

Minutes of the Portland State University Faculty Senate, 6 March 2023

Presiding Officer: Rowanna Carpenter

Secretary: Richard Beyler

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

Senators absent: De La Vega, Greenwood, Hunte, Tuor.

Ex-officio members present: Beyler, Bowman, Bull, Bynum, Chabon, Chaillé, Chivers, Collenberg-Gonzales, Comer, Farahmandpur, Ford, Harris, Herrera, Jeffords, Knepfle, Labissiere, Lubitow, Mulkerin, Podrabsky, Reitenauer, Sager, Sanchez, Wagner, Wooster.

The meeting was **called to order** at 3:03 p.m.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call.**
2. **Minutes of 6 February meeting** were **approved** as part of the *Consent Agenda*.
3. **OAA response to February Senate actions** was **received** as part of the *Consent Agenda*.
4. **Procedural: Presiding Officer may move any item** – *Consent Agenda*

The Provost's regular monthly report (item G.2) and PRRP report (item G.3) and were moved to follow Announcements in that order (after item B.3).

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

CARPENTER reviewed the procedures concerning the announcement of a program moratorium and the elimination of a program on moratorium appearing on the agenda [items G.5 and E.4]. She announced the presentation changes for the reports from the Provost and President [items G.1-3].

2. Announcements from Secretary - none

BEYLER called to attention the upcoming opt-in for candidacy in Senate elections, as well as the Faculty Committee Preference Survey, and asked senators to urge their colleagues to participate.

3. Presidential search update

Benjamin BERRY, Vice-Chair of the Board of Trustees and Chair of the Presidential Search Advisory Committee, indicated that the committee had received roughly 250 individual comments and several collective memos in response to the finalists' campus visits in mid-February. He expressed appreciation for all this feedback. He believed the committee would soon be able to announce next steps.

Change to agenda order: items G.2-3 moved here.

G.2. Provost's monthly report

JEFFORDS announced we had received the final confirmation letter from the Northwest Commission on Colleges and Universities [NWCCU], our regional accrediting body, that our accreditation has been confirmed for the next seven years. NWCCU made suggestions for continuing improvement. They praised many strengths of the university, including our commitment to racial equity and justice. JEFFORDS expressed gratitude to Brian SANDLIN (OAA), who is responsible for relations with NWCCU, and Jeffrey ROBINSON (COM), who served as a Provost's Fellow working on faculty representation during the process. She thanked both of them for their extraordinary work.

JEFFORDS also responded to some questions she'd received about how they are moving forward with the support services review (Huron Report). OAA will be working on federated service centers over the next year. They will shortly be announcing the design process phase, and are looking forward to opportunities for input from stakeholders.

G.3. Provost's report on Program Review/Reduction Process

JEFFORDS announced that she would tomorrow be sharing a letter with campus summarizing the results of the Program Review/Reduction Process [PRRP], the import of which she also wanted to share with Senate. Of the five units in Phase III, four had received their final response letters. In one unit some questions were raised at the closing meeting, and OAA wanted to respond to those questions before issuing the final letter. She did not have any predetermined outcomes for units, and was guided by the work of faculty, staff, and deans before making any decisions. That meant that the results for the Phase III units were not uniform, nor should they be. The outcomes reflected units' cultures, histories, and priorities.

There were, however, some consistent activities across the Phase II and III units, JEFFORDS said. These included streamlining curriculum to improve students' progress towards completion, increasing flexibility of course offerings by modality or time, decreasing degree complexities, reducing overall administrative expenses, and increasing acceptance towards degree requirements of courses from other units. Several units had already seen increases in student credit hours as a result of these actions. JEFFORDS gave credit to the units for the speed of their deliberations.

There had also been reductions in expenditures, JEFFORDS said. While that was never the sole purpose of the process, it was an important component of our Closing the Gap framework. Savings across all units participating in PRRP totaled just over \$2.2 million to date, and additional savings will be realized in the next fiscal year.

JEFFORDS said that a formal report would be forthcoming in spring term, to ensure that the thoughtful, deliberative, student-facing work of the faculty and staff in all the units in Phases II and III is recognized. [This work] and the actions taken created models for the institution. She was committed to creating opportunities to make sure that this good work is shared so it can be taken up by colleagues across the institution.

JEFFORDS was grateful to APRCA [Ad-Hoc Committee on Academic Program Review and Curricular Adjustment] as a definitive thought leader in the process, as well as Steering Committee and Budget Committee as exceptional partners. She knew the

process had been stressful; it had created additional work that was not necessarily at the top of everyone's list of things they wanted to do this year. She was therefore grateful for everyone who participated. She had heard very clearly that the process was stressful and not something people would look forward to repeating. She had, however, also heard positive comments, especially in the closing meetings with Phase III units: it was an opportunity to do valuable strategic work, and as painful as it was, put them in a better place. She acknowledged the difficulties, but believed the outcomes were of great value to the units. She wanted to reflect on what we could learn from it moving forward.

KELLEY: There were some positive outcomes, but we can get to those without the painful process in front of them. She had not seen the letter [to her unit]—it went to the department chair? JEFFORDS noted that KELLEY had shared that thought before, and given her [JEFFORDS] a great deal to reflect on. She would welcome a chance to talk about how to achieve these outcomes without replicating stress in the process.

ROMANIUK asked for specifics of how the \$2.2 million in savings came about, perhaps with some examples. JEFFORDS: The majority of the funds came from retirements or elimination of vacant positions. There were some savings in operational dollars.

ROMANIUK asked if one of the five [Phase III] units is being eliminated wholesale. JEFFORDS said that is not the conversation now. In one of the units there were some suggestions about reorganization, and that is what they are discussing.

Return to regular agenda order.

C. DISCUSSION – *none*

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS

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

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

2. New program: BA/BS in Business Economics (CUPA via UCC)

CHAILLÉ introduced the proposal for a new BA/BS in Business Economics, which had been unanimously approved by Undergraduate Curriculum Committee.

EMERY/RAI **moved** approval of the BA/BS in Business Economics, a new interdisciplinary program housed in CUPA, as summarized in **March Agenda Attachment E.2** and proposed in full in the [Online Curriculum Management System](#) [OCMS].

CHAILLÉ called on Hiro ITO (Chair, ECN) and Sarah TINKLER (ECN) to describe the proposal. ITO said Economics faculty were excited about this new program. TINKLER said the genesis was about eight or ten years ago, when they noticed that many universities have business economics. They thought it might be appropriate for our student population—practical students, interested in getting out into the world. They made a marketing report. The pandemic slowed things down, but now they are excited to move the proposal forward again. They consulted extensively with the School of Business and

the Mathematics and Statistics Department. It is a fairly quantitative, technical program, more so than the standard economics major, with an emphasis on data analytics. The program is also very attractive to international students, TINKLER said. They have been active in signing agreements with schools abroad. Anh LY (ECN) said that they have been talking with universities in Vietnam, South Korea, and Japan. TINKLER indicated they are confident they can offer the program without additional resources; there is spare room in their classes. They see it as an attractive pathway for first generation college students. It combines economics, accountancy, and statistics. Another piece is that the program enables students to go into various master's programs in business, where they are looking for people with technical skills and also a good business background.

RAFFO asked about the interface with Business and Mathematics. What classes would be shared with or taught by those departments? Where would business analytics training come from? TINKLER: Business components included Introduction to Business and World Affairs, Fundamentals of Financial Accounting, Decision Making with Accounting Information. Economics components were Principles of Micro/Macro and Intermediate Micro/Macro. From Math there would be Calculus and Stats. There would then be Econometrics; Money, Banking, and Private and Public Investment Analysis; or Engineering Economics. Students will take electives in Business and Economics.

The BA/BS in Business Economics as proposed in **March Agenda Attachment E.2** was **approved** (41 yes, 4 no, 4 abstain, vote recorded by online survey).

3. **New program: BA/BS in Chicano/Latino Studies (CLAS via UCC)**

CHAILLÉ stated that UCC had unanimously approved the proposal for this new major, after careful review and consultation.

KELLEY/CHORPENNING **moved** approval of the BA/BS in Chicano/Latino Studies, a new program in CLAS, as summarized in **March Agenda Attachment E.3** and proposed in full in the [OCMS](#).

Cristina HERRERA (CLS Chair), along with Melissa PATIÑO VEGA (CLS Curriculum Chair), thanked Dean Todd ROSENSTIEL, Associate Dean Matt CARLSON, and Assistant Dean Diane XIONG for their help with the proposal; Martín Alberto GONZALEZ, who was instrumental in drafting the proposal; and colleagues in the School of Gender Race and Nations for their support.

HERRERA noted that PSU will soon be a Federally designated Hispanic-serving institution. This will allow the University to be eligible for millions of Federal grant dollars. Chicano/Latino Studies has been a popular minor and certificate, but CLS is the only department in SGRN not to offer a major. She arrived in 2021, and there is a relatively new group of faculty. Courses routinely fill up, but this element has been missing. As PSU becomes an HSI, HERRERA said, it's imperative to intentionally serve our Latinx students. The major is one of many ways to do that. We would be the first university to offer this as a bachelor's program—on a par with Black Studies, the oldest such program in Oregon, and Indigenous Nations Studies, also the first of its kind. This makes us stand out.

KELLEY said that Steering Committee had talked about the proposal making reference to building up faculty to support the program over time. It was important that once the program was established, it be supported so that faculty are not overburdened.

CONSTABLE was delighted to see the proposal coming forward.

FERBEL-AZCARATE wished to remember the work of Roberto DE ANDA (previous chair of CLS) and other faculty who contributed to creating this initiative.

DONLAN noted that SSW had hired Jessica RAMIREZ as a joint appointment with CLS; she would soon be giving a colloquium.

The BA/BS in Chicano/Latino Studies, as proposed in **March Agenda Attachment E.3**, was **approved** (43 yes, 4 no, 0 abstain, vote recorded by online survey).

4. Program elimination: Undergraduate Certificate in Contemporary Turkish Studies (UCC) – Consent Agenda

Elimination of the Undergraduate Certificate in Contemporary Turkish Studies (currently on program moratorium), as stated in **March Agenda Attachment E.4**, was **approved** under the *Consent Agenda*, there having been no objection before the end of roll call.

5. Allowing use of “extra” courses in interdisciplinary majors for UNST upper-division clusters (ARC)

WATANABE (ARC Chair) said the proposal is to allow students in certain interdisciplinary majors to use courses within the major towards University Studies cluster requirements. There have been quite a few petitions of this kind, usually close to graduation, and ARC has usually approved them.

RAI/EMERY **moved** approval of the policy change to allow students in the interdisciplinary majors Arts & Letters, Social Science, Science, and Urban & Public Affairs to apply courses from those majors towards University Studies Upper-Division Cluster requirements, as specified in **March Agenda Attachment E.5**.

WATANABE said that students in these interdisciplinary majors often have switched from a single[-field] major. By definition they’ve taken courses in multiple departments, and in this way met the spirit of the junior cluster. The change would help these students instead of putting up a barrier.

INGERSOLL clarified that while there are various interdisciplinary majors, these four are distinctive in that they are housed at the college level, rather than in a department. There is no one path that all students in the major are taking. The wide disciplinary scope of these majors can make it difficult in some clusters to find courses that fall outside.

RAI called attention to the two letters of support from Budget Committee and University Studies Council [USC]. Students in these interdisciplinary majors can’t count courses from multiple departments towards the cluster, which makes it quite rigid. He saw this as an important intervention for student success.

TRETHEWAY commented, not so much about this specific proposal but more generally, that we were again making exceptions or changes because of the difficulties associated with UNST clusters. This had happened several times in the last few years. Perhaps it was time to have an open discussion about really changing UNST. He frequently advised

students who have difficulties understanding or navigating the upper-division cluster; many sent in petitions as they approached graduation. Some went to community colleges to avoid UNST. ARC has probably seen thousands of petitions regarding UNST. Maybe we should have a bigger discussion about revamping or reorganizing it, so it's not such an impediment to our students.

SAGER said that UNST Council was currently discussing the cluster structure. They have taken such comments to heart. He hoped that in spring term there would be opportunity for vigorous conversations about how we deliver general education.

TAYLOR: There has been deep diving going on particularly regarding the middle of the [UNST] program, issues that we've been trying to work through in various ways. But in regard to a blanket statement about University Studies, she wished to point out that there has been a lot of recognition for Freshman Inquiry and the Capstones. She asked to keep in mind that it is a multi-level program with many aspects that are central to our University and that bring [a sense of] belonging for our students. She was open to conversation about how to make the program better, and encouraged people who are skeptical to be part of the conversation in a productive way.

CRUZAN voiced agreement with TRETHERWAY.

The policy change to allow students in certain interdisciplinary majors to use courses from the departments of the major towards University Studies Upper-Division Cluster requirements, as specified in **March Agenda Attachment E.5**, was **approved** (35 yes, 8 no, 6 abstain, vote recorded by online survey).

6. English language pathway for Portland Institute Nanjing (ARC)

WATANABE introduced the proposal as being about the Portland Institute Nanjing [PIN] program through MCECS. There will be a cohort of students from China transferring to PSU. Because they are international students they have to meet English proficiency requirements. The proposal modifies this requirement [for these students]. Currently there are three options for international transfer students generally: standardized tests, an associate degree, or completion of the IELP Pathway. The proposed modification [for PIN students] would make the requirement either standardized assessment or completion of a program similar to the IELP Pathway, but developed specifically to meet the needs of the students in that institute.

INGERSOLL / KELLEY **moved** approval of the PIN English language pathway as specified in **March Agenda Attachment E.6**.

Jim HOOK (Associate Dean, MCECS) gave an overview of the pathway proposal [for presentation slides, see **March Minutes Appendix E.6**]. Degrees are awarded in the normal way in this joint program. Students take courses in China, then apply for admission to PSU. Their coursework is transferred through the normal articulation process. The students then complete their degree at PSU. At issue is criteria for the transfer application. PSU participates in teaching the courses in China, and we have designed the language pathway. The sequence begins with public speaking, then goes through Composition I and II. In addition, students take a philosophy course on critical thinking, and three content courses taught in English. We would require is a grade of 70 or above in this sequence, the equivalent of a C-. The point is to demonstrate that students

are ready to take content courses at Portland State. HOOK said that the pathway was originally proposed by Julie HAUN (Director of IELP) after a joint visit to Nanjing, and it has the support of colleagues in IELP and former members of IELP who are now [part of] this program.

LINDSAY affirmed that faculty in the IELP pathway program had worked with colleagues in ECE to develop this program proposal. She believed this would facilitate student transfers to the University.

The proposed English language pathway for international transfer students in the Portland Institute Nanjing, as specified in **March Agenda Attachment E.6**, was **approved** (45 yes, 1 no, 2 abstain, vote recorded by online survey).

7. Proposed amendment to Faculty Constitution (first reading): Institutional Assessment Council

CLARK / KELLEY **moved** the **amendment to the Constitution of the Portland State University** to constitute the Institutional Assessment Council as a constitutional committee, with charge as specified in **March Agenda Attachment E.7**.

CARPENTER reviewed the procedure: the proposed constitutional amendment would be introduced and discussed today, and would be subject to potential modification (amendments to the amendment). It would then be voted on at the next meeting . A two-thirds majority would be required for approval.

Janelle VOEGELE (OAI) gave an overview [for presentation slides see **March Minutes Appendix E.7**]. The Institutional Assessment Council [IAC] of which she is Chair, was formed as an administrative committee in 2008. It has worked to promote greater understanding of program and institutional assessment, to advocate for various assessment initiatives, and to establish institutional structures and resources that support effective, sustainable program, level assessment practices. NWCCU [in a previous report] said that PSU had made some progress, but inconsistent progress, on assessment, and determined that program-level assessment work must be accelerated. PSU was at that time found to be out of compliance in the area of program-level assessment of student learning outcomes. This was discussed in Senate. Several senators raised concerns about the need for greater involvement of the Senate in assessment oversight.

The good news, VOEGELE continued, is that PSU has made excellent progress in addressing the concerns of NWCCU, as the Provost said earlier. One commendation in their recent letter was, indeed, in program assessment. VOEGELE gave great credit to the work that programs and departments had done to accelerate program assessment. IAC members put resources and structures in place to help that work. However, VOEGELE said, more work needs to be done. Our accreditors will continue to encourage and challenge us in this area. The proposed constitutional amendment, VOEGELE said, connects to our values for student success, as well as continuing expectations from NWCCU. Faculty determination over assessment initiatives and the development of policy proposals is evidence of activity to assess learning.

WATANABE asked if online learning is part of the proposal. VOEGELE: certainly, what a particular program decides to assess could include online learning; they could [also] decide to look specifically at online courses.

F. QUESTION PERIOD

1. Response to Question for Provost from February Meeting – Consent Agenda

*The Provost and the Vice President for Global Diversity and Inclusion responded to a Question to Administrators at the February meeting [see **February Minutes**, pp.43-45]. After the meeting, the Provost also submitted a written response [**March Agenda Attachment F.1**], which was **received** as part of the Consent Agenda.*

G. REPORTS

1. President's report

As PERCY was out of town at a conference, the President's report was delivered by Kevin NEELY, Vice President for University Relations.

NEELY reported that the President's Office was working with Budget Committee to schedule the Spring Symposium on the budget. They have landed on a date of April 27th.

The President had asked NEELY to give an update on various legislative matters. The [state] legislature is in the heart of their session. The Governor's recommended budget came out about three weeks ago. As is often the case, it was not particularly favorable for public universities. Briefly reviewing the process, NEELY said that the public university support fund, all the institutional money, is in one pot. In 2021-23 it was about \$900 million for the biennium. That money is then apportioned by the Higher Education Coordinating Commission among the individual universities. The Governor recommended increasing the allocation to \$933.5 million. That's not a lot of money, NEELY said, considering the pressures that all of the institutions have faced. They asked for an increase of \$150 million to \$1.05 billion.

That is the first step, NEELY continued. After the Governor's proposed budget came out, there was some good news: the state revenue forecast was up around \$700 million. They are hoping to make important headway in gaining ground from the Governor's recommendation, moving closer to the \$1.05 billion they were looking for.

Another big piece of the budget, NEELY continued, relates to capital projects. For the first time in many sessions, PSU didn't have a new building proposal. Because construction costs have escalated so quickly, they instead asked for additional funding for the Vernier Science Building, already under construction, and for the Art & Design Building, approved in the 2021 session. Unfortunately, again, in the Governor's recommendations there was no investment for any buildings across any of the campuses. They will have their work cut out to try to secure the funding to complete those buildings.

It was a tough budget, NEELY reiterated, but another piece of good news was a continuing \$40 million investment in tribal scholarships, and an additional \$100 million the need-based Oregon Opportunity Grant—about a 50% increase.

NEELY noted that March 8th is PSU Lobby Day—a chance to interact with key legislators about our institutional priorities. WEBB asked about specific times. NEELY said that this information would go out in packets to those who had signed up.

CRUZAN: Much of our budget has to do with how HECC divides up the funding. Have we made progress getting recognition for PSU's mission differentiation? NEELY: They

have done much work on that front, and have made progress. The funding that comes to PSU [in the HECC formula] has increased by about \$2 million, and that has been essential. A downside is that the formula emphasizes and rewards increased graduation rates, and much of that has shifted back to the flagship institutions.

KELLEY said that she had seen the one-page [summaries] for the state legislature about the institutions' mission, graduation and budget numbers, etc. She felt that those numbers [for PSU] reflected a much rosier and more positive picture than what Senate has heard routinely. She was curious about this discrepancy. NEELY was not sure what documents KELLEY was describing. In seeking funds from the legislature, they work closely with the budget offices across all of the institutions and HECC to identify a number that will meet not just our current service level, but will give us as little bit of additional resources. They level they asked for this time was \$150 million [increase]. Depending on the specifics of the [HECC] formula, PSU typically gets between 22% and 24% of that. They always go into the lobbying effort with a high level of confidence, and they try to tell the legislature about the great programs we will be able to sustain if the funds come through.

Change to agenda order: the Provost's special and regular report (items G.2 and G.3) were moved to follow Announcements (item B.3).

2. **Provost's regular monthly report** – *moved above*
3. **Provost's report on PRRP** – *moved above*

Return to agenda order.

4. **Monthly report from AHC-APRCA**

REITENAUER reported that the Provost visited AHC-APRCA at their only meeting since the last Senate meeting, and effectively delivered the report she gave earlier. The work of the committee seems to be coming to an end. They anticipate bringing a final report in May. The Provost stated that she is interested in focusing on what we've learned. As KELLEY mentioned much has been learned, especially by units in Phases II and III. We know that we will continue to face challenges. She and co-chair ESTES plan to survey past and present members of the committee on what we have learned, what we should take forward with us, and issue recommendations about any future processes that may or may not look like this one.

LA ROSA asked what will be the committee's role as PRRP is coming to a close, and how to follow up on the consequences of the measures taken in Phase II. For example, in a letter in September the Provost stated that they were ending the practice of eliminating vacant positions as a way to balance budgets. But today the Provost said that one of the effects [of PRRP] was saving \$2.2 million [in this way]. He was happy that the five units survive, but it seemed that closing open positions was the main reason. He therefore wondered if the whole process was trying to fix something using the same means [as before]. For example, Physics already has four vacant positions. They were in Phase II; there are some issues to be dealt with. Is that the solution to be implemented? But his question was a more general one: in the end, it seemed that the process was trying to fix problems using the same solutions.

REITENAUER agreed that this is a major point of conversation for APRCA and for the institution as a whole. A very active question is what comes next. Is there some sort of

new committee? Or a change of charge to an [existing] committee that is engaged in these processes? She wished that shared governance was not just reactive to initiatives brought by administrators around budget reduction. There have been contradictions in how APRCA or PRRP were positioned. Is it a budgetary exercise, or about curriculum? She believed this contradiction in the public discourse would be addressed in the final report, and hoped that faculty as a whole would take up, going forward, how to address these challenges, such as positions that have not been filled. She hoped that we could cope with challenges in a way that is more collaborative, and less traumatizing, to use a word that many of the units have used. They might wonder what it was all for, even while they have created benefits for their units.

REITENAUER said that the Provost had talked about tracking savings beyond those from open positions, and that Vice Provost MULKERIN would be looking into this. But it is a bigger question for Senate, she believed, as the group that follows these questions from year to year. What are curricular opportunities alongside budgetary challenges?

EASTIN asked if we knew how many of retirements can be linked directly to PRRP?

REITENAUER thought this was a good question, but did not know the answer.

MULKERIN said that what was included in the Provost's report were retirements for the eighteen units in Phase II. Other retirements that happened weren't included in that figure. REITENAUER: Were those retirements taken strategically, as part of the units' response, or did they just happen to coincide with the fact that the units were going through Phase II [of PRRP] at the time? MULKERIN imagined it was a combination. There are multiple strategies in the Closing the Gap process; it's hard to say which way they belong.

CARPENTER observed that the question of how we engage in shared governance around budget has been raised by accreditors, and they have recommendations around more transparent and broader involvement in decision making on campus. APRCA is thinking about what this looks like moving forward; Budget Committee is having conversations as well. This is an opportunity for [Senate] to think about how we engage in institutional decision making.

5. Notification of program moratorium: MPA-Health Administration (EPC)

Notification of moratorium (suspension of admission) for the academic program in CUPA Master of Public Administration in Health Administration, submitted by the Educational Policy Committee after review by the Graduate Council [**March Agenda Attachment G.5**], was **received** as part of the *Consent Agenda*.

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

Institutional Assessment Council (IAC)

Proposed Amendment to the Faculty Constitution
Janelle D. Voegele, Chair, IAC

This proposed constitutional amendment would establish the Institutional Assessment Council as a Constitutional Committee as governed by the provisions of the Faculty Constitution.

Background

IAC formed as an Administrative Committee in 2008

- promote greater understanding of program and institutional assessment,
- advocate for assessment initiatives,
- establish institutional structures and resources that support effective, sustainable program-level assessment practices.

2018-2019: Northwest Commission on Colleges and Universities (NWCCU) reported Portland State to have made some, but inconsistent progress, and determined that program-level assessment work must be accelerated.

In the PSU Faculty Senate discussion of the NWCCU report, senators raised concerns about and need for greater involvement of the Senate in assessment oversight (4 February 2019, p. 51).

Rationale

Since 2018/19, PSU has made excellent progress in addressing NWCCU's concerns regarding program assessment.

However, more remains to be done.

In light of PSU values connected to student academic success, as well as continued expectations from NWCCU for evidence of activities to assess student learning, it is important for faculty to have determination over assessment initiatives and the development of assessment policy proposals.

Discussion

Institutional Assessment Council.

This council shall consist of: three faculty members from the College of Liberal Arts and Sciences (one from each of its divisions), one from each of the other divisions, one graduate student and one undergraduate student. The Committee on Committees shall endeavor to appoint faculty members who have some experience with undergraduate and graduate level assessment or curriculum development in their programs.

Additionally, voting ex-officio members shall include, but not limited to: Director of Assessment and Research (UNST), Accreditation and Compliance Coordinator (OAA), Director and Associate Director of Teaching, Learning and Assessment (OAI), Director of Assessment and Evaluation (OHSU/PSU SPH), Director of Assessment and Accreditation (COE), and faculty with formal assessment roles at the college or division level. The IAC Chairperson(s) shall update the list of voting ex-officio members annually, and provide the Committee on Committees an updated IAC membership roster by June 1 of each year. Consultants shall include the following or their representatives: Student Activities and Leadership Programs, Graduate School, Undergraduate Curriculum Committee, Office of Institutional Research and Planning. The Chairperson(s) shall be chosen from Council membership.

The committee shall:

1. Create principles and recommendations for assessment planning that are sustainable and learning-focused, and reflect our DEI values and priorities.
2. Provide support aimed at enhancing the quality of student learning through assessment activities.
3. Design frameworks for promoting and supporting assessment long term, both at program and institutional levels, including interdisciplinary programs.
4. Serve as the primary advisory mechanism for institutional assessment planning.
5. Coordinate with OAA and the Assistant and Associate Deans group the implementation of Annual Assessment Updates.
6. Make recommendations on the policies guiding assessment initiatives and choices guiding institutional assessment.
7. Act in liaison with appropriate committees.
8. Report to the Faculty Senate at least once a year.

南京邮电大学

有为青年立志从军固国防 热血男儿精诚报国筑长城

Portland Institute Nanjing English Language Pathway Proposal



Overview

1. Dual Degree Program Structure for Nanjing University of Posts and Telecommunications (NJUPT) / Portland Institute Nanjing (PIN)
2. English Language Pathway Proposal
3. Q&A

NJUPT

Courses Taken in China
Transcribed at NJUPT

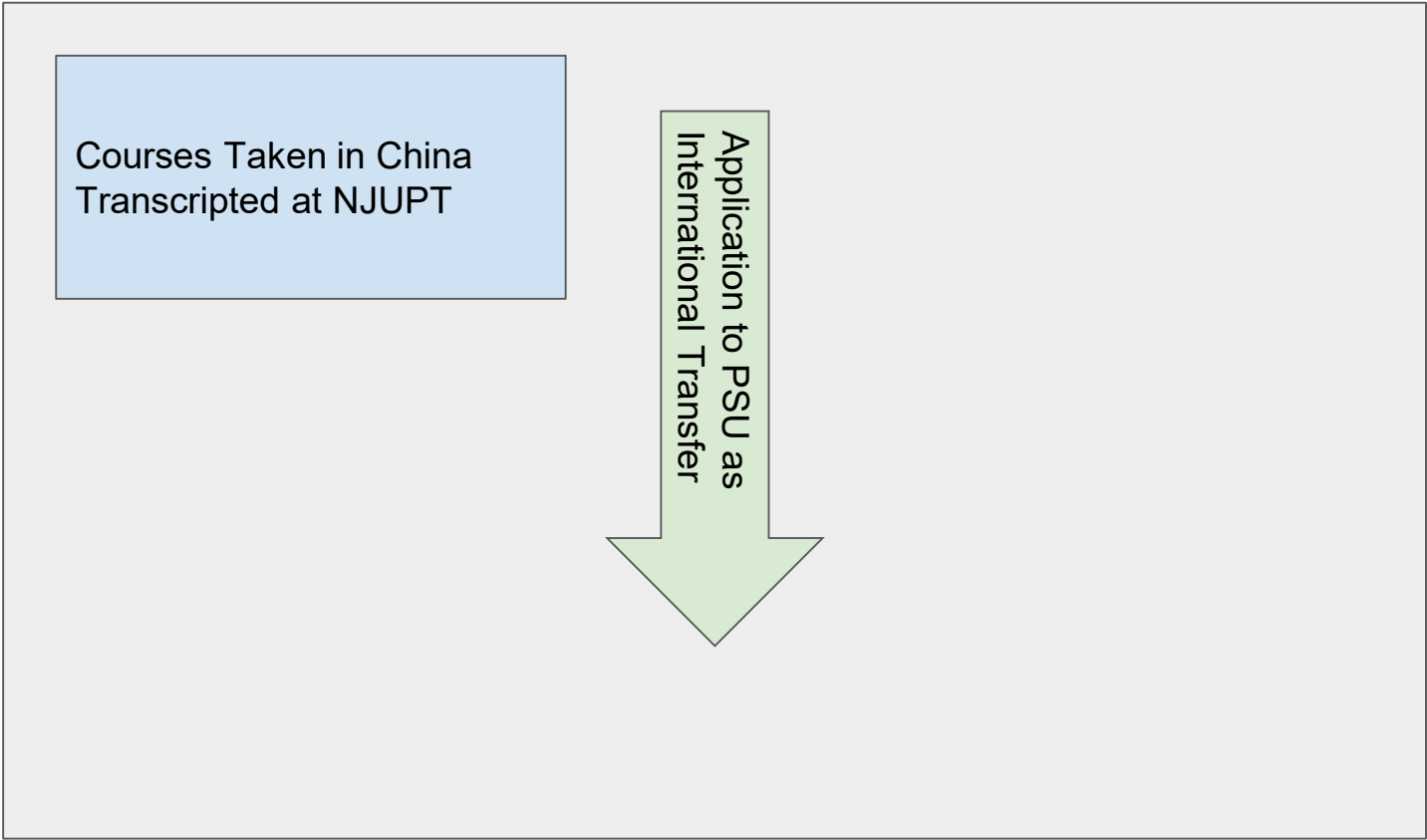
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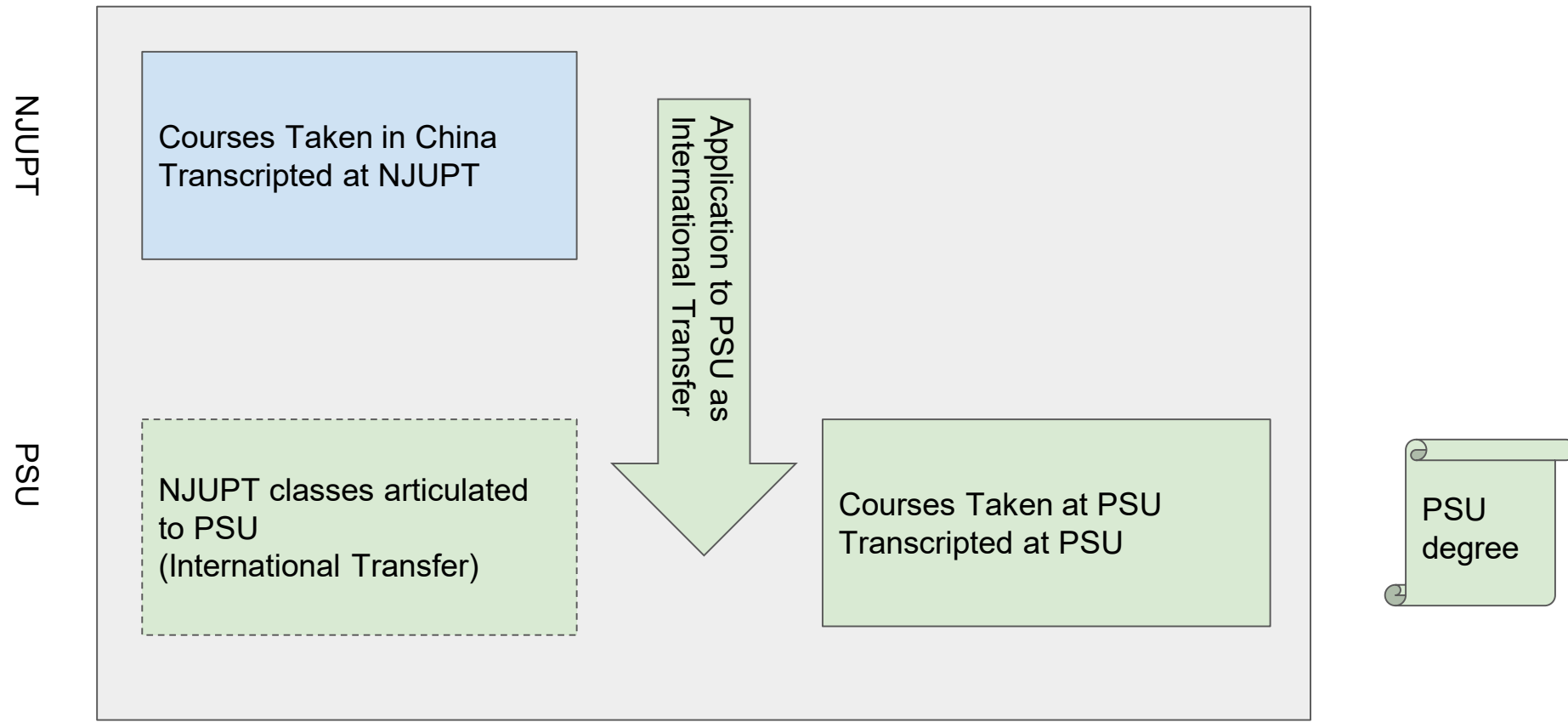
NJUPT

Courses Taken in China
Transcripted at NJUPT

Application to PSU as
International Transfer

PSU





NJUPT

Courses Taken in China
Transcribed at NJUPT

Application to PSU as
International Transfer

PSU

NJUPT classes articulated
to PSU
(International Transfer)

Courses Taken at PSU
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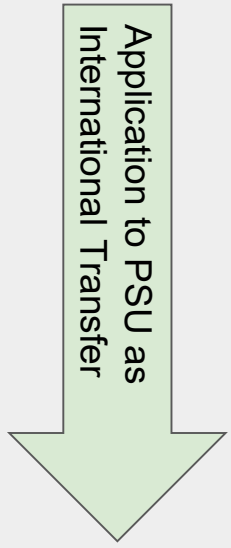
Courses Taken in China
Transcribed at NJUPT

PSU classes articulated to
NJUPT
(Reverse Transfer)

NJUPT
degree

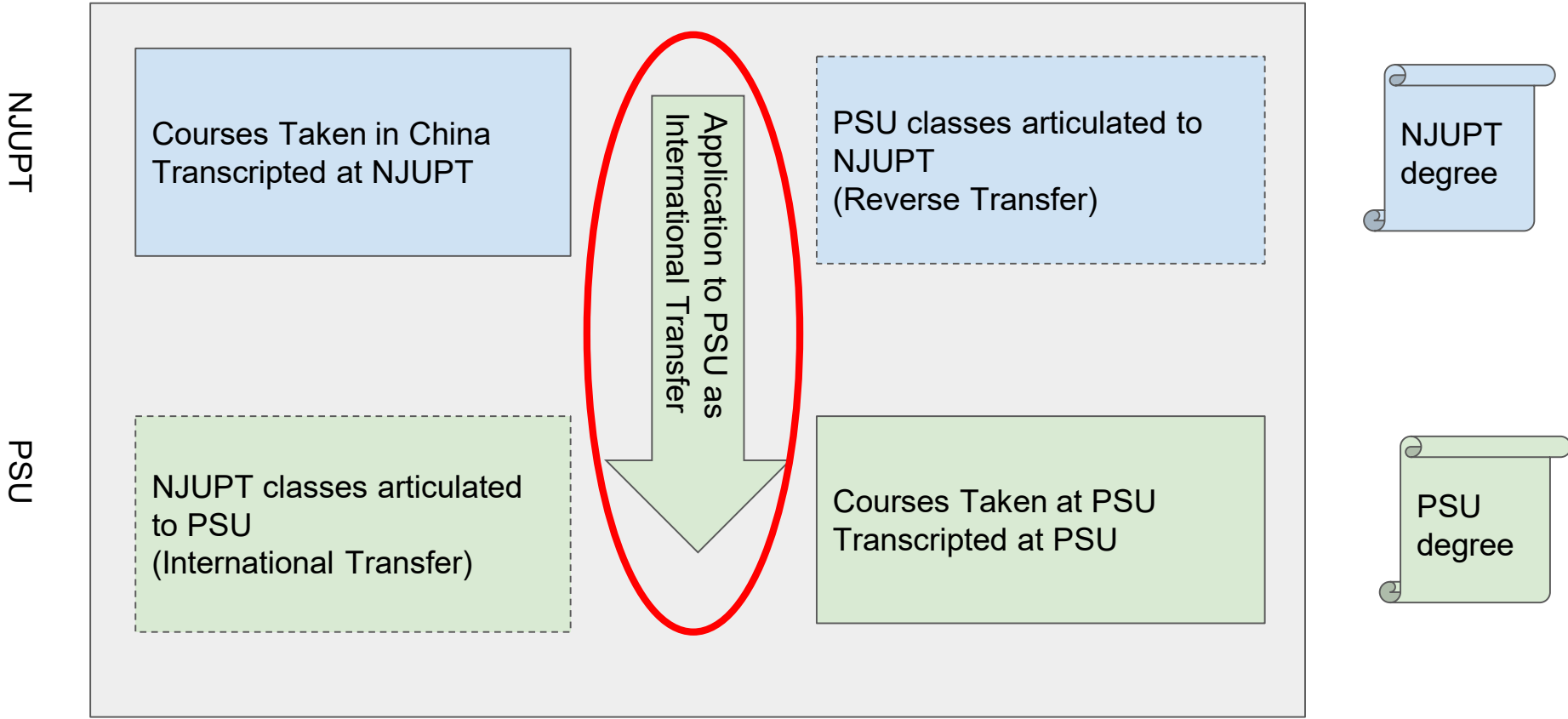
PSU

NJUPT classes articulated
to PSU
(International Transfer)

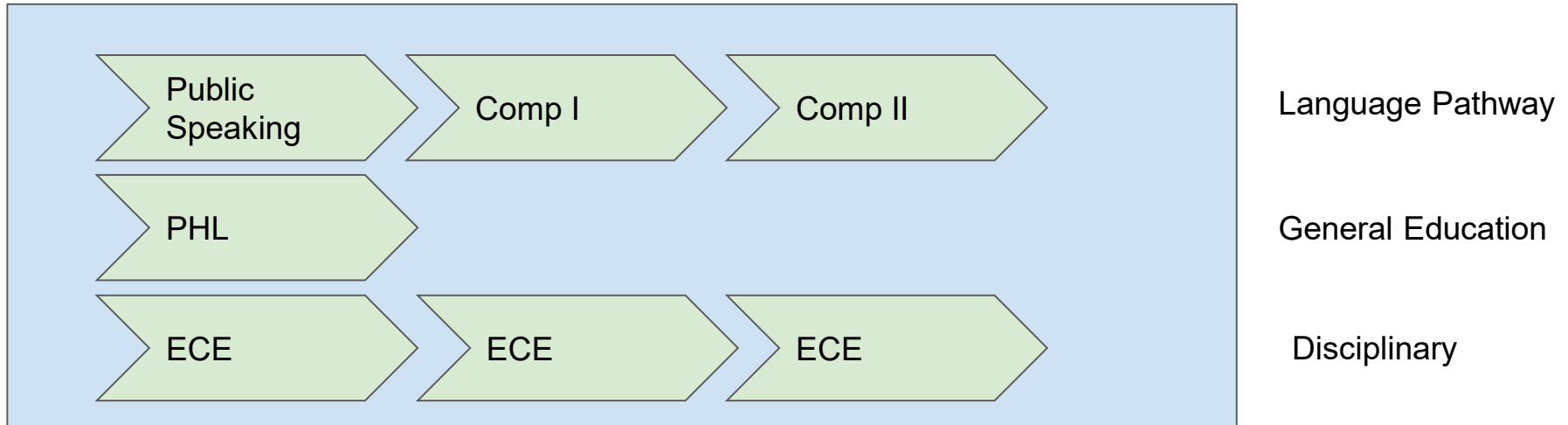


Courses Taken at PSU
Transcribed at PSU

PSU
degree



Why?



PSU Faculty and Staff Design and Teach part of the NJUPT curriculum in English

English Language Pathway Proposal

We would like PSU to recognize successful completion of the undergraduate PIN curriculum prior to transferring to Portland State as a **demonstration of academic English proficiency equivalent to the IELP Pathway Program**.

The proposed English language requirements for PIN transfer students meet or exceed the current standards for PSU transfer students. Students will be required to meet one of the following requirements in order to demonstrate English language proficiency:

1. minimum test scores from exam such as TOEFL or DET;
OR
1. All of the following criteria:
 - a. Completion of all 3 courses of the PINE sequence (Composition 1 and 2, Public Speaking) with GPA of 75 / C or better;
 - b. Completion of at least 3 PSU-taught **Disciplinary** (ECE classes taught by PSU Professors) and 1 PSU-taught **General Education** (Philosophy course taught by PSU professors) course with GPA of 70 / C- or better.

Any additional questions?