Faculty Senate, 1 May 2023

Portland State
UNIVERSITY

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.

The meeting includes:
Nominations for Presiding Officer Elect for 2023-34
Introduction of a proposed amendment to the Faculty Constitution

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 convene on **Monday, 1 May 2023** at **3:00 p.m.** in **Cramer Hall 53**.

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, May 1st**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, May 1st**. 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 April 3rd meeting – *Consent Agenda*
* 3. OAA Response to Senate actions of April 3rd – *Consent Agenda*
4. Procedural: Presiding Officer may move or postpone any agenda item – *Consent Agenda*

B. Announcements
1. Announcements from Presiding Officer
2. Announcements from Secretary

C. Discussion – *none*

D. Unfinished Business
* 1. Eliminate the validation process for expired graduate coursework (GC) – *postponed from April*

E. New Business
* 1. Curricular proposals: graduate (GC), undergraduate (UCC), University Studies Cluster courses (USC), Race and Ethnic Studies Requirement courses (RESRC) – *Consent Agenda*
* 2. Intervention for students on academic probation (SSC)
* 3. Study abroad and in-residence credit requirement (ARC)
* 4. Proposed Constitutional amendment: revision of University Writing Council charge – *first reading*
* 5. Resolution calling for shared governance in critical decisions (Steering)

F. Question Period

G. Reports from Officers of the Administration and from Committees
1. President's report
2. Provost's report
3. Report from Interinstitutional Faculty Senate – *postponed from April*

4. Monthly report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment - *postponed from April*

* 5. Annual report of Scholastic Standards Committee – *Consent Agenda*

H. Adjournment

*See the following attachments:
A.1. Roster
A.2. Minutes for 4/3 – *Consent Agenda*
A.3. Summary of 4/3 Senate Actions & OAA Response – *Consent Agenda*
D.1. Elimination of validation process for expired graduate coursework (GC)
E.1.a-d. Curricular proposals: graduate (GC), undergraduate (UCC), UNST cluster courses (USC), RESR courses (RESRC) – *Consent Agenda*
E.2. Academic probation intervention policy (SSC)
E.3. Policy on study abroad & in-residence credits (ARC)
E.4. Constitutional amendment: UWC charge – *first reading*
E.5. Resolution on shared governance (Steering)
G.5. SSC Annual Report – *Consent Agenda*

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2022-23

Steering Committee

Rowanna Carpenter, Presiding Officer
Vicki Reitenauer, Past Presiding Officer • Lindsey Wilkinson, Presiding Officer Elect
Matt Chorpenning (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, 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]

Cruzan, Mitch	BIO	2023
Daescu, Dacian	MTH	2025
Goforth, Andrea	CHE	2023
La Rosa, Andres	PHY	2024 *
Phoenix, 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 +

School of Public Health (SPH) [1]

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	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
Total positions: 59 • Status: 17 April 2023

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
Burke, Taylor	Dean of Student Life
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
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 Commitee (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
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: 6 February 2023

DRAFT Minutes of the Portland State University Faculty Senate, 4 April 2023 **DRAFT**

Presiding Officer: Rowanna Carpenter

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Baccar, Chorpenning, Clark, Clucas, Colligan, Constable, Cortez, Craven, Cruzan, Daescu, Davidova, De La Vega, Dimond, Donlan, Eastin, Emery, Ferbel-Azcarate, Finn, Garrod, Goforth, Greenwood, Hanson, Heryer, Ingersoll, Izumi, Jaén Portillo, Kelley, Knight, La Rosa, Lafrenz, Lindsay, Martin, Matlick, Mudiamu, Newsom, Perlmutter, Rai, Romaniuk, Ruth, Sterling, Taylor, Thieman, Tretheway, Tuor, Watanabe, Webb, Wern, Zeisman-Pereyo.

Senators absent: Carpenter, Dusicka, Endicott-Popovsky, Heilmair, Hunt, Hunte, Raffo, Wilkinson.

Ex-officio members present: J. Allen, Beyler, Bowman, Bull, Burgess, Bynum, Chaillé, Collenberg-Gonzalez, Comer, Estes, Farahmandpur, Ford, Harris, Harrison, Herrera, Jeffords, Knepfle, Labissiere, Lambert, Limbu, Lubitow, Mulkerin, Percy, Podrabsky, Reitenauer, Sager, Sanchez, Toppe, Wagner, Wooster.

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

As the Presiding Officer and Presiding Officer Elect were absent, chair of the meeting was Past Presiding Officer REITENAUER.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call**

2. **Minutes of 6 March meeting** were **approved** as part of the *Consent Agenda*.

3. **OAA response to March Senate actions** was **received** as part of the *Consent Agenda*.

4. **Procedural: Presiding Officer may move or postpone any item** – *Consent Agenda*

   *In order to accommodate the Provost's attendance at a meeting sponsored by Representative Blumenauer, her report (item G.2) was moved between announcements B.4 and B.5. In order to accommodate the President needing to attend to something that came up on campus, his report (item G.1) was moved to follow announcement B.5. Due to time, new business item E.3 and reports G.3-4 were **postponed** until the next meeting.*

B. ANNOUNCEMENTS

1. **Announcements from Chair (Past Presiding Officer)**

   REITENAUER acknowledged the result of the Presidential search: we were excited for the opportunity to work with Dr. Ann CUDD, who officially starts as President on August 1st, though she will be making visits to campus this spring. She thanked the search committee and the Board of Trustees for a transparent and successful process.

   The Spring Symposium will be on April 27th from 3:00 to 5:30, in Smith Ballroom and on Zoom, REITENAUER notes. It has been planned jointly by the President's Office and the Faculty Budget Committee, to provide opportunity for faculty, staff, and administrators to identify priorities and shared purpose in the University's approach to

fiscal planning. Recommendations will be shared with incoming President CUDD. There will a short presentation followed by roundtable discussions.

2. Announcements from Secretary

BEYLER announced that the opt-in survey for Faculty elections would be distributed soon, and encouraged senators to encourage their colleagues to consider becoming candidates. If current senators knew they would not be continuing in Senate next year, it would be helpful to inform him—in confidence, if necessary. The Committee Service Planner—a separate survey—would also be going out soon.

3. Introduction: Brandon Truett, Jordan Schnitzer Museum of Art

REITENAUER welcomed Brandon TRUETT, Curator of Academic Programs at the Jordan Schnitzer Museum of Art, to give a brief presentation on the Museum's upcoming work [for presentation slides, see **April Minutes Appendix B.3**]. TRUETT noted that the Museum gives free tours for classes, including visits facilitated towards teaching objectives. The first exhibition of the next academic year, TRUETT said, is the narrative art of Chinese-American artist Hung Liu who mixes Western and Chinese styles through portraiture. This will be a collaboration with Converge 45, the Portland biennial, and thus a major engagement with the community, and will include about forty artworks. It will be of interest to classes dealing with labor, class, and ethnicity. TRUETT observed that the Museum is a place to break of the pattern of classes and do something different; visits can include time for discussion and other interaction. It is free to students.

TRUETT continued: The next exhibition, also in the fall, will be works of Mexican artist Nuria Montiel, organized in collaboration with Arturo MCKELLIGAN HERNANDEZ (A+D) and his course on Latin American women artists. Montiel is noted for her installations of mobile presses, adding to a community engaged practice; students will be involved in creating with her. In January 2024, TRUETT said, is an exhibition guest curated by Alexander Terry, bringing together a collection of artists such as Jay Lynn Gomez, dealing with hidden labor in the context of art.

TRUETT emphasized that the Museum was happy to collaborate with faculty, who could contact Director Mariana RAMIREZ to discuss ideas and pitches. AJIBADE said she had taken her students to the Museum and agreed that it offered a great way to engage students, who started thinking about connections to what they were studying in class. She thanked TRUETT and colleagues for their work.

4. General Student Affairs Committee: Presidential Service Awards

COLLIGAN made several announcements on behalf of GSAC. He called attention to the Presidential Community Service Awards. Four students receive the award for excellence in service to the community or the University during their time at PSU–participating in, initiating, leading, and planning engagement activities of educational, cultural, or humanitarian nature. Last year there were 35 nominees, COLLIGAN said, all of whom were amazing; it was a tough choice. This year there will be some money attached to the award. Questions can go to Alex MILLER, Executive Assistant to Vice Provost TOPPE.

WAGNER asked if an employee who was also a graduate student could be eligible. TOPPE: yes, if they met the overall criteria.

COLLIGAN introduced Dana TASSON, Assoc. Vice Provost for Student Health and Wellbeing (SHAC) for an announcement about an organizational change. Campus Recreation, TASSON said, has rejoined Student Affairs, after several years of being under Finance & Administration. Most of the staff in Campus Rec identify as student affairs professionals, and seek the synergy of being part of Student Affairs. In response to the Huron Report, they are looking at how to align areas to have an greater impact on health and wellbeing: recreation, health promotion and outreach, peer education, counseling, and clinical programs. Campus Rec is the largest employer of students on campus, thus a source of professional development. TASSON also reminded everyone that faculty and staff memberships were available at Campus Rec, including a punch-card system for those who didn't want a full membership.

The pandemic was a reminder, TASSON said, of how important wellbeing is. 84% of students report feeling moderate or severe stress in the last thirty days. Maybe a they need to take a break--walk through the Museum or [come to Campus Rec]. A recent article in the *Chronicle of Higher Education* reported that even small changes could have a effect on the campus environment, and that it was important to engage faculty and staff, who often felt left out of initiatives. Therefore, they are relaunching the Healthy Campus Initiative. One model in this area is the Okanagan Charter, started in Canadian higher ed., in which institutions seek to embed health in all aspects of campus culture. The University of Pittsburgh, where Dr. CUDD is coming from, has signed on, as well as University and Oregon and Reed College. We are exploring this option, TASSON said.

Change in agenda order: B.2 moved here.

B.2. Provost's report

JEFFORDS thanked the Chair for accommodating her leaving early to attend a meeting, sponsored by Rep. Earl Blumenauer, on behavioral health initiatives in the region.

As mentioned earlier, JEFFORDS said that they continue work on the federated service centers concept in the Huron Report. She solicited participation in the conversations. She hoped to have recommendations before the end of spring term.

JEFFORDS said they are also continuing with outcomes of the Program Review/Reduction Process, including units moving forward with mergers or reorganizations, and faculty lines shifting from one unit to another.

The annual IPEB budget process is underway, JEFFORDS said. She appreciated the engagement of Budget Committee in providing feedback and holding conversations with the various units.

The Faculty Excellence Awards will be announced next week, JEFFORDS said.

JEFFORDS had received numerous questions about the impact of AI, in particular ChatGPT. She was in conversation with provosts at many institutions across the country; the conversation is active. Many institutions are developing policies to guide institutional practices and classroom expectations, and also providing resources to faculty to manage some of the pedagogical changes that are recommended. For good and bad, JEFFORDS said, we [will need to] adapt to the widespread presence of AI. It is changing the classroom as we speak.

JEFFORDS had asked Michelle GIOVANNOZZI, AVP for Academic Innovation, to lead a task force to develop recommendations. Shortly there will be outreach to key faculty. JEFFORDS knew that many departments were already working on this at the local level, and that faculty wanted to be involved in this conversation.

Following on her comments about behavioral health, JEFFORDS reported that PSU faculty were involved in conversations about opportunities in the semiconductor field in the State and Federal levels. A faculty group was working on how we might take advantage of opportunities, utilize funding here, and leverage external investments. Related to this, she had met recently with Karen Marrongelle, formerly of PSU and now COO of the National Science Foundation, about funding opportunities there.

EMERY recommended making the Academic Computing Infrastructure Committee part of the conversation about ChatGPT. JEFFORDS acknowledged this as a good suggestion; she would reach out to this committee right away. She said Chief Information Officer Ryan BASS, who she knew worked closely with that committee, was already involved.

GREENWOOD asked if there was a timeline for the taskforce. JEFFORDS hoped to have recommendation this term, because she knew it was a pressing issue for faculty.

KELLEY asked for clarification of the Provost's comments about behavior health initiatives. JEFFORDS said she wanted Senate to be aware that this was a key area for cross-disciplinary emphasis, and that they were working to coordinate efforts and maximize opportunity for investments. As with semiconductors and cyber-security, these are multidisciplinary efforts, with potential resources from the State legislature.

Return to regular agenda order.

5. Transfer Council

JEFFORDS reminded senators that the last legislative session established the Transfer Council as a statewide body to make recommendations to the Higher Education Coordinating Commission [HECC] on improving and smoothing transfer experiences for students. [For presentation slides see **April Minutes Appendix B.5**.] The Council incliudes members from the [state] universities, community colleges, high schools, and private institutions, as well as students. Its assigned tasks are: 1) establish a common course numbering process, so that students can be assured that those courses will have the same numbers, learning outcomes, and transferability; 2) work on transfer maps. Ten courses, JEFFORDS said, have gone through the common numbering process. However, this must be done with the cooperation and approval of appropriate faculty curricular bodies at the respective institutions. PSU colleagues have represented the institution in these conversations. She [JEFFORDS] was appointed co-chair of the Council together with Teresa Rivenes from Umpqua Community College.

BACCAR said that as this work was seen coming our way, registrars at the seven Oregon public institutions agreed to start with courses that are most commonly transferred from community colleges to universities. BACCAR supposed most faculty would guess the usual suspects: Writing 121, Math 111, etc. For example, 29,000 students in three years transferred Writing 121 from community college to university. They compiled a list of eighty courses, then started with attention to the most commonly transferred, but with adjustment for sequencing, interrelated courses, and common prerequisites.

Courses to be implemented in fall 2023, BACCAR said, were three in Communication, three in Math, one in Statistics, and two in Writing [**slide 7**]. Faculty in those areas found out the most commonly used numbers. The Z suffix will be used to identify these common course numbers. These changes were all approved through the PSU curricular process. In one case we had to change a number from COMM 220 to COMM 111Z. In some cases, schools had to tweak a title. Faculty groups also looked at learning outcomes and, sometimes, differences in credit hours, to bring these into alignment. The Council is now working on a list of courses for 2023-24, BACCAR reported [**slide 9**].

COMER, who worked on the Writing courses, said the process was challenging because the legislation was not written by academics. [Also] the timeline was challenging. However, Oregon English faculty have an organization that has already worked on shared outcomes, so that smoothed the process. COMER described the experience as fun and informative, though stressful. The results are representative of best practices in the field, and despite the logistical challenges she believed they would be an asset to PSU students.

BACCAR described the process: once the faculty groups reach consensus, they put forward the proposed changes to the Council; after approval by the Council, it comes to the respective campuses. Council representatives talk with the institution's faculty; maybe some elements are tweaked or some outcomes added. This then goes through the curricular approval process. The first group has passed through successfully.

BACCAR said that PSU's perspective has been effectively represented by JEFFORDS, as co-chair, and all the participants from PSU [**slide 12**].

THIEMAN noted that Microeconomics was listed twice and wondered if that was an error for Macroeconomics; she was interested because those are courses required for all social science secondary [school] teachers. BACCAR would look into this.

LAFRENZ asked if this was intended for all undergraduate courses. BACCAR: 100- and 200-level courses. The issue is transfer from community colleges--[an alternative to] seventeen separate transfer agreements.

DE LA VEGA, having worked on the elementary education transfer map, wondered if Math 211, 212, and 213 were on the list, maybe down the line. BACCAR was sure that they would be; however, the Council is [working] in manageable chunks. Transfer maps are another element of their work. As we are moving towards a possible Elementary Ed major, we might be able to participate in that process as well.

WEBB thought this is an important process, but was concerned because the community colleges outnumber the universities. STAT 243Z was approved, a course she teaches frequently; she felt it now matched a dual-credit high school course rather than a college-level course. She wondered how the voting system and structure [in the Council] would function moving forward—whether the universities had [due] weight. Would the community colleges rise up the universities' standard, or the other way around? BACCAR would make a note of this and make sure it is expressed, though she was not much involved in the disciplinary groups. She wasn't sure that [decisions were based on] straight voting. Not all community colleges participated [in the work groups]. We want our faculty representatives to feel confident and empowered. If it's just one university going in one direction and all the others are going other way, it might be difficult to keep

to that direction; however, if all the universities are going in that direction, there is something to work with. COMER said that there is an official distribution of how many representatives are from universities versus community colleges. For example, PCC was not even represented on the writing [group]. She believed that if anything we had almost disproportionate power. BACCAR added that on the Council [per se] there are seven university and seven community college representatives; there is a very structured positional representation. If a faculty [working] group can't reach a consensus, the process is to bring the issue to the whole Council. Something critical wouldn't be brushed under the rug; if it's surfaced, people would have to reckon with what it means.

GOFORTH asked about laboratories: she saw 200-level chemistry and biology sequences on the list. When laboratories [have] separate [course numbers], would they also receive the Z designation? BACCAR didn't know. If science faculty had thoughts about this, they should let her [BACCAR] know, as it is something they will have to reckon with.

SAGER noted there are ways to submit comments at the HECC website.

Change in agenda order: B.2 moved here.

B.1. President's report

PERCY reported that the Board of Trustees would be meeting this week to approve tuition rates. The administration was proposing, based on the TRAC recommendation, an increase around 3.5%. We will then create our budget for 2023-24, for Board approval in June. PERCY said the budget would [draw on] existing reserves—basically, deficit spending, as enrollment decline has reduced our tuition revenue so that we are not covering our expenditures. This is a short-term plan, PERCY said; we should be working on a [long-term plan, as at the upcoming] jointly developed Spring Symposium. He had heard a longing for more connectivity, more understanding of how decisions are made. The Symposium will be a chance to do that for budgeting and strategic planning.

PERCY said that they would soon be submitting the application for the Carnegie classification for community engagement.

The renovation of the Vernier Science Center, known [heretofore] as Science Building 1, has begun, PERCY said. He characterized it as a beautiful integration of Indigenous traditions that will be unique in the country. The State approved funding for the Art + Design building; they are now trying to secure a second set of funding that will help deal with inflationary costs since initial approval.

They are working hard to advocate in Salem for support of higher education, PERCY said, but it is going to be a tough budget. There are many competing priorities. The Governor has focused attention on homelessness, housing, semiconductors, and behavioral health. We are pushing for the current value of higher education, but also want to see if we can be involved in some of these initiatives.

PERCY related some grant successes. Colleagues in CUPA secured a 5-year, $10 million grant for development of a Thriving Communities Technical Assistance Center. They will focus on environmental justice, working with tribal partners and other historically underserved communities. Colleagues in COE received a 5-year, $6 million grant for school-based mental health workforce development. MCECS colleagues, in collaboration with other universities, received a $1 million grant for a smart grid technology system.

CLAS faculty received nearly $2 million for promoting GTA development in biology, $1 million went to MCECS for fluids research, $1 million to CLAS for microbial ecology, and $2 million to our Homelessness Research and Action Collaborative. PERCY called attention to a front-page *Oregonian* article on PSU's program on educating prisoners.

Last Friday PERCY received a message from Iris DE LIS (Testing Center), a reminder of the International Transgender Day of Visibility, which felt particularly important at this moment, given a worsening socio-political climate for the experience of transgender people in the US and beyond. Legislation is targeting trans children and youth, especially students, and much of it originating from the highest bodies of power in the country. DE LIS noted there are now nearly 500 bills in 40 states this year taking aim at various facets of the transgender experience. PERCY could not imagine how difficult it would be for someone who is transgender to live in a world where this is happening. DE LIS was, however, aware of the resilience of our community, and concluded: we are committed to each other individually and collectively. We have an opportunity to show we are proud to recognized for a safer, more inclusive campus. DE LIS's letter noted that PSU has consistently received one of the best ratings in Oregon for welcoming and supporting queer and trans students. PERCY was hopeful we would [continue] vigilant about that.

PERCY had been asked to address the change in the vaccination policy. The Incident Management Team [IMT], he said, several months ago suggested to the Executive Council discontinuing the booster requirement and the original vaccine double dose. We didn't do so then, but have now decided to remove the booster requirement. The decision is consistent with State policy which is eliminating COVID requirements in Oregon. The change will make it easier for new students to enroll and register. The cadence of vaccinations will depend on individual circumstances and health needs. We will continue to vigorously advocate for vaccination, PERCY said, as we do with the flu, but believe that the mandate is no longer necessary. PERCY was proud that 96% of [members of the campus community] have been vaccinated as the boosters are reformulated. PERCY said that we will continue to adhere to the advice of health professionals.

PERCY announced that after concluding his term as President, he would return to the classroom to teach a seminar in urban and public affairs and policy, part of the undergraduate major created when he was Dean.

SANCHEZ asked about the timeline for hiring requests submitted in January. PERCY said he was reviewing these. In two major units, including OAA, he went along with most of the recommendations. He wanted to look at the overall picture. Some positions have been eliminated, PERCY said; for a bigger set they are going ahead with re-hiring; for another set, they are going to hold a bit longer until the budget plan comes out.

FORD noted that the change in vaccine policy was announced on the day it took effect. She asked what feedback he had obtained from students and faculty—for example, epidemiologists in SPH. She also asked why it was so urgent to rescind the policy [immediately], instead of giving people who might want to pursue accommodations time to do so—for example, for faculty to organize classes as they feel is appropriate for their and their families' safety—as well as for supervisors to communicate with employees.

PERCY referred the question to Brian ROY (AVP for Risk Management), who said that IMT had talked with SPH and with the Multnomah County Public Health Department to

get public health perspective on mandates in the current state of the pandemic. One of the chief doctors at the County Health Department said that in their perspective they don't believe that mandates have a role anymore. IMT, which has representation from across the University, as well as the Executive Council had a thorough discussion of the issue, including timing. He could not speak to timing at OSU and U of O. The biggest issue, ROY said, was around implementation prior to registration for the new academic year—logistical hurdles around opening up registration with this requirement, and registration holds being put on students. This didn't seem to be the most tenable solution, but rather, a clean break for students [in policy] from one academic year to the next. There is not a perfect time, he believed, but this seemed the best recommendation to manage where we are in the pandemic, especially on the student side. PERCY: We wanted to err on the side of safety and so six months ago decided not to [make the change]. Evidence now suggests there isn't much value [in continuing the previous policy].

FORD reiterated the question about input into the decision, since students and faculty are the ones affected daily in the classroom. ROY: In this round of discussion they didn't have any feedback directly from students or faculty. Membership from OAA, Student Affairs, SHAC, Housing, many student-facing groups were involved in the discussion.

Return to regular agenda order.

C. **DISCUSSION** – *none*

D. **UNFINISHED BUSINESS**

1. **Amendment to Faculty Constitution: Institutional Assessment Council**

REITENAUER reminded senators that proposed constitutional amendment had been introduced, moved, and seconded last month. It was not on the floor for further discussion and vote.

The proposed **amendment to the Constitution of the Portland State University Faculty** constituting the Institutional Assessment Council as a Faculty committee, with membership and charge given in **April Agenda Attachment D.1**, was **approved** by the necessary two-thirds majority (37 yes, 5 no, 1 abstain, vote recorded by online survey).

E. **NEW BUSINESS**

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

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

2. **Establish professional doctoral degree requirements** (GC)

LUBITOW said this proposal originated with the Graduate School, and was unanimously approved by GC. It would set up specific requirements for professional doctoral degrees. Currently there is only one such program, the EdD. This policy would formalize requirements and specify pathways through which people could have approaches [to the doctorate] other than the traditional dissertations.

KELLEY/EMERY **moved** approval of the proposed policy on professional doctoral degree requirements, as specified in **April Agenda Attachment E.2**.

REITENAUER recognized Mark WOODS (Assoc. Dean, Graduate School) for a further overview. WOODS said a theme in graduate education in the moment is that the awareness that not everyone seeking a doctorate is seeking a PhD. The proposal is to create an alternative structure. The EdD is an example, but there might be others in, say, business administration, audiology, or psychology. The professional doctorate would not be a research degree; it would be about using advanced understanding and knowledge, rather than creating new knowledge. Hence there is not a research project proposal; the timeline would be shorter. We also, WOODS said, change the nature of the culminating activity, allowing greater freedom in the nature of things that are acceptable—a portfolio, for example. At the moment we require a dissertation for all doctorates. PhD's are unaffected by this proposal and would continue with the current standards. A professional doctoral program would [therefore] require more project credits: 606 [rather than] 603. We are setting minimum standards. The proposal would also slightly reduce the required number of committee members and allow more flexibility in who can serve, and allow non-tenure-track faculty to serve as chair. This is because community practitioners may have valuable expertise and be well suited to assess the culminating activity.

PERLMUTTER asked how this aligned with practices at other universities, and how it affected existing doctoral programs. Would this change our understanding of the terminal degree? WOODS: The EdD program would be administratively converted to the new guidelines, but the nature of that program would not change. The structure of PhD programs is not going to change, nor what a terminal degree looks like. Different universities handle the question of professional doctorates differently. The University of Southern California, for example, distinguishes between doctoral degrees that require a dissertation and those that don't. The proposal is to say that all PhD's require a dissertation, but not all doctoral students are PhD students. For professional doctorates, there would be more flexibility, but a program could retain something like a dissertation.

LA ROSA: What will be the incentive to continue with the current model rather than the professional degree, if the professional degree is easier? WOODS: No one is saying that the professional degree is easier. It's intended for someone who applies advanced knowledge to their vocation.

DE LA VEGA was curious how this [change] would be communicated. We understand the difference between a PhD and an EdD, but the general public may not distinguish between them, whether the student completed a research project or not. She was concerned about what we are promoting as a university, and how to make that distinction for the public. WOODS believed that ship had already sailed. There were many professional doctorates already out there. If we can't have professional doctorates because of a concern about how [the general public] will understand them, then students will be going to other campuses.

DE LA VEGA respectfully disagreed that she said we should not admit students [to these programs]. Her caution was about how to present to the public that when we produced an EdD [for example], we are graduating somebody who has not completed a dissertation. There are individuals in the EdD program who are completing dissertations. It seemed to her complicated; she wanted people to be aware of nuances in perception and delivery. WOODS: It's a point of view. The fact remains that there are many professional doctoral programs at other institutions that don't require dissertations. Some students may not

come here [if we say] everything has to look like a PhD. We must remember that just because we got a PhD, that doesn't make it the right qualification for everybody else.

Responding to a question from TAYLOR, WOODS said that CoE would decide what types of culminating activity would be appropriate for their doctoral degree; if it resembled a dissertation, the student could in consultation with the advisor submit it as such. We already have at the master's level examples of culminating activities that are not remotely like a thesis—for example, a graphic novel. He could not provide a definite list of things that are okay or not; it was something that would evolve over the years.

AJIBADE appreciated the concept of the professional doctorate; her concern was the level of rigor required for students in such a program. Reducing the number of people on the committee seemed like something that could reduce the level of rigor. For her the issue would be establishing a minimum, whatever the end product, to say: this has been done thoroughly with excellence, verified to a group of people. Whatever is produced, it [should be] rigorous and something that will benefit the public. WOODS noted that many professional programs are accredited, and answer to accreditation bodies who evaluate the rigor of these programs. Also, any new programs would need to be reviewed by curricular committees and come before Faculty Senate, who has the power to ensure that a proposal maintains rigor. He also noted that these are minimum standards; programs can ask for more than this—for example, in the number and composition of committees.

LUBITOW noted that the committees would have the same number of expected members, but there would be more flexibility in who could serve. The chair would have to have a PhD. WOODS: Yes, but a community practitioner without a PhD but with relevant expertise could be asked to serve [on the committee]. We will make it easier to bring in community partners. DE LA VEGA clarified that currently in CoE there are [dissertation] committee chairs with EdD's rather than PhD's. WOODS believed that the Graduate School rule was a terminal degree, which in some subjects might be a master's.

The policy establishing professional doctoral degree requirements, as specified in **April Agenda Attachment E.2**, was **approved** (33 yes, 11 no, 2 abstain, vote recorded by online survey).

3. **Eliminate the validation process for expired graduate coursework** (GC) *– postponed until May*

F. **QUESTION PERIOD** *– none*

G. **REPORTS**

1. **President's report** *– moved above, to follow item B.5*

2. **Provost's report** *– moved above, to follow item B.4*

3. **Monthly report of AHC-APRCA** *– postponed until May*

4. **Report from Interinstitutional Faculty Senate** *– postponed until May*

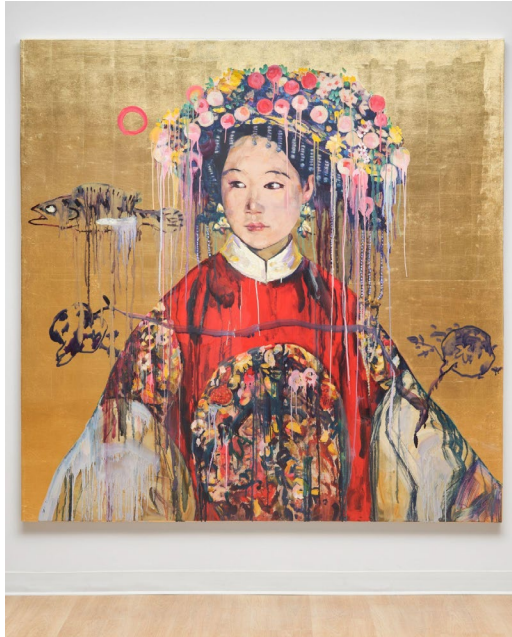H. **ADJOURNMENT –** The meeting was **adjourned** at 5:02 p.m.

2023-24 Exhibitions

A Question of Hu: The Narrative Art of Hung Liu

From the Collections of Jordan D. Schnitzer and His Family Foundation
August 22 – December 2, 2023

Hung Liu (American, born China 1948-2021)
Manchu Bride, 2018
mixed media
82 x 82 inches

Hung Liu (American, born China 1948-2021)
Witnesses, edition 34/35, 1997
etching with aquatint
20 1/2 x 17 1/4 inches

Hung Liu (American, born China 1948-2021)
(Untitled) Mother and Child, 2016
mixed media on panel
41 x 41 inches

Nuria Montiel: *Mundos impresos / Printed Worlds*
October 12 – December 2, 2023
Curated by Alberto McKelligan Hernández (Asst Professor of Art History, PSU)

Nuria Montiel, *Repite pero cambia (Repeat, but change)*, 2018 monotype, oil, and ink on cotton cloth.

Nuria Montiel, *Documentation of Imprenta móvil (Mobile Press)*, (2010-ongoing)

Labor of Love

opening January 2024

Jay Lynn Gomez,*No Splash (after David Hockney's A Bigger Splash, 1967)* , 2013
96 x 96 inches
Acrylic on canvas

Patrick Martinez and Jay Lynn Gomez, *Labor of Love*, 2022
60 x 120 inches
Stucco, neon, ceramic, acrylic paint, spray paint, latex house paint, family archive photos, ceramic tile and led signs on panel; Acrylic on cardboard, fabric

For more info or to connect on any of these exhibitions, please reach out to Maryanna Ramirez, Director of JSMA at PSU
m.ramirez@pdx.edu

Oregon Transfer Council

—

Common Course Numbering Initiative

Relevant Legislation – SB 233 (2021)

The **Transfer Council (TC)** was established under SB 233 in 2021.

Focused on transfer and articulation of lower division courses across the public institutions in Oregon so students can easily and efficiently transfer common/foundational courses, graduate on-time, and save money.

Relevant Legislation – SB 233 (2021)

One major initiative:

Specifically charged to develop a **Common Course Numbering system (CCN)** that aligns highly enrolled lower division courses - in terms of:

- common course numbers
- common learning outcomes
- common credit amounts
- common course titles and course descriptions

HECC Website Resources

HECC - Transfer Council website: https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-council.aspx

CCN Handbook:

https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/CCN_Handbook_December_2022.pdf

CCN List - process to establish a course list

80 Most Transferred Courses at Public Institutions in Oregon

The following list was created by registrars from Oregon public institutions and reflects the top transfer courses and the number of times that a course transferred into public universities from an Oregon Community college over a period of three years.

https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/80%20Most%20Transfered%20Courses.pdf

CCN List - process to establish a course list

Other considerations:

- Attend to sequencing and start with appropriately sequenced courses (ask faculty to review course groupings to see if sequencing/grouping makes sense)

- Look at low hanging fruit (ask faculty if some courses are already aligned and/or common course numbered)

- Select courses that are commonly prerequisite courses for major or upper-division requirements

1st List - developed in 2022-23; Implemented fall '23

10 Courses - approved by PSU FS at March meeting

COMM 100**Z** (4) - Introduction to Communication

COMM **111**Z (4) - Public Speaking (was 220 at PSU)

COMM 218Z (4) - Interpersonal Communication

MTH 105Z (4) - Math in Society

MTH 111Z (4) - Precalculus I: Functions

MTH 112Z (4) - Precalculus II: Trigonometry

STAT 243Z (4) - Elementary Statistics I

WR 121Z (4) - Composition I

WR 227Z (4) - Technical Writing

https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/F2022_CCN_List_of_Courses.pdf

Notice the Z

- All CCN course numbers will have a Z added at the end of the course number.

- This will show up in: Catalog, Class Schedule, Transcript, DARS and internal systems.

- The Z will be used across all 7 OPUs and 17 CCs so students will be able to easily identify these courses.

- The Z will enable ease of tracking and ongoing maintenance and curricular alignment.

2nd List - developed in 2023-24; Implemented fall '24

2023 Course List (Approved by TC November 15, 2022)

Business • BUS 101 • BUS 211 • BUS 213

English (Intro to series) • ENG 104 • ENG 105 • ENG 106/

Writing - WR 115

Math (Calculus series) MTH 251 • MTH 252 • MTH 253 • MTH 254

Psychology • PSY 101 • PSY 201 • PSY 202

Projected - future course list groupings:

https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/Transfer%20Council%20List%20of%20CCN%20Courses.pdf

HECC supported Faculty Workgroups

- Faculty workgroups are formed for each academic discipline with courses on the list.

- Provost works with impacted department chairs to identify the PSU representative for each group. (i.e. the chair or a chair designee).

- HECC supports and convenes the workgroups (mostly Zoom).

- Alignment and decisions are considered.

Institutional Curricular Review

- The PSU representative works with the department faculty and curriculum committee to consider any alignment changes that may need to be made.

- Unit works with OAA to submit necessary changes (i.e. course #, tweaks to course descriptions, credits, titles) to the OAA Curriculum Coordinator for submission to UCC and FS.

- Necessary changes are made - catalog, registration/class schedule, DARS, and other materials.

PSU Participants

Business: Madelyn Parsons

Communication: Kenneth Bagley, Chris Carey, Lee Shaker

Writing: Kate Comer

English: Bishupal Limbu

Math: Beatriz Lafferriere

Psychology: Todd Bodner

Statistics: Bob Fountain and Beatriz Lafferriere

TC Co-chair: Susan Jeffords

Systems and Operations: Cindy Baccar

Outcomes and Assessment: Raiza Dottin

Questions?

To: Susan Jeffords, Provost

From: Portland State University Faculty Senate
        (Rowanna Carpenter, Presiding Officer; Richard Beyler, Secretary)

Date: 6 April 2023

Re: Summary of Faculty Senate Actions

At the regular meeting on 3 April 2023, Faculty Senate **approved**, as part of the *Consent Agenda*, the curricular proposals for new courses, changed courses, dropped courses, and changes to programs listed in April Agenda Attachment E.1

04-06-2023—OAA concurs with the curricular proposals for new courses, changed courses, dropped courses, and changes to programs.

Senate voted to approve:

• an amendment to the Constitution of the Portland State University Faculty to establish the Institutional Assessment Council as a constitutional Faculty committee, with membership and charge as specified in April Agenda Attachment D.1.

04-06-2023—OAA concurs with the amendment to the Constitution.

• minimum requirements for professional doctoral degrees, as stated in April Agenda Attachment E.2

04-06-2023—OAA concurs with the minimum requirements for professional doctoral degrees.

Best regards,

Rowanna Carpenter   Richard H. Beyler
Presiding Officer   Secretary to the Faculty

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

9 March 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Proposal to Eliminate the Validation Process for Expired Graduate Coursework

Current Bulletin Language:

Validation of out-of-date graduate credit

A PSU course more than seven years old at the time of graduation, but no more than ten years old at the time of graduation, may be used toward master's degree requirements after a successful validation exam (for example, a course taken in fall 2012 may be validated for a graduation term no later than fall 2022). A separate validation examination must be given for each course, in accordance with the full requirements listed on the GO-15 form. Departments are expected to limit validation examinations to those courses that are current and relevant in the discipline and meet the current requirements of the master's degree program. Validated courses are limited to one third of the program requirements (e.g., 15 credits total in a 45-credit program). Each examination attempted, regardless of result, has a fee of $50.00, which will be credited to the department giving the exam. Payment must be arranged in advance of the exam through the Graduate School and Cashiers.

In very unusual cases, with the specific agreement of both the student's department and the department most equivalent to the original course department, a student may validate a graduate course from another regionally accredited institution, in accordance with the full requirements listed on the GO-15 form.

Proposed Bulletin Language:

~~Validation of out-of-date graduate credit~~

~~A PSU course more than seven years old at the time of graduation, but no more than ten years old at the time of graduation, may be used toward master's degree requirements after a successful validation exam (for example, a course taken in fall 2012 may be validated for a graduation term no later than fall 2022). A separate validation examination must be given for each course, in accordance with the full requirements listed on the GO-15 form. Departments are expected to limit validation examinations to those courses that are current and relevant in the discipline and meet the current requirements of the master's degree program. Validated courses are limited to one third of the program requirements (e.g., 15 credits total in a 45-credit program). Each examination attempted, regardless of result, has a fee of $50.00, which will be credited to the department giving the exam. Payment must be arranged in advance of the exam through the Graduate School and Cashiers.~~

~~In very unusual cases, with the specific agreement of both the student's department and the department most equivalent to the original course department, a student may validate a graduate course from another regionally accredited institution, in accordance with the full requirements listed on the GO-15 form.~~

Rationale:

Coursework applied to a master's degree can be no more than seven years old at the point of graduation. **Validation** is the established process for courses that have passed this mark and are expired. Students take an examination (typically a take-home paper) to demonstrate they still have mastery of the course material; if they pass, the course is **validated** and can be used for another three years, i.e., can be up to ten years old at the point of graduation. This proposal seeks to eliminate the validation process altogether; students would instead use the graduate petition process to request use of expired coursework. The impetus to eliminate the validation policy is due to recent comments from Graduate Council members expressing doubts about the value of the validation process.

- In the Graduate School, we were already aware that validation is an unusual policy and that most universities deal with expired coursework via a petition process. In a recent review of twelve comparator institutions, we found only two with a validation process similar to ours; the other ten allow requests for use of expired courses only via a petition process.

- Despite validation being the process specifically established for use of expired courses, students and graduate programs routinely circumvent validation and submit graduate petitions requesting to use expired courses without validating them. A review of expired courses approved for use in master's degrees at PSU over the last five years shows 77% were approved via a graduate petition while only 23% were approved using the established validation process.

- There are inequity concerns with two different mechanisms being used to address the same issue. A few departments use the established validation process by default, but most departments circumvent the validation process and use the graduate petition process by default. This practice is unfair to the students forced to validate while most others are allowed to simply petition. Additionally, there is a $50 fee for each validation examination attempted which is inequitable for students who are forced to use the validation process versus those who are allowed to petition at no cost.

If approved, the change would be effective immediately; however, students who have already made plans to validate expired courses for winter, spring, and summer 2023 graduation would be allowed to do so if they choose. Beginning fall 2023, a graduate petition will be the only mechanism available to request use of expired coursework.

6 April 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: May 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](#).

Maseeh College of Engineering and Computer Science

Changes to Existing Course

E.1.a.1
- ECE 598 Introduction to Quantum Mechanics, 4 credits – change description

College of Liberal Arts and Sciences

Changes to Existing Courses

E.1.a.2
- *Ph 511 Introduction to Quantum Mechanics, 4 credits – change description

E.1.a.3
- *Soc 518 Criminology and Delinquency, 4 credits – change description

School of Public Health

New Courses

E.1.a.4
- BSTA 526 R programming for Health Data Science, 3 credits
  This course aims to develop programming skills in R, a powerful statistical programming language. This course assumes some prior familiarity with R and ranges from advanced beginner topics to intermediate topics. It will cover practical data science skills in R that are useful for a career in statistics, epidemiology, or data science, including loading data, data wrangling, visualization, automation, machine learning, and running statistical models. A laptop is required for class to participate in coding exercises. Prerequisite: BSTA 511 or instructor approval.

* 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.5
- CPH 527 Applied Epidemiology, 3 credits
  This course will utilize epidemiologic methods and frameworks to explore patterns of disease, disability and other public health issues with an emphasis on epidemiologic findings and surveillance as a tool for resource allocation, policy development, and health reform. Students will examine public health systems and practice the application of epidemiologic tools to better understand prevention and control of communicable diseases in diverse populations.

E.1.a.6
- CPH 627 Applied Epidemiology, 3 credits
  This course will utilize epidemiologic methods and frameworks to explore patterns of disease, disability and other public health issues with an emphasis on epidemiologic findings and surveillance as a tool for resource allocation, policy development, and health reform. Students will examine public health systems and practice the application of epidemiologic tools to better understand prevention and control of communicable diseases in diverse populations.

E.1.a.7
- Epi 656 HIV/AIDS Epidemiology, 3 credits
  The course will start with a review of the known characteristics and pathology of the human immunodeficiency virus infection and the pathogenesis of the clinical acquired immunodeficiency syndrome. Biological and behavioral factors that determine the risks of transmission of the HIV infection will be emphasized and public health prevention strategies will be evaluated. The global HIV epidemic will be considered along with the impact of HIV infection on vulnerable populations, especially women and children. Ethical factors and the impact of stigma will be discussed. Prerequisite: Epi 612 or equivalent.

Changes to Existing Courses

E.1.a.8
- CPH 531 Social Context of Public Health Policy, 3 credits – change title to Social Justice and Public Health and change description

E.1.a.9
- CPH 631 Social Context of Public Health Policy, 3 credits – change title to Social Justice and Public Health and change description

E.1.a.10
- Epi 556 HIV/AIDS Epidemiology, 3 credits – add cross-listing with Epi 656

* 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.

6 April 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: May 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](#).

School of Business

Changes to Existing Courses

E.1.b.1
- BA 300 Business and Professional Communication, 2 credits – change prerequisite

E.1.b.2
- BA 302 Organizational Behavior, 4 credits – change prerequisite

E.1.b.3
- BA 303 Business Finance, 4 credits – change prerequisite

E.1.b.4
- BA 311 Marketing Management, 4 credits – change prerequisite

E.1.b.5
- BA 325 Information Literacy & Technical Competence for Business Professionals, 4 credits – change prerequisite

E.1.b.6
- BA 327 Data Analysis & Visualization, 2 credits – change prerequisite

E.1.b.7
- BA 339 Supply Chain Management, 4 credits – change prerequisite

E.1.b.8
- BA 385 Business Environment, 4 credits – change prerequisite

E.1.b.9
- BA 495 Business Strategy, 6 credits – change prerequisite

E.1.b.10
- *Fin 439 Real Estate Valuation, 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
- RE 360 Real Estate Finance I, 4 credits – remove cross-listing with USP 360

Maseeh College of Engineering and Computer Science

Change to Existing Program

E.1.b.12
- B.S. in Mechanical Engineering – revising core requirement

Changes to Existing Course

E.1.b.13
- ME 491 Design Process, 2 credits – change title to Design Process and the Mechanical Engineering Profession, change description, and change credit hours from 2 credits to 4 credits

Drop Existing Course

E.1.b.14
- ME 370 Mechanical Engineering Profession, 2 credits

College of Liberal Arts and Sciences

New Courses

E.1.b.15
- Hst 308U Historical Introduction to the Hebrew Bible/Old Testament, 4 credits
  Historical survey of Hebrew Bible/Old Testament. Investigates Israelite religion in the context of the Ancient Near East, exploring ideas about community, sanctity, social justice, prophesy, wisdom, and the nature of human suffering. This is the same course as JSt 308U and may be taken only once for credit.

E.1.b.16
- NAS 309U Indigenous Nations Literature, 4 credits
  Introduction to the literatures and cultures of the indigenous nations of North America, from oral and ceremonial practices to contemporary fiction and poetry. Includes discussion of historical, political, and social contexts as well as relevant issues such as colonialism, sovereignty, stereotyping, and cultural authenticity. This is the same course as Eng 309U and may be taken only once for credit.

E.1.b.17
- NAS 314 Introduction to Indigenous Film, 4 credits
  An introductory study of cinematic images of Indigenous peoples across historic, geographic, and generic categories. Particular attention will be paid to how cinema is an expression of Indigenous sovereignty, and the ways colonialism shapes Indigenous representation in film.

* 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.

This class aims to equip students with visual literacy skills that are grounded in Indigenous knowledges which they can use to engage not only with the films presented in class, but also with cinema in general.

E.1.b.18
- PIAA 301 Introduction to Pacific Islander Studies, 4 credits
Critical examination of historical and present-day experiences of Pacific Islander people in Oceania and the Continental US. Through an interdisciplinary approach, this course centers Pacific Islander indigeneity and self-determination, and explores the resistance, resilience, and ongoing struggles of Pacific Islander communities. Literature, music, and poetry are some of the modalities used to explore the intersections of race, gender, sexuality, and culture as they pertain to Pacific Islanders.

E.1.b.19
- PIAA 302 Introduction to Asian American Studies, 4 credits
An overview of historical and contemporary issues on the heterogeneity, multiplicity, and hybridity of Asian Americans in national and global contexts. Exploring the intersections of activism, cultural productions, and scholarship, this course analyzes the lived and living conditions of Asian Americans. Guided by feminist and queer lenses, the course raises students' awareness of Asian Americans' contributions to the processes of affecting positive social change. This is the same course as WS 302 and may only be taken once for credit.

E.1.b.20
- PIAA 369U Asian American Literature, 4 credits
An introduction to Asian American literature, including literary genres and themes, historical and cultural contexts, and major authors and movements. This is the same course as Eng 369U and may be taken only once for credit.

E.1.b.21
- WS 302 Introduction to Asian American Studies, 4 credits
An overview of historical and contemporary issues on the heterogeneity, multiplicity, and hybridity of Asian Americans in national and global contexts. Exploring the intersections of activism, cultural productions, and scholarship, this course analyzes the lived and living conditions of Asian Americans. Guided by feminist and queer lenses, the course raises students' awareness of Asian Americans' contributions to the processes of affecting positive social change. This is the same course as PIAA 302 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 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.22
- WS 336U Gender and Judaism, 4 credits
  Investigates issues of gender relating to the practice of contemporary Judaism. Explores a variety of topics including religious and spiritual life, religious leadership, sexuality, life cycle events, new rituals, images of parenting, and varieties of pathways to becoming a parent. Includes experiences of Jews from different denominations and locations around the globe, Jews of color, and LGBTQ and nonbinary Jews. This is the same course as JSt 336U and may be taken only once for credit.

Changes to Existing Courses

E.1.b.23
- Eng 309U Indigenous Nations Literature, 4 credits – add cross-listing with NAS 309U

E.1.b.24
- Eng 369U Asian American Literature, 4 credits – add cross-listing with PIAA 369U

E.1.b.25
- Jpn 341U Topics in Japanese Literature (In Translation), 4 credits – change title to Courtly Love Tales and Warrior Epics (Japanese Literature In Translation), change description, and change repeatability

E.1.b.26
- Jpn 342U Topics in Japanese Literature (In Translation), 4 credits – change title to Samurai, Kabuki, and Haiku (Japanese Literature in Translation), change description, and change repeatability

E.1.b.27
- Jpn 344U Japanese Literature in Translation: Manga, Japanese Graphic Novels, 4 credits – change description

E.1.b.28
- Jpn 345U Manga Now!, 4 credits – change description

E.1.b.29
- JSt 324U Historical Introduction to the Hebrew Bible/Old Testament, 4 credits – change course number to JSt 308U and add cross-listing with Hst 308U

E.1.b.30
- JSt 336U Gender and Judaism, 4 credits – add cross-listing with WS 336U

E.1.b.31
- Ph 314 Experimental Physics I, 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.32
- Ph 315 Experimental Physics II, 4 credits – change prerequisite

E.1.b.33
- Ph 316 Experimental Physics III, 4 credits – change description and prerequisite

E.1.b.34
- *Ph 411 Introduction to Quantum Mechanics, 4 credits – change description and prerequisite

E.1.b.35
- Soc 397 Social Research Methods, 5 credits – change description and prerequisite

E.1.b.36
- *Soc 418 Criminology and Delinquency, 4 credits – change description and prerequisite

School of Public Health

Change to Existing Program

E.1.b.37
- B.A./B.S. in Public Health Studies – add 4 credits of core coursework which increases the minimum credits for all concentrations by 4 credits, add course to Pre-Clinical Health Science Concentration and School Health Educator Concentration

Changes to Existing Course

E.1.b.38
- PHE 323U Intro to Fat Studies, 4 credits – change title to Body Liberation for Health

College of Urban and Public Affairs

New Courses

E.1.b.39
- CCJ 308 Careers in Criminal Justice, 4 credits
  Careers in Criminal Justice pairs personal and professional development with practical career guidance, preparatory exercises, and experts in the field. Students will explore their strengths, challenges, interests, aptitudes, and goals before creating professional documents that purposefully and accurately convey this information. Experts in career advising will set the foundation followed by professionals in police, courts, corrections, and social services. This course provides the tools and resources for students to effectively plan their criminology and criminal justice-related careers.

* 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.40
- CCJ 385 Domestic Violence, 4 credits
Provides a historical and contemporary study on the topic of domestic violence. Using a multidisciplinary framework, this class explores historical, theoretical, and legal treatments of domestic violence. Attention is paid to cultural and economic factors as well as the role of power and inequality in domestic violence. The course surveys the major domestic violence crime types: intimate partner violence; child maltreatment, sibling abuse, and elder abuse. Prevention, intervention, and policy responses are examined.

Drop Existing Courses

E.1.b.41
- USP 233 Real Estate Principles, 3 credits

E.1.b.42
- USP 360 Real Estate Finance I, 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.

6 April 2023

TO: Faculty Senate

FROM: Kimberly Willson-St.Clair, Chair, University Studies Council

RE: May 2023 Consent Agenda

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

You can read the full text of these proposals at the University Studies Council Wiki: http://unstcouncil.pbworks.com/w/page/45865388/FrontPage.

Agenda Item	Course Number	Course Title	Cluster
E.1.c.1	Age 340 (pending new course approval)	Aging and Social Justice	Families and Societies
E.1.c.2	Age 340 (pending new course approval)	Aging and Social Justice	Leading Social Change
E.1.c.3	Hst 367	The Haitian Revolution 1790-1804	Global Perspectives

6 April 2023

TO: Faculty Senate

FROM: Cristina Herrera, Chair, Race & Ethnic Studies Requirement Committee

RE: May 2023 Consent Agenda

The following course proposals have been approved by the Race & Ethnic Studies Requirement Committee and are recommended for approval by the Faculty Senate.

U.S. Focused Courses

E.1.d.1
- CFS 310 Critical Histories in CYFS: Gender/Race/Class

E.1.d.2
- BSt 318U/CFS 318U Black Families in the US

E.1.d.3
- CFS 385U Working with Diverse Families

E.1.d.4
- CFS 388 Sexual and Reproductive Justice

E.1.d.5
- CFS 410 Selected Topic: Mothers, Mothering, Motherwork

E.1.d.6
- CFS 487 Examining Biases and Beliefs

E.1.d.7
- CFS 488 Structural Oppression

E.1.d.8
- CS 410 Selected Topic: Cultural Competence in Computing

E.1.d.9
- Hon 102 The Global City: The Global Inner City

E.1.d.10
- Hon 201 Urban Social Sciences: Ethnographic Practicum

E.1.d.11
- Hon 360 Honors Transfer Writing: Hip Hop and Urban Issues

E.1.d.12
- Hon 360 Honors Transfer Writing: Identity, Community, and the Possibility of Freedom/The Position of Black Women During the "New Negro" Era

E.1.d.13
- Hon 407 Seminar: Foundations of the Medical Humanities

E.1.d.14
- Hon 407 Seminar: Race, Identity, and Place

E.1.d.15
- Hon 407 Seminar: The Racial Politics of Urban America

E.1.d.16
- SW 339 Introduction to Oppression and Privilege

E.1.d.17
- SW 410 Selected Topic: Social Justice in Health

E.1.d.18
- UnSt 421 Capstone: Environmental Justice, Decolonization, Dams, and Salmon in the Pacific NW

E.1.d.19
- UnSt 421 Capstone: Healing and Indigenous Education at NAYA

European and U.S. Colonialism and Imperialism Courses

E.1.d.20
- Geog 348U Cultural and Political Ecology

E.1.d.21
- Hon 101 The Global City: Colonial Worlds: Afterlives and Silences

E.1.d.22
- Hon 102 The Global City II: Ecologies of Power and Conflict

E.1.d.23
- Hon 103 Global City: Racial Capitalism in the Neoliberal World

E.1.d.24
- Hon 102 Global City: Nationalism and the City: The Balkans

E.1.d.25
- Hon 407 Seminar: Cities of the Global South

E.1.d.26
- Hon 407 Seminar: Latin American Cities

E.1.d.27
- Hst 367 The Haitian Revolution, 1790-1804

E.1.d.28
- JSt 372/Hst 372 History of Anti-Semitism

Office of Academic Affairs

Post Office Box 751   503-725-3422 tel
Portland, Oregon 97207-0751   503-725-5262 fax

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

DATE: March 13, 2023

To: Scholastic Requirements Committee
ATT: Paloma Harrison, Chair

From: Shoshana Zeisman-Pereyo
          Executive Director, Student Learning Initiatives

Re: Intervention for Students on Academic Probation

Problem Statement:
The Academic Standing policy at PSU is a three-part process. Students whose cumulative PSU GPA falls below 2.0 enter the policy at the academic warning (AW). The intervention for students on AW is to complete the AW workshop (or meet with an advisor) to remove a registration hold, and the student is limited to registering for 13 credits while on AW. The term immediately following, a student on AW will either return to good standing, stay on AW, or go on academic probation depending on their term and cumulative GPAs (for the full policy, see below).

Currently, up to 100 students are notified each term at PSU that they have been placed on academic probation. These students and those continuing on academic probation are limited to registering for up to 13 credit hours. Beyond the credit limitation, these students do not receive any other intervention or additional mandated support while on academic probation.

Background:
Historically, students on academic probation have been long overlooked. Not only is this a common practice at PSU, but nationally. Research shows that students who find themselves on academic probation during their tenure in college are less likely to be retained than students who do not (Bowman, 2022). While this might seem reasonable, it does not mean that there is nothing to be done for academically struggling students.

Additionally, evidence suggests that students on academic probation find the experience jarring and can feel like a failure once they receive word of their academic standing (Bowman, 2022). PSU must ask whether or not the current practice is having the desired effect or hindering students from seeking resources.

The literature on interventions for academic probation is limited and mixed; one research study at a mid-sized suburban university shows that an academic coaching intervention can lead to successful outcomes. This particular institution closely mirrors PSU's diversity demographics, which is promising, and the results from the intervention led to an increase of .443 grade points across all observations (Vanacore & Dahan, 2019).

Data:

The data below is intended to elucidate the number of students that go on academic probation each term. Additionally, you have been provided with the academic standing flow, meaning how does the typical student flow throughout the process. Lastly, the data has been disaggregated to provide the committee with a clear picture of which students are impacted the most by being on academic probation.

Dataset

All degree-seeking undergraduate students enrolled at any time between Fall 2020 and Spring 2022, excluding Summer terms. Data from Fact Book Wk4, campus = I. End-of-term standing excludes 'Acad Disq - In Acad Support Prgm', and 'Acad Disq - Reinstated on Probation'.

Term	# Distinct Students	# Warning at EOT	# Probation at EOT	# Dismissed at EOT
Fall 2020	15,538	416	78	37
Winter 2021	14,272	199	123	21
Spring 2021	13,401	182	102	35
Distinct Total	*17,116*	*723*	*270*	*93*
Fall 2021	14,588	619	93	56
Winter 2022	13,342	295	226	27
Spring 2022	12,473	207	139	76
Distinct Total	*16,025*	*1,021*	*424*	*159*
Grand Total	**22,979**	**1,686**	**670**	**252**

EOT= End of Term

Academic Warning Flow

What number & percentage of students go on Academic Warning and what is their flow throughout the process?

723 students went on academic warning in Fall 2020, Winter 2021, or Spring 2021 (AY 2020-21)

	Good Standing (%)	Warning (%)	Probation (%)	Dismissed (%)	Not Enrolled (%)
One Term After Warning	21%	9%	26%	<1%	44%
Two Terms After Warning	24%	3%	7%	6%	60%
Three Terms After Warning	35%	3%	4%	4%	64%

Not enrolled means student did not have a end of term standing in the term

Disaggregates

	N		One Term After Warning			
		Good Standing (%)	Warning (%)	Probation (%)	Dismissed (%)	Not Enrolled (%)
All Students	723	21%	9%	26%	<1%	44%
New First-Year Student	216	15%	10%	26%	0%	49%
New Transfer Student	290	24%	11%	26%	<1%	40%
First Generation	287	20%	9%	29%	<1%	42%
Continuing Generation	257	23%	11%	26%	0%	40%
Asian*	73	21%	15%	33%	0%	32%
Black*	101	22%	12%	28%	0%	39%
Hispanic/Latino*	185	18%	7%	26%	0%	49%
Native American*	31	16%	3%	32%	0%	48%
Pacific Islander*	23	26%	4%	17%	4%	48%
White*	451	22%	10%	23%	<1%	45%

* duplicated race; small N values

Probation

How many terms does it take on average for probation students to get back to good standing?

(187 students were on probation in Fall 2020 or Winter 2021 (AY 2020-21); Students needed to be in good standing in Winter 2021 (for Fall 2020 students), Spring 2021, Fall 2021, Winter 2022, or Spring 2022; this gives students at most 5 terms to return to good standing)

- 149 (80%) did not return to good standing by Spring 2022 (this includes students who left or remained on probation or warning)
- 21 (11%) took one term to return to good standing
- 17 (9%) took two or more terms to return to good standing

Excluding those who did not return to good standing within the timeframe, the average number of terms for probation students to return to good standing was **1.76 terms**.

Proposal:

The Learning Center proposes the following change to PSU's Academic Standing Policy related to students on academic probation:

Required Intervention: A registration hold will be applied to the student record until the completion of an academic coaching appointment facilitated by the Learning Center.

Rationale:

The Learning Center at PSU provides free academic coaching to any registered student. Thoroughly training all academic coaches in strengths-based coaching practices, appreciative inquiry, and trauma-informed practices sets the coaches up to be some of the best experts on campus to work with this population. Additionally, academic coaching appointments are structured around the student's needs and focus on goal setting, executive functioning, campus resources, belonging, and self-efficacy. Lastly, on average, all students who interact with the Learning Center's academic coaches have a 91% term-to-term persistence rate.

Beyond the above-stated reasons, the research also indicates the need for a thoughtful, student-centered approach to working with students on academic probation. While there is no one-sized approach for working with academically struggling students, PSU can have an approach that focuses on an ethos of care and helping the student navigate back to being academically successful.

References:

https://www.insidehighered.com/views/2022/03/23/how-fix-problems-academic-probation-opinion

Sarah M. Vanacore & Thomas A. Dahan (2021). Assessing the Effectiveness of a Coaching Intervention for Students on Academic Probation, Journal of College Reading and Learning, 51:1, 3–16, DOI: 10.1080/10790195.2019.1684855

Current Academic Standing Policy:

Good Standing

> When the term GPA is 2.25 or higher and the cumulative Portland State GPA is 2.00 or higher, students are in good academic standing. Good Standing is not recorded on the academic transcript.

Academic Warning

> Students with 12 or more attempted credits (including PSU and transfer work) whose cumulative PSU GPA falls below 2.00 will be placed on academic warning. A registration hold will also be applied to the student record until completion of a mandatory workshop facilitated by Advising and Career Services.

> Students who are placed on Academic Warning will be limited to a maximum of 13 credits in future terms unless approved for more by an Academic Advisor.

Academic Probation

> Students on academic warning will be placed on academic probation if they do not meet at least one of the following requirements:

> 1. Raise the cumulative PSU GPA to 2.00, thereby returning to good standing, or
> 2. Earn a GPA for the given term of 2.25 or above, thereby remaining on academic warning and subject to the same requirements in the next term.

> Students who are in Academic Probation are limited to a maximum of 13 credits per term unless approved for more by an Academic Advisor.

Academic Dismissal

Students on academic probation will be dismissed at the end of the term if they do not meet at least one of the following requirements:

1. Raise the cumulative PSU GPA to 2.00, thereby returning to good standing, or
2. Earn a PSU GPA for the given term of 2.25 or above, thereby remaining on academic probation and subject to the same requirements for the next term.

Reinstatement

Students who are dismissed may be reinstated in one of two ways. One is to petition and be approved for reinstatement by the Scholastic Standards Committee (find more information on the Petitions page). Petitions for current term reinstatement must be returned to the Office of the Registrar prior to the beginning of the term for a timely decision. Alternately, conferral of an accredited Bachelor's degree, or an accredited, transferable Associates degree will constitute a basis for automatic reinstatement to the University. (An Associate of Applied Science degree does not result in automatic reinstatement, but can be considered as part of the petition process.) An official transcript with the degree posted must be presented to the Office of the Registrar.

If reinstatement is approved, students will be reinstated to probation status.

Improving Academic Standing

Students whose current academic standing is warning, probation or reinstatement must earn at least a 2.25 GPA each term to maintain their current academic standing. Earning a 2.25 or higher term GPA does not revert current academic standing to the previous standing. In order to return to good standing, students must raise their cumulative PSU GPA to a 2.00 or higher.

Students are encouraged to speak with their academic advisor about their academic standing and ways to improve their GPA.

MEMO

Date: December 16th, 2022

To: Suwako Watanabe, Chair, Academic Requirements Committee (ARC) Chair

From: Ron Witczak, Executive Director, Office of Global Engagement & Innovation
Jennifer Hamlow, Director, Study Abroad
Cindy Baccar, AVA & University Registrar

Subject: Modification of University degree requirements related to Study Abroad credits

Background

Emerging nation-wide guidance from NWCCU and Federal Financial Aid regulators prompted us to review policies and practices related to the way PSU awards credit for Study Abroad. Based on that review, the following proposed changes are submitted for approval. These changes are viewed as more a matter of making explicit that which has largely been in place based on the practicalities and nature of study abroad programs. In other words, it is not common for students to go over these limits. The purpose is to make things explicit and build in checks within the Degree Audit system to ensure compliance.

PSU Faculty-led study abroad credits are excluded from the proposed policy changes below.

Proposed Changes

1. Maximum number of Study Abroad credits (excluding PSU Faculty Led study abroad) that will be counted toward a degree is 45 quarter credits.

2. Restrictions on Residence Credit: While Study Abroad credits are still considered PSU institutional credit, they are differentiated from counting toward fulfilling the residency requirement to earn a degree because the instruction is not being provided by PSU faculty. Study Abroad credits (excluding PSU Faculty Led study abroad) are excluded from counting for Residence Credit, but do not interrupt the backward scan of 45 of the last 75 credits at PSU.

Proposed Revision to University Writing Council Charge in PSU Faculty Constitution

Introduced to Faculty Senate 1 May 2023

BASED ON THE RECOMMENDATIONS OF THE UNIVERSITY WRITING COUNCIL, THE UNDERSIGNED FACULTY SENATORS ENDORSE THE FOLLOWING AMENDMENT TO THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY:

******

ARTICLE IV. ORGANIZATION OF THE FACULTY

4) Standing Committees and Their Functions

q) University Writing Council

This Committee shall consist of eight Faculty members, including not more than four from the College of Liberal Arts and Science, and including representatives from the Library and Intensive English Language Program; four voting ex-officio members (or their designees): the Director of Composition, the University Studies Writing Coordinator, the Director of the Honors College, and the Director of the Writing Center; and a student member. Members will serve for two-year terms, with the possibility of continuing. The Committee shall:

1. Oversee, assess, and make recommendations regarding writing curricula across campus, including the University Writing Requirement and Writing-Intensive Courses.

2. Establish guidelines for, evaluate, and recommend approval of courses that fulfill the University Writing Requirement and Writing-Intensive Courses, in accordance with disciplinary best practices, student needs, and Oregon legislation.

3. Review, at its own initiative or at the request of appropriate individuals or faculty committees, campus-wide writing resources, practices, and support for students, and suggest needed changes to the appropriate administrators or faculty committees.

4. Consult with the Registrar to approve transfer articulations and evaluate ARC petitions relevant to the University Writing Requirement.

5. Recommend suitable policies and standards for writing pedagogy and curricula to the Faculty Senate, its appropriate committees, and relevant administrative officers.

6. Recommend suitable policies and standards for University-level investments and initiatives pertaining to writing to the Provost and President.

7. Act in consultation with appropriate Faculty Senate committees.

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

Background and Rationale

This revision of the UWC charge clarifies oversight of the University Writing Requirement (including Writing Intensive Courses) and promotes collaboration across units that shape writing curricula and instruction at PSU. The University Writing Committee operated on an ad hoc basis for many years before officially becoming a Faculty Senate Committee in 2014, following the Writing Intensive Course (WIC) program's defunding during the summer of 2013 without consultation with Faculty Senate. The UWC was formalized to ensure collaborative, informed decision-making about writing across campus.

The UWC has since become an important nexus within PSU's decentralized writing ecology. Nevertheless, despite multiple external reviews and action plans calling for investment in Writing Across the Curriculum, responsibility for writing curricula and assessment remains unevenly distributed across/within units. As a result, there is no shared vision for the University Writing Requirement, which is often confusing for students and advisors; the Writing Intensive Course designation has become outdated and underutilized.

Given the high stakes of written communication in students' academic, professional, personal, and public lives–including transfer articulation of Writing courses–PSU should articulate and uphold high standards for writing pedagogy across campus. At this moment of declining enrollment, students' writing knowledge and skills should be understood as central to retention and future success.

The UWC ultimately bears the responsibility for ensuring the quality of writing instruction at PSU. This amendment clarifies the UWC's authority over writing across the curriculum, in consultation with Composition, University Studies, the Honors College, and other stakeholders. This amendment to the Senate's charge is designed to support those efforts in a spirit of shared governance.

Roster updates include an ex-officio role for the Director of the Honors College, one of three units (along with English and University Studies) that house General Education writing, and representation from the Library as central to writing across the curriculum.

<div align="center">******</div>

Per Article VIII, this proposed constitutional amendment is endorsed by the following Faculty Senators:

1. Matt Chorpenning (SSW)
2. Michael Clark (CLAS-AL)
3. Enrique Cortez (CLAS-AL)
4. Esperanza De La Vega (COE)
5. Jill Emery (LIB)
6. Tim Finn (SB)
7. Sybil Kelley (COE)
8. Jason Newsom (CLAS-SS)
9. Isabel Jaén Portillo (CLAS-AL)
10. Jennifer Perlmutter (CLAS-AL)
11. Nadine Phoenix (CLAS-Sci)
12. Sonja Taylor (OI)
13. Rachel Webb (CLAS-Sci)
14. Chien Wern (MCES)
15. Lindsey Wilkinson (CLAS-SS)

Procedural note: Proposed constitutional amendments are introduced to Faculty Senate for discussion, and are subject to modification (amendments to the amendment) by majority vote. Once a final proposed text has been decided, it is communicated to Advisory Council for review as to "proper form and numbering." It then appears for a vote at the next regular (first Monday) Faculty Senate meeting. A two-thirds majority is required for passage.

Appendix: Existing UWC charge in Faculty Constitution

This Committee shall consist of eight Faculty members, including not more than four from the College of Liberal Arts and Science, and including a representative from the Intensive English Language Program; three voting ex-officio members: the Director of Rhetoric and Composition, the University Studies Writing Coordinator, and the Director of the Writing Center; and a student member. Members will serve for two-year terms, with the possibility of continuing. The Committee shall:

1. Make recommendations to Provost and other administrators on such matters as writing placement, guidelines, and staffing for teaching writing in University Studies, writing-intensive courses, 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.

Portland State University Faculty Senate Resolution
1 May 2023

Resolution Calling for Shared Governance in Critical Decisions

Resolution presented by Steering Committee

Whereas recent administrative decisions to remove the COVID vaccine requirement and to move to armed patrols for campus police officers impact the safety and wellbeing of the entire campus community and have ripple effects into work environments, classrooms, and other interactions with students;

Whereas information was not shared with the campus community in advance of these decisions being announced and relevant stakeholders were not engaged before making and announcing the decisions;

Whereas engagement of a range of stakeholders and perspectives leads to better decisions, even and especially when such engagement requires difficult conversations including a range of perspectives and often conflicting viewpoints;

Whereas authentic engagement enhances stakeholder understanding of the decision-making process and contributes to buy-in for the final decision; and

Whereas making decisions without first sharing information and engaging stakeholders undermines the trust that is needed to build a shared vision for the future of our University;

Be it resolved that Faculty Senate:

- Calls on current and future administrations to engage in collaborative processes when making decisions that affect the health and safety of students, faculty, staff, and community at PSU.
    - Engage in discussion with and take into consideration advice from appropriate groups, stakeholders, and/or committees prior to making a decision, especially those most likely to be impacted by these decisions.
    - Share information with the community and appropriate committees in advance of making decisions.
    - Communicate clearly about the decision-making process, including who the decision maker is, who provided input, how the input was used, and the information and rationale supporting the final decision.
- Calls on current and future administrations to engage in robust, dialogical, and continuing shared governance practices to create an environment of trust and respect in the University community.
- Calls on the administration to engage faculty with expertise in the relevant issue.

- Calls on the administration to engage students in decision making around processes and policies that impact their learning environment.

- Supports the role of oversight bodies such as the University Public Safety Oversight Committee and expects members of the administration to collaborate with and provide training and resources to such bodies so that they can carry out their charges.

- Calls on the University Public Safety Oversight Committee to report to Faculty Senate during Fall 2023 on the progress toward resuming unarmed patrols and other proactive measures related to campus safety.

Date: April 3, 2023
To: Faculty Senate
From: Paloma Harrison and Jennifer Dahlin, Scholastic Standards Committee Co-Chairs

Re: Report of the Scholastic Standards Committee for the 2022-23 Academic Year

I. Membership

The Scholastic Standards Committee is a constitutional committee, and its members are appointed by the Committee on Committees. Membership for the 2022-23 Academic Year:

Ella Barrett, CS
Jonna Lynn Bransford, ISSS
Karen Curtin, WLL
Jennifer Dahlin, CAP
Donald Duncan, ECE
Andrea Griggs, AO
Paloma Harrison, AO
Jennifer Loney, SB
Abby Schmidt, AO
Randy Spencer, PHL

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

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

III. Function of the Scholastic Standards Committee

The Scholastic Standards Committee maintains the integrity of student academic records at the undergraduate level and adjudicates on student petitions for changes to the record. This takes the form of requests for retroactive adds, drops, tuition refunds, and withdrawals; grade option

changes and grade-to-grade changes; incomplete extensions; and reinstatement following academic dismissal.

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

IV. Activities

The Scholastic Standards Committee meets every other week, year-round. The main activity of the Committee is to read petitions and support materials, review previous petitions and academic records, and adjudicate on the petitions. The report below counts petitions submitted between April 1, 2022 and March 31, 2023.

Petition Type	Granted	Denied	Pending	Total
Reinstatement	32	18	13	63
Drop/Withdraw with refund	110	33	43	186
Withdraw no refund	2	0	0	2
Add only	6	0	1	7
Add/drop	1	0	0	1
Grade option change	13	5	7	25
Incomplete extension	13	0	1	14
Total				298

V. Gratitude

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