is willing to advocate for other data and qualitative analysis, but is not hearing cohesively what those should be. We need to find a way to work across silos, in both the short and the long term, to achieve a more balanced budget.

CARPENTER: if faculty have responses to any of these questions—if they are not rhetorical—what should they do? EMERY: contact any member of BC.

JAÉN PORTILLO: what are the immediate steps we can take towards true collaboration? Co-Chair J. ALLEN, responding, was glad to see various committees focused on particular problems sharing information. Set the table so that all voices are invited

RAI asked for elaboration on the mismatch between vision and action. Our enrollment is not increasing, our financial resources are not the same. We have to be strategic about using limited resources. EMERY: Yes, especially as we are on the cusp of hiring a new president. How can we hire someone who is supposed to be a both a bad guy and a good guy? Many decisions are being deferred to this new leadership role. They are supposed to be supportive of us, but we are not giving much of a direct vision to work from.

CLARK: In these difficult discussion, what are the two things where there is most accord, and what are the two things about which there is most difference? EMERY: There is agreement that there needs to be change; no one is saying, we don't want to change. There are difference voices as to what that change should be. ALLEN observed that the student credit hour [as measure] creates perverse incentives. If we want to do interdisciplinary work, we need to figure out this challenge. We still have systems that disincentivize it. Similarly around the equity vision, there is agreement that there are opportunities, but when you get to the unit level and deal with reducing resources—that does not help get us there. The misalignment is not disagreement about values, but the lack of a framework for value-aligned decisions.

*Return to regular agenda order.*

### **1. President's report**

PERCY acknowledged that the fall term has not been easy, but it has been effective. The campus has been more vital, and we've received appreciation from the community.

PERCY appreciated the concerns raised in the previous conversation. There are many moving pieces. He will meet with BC in January, and will try to follow through to get the requested information as soon as possible. The steady-state has never been very steady. We thought a couple of years ago we had some new initiatives—tried some new things in enrollment management. We had some gains. Then we fell down a little this year for new students, our persistence dropped, and our financial situation become more complex than anticipated. We need to work on these things together, PERCY said. New ideas are coming forward, and he would do everything to encourage them. How do we collaborate? How do we break down silos? How do we align curriculum across units? There have been some initiatives coming from the units that were part of Phase II of PRRP for new programs, new enrollment, etc. There are many opportunities, but we need to have more chance to hear the voice of faculty. He promised he would not leave his position [as president] without resolving the student credit hour [allocation issue].

We do a lot of work to inform the new president, PERCY said. Faculty Senate was thinking of dialogues in winter or spring term—maybe those could be a way to identify key issues. If faculty wanted administrators to come in and bring other people in, they would be glad to do that at the right time. He heard what was being said, [that the issue] was bigger than AHC-APRCA.

PERCY didn't agree that there's been no strategy. Maybe it has not been clear enough, and maybe the strategies aren't perfect. He pledged to show the guiding principles for all the things they are going; then we can see whether or not they are aligned.

On a more celebratory note, PERCY invited all to the upcoming Celebrate the Season event, and wished everyone a happy, peaceful, regenerative holiday season.

## 2. Provost's report

JEFFORDS joined PERCY in thanking senators for the rich and productive discussion. She was grateful to BC for cogent advice and input, and to AHC-APRCA and Steering for the work that went into the resolution. She looked forward for opportunities to have dialogue about these important times for the University.

JEFFORDS announced that they would be posting and sharing the work that the units in PRRP Phase II have been doing: extraordinary, innovative contributions. UCOMM will be featuring stories about the good work that's been done by those units. She met with the deans last week, and they are engaging in conversations with the units that are preparing Phase III reports. She wished to assure everyone that they are actively engaging with those units, and she believed we are on a path to some really constructive outcomes.

JEFFORDS said there was a process for how OAA would proceed with the hiring freeze, recently announced by PERCY. She had shared this with the deans and other managers, and it would be posted to the OAA website.

JEFFORDS shared also that they were moving forward with conversations that came out of the support services review and the report on federated service centers. She planned to shared publicly more on this in January, and begin to engage stakeholders. A team in CLAS had already developed and submitted a proposal for a federated service center there. She heard the theme that many would like to see how these various processes are linked together. She took seriously the challenge to make the connections more evident.

KELLEY suspected there would be no love lost if the [Phase III] units did not finish their reports right before the holidays.

LA ROSA said that his department, Physics, had [as a group] become old. As people retire, those positions are being held vacant according to the report from the President and Provost. Are they part of the strategy of where PSU is going [financially]?

JEFFORDS said that the vacant positions list consists of those that are currently vacant; it doesn't include positions of individuals anticipating retirement.

The PO recognized Jenny MITTELSTAEDT (LING): Let's consider highlighting the innovative and collaborative work that the five units [in PRRP Phase III] have been doing. JEFFORDS didn't want to be premature, because the reports have not been completed. But she was profoundly impressed by the truly innovative work that these units have undertaken and was happy to acknowledge that.

## 4. Monthly report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment – *moved above, to follow E.2*

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

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



To: Susan Jeffords, Provost  
From: Portland State University Faculty Senate  
(Rowanna Carpenter, Presiding Officer; Richard Beyler, Secretary)  
Date: 7 December 2022  
Re: Summary of Faculty Senate Actions

At the regular meeting on 5 December 2022, Faculty Senate **approved** the curricular **Consent Agenda** with the new courses, changes to courses, and changes to programs listed in Attachment E.1 to the December Agenda.

**12-22-2022 — OAA concurs with the curricular consent agenda with the new courses, changes to courses, and changes to programs.**

Faculty Senate also **voted to approve**:

- A new policy on graduate academic forgiveness as specified in Attachment E.2.

**12-22-2022 — OAA concurs with the new policy on graduate academic forgiveness.**

- A resolution responding to the Provost's Program Review and Reduction Process Phase III Report, and calling for a strategic budget process, as stated in Attachment E.3.

**12-22-2022 — Please see the attached response from the President and Provost regarding the Faculty Senate resolution.**

Best regards,

A handwritten signature in black ink, appearing to read "Rowanna Carpenter".

Rowanna Carpenter  
Presiding Officer

A handwritten signature in black ink, appearing to read "Richard H. Beyler".

Richard H. Beyler  
Secretary to the Faculty

A handwritten signature in black ink, appearing to read "Susan Jeffords".

Susan Jeffords, Ph.D.  
Provost and Vice President for Academic Affairs



Office of the President

Post Office Box 751  
Portland, Oregon 97207-0751

503-725-4419 tel  
503-725-4499 fax  
www.pdx.edu

**Date:** December 22, 2022

**To:** Rowanna Carpenter, Presiding Officer  
Richard H. Beyler, Secretary to the Faculty

**From:** Stephen Percy, President  
Susan Jeffords, Provost and Vice President for Academic Affairs

**Subject:** Administrative Response to Faculty Senate Resolution of December 5, 2022

In its resolution of December 5, 2022, the Faculty Senate, citing the time, labor, and emotional toll of the Program Review and Reduction Process (PRRP), called upon the university to provide information and engage in dialogue about the university's fiscal position and overall efforts to advance financial sustainability. The motion included four bulleted efforts to engage in a budget process and understand alignment with strategic priorities.

- 1. Providing a summary of the overall budget gap that PSU (not just Academic Affairs) has faced over the last five years and is projected to face over the next several years.*

**Response:** University leadership appreciates faculty concerns about budget, fiscal reduction, and the longer-term future. With the intention of being highly transparent, campus leaders organized two town-hall forums designed to provide extensive information regarding our immediate fiscal status as well as financial information for earlier years designed to show the longer-term trend of lower student counts, falling tuition revenue, and growing challenges of creating a balanced budget. Similar information was shared with the Board of Trustees. All of this information is available on [the Board of Trustees website](#). The link to the recorded Financial Sustainability Forum can be found on the [PSU Fall 2022 Financial Update: Embracing Innovation message](#) from the President. The President's site also features [an array of resources](#) for better understanding the budget.

Preliminary estimates of the potential budgetary shortfall are included in the financial information shared at the town hall meeting. These estimates are being refined as we commence the budgeting for 2023-24 and will be shared with the Board of Trustees and campus as they impact budget building.

- 2. Sharing the range of strategies being considered across PSU, arrayed together, including timelines and the cost to implement each strategy.*

**Response:** The President announced a set of multi-year strategies to promote financial sustainability in 2019. With the larger than expected drop in student enrollment experienced in Fall 2022, our fiscal position became more challenging. While information on these strategies has been shared previously, the Faculty Senate motion demonstrates clearly that faculty would like to better understand the array of strategies, their interconnection, the underlying logic, and cumulative impact. The President is committed to preparing a report that addresses these questions and to share it with the campus community no later than January 2022.

3. *Sharing the anticipated budget savings or revenue generation of each strategy, including budget savings from administrative reorganization and impacts on core functions of education and research and strategic priorities (racial justice and equity, student success, and community engagement) of each strategy.*

**Response:** These questions will be addressed to the best of our ability in the report referenced above. This will include a comparison of the fundamental principles and values that underlay financial sustainability strategies.

4. *Convening campus for an intentional and participatory process based on the budget and strategy information requests above as well as providing facilitation and time necessary to discuss ways to move PSU toward a financially sustainable institution that supports our students and curriculum and fulfills our vision. Here we would offer the winter symposium of the Time to Act convenings as examples of venues for such discussions.*

**Response:** The President and the Provost appreciate both the spirit and intention of this request for a campus convening to explore the questions identified in the motion. The President and Provost will work directly with the Faculty Senate Steering Committee and/or the Faculty Senate Budget Committee in framing and organizing a time and space for effective dialogue in a format similar to the winter symposium. Joint planning is seen as the most effective means to ensure that our campus gathering will be mutually purposeful and productive.



# *Pronouns Collection & Us*





## *Sharing pronouns*

- In Banweb, *My Account* tab
- On Admission Applications

## *Where they will display*

- **Banweb Student Profile** (available to students, course instructors and advisors)
- **Banweb Class List and Attendance Tracking** (available to course instructors and teaching assistants)
- Canvas
- Faculty/Staff Directory



# *How to Use Pronouns*



- Please be respectful of person's used pronouns and name.
  - If you can use nicknames, you can do this!
- Refer to people in the manner they desire, even if they are not in your presence.
- When in doubt, just refer to someone by the name they provided.
- What pronouns might you encounter?
  - He/Him/His, She/Her/Hers, They/Them/Theirs
  - Per/Per/Pers, Hu/Hum/Hus, Ze/Zir/Zirs
  - First Letter of Name, No Pronouns

# Resources

- [www.pdx.edu/queer/pronouns](http://www.pdx.edu/queer/pronouns)
- the QRC has a PSU specific training video, as well as links to other videos and websites to practice using pronouns!
- *Beyond the Gender Binary*- Alok Vaid -Menon
- *How to Understand Your Gender*- Alex Iantaffi and Meg-John Barker



MY PRONOUNS ARE:

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*THANK YOU*



# DRAFT Memo

Date: January 9, 2023

To: Deans, Department Chairs/Directors

From: Cindy Baccar  
Associate Vice Provost and University Registrar  
Michael Bowman  
Interim Dean, University Library

Subject: Textbook Ordering Changes to Lower Students' Costs

Greetings colleagues. There are two important changes which impact textbook ordering outlined below. Please review carefully and communicate these expectations to faculty within your units.

## I. Legislative Mandates

As we all know, high textbook costs are a particularly difficult burden for our students. Reducing these costs is a high priority for students and the university. Sharing this goal, the Oregon legislature (after advocacy from the Oregon Student Association) passed HB 2871, HB 2213, and HB 2919 that require all Oregon public universities and colleges to comply with several textbook-related cost-saving measures.

These mandates were covered in a memo sent to you in Spring 2022. We go into more detail here.

Among other things, these requirements include:

- designating/flagging courses in the schedule that have no-cost or low-cost textbooks at the point of registration,
- publishing the total cost of required text materials at the point of registration,
- requiring an on-time course materials adoption deadline for order submission so that the total cost can be calculated and published when registration opens,
- creating a university-wide textbook affordability plan, and
- compliance reporting to the state on how well we are meeting the goals.

Portland State has implemented several policies and processes to satisfy these requirements. This includes strengthening the relationship with the PSU Bookstore operator, Barnes & Noble College (BNC) – to improve Bookstore services, reduce costs to students, and utilize their systems to comply with these laws. It is critical that faculty and academic units understand these goals and comply with the expectations set by PSU related to the following things.

The purpose of all these measures is to reduce the cost of textbooks for our students. The extra effort being asked of faculty is all in service to this shared goal.

### **No-Cost/Low-cost Textbooks Identified in Schedule of Classes (HB 2871)**

Each term during the scheduling process (i.e., term drafts or CSMs), units should make sure they collect information from faculty to accurately label course sections which qualify for the No-Cost or Low-Cost textbook designation. Detailed information on the policy, definitions, and the articulation of which costs are included in the calculation for the no-cost vs. low-cost designation can be found at <https://guides.library.pdx.edu/oers/no-cost>.



## On-Time Course Materials Adoption (OR HB 2919)

This bill requires that at the time registration opens for a given term, required textbook/class material costs be displayed for students. Compliance with OR HB 2919 and other federal laws also requires that PSU establish dates by which textbook orders must be submitted to the Bookstore so that the Bookstore can verify availability, determine prices, source lower-cost options, and ensure total costs are made available to students at the time of registration.

## Reliance on the PSU Bookstore Ordering System

To meet these new legislative requirements, PSU is relying more heavily on a newly contracted relationship with our Bookstore provider, Barnes & Noble College.

It is important that faculty utilize the BNC AIM textbook adoption system and meet the posted deadlines for ordering textbooks.

- Textbook decisions must be made early enough and orders be submitted by the deadline so that students can see all required text materials and the associated costs at the time of registration.
- It is important that an entry be made in the system, even when there are no required textbooks, so that students can rely on course materials information being available to them at the point of registration and we can comply. Entering/confirming that 'no textbook required' is also important information for students.
- The Registrar's Office will be including the PSU Bookstore deadlines in the timelines and information the academic units receive related to the class scheduling process.
- The PSU Bookstore also communicates directly with all faculty about these deadlines and AIM processes.

## II. Bookstore Oversight Transfer

The University will shortly be assuming oversight of the PSU Bookstore from the nonprofit foundation that currently oversees it. The Foundation's contract with BNC will be transferred to the University.

The contract with BNC sets an expectation that faculty will use and order textbook materials exclusively through the PSU Bookstore, with some exceptions set out below.

The following categories are exempt from the exclusivity provision in the Bookstore contract:

- Links to freely available electronic resources (open access or public access) or to online resources owned, stored, licensed, or requested to be licensed by the Library.
- Materials placed, or requested for placement, on Course Reserve in the University Library; and materials available to individual borrowers via the Library's collections, Summit borrowing, and interlibrary loan.
- Zero-cost course materials degree pathways (aka "Z-degree Pathways") allowing students majoring in that degree pathway to pay zero for their course materials in their major.
- Department- or college-run stores that provide course materials or supplies not available at the Bookstore (e.g., tools and parts from the Maseeh College of Engineering and Computer Science's electronics store and chemicals from the Chemistry Department's chemical store).
- Should faculty select course material sold in a proprietary format by a third-party vendor or through the LMS, Barnes & Noble College shall have the right of first refusal to provide that content to the students. Should Barnes & Noble College not be able to provide such selected content in a manner that is comparable with the other third-party experience (either distributing the proprietary material or distributing the content within a

comparable experience) or at a competitive price after being given notification and the opportunity to pursue similar pricing with the provider, then University shall have the right to use the third-party product without Barnes & Noble College involvement.

Thank you for your time and attention to these important changes. And please remember that while we must do these things, in part because of legislative mandates, the ultimate purpose of these changes is to lower textbook costs for our students. Please contact us if you have any questions.

7 December 2022

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: January 2023 Consent Agenda

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

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

### **School of Business**

#### **Changes to Existing Course**

E.1.a.1

- Fin 531 Financial Institutions, 2 credits – change prerequisite

### **College of Education**

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

E.1.a.2

- Coun 520 Collaborative Partnerships to Support Infants and Toddlers 1-3 credits – change description

E.1.a.3

- \*SpEd 526 IEP and Collaborative Teaming, 4 credits – change credit hours to 3 credits

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

#### **Changes to Existing Course**

E.1.a.4

- \*ME 529 Transmission Electron Microscopy and Chemical Analysis of Materials, 4 credits – change description and corequisite

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

#### **New Course**

E.1.a.5

- \*Phl 552 Topics in the History of Philosophy, 4 credits  
Topics in the history of philosophy, including (but not limited to) politics, ethics, epistemology, metaphysics, aesthetics, and natural science. Course may be repeated up to five times for credit.

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

E.1.a.6

- \*Ch 544 Physical Chemistry Laboratory, 2 credits – 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.

## E.1.a.7

- \*Geog 576 3D Terrain Analysis & Visualization, 2 credits – change prerequisite

## E.1.a.8

- \*Geog 577 Photogrammetry and LiDAR, 2 credits – change prerequisite

## E.1.a.9

- \*Geog 584 Cartographic Applications of GIS, 4 credits – change prerequisite

## E.1.a.10

- \*Geog 585 Map Design and Production, 4 credits – change prerequisite

## E.1.a.11

- \*Geog 594 GIS for Water Resources, 4 credits – change prerequisite

## E.1.a.12

- \*Geog 597 Advanced Spatial Quantitative Analysis, 4 credits – change prerequisite

## E.1.a.13

- \*Phl 551 Classical Figures, 4 credits – change title to Major Figures and change description

**Drop Existing Courses**

## E.1.a.14

- \*Phl 514 Plato, 4 credits

## E.1.a.15

- \*Phl 515 Aristotle, 4 credits

## E.1.a.16

- \*Phl 516 The Rationalists: Descartes, Leibniz, Spinoza, 4 credits

## E.1.a.17

- \*Phl 517 The Empiricists, 4 credits

## E.1.a.18

- \*Phl 519 Kant, 4 credits

## E.1.a.19

- \*Phl 520 Wittgenstein, 4 credits

**College of Urban and Public Affairs****Changes to Existing Course**

## E.1.a.20

- PA 576 Collaborative Governance Process and Systems, 3 credits – change title to The Practice of Collaborative Governance in Public Policy

7 December 2022

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: January 2023 Consent Agenda

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

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

### **College of Education**

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

E.1.b.1

- B.A/B.S. in Special Education – revise core requirements

#### **Changes to Existing Course**

E.1.b.2

- \*SpEd 426 IEP and Collaborative Teaming, 4 credits – change credit hours to 3 credits

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

#### **Changes to Existing Course**

E.1.b.3

- \*ME 429 Transmission Electron Microscopy and Chemical Analysis of Materials, 4 credits – change description and corequisite

### **Honors College**

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

E.1.b.4

- Honors Curriculum – revise requirement to add option for second year transfer students

#### **New Course**

E.1.b.5

- Hon 260 Urban Humanities for 2nd Year Honors Transfers, 4 credits

Urban Humanities for 2nd Year Honors Transfers is the required entry point for transfer students entering the Honors College at the sophomore level. This course introduces transfer students to ways of thinking about the urban experience, introduces and develops the basic writing and research tools necessary for upper-level seminar work in Honors and for the senior thesis, and provides working examples of disciplinary scholarship in the humanities. This is a writing intensive course and fulfills 4 credits of the second year requirement for transfer students. Class size limited to 24. Prerequisite: Transfer students entering the Honors College at the sophomore level.

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

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

### **Change to Existing Programs**

#### E.1.b.6

- Minor in Applied Linguistics – change minimum accepted grade from a C to a C-

#### E.1.b.7

- B.A./B.S. in Liberal Studies – reduce minimum credits hours from 81 credits to 72 credits

#### E.1.b.8

- B.A./B.S. in Philosophy – revise requirements

### **New Course**

#### E.1.b.9

- \*Phl 452 Topics in the History of Philosophy, 4 credits

Topics in the history of philosophy, including (but not limited to) politics, ethics, epistemology, metaphysics, aesthetics, and natural science. Course may be repeated for credit with different topics. Prerequisite: Junior-level standing.

### **Changes to Existing Courses**

#### E.1.b.10

- BSt 304 The Civil Rights Movement, 4 credits – change prerequisite

#### E.1.b.11

- BSt 305U African History, Before 1800, 4 credits – change prerequisite

#### E.1.b.12

- BSt 306U African History, 1800-Present, 4 credits – change prerequisite

#### E.1.b.13

- BSt 362U African Prehistory, 4 credits – change prerequisite

#### E.1.b.14

- Ch 105 Introductory Chemistry II, 4 credits – change prerequisite

#### E.1.b.15

- Ch 106 Introductory Chemistry III, 4 credits – change prerequisite

#### E.1.b.16

- \*Ch 444 Physical Chemistry Laboratory, 2 credits – change description

#### E.1.b.17

- G 202 Dynamic Earth: Surface, 3 credits – change description

#### E.1.b.18

- \*Geog 476 3D Terrain Analysis & Visualization, 2 credits – change prerequisite

#### E.1.b.19

- \*Geog 477 Photogrammetry and LiDAR, 2 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.20

- \*Geog 484 Cartographic Applications of GIS, 4 credits – change prerequisite

## E.1.b.21

- \*Geog 485 Map Design and Production, 4 credits – change prerequisite

## E.1.b.22

- \*Geog 488 Geographic Information Systems I: Introduction, 4 credits – change prerequisite

## E.1.b.23

- \*Geog 492 Geographic Information Systems II: Advanced GIS, 4 credits – change prerequisite

## E.1.b.24

- \*Geog 494 GIS for Water Resources, 4 credits – change description and prerequisite

## E.1.b.25

- \*Geog 497 Advanced Spatial Quantitative Analysis, 4 credits – change prerequisite

## E.1.b.26

- \*Phl 451 Classical Figures, 4 credits – change title to Major Figures and change description

**Drop Existing Courses**

## E.1.b.27

- \*Phl 414 Plato, 4 credits

## E.1.b.28

- \*Phl 415 Aristotle, 4 credits

## E.1.b.29

- \*Phl 416 The Rationalists: Descartes, Leibniz, Spinoza, 4 credits

## E.1.b.30

- \*Phl 417 The Empiricists, 4 credits

## E.1.b.31

- \*Phl 419 Kant, 4 credits

## E.1.b.32

- \*Phl 420 Wittgenstein, 4 credits

Portland State University Faculty Senate Motion  
9 January 2023

## Changing Area Distribution Designation for Speech and Hearing Sciences Courses

### Motion presented by the Academic Requirements Committee

The Faculty Senate approves the distribution designation for the SPHR undergraduate courses as follows beginning Fall 2023:

#### Social Science

- SPHR222 Intro to SPLHR (4)
- SPHR372 Speech and Language Development in Children (4)
- SPHR385 Autism (4)
- SPHR394 Guided Observation (1)
- SPHR395 Directed Clinical Assistantship (2)
- SPHR401 Research (0-15)
- SPHR402 Independent Study (1-12)
- SPHR404 Cooperative Education/Internship (1-15)
- SPHR405 Reading and Conference (0-15)
- SPHR406 Special Projects (1-8)
- SPHR407 Seminar (0-15)
- SPHR408 Workshop (0-15)
- SPHR409 Practicum (0-12)
- SPHR410 Selected Topics (0-12)
- SPHR463 Language Disorders in Children (4)
- SPHR464 Speech Sound Disorders in Children (4)
- SPHR465 Introduction to Research Methods (4)
- SPHR471 Neurolinguistics (pre-req of SPHR461) (4)
- SPHR473 Perspectives on Disability (4)
- SPHR480 Sociocultural Aspects of Communication (4)
- SPHR485 Bilingualism & Communication Disorders (4)
- SPHR488 Clinical Audiology
- SPHR489 Aural Rehabilitation (4)
- SPHR491 Principles of Behavior Analysis: Clinical Applications (4)
- SPHR495 Neurogenic Communication Disorders (4)
- SPHR496 Introduction to Clinical management (4)

#### Science

- SPHR371 Anatomy and Physiology of Speech and Swallowing (4)
- SPHR370 Phonetics and Acoustics (4)
- SPHR461 Neurology of Speech and Hearing (4)
- SPHR487 Hearing Sciences (4)



## Background and rationale

**Background:** At PSU, the courses offered through the department of Speech and Hearing Sciences (SPHR) are currently designated as Arts & Letters for the academic distribution; however, the content of the courses cover the science and social science fields. The mischaracterization of the courses is undercutting their ability to market their courses to students in those fields. At Provost Jeffords' recommendation in Phase II of the PRRP process, the SPHR department requests that their courses be reclassified to maximize their course offerings.

**Rationale:** Speech and Hearing Sciences is a multidisciplinary field comprising many areas, including biology, physics, neuroscience, education, psychology, sociology, and other health-related fields. Thus, the SPHR course content falls under the areas of either Science or Social Sciences rather than Arts and Letters. Academic units at institutions in the United States that offer Speech and Hearing Science courses are typically categorized as science, social science, or professional fields. The background of the SPHR faculty and their research areas also cover the fields of science and/or social sciences. By having the correct area distribution designations, their courses will be more accessible to students in the science and social science fields.

After reviewing the curricular content and the context under which the request was made, the ARC supports the request for the area distribution designation.

**Attachments:**

Speech and Hearing Sciences memo  
CLAS memo




**College of Liberal Arts & Sciences**

Department of Speech & Hearing Sciences

Post Office Box 751 503-725-3533tel  
 Portland, Oregon 97207-0751 503-725-9171fax  
 www.sphr.pdx.edu

May 20, 2022

**To:** Academic Requirements Committee  
 ATT: Suwako Watanabe, Chair

**From:** Christina Gildersleeve-Neumann, Department Chair   
 Jeff Conn, Acting Chair, Curriculum Committee  
 Department of Speech and Hearing Sciences

**Re:** Changing Academic Distribution Area from “Arts and Letters” to “Social Science” and “Science” for PSU Speech and Hearing Sciences Courses

We are writing to the ARC to petition to change the academic distribution area for:

- 4 Speech and Hearing Sciences (SPHR) courses from “Arts and Letters” to “Science”
- The remaining SPHR courses from “Arts and Letters” to “Social Science”

In her April 28th, 2022 letter to the SPHR department titled “Speech and Hearing Unit Narrative Report Response,” Provost Jeffords summarized the outcomes of our participation in Phase II of the PRRP process and outlined recommendations for the SPHR department. These included the recommendation that “Speech and Hearing would benefit from increasing partnerships with other units in ways that could maximize course offerings and resources.” **Reclassifying our courses as Social Science and Science is one important way to maximize our course offerings to other units, in line with Provost Jefford’s recommendations.** In informal communications with CLAS Dean Rosenstiel, he has often emphasized that our department has been historically misunderstood at PSU. This reclassification would help our department to be better understood and better connected with related units.

The field of Speech and Hearing Sciences is a multidisciplinary field comprising components from many areas, including biology, physics, neuroscience, education, psychology, sociology, and other health-related fields (e.g., rehabilitation therapy, counseling, etc.). Currently, SPHR courses are included as part of Arts & Letters for the purposes of academic distribution requirements. This groups SPHR with fields such as Applied Linguistics, Architecture, Art, Arts and Letters, Communication, Conflict Resolution, English, World Languages and Literatures, Music, Philosophy, Theater Arts, and Writing. However, our field is more in line with social-science-based concepts, content, and research conducted in fields such as Psychology, Anthropology, and Sociology, than with the humanities. The research of our faculty more often aligns with these social science or science fields (e.g., use of APA style in publications), and our faculty have actively participated in I-CASS (Interdisciplinary Consortium of Social Sciences) collaborations, with SPHR Chair serving a term as the chair of I-CASS. We offer both a BA and a BS (and both MA and MS), which also aligns more closely with other social science programs at PSU. Furthermore, our tenure-track faculty are evaluated regarding tenure and promotion along similar lines as other social science fields regarding research-related expectations. The mismatch between our course content and our current academic distribution area is reducing the accessibility and value of our courses for students outside our department.

Across the country, departments in our discipline are typically categorized with social science, science, or professional fields. **Table 1** highlights a few examples.

**Table 1. Sampling of U.S. universities included in review of SPHR course distribution requirements.**

University	Department Name	Course Distribution/Division
University of Washington	Speech & Hearing Sciences	Natural Sciences
Western Washington University	Communication Sciences and Disorders	Social & Behavioral Sciences
University of Northern Colorado	Audiology and Speech-Language Sciences	Social & Behavioral Sciences
University of Iowa	Communication Sciences and Disorders	Professional Fields distribution area
Washington State University	Speech and Hearing Sciences	College of Medicine
University of Colorado, Boulder	Speech, Language, and Hearing Sciences Hearing Science, Anatomy & Physiology	Social Science Natural Science

We are requesting that all courses with the SPHR prefix (see undergraduate course list in **Table 2**) be reclassified as Social Science for the purposes of academic distribution requirements—excluding 4 specific courses listed in **Table 3**, which we are requesting be reclassified as Science. These changes would align PSU with the policies and practices of other universities and would make these courses more accessible for students in other departments to apply to general-education requirements, in line with Provost Jefford’s recommendations.

**Table 2. Full list of SPHR undergraduate courses we request to reclassify as Social Science (SS), excluding four courses flagged as “SCI.”**

Course Number	Course Title	Credits	Reclassification Request
SPHR 222	Intro to SPLHR	4	SS
SPHR 370	Phonetics and Acoustics	4	SCI
SPHR 371	Anatomy and Physiology of Speech & Swallowing	4	SCI
SPHR 372	Speech and Language Development in Children	4	SS
SPHR 385	Autism	4	SS
SPHR 394	Guided Observation	1	SS
SPHR 395	Directed Clinical Assistantship	2	SS
SPHR 401	Research	0-15	SS
SPHR 402	Independent Study	1-12	SS
SPHR 404	Cooperative Education/Internship	1-15	SS

SPHR 405	Reading and Conference	0-15	SS
SPHR 406	Special Projects	1-8	SS
SPHR 407	Seminar	0-15	SS
SPHR 408	Workshop	0-15	SS
SPHR 409	Practicum	0-12	SS
SPHR 410	Selected Topics	0-12	SS
SPHR 461	Neurology of Speech, Hearing and Swallowing	4	SCI
SPHR 463	Language Disorders in Children	4	SS
SPHR 464	Speech Sound Disorders in Children	4	SS
SPHR 465	Introduction to Research Methods	4	SS
SPHR 471	Neurolinguistics (pre-req of SPHR 461)	4	SS
SPHR 473	Perspectives on Disability	4	SS
SPHR 480	Sociocultural Aspects of Communication	4	SS
SPHR 485	Bilingualism & Communication Disorders	4	SS
SPHR 487	Hearing Sciences	4	SCI
SPHR 488	Clinical Audiology	4	SS
SPHR 489	Aural Rehabilitation	4	SS
SPHR 491	Principles of Behavior Analysis: Clinical Applications	4	SS
SPHR 495	Neurogenic Communication Disorders	4	SS
SPHR 496	Introduction To Clinical Management	4	SS

**Table 3. Descriptions of four courses that we request to change to SCI distribution due to their strongly scientific content and perspective.**

Course Number	Course Title	Course Description
SpHr 371	Anatomy and Physiology of Speech and Swallowing	A study of the anatomy and physiology of the respiratory, phonatory, and articulatory systems for speech, with applications to speech disorders. The physiology of swallowing and swallowing disorders is also covered.
SpHr 370	Phonetics and Acoustics	A study of sounds used in speech, their acoustic properties, and their transcription utilizing the IPA; description of sounds, their symbolic nature, their production, and physical and psychological problems involved in their perception. The acoustical bases of speech and hearing will also be addressed.
SpHr 461	Neurology of Speech and Hearing	A course specifically designed for speech and hearing majors to provide a study in-depth of the neurology of the speech and hearing mechanisms with special attention given to the major deviations affecting verbal communication.
SpHr 487	Hearing Sciences	Introductory course in audiology emphasizing basic acoustics and psychoacoustics, anatomy and physiology of the ear, hearing measurement, and types and causes of hearing impairment.

The rationale and evidence offered as support for this request are compelling. In particular:

Across the United States, SPHR departments are typically grouped with either social (& behavioral) science, natural science, or professional or medical colleges. It is unusual for them to be grouped with humanities/arts & letters as is currently the case at PSU.

1. Arts & letters is not a strong match with the faculty research and clinical interests in the department, which include medical, neurolinguistic, psycholinguistic, and educational foci.
2. Our course offerings contain some courses that are properly considered biophysical, with course content drawing from the biological sciences and genetics. Other courses are better situated in the social sciences. Better matching our course designations to our course content will align SPHR with other departments at PSU like Anthropology, Systems Science, and Geography, that require two different designations depending on the level of biophysical science content in each course.
3. The current mischaracterization of SPHR as arts & letters is undercutting our ability to market our courses to students in other departments. The proposed changes will make our courses more accessible and appealing to students in other departments and will therefore advance Provost Jeffords's recent recommendations for our department.
4. Students who register for SCI-designated courses will now be aware of the scientific content of the courses in advance, and will be awarded science distribution credits for the courses in their transcripts.

CLAS supports the proposal (see attached memo from Dean Rosenstiel) to designate Speech and Hearing Sciences courses as Social Science and Science courses for the purposes of academic distribution requirements.

We hope that the ARC will agree that the rationale and evidence supporting this request are compelling, and will approve the petition. Thank you for your consideration.



**College of Liberal Arts & Sciences**  
Dean's Office

Post Office Box 751	503-725-3533tel
Portland, Oregon 97207-0751	503-725-9171fax
341 Cramer Hall	clasoffice@pdx.edu
1721 SW Broadway	www.pdx.edu/liberal-arts-sciences

DATE: October 14, 2022

TO: Academic Requirement Committee

FROM: Matthew Carlson   
Associate Dean for Undergraduate Programs, College of Liberal Arts & Sciences

RE: Academic Distribution for Speech & Hearing Sciences (SPHR) Courses

CLAS supports the attached proposal to designate four SPHR courses as Science courses and the remaining SPHR courses as Social Science courses for the purposes of academic distribution requirements.

The rationale and evidence offered as support for this request is compelling. CLAS would like to highlight the following:

- The SPHR courses and course content seem to have more similarities with Social Sciences departments than Humanities. Other universities tend to designate SPHR as either a Science or a Social Science.
- SPHR faculty and research are also more aligned with the social science fields. SPHR is one of the few departments that has faculty in the Clinical Professor ranks, which following the PSU P&T Guidelines is for individuals who are licensed or certified professionals or practitioners recognized within professional fields. Further, the P&T guidelines group the Clinical Professor ranks with the Professor of Practice ranks. The only other PSU units that have faculty in these ranks are Social Work and Education which are considered social science fields.
- SPHR has partnerships with OHSU which supports the data that this field is viewed as a Science or Social Science. The name of the department – Speech & Hearing Sciences – also reiterates this is a science-based discipline.

We hope the ARC will agree and approve the petition. Thank you for your consideration.

**To:** Portland State University Faculty Senate

**Subject:** Fall Report

**From:** Intercollegiate Athletics Board

**Date:** December 13, 2022

**Members 2022-23 Academic Year:**

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

**Ex-officio Members:**

John Johnson, Director of Athletics; Matt Billings, Interim Deputy Athletics Director; Lindsay Meiggs, Interim Senior Women's Administrator.

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.

**I. FY 2022 Year-End Budget to Actuals:****Key take away: anticipated cash deficit was \$300 k smaller than budgeted amount**

Budget:	\$10.7 mil	
• E&G	\$2.37 mil	
• Auxiliary enterprises	\$7.83 mil	(includes budgeted cash deficit of \$2.9 mil)
• Restricted Funds	\$0.50 mil	

Actual:	\$10.2 mil	
• E&G	\$2.24 mil	
• Auxiliary enterprises	\$7.50 mil	(cash deficit of \$2.6 mil covered by central fund transfer)
• Restricted Funds	\$0.50 mil	

Tuition remissions were budgeted at \$4.1 mil, actual remissions were \$3.9 mil

**II. FY23 Budget:****FY 23 Adopted Budget - Expenditures, not including tuition remissions****\$10.74 mil**

• E&G	\$2.42 mil	(4.3% increase over FY22)
• Auxiliary enterprises	\$8.31 mil	
• Restricted Funds	\$ ---	

**III. E&G revenue**

<b>E &amp; G support for athletics:</b>				
<b>University E &amp; G Support for Athletics - FY 14 through 23</b>				
<b>Report Type</b>	<b>Fiscal Year</b>	<b>Athletics' E&amp;G Support Exp(millions)</b>	<b>% of University Total E&amp;G Rev. Going to Support Athletics</b>	<b>PSU's Total E&amp;G Rev. (millions)</b>
Budget	FY23	2.42	0.70%	343.5*
Actuals	FY22	2.24	0.68%	330.0
	FY21	2.39	0.71%	336.7
	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

\* FY23 All Funds Budget; Total Revenue  
 \*\* 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.



#### IV. Graduate Success Rate (GSR):

The percentage of students, (the GSR cohort), who complete a BA/BS within six years.

PSU's student athletes have an impressive trend in improvement for successfully graduating their student-athletes within the 6-year time frame. The women teams have improved by 8% over the last 5 years with a GSR of 90% for the 2021-22 report year. Over the last 5 years the men's teams have improved by 20% with a GSR of 78% for the 2021-22. Overall PSU's student athletes rank in the top half of Big Sky schools with the latest GSR of 84%. Four PSU teams had a perfect 100% GSR: Women's Basketball, Women's Golf, Women's Tennis and Men's Tennis.

Graduate Success Rate (GSR)

<i>Cohort Year</i>	<i>GSR Rpt Year</i>	<i>Men</i>	<i>Women</i>	<i>All</i>
<b>2015-16</b>	<b>2021-22</b>	78	90	<b>84</b>
<b>2014-15</b>	<b>2020-21</b>	80	91	<b>85</b>
<b>2013-14</b>	<b>2019-20</b>	77	93	<b>85</b>
<b>2012-13</b>	<b>2018-19</b>	77	91	<b>84</b>
<b>2011-12</b>	<b>2017-18</b>	66	89	<b>77</b>
<b>2010-11</b>	<b>2016-17</b>	65	83	<b>74</b>

GSR Rpt Year - 2021-22

<b>University</b>	<b>GSR</b>
UNC	90
UI	89
Mont	87
IS	86
<b>PSU</b>	<b>84</b>
Sac St	83
UC Davis	83
SUU	82
MSU	81
NAU	81
EWU	80
WS	74
<b>Big Sky Avg</b>	<b>83</b>

#### V. Policy Review: Name, Image and Likeness (NIL) -

Portland State's NIL policy is in-line legally with Oregon Senate Bill 5. In brief student-athletes (SAs), are allowed to earn income associated with their name, image and likeness in relation to their participation in sports at any level with these provisions and restrictions:

- SAs may only earn compensation outside of official team activities
- Must disclose NIL agreements with the University
- May not infringe on institutional trademarks. Incidental use of logo allowed but logos on graphics without approval are not
- SAs may identify themselves as a PSU student-athlete but may not use NIL in a way that implies institutional sponsorship or endorsement
- SAs may autograph and sell previously licensed PSU-branded items but may not sell or autograph PSU-issued or owned property
- SAs have to rent department facilities like anyone other entity
- SAs may not miss required academic meetings, classes or athletically related activities to engage in NIL

The institution may not:

- Prohibit, prevent, or restrict a student-athlete from exercising their rights
- Penalize or retaliate against a student-athlete
- Prohibit a student-athlete from participating in an intercollegiate sport
- Impose an eligibility requirement on a scholarship or grant that requires a student athlete to refrain from exercising their rights; or prohibit a student-athlete from receiving food, drink, lodging or medical expenses or insurance coverage from a third party as compensation for use of the student-athletes NIL
- Compensate a current or prospective PSU student-athlete for their athletic performance or for use of their NIL

Portland State's objective for the NIL experience is to use the policy as an opportunity to educate SAs about personnel responsibility, branding, and financial literacy. In addition, it can be used by SAs to create and maintain professional connections and build stronger partnerships between the individual student-athlete and their community.

## VI. New Coach Hires:

- a. **Terry Davis** – *Football, Assistant Coach - Director of Player Personnel/Recruiting*: Coach Davis's recruiting and coaching experience spans 23 years. Most recently Coach Davis spent three years as a recruiting coordinator for Washington State and three years at New Mexico State as a recruiter and assistant baseball coach. Davis earned his bachelor's degree from St. Catharine College in sports leadership.
- b. **Meghan Romoero (Ro)** – *Softball, Assistant Coach*: Coach Romoero joins the Viking coaching staff after three years as assistant coach at Colgate University in Hamilton, New York. Coach Romoero graduated from Colgate University in 2019 with a bachelor's in education where she also was a member of the Colgate softball team from 2015-2019 playing in-field position.
- c. **Megan Kritscher** – *Women's Basketball, Assistant Coach*: Coach Kritscher has 3 years of coaching experience prior to coming to Portland State: Southeastern from 2021-22 and William Jessup from 2019-21. Previous to coaching Megan played professionally overseas from 2013-2018 and was a student athlete at Sacramento State where she set the school record for block shots during her senior season. Coach Kritscher holds a BA in communications from California State University-Sacramento.

## VII. Big Sky Conference Academic Honors

**35 students** were placed on the **Winter 2022 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 Basketball

<b>Ian Burke</b>	SR	Psychology
<b>Michael Carter</b>	GR	Black Studies
<b>Jacob Eyman</b>	SO	Social Science

### Men's Indoor Track and Field

<b>Zach Grams</b>	SO	Crimlgy. & Crim. Just.
<b>Jordan MacIntosh</b>	GR	Urban Studies
<b>Matt Moller</b>	FR	Environmental Stud.
<b>Harley Montgomery</b>	GR	Taxation
<b>Dom Morganti</b>	GR	Bus. Admin.
<b>Rashid Muse</b>	SO	Psychology
<b>Luke Ramirez</b>	SR	Arts & Letters
<b>Zach Salcido</b>	SO	Psychology
<b>Jake Schulte</b>	GR	Civil & Env. Eng.
<b>Drew Seidel</b>	JR	Elec. & Comp. Eng.
<b>Kelly Shedd</b>	JR	Bus. Admin: Finance
<b>Andy Solano</b>	SR	Mathematics

### Women's Basketball

<b>Morgan Baird</b>	SO	Int'l & Global Studies
<b>Marina Canzobre</b>	JR	Bus. Ad.: Ldr./Mgmt.
<b>Savannah Dhaliwal</b>	GR	World Lang.: French
<b>Alaya Fitzgerald</b>	FR	Appl. Hlth. & Fitness
<b>Reilly Kelty</b>	SO	Crimlgy. & Crim. Just.
<b>Jenna Kilty</b>	SO	Social Science
<b>Esmeralda Morales</b>	FR	Appl. Hlth. & Fitness
<b>Syd Schultz</b>	JR	Bus. Ad: HR Mgmt.
<b>Itziar Ugarte</b>	SO	Computer Science

### Women's Indoor Track and Field

<b>Katie Camarena</b>	GR	Sustainable Food Sys.
<b>Campbell Faust</b>	FR	Bus. Ad: Tech.&Anlyt.
<b>Sophia Hackett</b>	FR	Biology
<b>Maya Irving</b>	FR	Psychology
<b>Jalen Marcil</b>	FR	Public Health Studies
<b>Tatum Miller</b>	SO	Art: Graphic Design
<b>Dyllan Newville</b>	FR	Public Health Studies
<b>Emma Owen</b>	FR	Civil Engineering
<b>Hunter Storm</b>	JR	Biology
<b>Abi Swain</b>	SO	Architecture

**52 students** were placed on the **Spring 2022 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 Outdoor Track & Field

<b>Keynan Abdi</b>	SR	Geography
<b>James Bottrill</b>	JR	Science
<b>Zach Grams</b>	SO	Crmlgy. & Crim. Just.
<b>Brandon Hippe</b>	JR	Computer Eng.
<b>Sam Lingwall</b>	JR	Earth Science
<b>Harley Montgomery</b>	GR	Taxation
<b>Dom Morganti</b>	GR	Bus. Admin.
<b>Rashid Muse</b>	SO	Psychology
<b>Evan Peters</b>	SO	Mathematics
<b>Luke Ramirez</b>	SR	Arts & Letters
<b>Zach Salcido</b>	SO	Psychology
<b>Jake Schulte</b>	GR	Civil & Env. Eng.
<b>Drew Seidel</b>	JR	Elec & Comp Eng
<b>Andy Solano</b>	SR	Mathematics

#### Softball

<b>Alexa Cepeda</b>	SO	English
<b>Olivia Dean</b>	JR	Bus. Ad: Mgmt./Lshp.
<b>Shea Garcia</b>	SO	Political Science
<b>Olivia Grey</b>	SO	Political Science
<b>Natalia Martinez</b>	FR	Bus. Ad: Mgmt./Lshp.
<b>Kiara McCrea</b>	FR	Social Work
<b>Logan Rigggenbach</b>	SO	Science

#### Men's Tennis

<b>Sam De Vries</b>	FR	Communication Stud.
<b>Otto Holtari</b>	GR	Finance
<b>Tommy Hsu</b>	SR	Appl. Hth. & Fitness
<b>Nils Plutat</b>	SR	Bus. Admin: Finance
<b>Oliver Richards</b>	SO	Public Health Studies

#### Women's Outdoor Track & Field

<b>Olivia Brooks</b>	GR	R.E. Property Mgmt.t
<b>Phoebe Brown</b>	SR	PH Stud.: Pre-Clinical
<b>Sammy Burke</b>	JR	Appl. Hlth. & Fitness
<b>Abby Donde</b>	FR	English
<b>Campbell Faust</b>	FR	Bus. Ad: Tech.&Anlyt.
<b>Sophia Hackett</b>	FR	Biology
<b>Maya Irving</b>	FR	Psychology
<b>Sophie Jones</b>	JR	Sociology
<b>Jalen Marcil</b>	FR	PH Stud.: Pre-Clinical
<b>Natalia Martino</b>	FR	Biology
<b>Tatum Miller</b>	SO	Art: Graphic Design
<b>Dyllan Newville</b>	FR	PH Stud.: Hlth. Prom.
<b>Emma Owen</b>	FR	Civil & Env. Eng.
<b>Abi Swain</b>	FR	Architecture
<b>Madison Tafoya</b>	FR	English

#### Women's Indoor Track and Field

<b>Katie Camarena</b>	GR	Sustainable Food Sys.
<b>Campbell Faust</b>	FR	Bus. Ad: Tech.&Anlyt.
<b>Sophia Hackett</b>	FR	Biology
<b>Maya Irving</b>	FR	Psychology
<b>Jalen Marcil</b>	FR	Public Health Studies
<b>Tatum Miller</b>	SO	Art: Graphic Design
<b>Dyllan Newville</b>	FR	Public Health Studies
<b>Emma Owen</b>	FR	Civil Engineering
<b>Hunter Storm</b>	JR	Biology
<b>Abi Swain</b>	SO	Architecture

#### Women's Tennis

<b>Nika Beukers</b>	FR	Bus. Ad: Mgmt./Lshp.
<b>Maddie Egan</b>	SO	Communication Stud.
<b>Mariajose Hernandez Coronado</b>	FR	Bus. Ad.: Marketing
<b>Jacinta Milenkoski</b>	SR	Political Science
<b>Makoto Ohara</b>	SO	Bus. Ad: Adv. Mgmt.
<b>Emily Rees</b>	SR	Science
<b>Capu Sanoner</b>	SO	Appl. Hlth. & Fitness

#### Women's Golf

<b>McKenna Maser</b>	SR	Bus. Admin.
<b>Mari Nakamura</b>	FR	Architecture
<b>Mariana Garcia Rosette</b>	SO	Bus. Admin.
<b>Windy Huang</b>	SR	Bus. Admin: Finance

## VII. Competition Results - 2022-2023 – Fall Sports

Women's Soccer: (5-8-5) 4-2-2 Big Sky Conf. 1<sup>st</sup> round loss at Big Sky tournament

Football: (4-7) 3-5 Big Sky Conf.

Women's Volleyball: (18-13) 11-5 Big Sky Conf. **Runner-up at the Big Sky Championship**

Men's Cross-country: Big Sky Championships, 8k – Team 3<sup>rd</sup> place

Five runners finished in the top 25

**Jordan MacIntosh, 12<sup>th</sup> place** (out of 76 runners)

NCAA D1 West Regionals: 11<sup>th</sup> Place (out of 31 teams)

**Jordan MacIntosh, 27<sup>th</sup> place** (out of 217 runners) – 29:06.3 (10K)

Women's Cross-country: Big Sky Championships, 5k - Team 4<sup>th</sup> place

Four runners finished in the top 25

**Alex Barbour, 13<sup>th</sup> place** (out of 77 runners)

NCAA D1 West Regionals: 16<sup>th</sup> Place (out of 35 teams)

**Alex Barbour, 56<sup>th</sup> place** (out of 249 runners) – 20:23.1 (5K)