

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

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, Kneple, 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 be 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 GIOVANNONZI, 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 includes 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 be 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.

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%20Transferred%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 100Z (4) - Introduction to Communication

COMM 111Z (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 OPU's and 17 CC's 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?