

**Minutes of the Portland State University Faculty Senate Meeting, 5 October 2020  
(On-Line Conference)**

**Presiding Officer:** Michele Gamburd

**Secretary:** Richard Beyler

**Senators present:** Ajibade, Anderson, Berrettini, Borden, Carpenter, Chorpenning, Chrzanowska-Jeske, Clark, Clucas, Cortez, Duncan, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Fritz, Gamburd, Goforth, Gómez, Greco, Guzman, Hansen, Harris, Heilmair, Holt, Hunt, Ingersoll, Izumi, Jedynek, Kelley, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Loney, Lupro, Matlick, Meyer, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Sugimoto, Thanheiser, Thorne, Tinkler.

**Senators absent:** Ito, Magaldi, May, Smith.

**Ex-officio members present:** Beyler, Bowman, Boyce, Burgess, Bynum, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Knepfle, Loikith, Lynn, Maddox, Percy, Podrabsky, Reynolds, Rosenstiel, Sager, Shatzer, Sipelii, Spencer, Toppe, Voegele, Watanabe, Webb, Wooster, Zonoozy.

**A. ROLL CALL AND CONSENT AGENDA.** The meeting was **called to order** at 3:00 p.m.

**1. Roll call**

**2. Minutes** of the 1 June 2020 and 8 June 2020 meetings were **approved** as part of the *Consent Agenda*.

**3. OAA response to Senate Actions of 1-8 June 2020** was **received** as part of the *Consent Agenda*.

**4. Modification of procedure** to allow Presiding Officer to move any agenda items was **approved** as part of the *Consent Agenda*.

**B. ANNOUNCEMENTS**

**1. Announcements from Presiding Officer**

GAMBURD welcomed members to the first meeting of the academic year. She made the following acknowledgements:

As we begin, I would like to acknowledge that the City of Portland and Portland State University are located in the traditional homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and other Indigenous nations of the Columbia River. We are grateful to be guests on these lands. Acknowledging territory shows recognition of and respect for Indigenous Peoples, both past and present. Recognition and respect are essential elements of establishing healthy, reciprocal relationships and developing a sense of place.

I also wish to acknowledge the Black Lives Matter movement and the national uprising against the murders of George Floyd, Breonna Taylor, and too many other Black, Indigenous, and people of color, especially at this critical time in Portland.

Welcoming Ame LAMBERT as the new Vice President for Global Diversity and Inclusion, GAMBURD called attention to the summit she is organizing on September 30<sup>th</sup>. She also mentioned that, in discussions with LAMBERT and President PERCY and with the agreement of Steering Committee, it was decided to extend the deadline for a report from the administration on diversity issues, as specified in a Senate resolution of June 8<sup>th</sup> until November 15<sup>th</sup> [see **June 8<sup>th</sup> Agenda Attachment D.12**].

GAMBURD said that in the coming year or two we will likely see budget cuts due to enrollment trends; the effects of the Covid-19 pandemic, particularly on auxiliary operations; and the consequences of the epidemic and recent wildfires on the state budget. How the epidemic and fires have affected students, faculty, staff, and administration is of course on everyone's mind. In regard to possible budget cuts, she thanked the Ad-Hoc Summer Research Committee on Academic Program Examination and Reorganization for its work over the summer and its report, to be presented later in the meeting [**Attachment G.4**].

## 2. Announcements from Secretary

BEYLER reviewed some meeting procedures and called attention to the updated Faculty Senate website. In connection with the latter, he requested that everyone submitting documents for posting on the website follow accessibility guidelines.

## C. DISCUSSION – none

## D. UNFINISHED BUSINESS – none

**Change in agenda order per A.4: reports G.3-4 from FADM and AHSRC-APER moved here.**

## G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

### 3. Report from Vice President for Finance and Administration

To begin, REYNOLDS said there was some positive news about how last [academic] year ended and about the summer [for slides see **Appendix G.3**]. There were, however, many questions about this coming year and the future. He wished to talk about the revised FY21 [Fiscal Year 2021] all funds budget; the key news was that there have not been significant changes to the E&G [education and general] budget; there were changes in auxiliaries. He also wished to walk through planning scenarios for next year.

REYNOLDS reported that FY20 enrollment was down about 5%, with resident graduate students being the largest driver [**slide 3**]. The decrease was larger than anticipated, and we had to adapt. The pandemic had a further impact [**slide 4**]. We set a budget of about \$205 million for net tuition and ended up about \$7.198 million shy in tuition revenue due to lower enrollment, mitigated somewhat by decreasing [tuition] remissions. While there was a loss in revenue, we managed cash and investments very well, and realized about \$11 million in gains, whereas we had only budgeted about \$4.9 million for that. We did various things throughout the year in the all funds budget: a pullback of about 2%, hiring freeze, etc. In aggregate, all funds budget had an expenditure of about \$600 million, but came in at about \$575 million – an underspend of about \$25 million. The net before depreciation was \$16.9 million, which meant an increase to some reserves; that will help in the future, when we expect a significant swing [in the situation]. For the E&G budget, it is about \$11 million even after we account for management reserves. Thus not a loss,

but an addition to reserves. In the recurring general fund budget after the 2% pullback, REYNOLDS said, there was an underspend beyond that [slide 5].

REYNOLDS noted that for auxiliary enterprises, despite the challenges for housing, parking, recreation center, we were \$6 million positive before depreciation. One reason for that is that we were able to use CARES funds for refunds made to students [slide 6]. Somewhat over \$8 million was allocated for direct payments to students; most of that has been spent. The remainder, about \$8 million, is going to institutional reimbursable costs, instructional and lab support, and physical safety improvements; most of this has also been allocated. We have an additional \$825 thousand in Strengthening the Institution funds, and are reviewing proposals for how to use that.

We thus have a positive start for FY21, REYNOLDS said [slide 7]. There has been about 11% increase in student credit hours for the summer. We are still not balanced, however: [anticipated] expenses still exceed revenue. There is still an \$11 million gap, which we will use a mixture of divisional and central reserves to fill.

For REYNOLDS the takeaway was that people tend to underspend their reserves. Even though we show this \$11 million [gap], as the year goes along, with participation in workshare, administrators on pay reduction, etc., we will probably underspend the budget again. So there may not be a consumption of reserves this year; we will have to see.

REYNOLDS continued: the other place with significant differences is auxiliary enterprises [slide 8]. It's projected to be losing \$6 million, which is rare for auxiliaries; in fact, it's more than that because we are using something called treasure reserves to pay some debt associated with those enterprises, so it's closer to \$13 million. We have only 800 students in housing which accommodates 2100. There are challenges across all auxiliaries. PERCY asked REYNOLDS to explain treasury reserves for senators. Responding: we ask auxiliary units to keep three months working capital available at all times, and also one year of debt payments. This year we will use about \$7 million of \$21 million set aside. Athletics has a \$3.68 million loss of revenue. Housing looks like it's in balance, but normally it needs to add to its working capital reserves for repairs, etc. University Place Hotel: expenses are exceeding revenue. For these enterprises we have already made some layoffs, workshare, etc. The biggest change in is parking; this has been partially mitigated with change to commercial leasing arrangements. With the exception of athletics, most of these enterprises have been able to build up reserves, so he anticipates that they can manage for the next twelve to eighteen months.

REYNOLDS noted that we use central reserves to make investments [slide 9], such as centers and institutes, marketing campaign, and racial equity fund.

Looking a year out from now, REYNOLDS said, there are some things we know and some things we don't know. He would focus on scenarios for the E&G budget. We've seen a significant enrollment decline since about 2010, with the greatest decline last year [slides 11-12]. The good news is that the decline will be less this year. There is a significant decline in non-residents. New student credit hours are down 5.4%, which means a tail impact down the road. With tuition increases and remissions, net tuition revenue has been essentially flat over four years [slide 13].

We have managed, REYNOLDS said, because of increases in state appropriations [slide 14]. When there is a recession, however, that drops off. Personnel costs are the major driver in the E&G budget; the average annual increase has been 3.1% [slide 15]. Future scenarios have to consider multiple factors. If we project an enrollment decline of 1.8%, resident undergraduate tuition increase of 5%, and flat remissions, an increase of 5% in state allocation and 0% in service level would result in a gap of \$12 to \$14 million [slide 16]. Good news is that we don't anticipate major increases in PERS costs in the next biennium. Until recently we were told to model cuts of 15-18%; this would present a \$40 million problem. The state revenue forecast has come in much better than anticipated. We are now being told it will be around a 5% reduction; this presents a problem in the \$25 million range – roughly two times larger than the problem we currently have.

More detailed information is available through the University Budget Office.

HANSEN asked about investments [slide 9]: was the equity fund investment over one year or over three? REYNOLDS believed the money had been transferred already, but the plan was to spend it over three years. HANSEN: so half a million for FY 20-21 and the following two years? REYNOLDS: that was his understanding. We moved the funds now so that we know they are spoken for.

BORDEN asked about underspending versus underbudgeting—where is underspending happening and why? It is part of the reductions during last year? Do we have a clear view of where that money is? BORDEN also asked about the auxiliaries that were losing money. One of these is athletics. She understood from the budget director in COTA that \$40 million is budgeted there. She wished to know what is budgeted for athletics and how that money might be reallocated, considering that many athletics activities are not occurring under COVID restrictions. REYNOLDS said that they track everyone's budget and spending, down to division and departmental levels. If, say, \$100 was allocated but only \$92 spent, that is an \$8 underspend. The money typically rolls into the reserves of that division. Regarding athletics, he believed the actual budget is not \$40 million. BORDEN: whatever the amount, will it be re-allocated? REYNOLDS: there is no money to reallocate; athletics is currently spending beyond the E&G subsidy and student fee allocation. The problem is thus an overspend. PERCY noted that a significant portion of that goes to support tuition remissions and scholarships, but although COVID pulled out the sports we did not pull out the money from those students. REYNOLDS: there is about \$3 million in student funding.

SIPELII asked what is being done to relay information about PSU's financial status to students, parents, and the PSU community generally. Transparency is crucial. He receives many messages from students about how school is so expensive. This presentation gives a bigger picture. REYNOLDS suggested they meet off-line to discuss communications.

#### **4. Report of Ad-Hoc Summer Research Committee on Academic Program Examination / Reorganization**

SAGER presented the committee's report [Agenda Attachment G.4; for presentation slides, see Minutes Appendix G.3]. The committee, he emphasized, was explicitly told not to make decisions; the purpose was to do research and propose some recommendations for Faculty Senate to consider. The motivation was to see how faculty should respond to anticipated budget shortfalls such as those described in the earlier

FADM report. Concerns are about enrollments and state funding. People are aware of the hiring freeze; there have been cuts to graduate programs and TA/RA positions.

Based on the committee's charge, SAGER continued, their position was that decisions about reorganizing or eliminating programs should be data-informed and principle-driven, with meaningful and informative faculty participation. The committee tried to look at how that might occur. The committee interviewed deans of all the colleges and schools about how they thought decisions should be made or experiences at other institutions. They reviewed past practices at Portland State in 1991 and 2013-14, and interviewed people who were involved in those processes. The committee reviewed principles, in relation to the University's mission and learning goals, set previously by Faculty Senate and various committees. They gathered data on student population and academic programs. They also researched processes at other institutions. The goal was thus not to take action or make specific proposals, but to provide information to make informed decisions about next steps.

SAGER noted that EPC wrote regulatory requirements for program moratoria and elimination, which were adopted by Senate last year [**May item E.6**]. The procedures are in the spirit of providing shared governance oversight and input from faculty. The downside is that this participation is reactive, after the fact. There is opportunity for Senate to provide input, but it comes after the decision has already been made. They wanted Faculty Senate to have a more formative role in making these decisions.

SAGER reported that committee explored a number of options. One option that the committee recommended was to identify principles and priorities to give to OAA to guide decision making; share information from townhall meetings and other faculty input; and engage in discussions with deans starting this fall. Another option was implementing a full-scale academic program array review, with rubrics for making cuts. This was largely rejected by the committee, particularly based on prior experiences. The first option would implement a more formative, inclusive, and participatory process.

***Return to regular agenda order.***

## **E. NEW BUSINESS**

### **1. Curricular proposals – *Consent Agenda***

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

### **2. Ad-Hoc Committee on Academic Program Reductions and Curricular Adjustments (Steering)**

EMERY/AJIBADE **moved** creation of an Ad-Hoc Committee on Academic Program Reductions and Curricular Adjustments [AHC-APRCA], with charge and composition as given in **October Agenda Attachment E.2**.

GAMBURD indicated that the presentations by REYNOLDS and by AHSRC-APER provided background to this motion. The motion, presented by Steering Committee, draws on the summer committee's report to form this ad-hoc committee, which will focus holistically on PSU's collective future; ensure meaningful faculty participation in

formative discussions; recommend principles and priorities; implement transparent communication; solicit faculty input; and provide information to OAA and AAUP if there are contractually mandated retrenchment hearings.

GAMBURD noted that there would likely be a number of ad-hoc committees formed today and in November. She asked senators to ask their districts to be on the looking for a survey soliciting people's interest in serving on these committees.

The creation of AHC-APRCA with charge as given in **Attachment E.2** was **approved** (46 yes, 3 no, 2 abstain, recorded by on-line survey).

### 3. **Extension of change to Pass/No-Pass policy through Winter 2021** (Steering)

GAMBURD noted before entering into this item that the proposal was being made by Steering Committee to bring the issue to discussion, and was not an endorsement by Steering of any particular action to be taken.

SANCHEZ/THORNE **moved** extension of the temporary change to the P/NP policy through Winter term, as specified in **October Agenda Attachment E.3**.

GAMBURD called on Registrar Cindy BACCAR to give some context. BACCAR reviewed the previous actions [see **Appendix E.3**]. In spring, Senate approved a more flexible use of P/NP by academic units and students, primarily in response to the disruption caused by the sudden transition to remote instructions, and to minimize negative GPA impacts due to that situation. The change was then extended to summer and fall. The changes: allowed chairs and deans temporary authority to allow courses to be offered with a P/NP option, even if they had been approved for letter grades only; extended the deadline for students to choose the P/NP option until the Week 10; added a notation on the official transcript to provide context for downstream consumers; relaxed restrictions for University and program requirements, and rules for Latin honors.

BACCAR reported that the number of P/NP courses more than doubled during spring term. The number of students choosing P/NP options also increased dramatically. Out of 8647 P/NP registrations, the proportions for pass, no-pass, incomplete, etc., seemed fairly normal. The number of I, X, and M grades was higher, but not wildly so. The number of students receiving academic warning and probation decreased.

BACCAR also reviewed what other Oregon public universities are doing. UofO extended leniency through fall and is returning to normal policy in winter 2021. SOU extended through fall and is unsure about winter 2021. OHSU did next extend beyond summer. OSU, EOU, and WOU did not extend beyond spring. OIT maintained their standard policy, with exceptions made through their usual appeals process.

BACCAR said we needed to have a decision before the winter schedule goes live.

RAFFO wondered if would be possible to postpone the decision until after the election, where he sees a major point of uncertainty. BACCAR: a difficulty with waiting is that students and faculty need to know what the ground rules are and options are.

JEDYNAK thought it would be good to have a plan for going back to normal. Could it be done gradually, for example, providing exceptions for students with identified special circumstances? GAMBURD noted that here is already a process for considering deadline extensions. BACCAR: during the term, the Deadline Appeals Board deals with individual

petitions—mitigating circumstances that students might have. This is how OIT handled this situation. The appeals committee is there; the door is not slammed shut.

HOLT basically agreed with what was happening, though was concerned about future effects for students. He wished to clarify: a yes vote would let departments continue to choose to offer courses on a P/NP basis? BACCAR: if the motion is not approved, we will go back to normal on everything. Approval means extending the policy change which allows departments to choose whether they want to offer courses with a P/NP option or graded only. Departments could therefore choose retract the option. If they do allow the P/NP option, however, the course will count towards major requirement, pre-reqs, etc. BEYLER noted that a affirmative vote was required to extend the current policy change. If Senate did not act, or voted no on the present motion, then in winter we would go back to the normal policy as it was before the pandemic hit.

Extension of the current temporary change in the pass/no-pass policy through the Winter 2021 term, as specified in **Attachment E.3**, was **approved** (28 yes, 20 no, 2 abstain, recorded by on-line survey).

**4. Ad-Hoc Committee to Include NTT Teaching Professor Ranks in University Promotion and Tenure Guidelines** (Steering)

REITENAUER/GOFORTH **moved** creation of an Ad-Hoc Committee to Include NTT Teaching Professor Ranks in University Promotion and Tenure Guidelines [AHC-TPR-P&T], with charge and composition as given in **October Agenda Attachment E.4**.

GAMBURD noted that last AY [**March item D.1**] Senate approved new ranks of Teaching Professor, Associate Teaching Professor, and Assistant Teaching Professor. The current proposal is to create an ad-hoc committee to write specific language on definition of and promotion within these ranks, as specified in the ad-hoc committee's charge, with the work to be presented to Faculty Senate by February 1<sup>st</sup>.

GOFORTH wished to clarify if these were replacements for Instructor and Senior Instructor I and II ranks. GAMBURD: no, they will exist in parallel with those other ranks. BORDEN: are they intended to replace the [other] NTT ranks, or to run in parallel? GAMBURD: they are new ranks that will require new contract bargaining.

The creation of AHC-TPR-P&T with charge as given in **Attachment E.4** was **approved** (41 yes, 4 no, 6 abstain, recorded by on-line survey).

**5. Ad-Hoc Committee to Craft Language on Diversity, Equity, and Inclusion for the University Promotion and Tenure Guidelines** (Steering)

CHORPENNING/SANCHEZ **moved** creation of an Ad-Hoc Committee to Craft Language on Diversity, Equity and Inclusion for the University Promotion and Tenure Guidelines [AHC-DEI-P&T], with charge and composition as given in **October Agenda Attachment E.5**.

GAMBURD observed that numerous Senate resolutions and reports, particularly last year, emphasized the urgency to combat racism and discrimination at Portland State. The steps proposed here are to modify promotion and tenure guidelines to bring more focus on diversity, equity, and inclusion in our documents and practices. They will connect

with the other ad-hoc committee working on P&T guidelines, and complete work by March 1<sup>st</sup> for Senate consideration.

JEDYNAK wished to know how this will overlap with what currently exists. What is there that needs to be modified? GRECO, responding, noted that such language exists to some extent for non-tenure-track faculty reviews, but not for tenure-track faculty, largely because the latter rules were written before people were paying attention to these things. The change would be to have language such as we have for other ranks. LIMBU asked what language already exists in the NTT documents. What is the idea to appreciate diversity, etc., or is the idea to encourage? GRECO's recollection was that for NTT teaching faculty it was about being able to a pedagogy that fosters the learning of all students. GAMBURD thought the intention was to show that attention to diversity, equity, and inclusion is something we expect of faculty, and that we should respect and honor the work being done [in this area]—make it more explicit in our processes.

HANSEN remembered this differently than GRECO. A couple of years ago there was an attempt to change the NTT [promotion] language to include language that was already included in tenure-track letters of appointment—a unilateral change in the NTT letters. However, since letters were included in the contract they could not be changed unilaterally. His understanding therefore was that the issue involved letters of appointment: for tenure-track faculty there was language respective of diversity; for non-tenure-track faculty, there was not, but this could not be changed without re-negotiation.

PADÍN believed the intent was to signal our expectations and values. We should reward the people to do this work—identify it as valuable. We want to see a more equitable distribution of effort on this front; otherwise, by default, it falls on a subset of faculty.

REITENAUER agreed with PADÍN's comments, and noted that this proposal grew out of our resolution last year which was a response to a large number of people leaving the institution. We want to build a welcoming culture, one that creates conditions of belonging. Otherwise we will not make strides in recruitment and retention.

GOFORTH asked if there will be amendments to materials sent to external reviewers. GAMBURD: reviewers are sent both University and departmental guidelines.

GRECO noted that this is becoming increasingly common in promotion and tenure documents around the nation, so that there are many models for the committee to look at.

The creation of AHC-DEI-P&T with charge as given in **Attachment E.** was **approved** (47 yes, 2 no, 2 abstain, recorded by on-line survey).

## **F. QUESTION PERIOD** – *none*

## **G. REPORTS**

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

PERCY thanked Senators and faculty generally for their personal courage and professionalism over the last six months, including for many balancing professional responsibilities with additional childcare responsibilities, family health worries and tragedies. We are also living in an important people of national outcry for racial justice, centered here in our city. Also in our state we have had to face the destructive power of



wildfires. He nevertheless felt optimism because of the way we had confronted and solved problems together, with ingenuity, hard work, and commitment to PSU's mission.

PERCY noted, as mentioned previously, that we had good enrollment in the summer and were on track to meet fall enrollment targets. The state preserved the university from funding cuts this year. We transformed our approach to student instruction.

While optimistic, PERCY said he was also worried about many things: the [challenges to the] vibrancy of our downtown neighborhood, the economic hit on our most vulnerable citizens, the physical and emotional impact of the ongoing protests, and the misleading narratives about Portland that are circulating. Hopefully we can soon put these things to rest. More than ever we need to let knowledge serve the city. PERCY highlighted efforts by the Incident Management Team to protect the health and safety of the campus community; that continues to be a major priority.

PERCY appreciated the call to action of the spring Faculty Senate resolution that asked the administration to outline plans for advancing racial justice at PSU, and to work towards creative change. Ame LAMBERT, the new VP for GDI, was taking on a catalytic role. This is, however, the work of the whole campus.

PERCY continued: we are seeking to stabilize our long-term financial health. He appreciated the work of Senate to align our academic programs with the needs of our community and students. The administration is pursuing every possible option for growing public funding and support. He looked forward to discussing this work with Senate and Budget Committee.

We cannot give up on our long-term commitment to student success, PERCY said. We have made important strides in the first year, but have much more to do. There are important ideas in the pipeline. One such area is intensive conversations with community college partners.

PERCY: we are reimagining campus public safety. The steering team has been meeting over the summer, and the self-nomination period for people who want to be on the committee or task groups will be going out this week. He looked forward to hearing from a broad spectrum of the campus community to create a better public safety environment.

PERCY looked forward to the year working with Senate—a year with more challenges, but after which we can come out stronger and more vibrant.

## **2. Provost's report**

JEFFORDS echoed PERCY's thanks to faculty and instructors who worked hard over the spring and summer to advance the quality of our courses in a remote format. She appreciated the creativity and the opportunities for enhanced learning. She was particularly grateful to the over 400 faculty who participated in the workshop offered by the Office of Academic Innovation—a statement of faculty's commitment to offer students a high quality educational experience.

JEFFORDS also thanked the ad-hoc committee that worked over the summer to prepare the materials presented earlier, and Faculty Senate for the leadership in providing a forum for these important conversations.

JEFFORDS acknowledged the appointment of Todd ROSENSTIEL as Dean of the College of Liberal Arts and Sciences. She also apprised Senate of several ongoing searches: Associate Vice Provost for the Office of Academic Innovation, within candidates coming forward this month; and Vice Provost for Academic Planning and Budget, soon to be launched. Another search that will start this year is for the Dean of the College of Urban and Public Affairs.

JEFFORDS looked forward to working with the new Vice President [for GDI], Dr. LAMBERT, particularly to reinforce the goals that Senate outlined in the spring.

JEFFORDS also acknowledged and thanked the Past Presiding Officer JAÉN PORTILLO and current Presiding Officer GAMBURD for their participation in the Academic Continuity Committee, the body that is contributing to important discussions about how to retain and sustain our academic efforts during this pandemic. She was appreciative of their representation and leadership on that committee.

***Change in agenda order: G.3-4, reports from FADM and AHSRC-APER, moved above.***

**5. Program moratorium: MA in French (EPC) – received.**

**H. ADJOURNMENT.** The meeting was **adjourned** at 5:09 p.m.

## Temporary P/NP Policy – 2020

**Purpose:** Expand and allow more flexible use of P/NP by units and students to ease the disruption and mitigate possible negative GPA impacts of the sudden move to the unfamiliar situation of 'COVID-Remote'.

### What were the changes?

- Chairs/Deans have temporary authority to change Graded Only (A-F) courses to P/NP or P/NP Optional without going through formal UCC/GC approval processes.
- Extended deadline for students to change their grading options. Moved from Monday of Week 7 to Monday of Week 10.
- Added a Term Notation on the official transcript for spring, summer and fall 2020 to provide context for downstream consumers of the transcript for the expanded use of P/NP during the exceptional terms.
- Relaxation of Academic Restrictions on P/NP Credit
  - 45/25 Rule – No more than 45 total credits of Pass, and at least 25 of the last 45 must be graded. Pass credit during Spring, Summer and Fall do not apply to these limits.
  - All Pass grades earned will apply to major/program requirements without restriction (both UG and GR).
  - Prerequisites/corequisites – modifications made to upcoming registration periods to allow these Pass grades to satisfy pre/co-reqs.
  - Latin Honors – requires 72 credits at PSU, and 60 of those credits must be Graded (A-F). Relaxed the 60, sufficiently to accommodate any P credit earned spring, summer or fall.

### Spring 2020 By-the-Numbers

#### Missing Grades

One measure of how well we think end of term grading goes, relates to how many Missing grades are submitted when grading closes. (A Missing grade is inserted automatically if an instructor has failed to submit grades when we close grading.) Obviously, the fewer the better.

Below are the numbers for 2019/2020 Academic Year:

Fall term: 1655 "M" grades rolled out of 47,723 total individual grades (96.5% graded)

Winter term: 1893 "M" grades rolled out of 45,698 total individual grades (96% graded)

Spring term: 1463 "M" grades rolled out of 48,285 total individual grades (97% graded)

The good news is that the number of Missing grades for spring term was better than normal. We usually hover around 4-5 %.

**P/NP Policy impacts:**

Number of P/NP Optional courses offered increased dramatically (more than doubled) during spring '20 over spring '19, as we expected and encouraged.

Spring 2019: 786 sections offered optional grading (695 UG and 91 GR)

Spring 2020: 1,742 sections offered optional grading (1,261 UG and 481 GR)

The # of Students Choosing P/NP Option increased dramatically, driven by both the Remote and the end of term disruptions:

Spring 2020:

There were 8,647 discrete P/NP course registrations, representing 5,007 unique students.

UG - 4,323 students

GR - 536 students

PB - 107 students

NA - 41 students

Spring 2019

There were 858 discrete P/NP course registrations, representing 722 unique students.

UG = 675

GR = 21

PB = 14

NA = 12

How well did the students do in the P/NP courses in spring 2020?

For the 8,647 P/NP registrations, the grades earned.

Pass = 6,537

No Pass = 1,388

Incomplete = 317

Grade of X = 161

Missing Grades = 244

**Number of I, X, and M grades:**

We wondered if the grading would be negatively impacted by the end of term disruptions so we compared spring '19 with spring '20. The number of 'non-graded' instances was higher in spring '20 than '19, but it was not wildly different, and reasonably expected given the circumstances.

Spring 2019

I = 833

M = 1,144

X = 442

Spring 2020

I = 986

M = 1,463

X = 540

**Spring Term Academic Standing:**

Academic Warning = 90 students

Academic Probation = 79

Dismissal and removed from their fall 2020 classes = 63

The P/NP policy change and faculty leniency seems to have had an impact. Usually more than 200 students go on warning in spring and 100 or more are dismissed.

**What are other OPU schools doing?**

- UO – extended through fall 2020, will resume NORMAL policy winter 2021
- SOU – extended through fall 2020, uncertain about status for winter 2021
- OHSU – did not extend beyond Summer 2020.
- OSU – did not extend P/NP leniency beyond Spring 2020
- EOU – did not extend P/NP leniency beyond Spring 2020
- WOU – did not extend P/NP leniency beyond Spring 2020
- OIT – maintained standard policy throughout (dealt with exceptions via appeals process)

# Faculty Senate Budget Update



# Agenda

- **FY20 Q4 Actuals**
  - Net tuition shortfall
  - Investment returns
  - Divisional budget underspend
  - CARES Institutional Funds
- **Revised FY21 All Funds budget**
  - Major Changes- auxiliaries
  - Minor change (1%) E&G
  - Impact of Divisional Underspend
- **FY22 Scenarios**
  - Enrollment decline - tail
  - State Support
  - Inflation/ Current Service Level
  - Scenarios
- **Resources**

# FY20 Enrollment

## *Student Credit Hours*

		FY19	FY20	Change	
		#	#	#	%
<b>Resident</b>	<b>Undergraduate</b>	564,354	539,353	-25,001	-4.4
	<b>Graduate</b>	93,792	85,623	-8,169	-8.7
<b><i>Resident Subtotal</i></b>		<b><i>658,146</i></b>	<b><i>624,976</i></b>	<b><i>-33,170</i></b>	<b><i>-5.0</i></b>
<b>Non-Resident</b>	<b>Undergraduate</b>	174,923	164,271	-10,652	-6.1
	<b>Graduate</b>	39,103	38,987	-116	-0.3
<b><i>Non-Resident Subtotal</i></b>		<b><i>214,026</i></b>	<b><i>203,258</i></b>	<b><i>-10,768</i></b>	<b><i>-5.0</i></b>
<b>Total</b>		<b>872,172</b>	<b>828,234</b>	<b>-43,938</b>	<b>-5.0</b>



<i>FY 19-20 Q4 Unaudited Actuals Dollars in 000s</i>	E&G	Designated Operations	Service Departments	Auxiliary Enterprises	Restricted Funds	Total All Funds	Total All Funds 2019-20 Budget	FY20 Q3 Forecast to Q4 Actuals	
<b>Revenue</b>								Forecast	Percent
Gross Tuition	218,695	-	-	-	-	218,695	228,852	217,380	0.61%
Less: Remissions	(20,536)	-	-	-	-	(20,536)	(23,810)	(21,350)	-3.81%
<b>Net Tuition</b>	<b>\$ 198,160</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 198,160</b>	<b>\$ 205,042</b>	<b>\$ 196,030</b>	<b>1.09%</b>
Student Fees & Non Credit Tuition	\$ 14,478	\$ 2,296	\$ -	40,565	\$ -	\$ 57,339	\$ 66,261	\$ 58,433	-1.87%
Government Resources & Allocations	107,018	-	-	877	-	107,895	108,862	107,912	-0.02%
Gift Grants and Contracts	11,870	2,205	3	5	74,826	88,909	88,115	86,970	2.23%
Student Financial Aid	-	-	-	-	68,942	68,942	62,293	69,530	-0.85%
Investment/Debt/Debt Service	9,161	1,185	-	594	120	11,060	4,912	7,731	43.05%
Sales, Services & Other Revenue	5,670	2,855	3,601	47,884	509	60,518	68,400	58,992	2.59%
<b>Total Revenue</b>	<b>\$ 346,355</b>	<b>\$ 8,541</b>	<b>\$ 3,604</b>	<b>\$ 89,925</b>	<b>\$ 144,396</b>	<b>\$ 592,822</b>	<b>\$ 603,885</b>	<b>\$ 585,598</b>	<b>1.23%</b>
<b>Expense</b>									
Salaries & Wages	\$ 175,569	\$ 3,541	\$ 1,015	\$ 20,094	\$ 27,464	\$ 227,684	\$242,571	\$ 228,848	-0.51%
OPE (fringes)	90,072	1,404	368	\$ 9,554	12,309	113,706	123,702	113,907	-0.18%
Service & Supplies (net of transfers)	61,104	4,142	1,122	\$ 54,111	35,278	155,758	171,623	161,801	-3.73%
Student Financial Aid	-	-	-	-	70,099	70,099	62,293	70,079	0.03%
Management Reserve Expenses	8,651	-	-	-	-	8,651	-	10,060	-14.01%
<b>Total Expense</b>	<b>\$ 335,397</b>	<b>\$ 9,087</b>	<b>\$ 2,505</b>	<b>\$ 83,760</b>	<b>\$ 145,149</b>	<b>\$ 575,897</b>	<b>\$ 600,189</b>	<b>\$ 584,695</b>	<b>-1.50%</b>
<b>Net before Depreciation</b>	<b>\$ 10,958</b>	<b>\$ (545)</b>	<b>\$ 1,100</b>	<b>\$ 6,165</b>	<b>\$ (753)</b>	<b>\$ 16,925</b>	<b>\$ 3,695</b>	<b>\$ 903</b>	
Depreciation	\$ -	\$ -	\$ 76	\$ 11,483	\$ -	\$ 11,558	\$ 11,010	\$ 11,125	
<b>Net</b>	<b>\$ 10,958</b>	<b>\$ (545)</b>	<b>\$ 1,024</b>	<b>\$ (5,318)</b>	<b>\$ (753)</b>	<b>\$ 5,366</b>	<b>\$ (7,315)</b>	<b>\$ (10,222)</b>	

# FY20 Recurring General Fund Budget Underspend

Division	FY20 General Fund Underspend After 2% pullback	% of FY20 General Fund Budget
Academic Affairs	\$9.8 million	4.67%
President's Office	\$0.7 million	8.52%
Enrollment Management	\$1.1 million	10.96%
Foundation	\$0	0.00%
Research & Graduate Studies	\$0.5 million	11.48%
Office of Information Technologies	\$0.6 million	2.98%
Finance & Administration	\$1.6 million	4.52%
Athletics	\$0	0.00%

# CARES Funds

Type	Use	Proposed Amount Funded	Actual Amount Incurred (as of 9/3/2020)
Student	Direct payment to students	\$8,320,203	\$8,296,389
Institutional	Institutional Reimbursable Costs	\$4,313,975	\$3,967,551
Institutional	Covid Related Costs Instructional Support	\$1,422,000	\$279,252
Institutional	Covid Related Costs Safety	\$2,093,000	\$159,284
Institutional	Unallocated	\$491,227	\$ -
Strengthening the Institution	Proposals Under Review	\$825,183	\$ -
	Total	\$17,465,588	

Institutional Reimbursable costs include Housing, Rec Center Fee and student parking refunds

Instructional Support includes classroom upgrades, IT computer and equipment purchases, remote communications infrastructure and summer faculty trainings

Safety includes instructional facility modifications, PPE supplies, Covid testing, virtual commencement and telehealth

# Revised FY21 All Funds Budget

## *Revised FY21 All Funds Budget*

<i>Dollars in 000s</i>	E&G	Designated Operations	Service Departments	Auxiliary Enterprises	Restricted Funds	Total All Funds
<b>Revenue</b>						
Gross Tuition	211,730	-	-	-	-	211,730
Less: Remissions	(23,111)	-	-	-	-	(23,111)
<b>Net Tuition</b>	<b>\$ 188,619</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 188,619</b>
Student Fees & Non Credit Tuition	\$ 14,502	\$ 2,551	\$ -	\$ 43,390	\$ -	\$ 60,442
Government Resources & Allocations	109,659	-	-	950	68	110,677
Gift Grants and Contracts	12,622	1,839	-	-	70,635	85,096
Student Financial Aid	-	-	-	-	64,537	64,537
Investment/Debt/Debt Service	3,700	705	-	418	94	4,918
Sales, Services & Other Revenue	6,936	2,171	2,914	31,902	385	44,309
<b>Total Revenue</b>	<b>\$ 336,038</b>	<b>\$ 7,266</b>	<b>\$ 2,914</b>	<b>\$ 76,660</b>	<b>\$ 135,719</b>	<b>\$ 558,598</b>
<b>Expense</b>						
Salaries & Wages	\$ 187,261	\$ 2,880	\$ 987	\$ 20,163	\$ 28,241	\$ 239,532
OPE (fringes)	95,974	1,364	438	\$ 10,115	12,366	120,257
Service & Supplies (net of transfers)	63,803	4,045	940	\$ 53,008	30,506	152,302
Student Financial Aid	-	-	-	-	64,606	64,606
Management Reserve Expenses		-	-	-	-	-
Held for Risk Abatement	-	-	-	-	-	-
<b>Total Expense</b>	<b>\$ 347,038</b>	<b>\$ 8,288</b>	<b>\$ 2,365</b>	<b>\$ 83,286</b>	<b>\$ 135,719</b>	<b>\$ 576,697</b>
<b>Net before Depreciation</b>	<b>\$ (11,000)</b>	<b>\$ (1,022)</b>	<b>\$ 549</b>	<b>\$ (6,626)</b>	<b>\$ (0)</b>	<b>\$ (18,099)</b>
Depreciation	\$ -	\$ -	\$ 111	\$ 11,337	\$ -	\$ 11,447
<b>Net</b>	<b>\$ (11,000)</b>	<b>\$ (1,022)</b>	<b>\$ 438</b>	<b>\$ (17,963)</b>	<b>\$ (0)</b>	<b>\$ (29,546)</b>

# Major Revisions to Auxiliary Budgets

	Revenue	Expenses net of Transfers*	Net before depreciation
Athletics	\$1.57 million	\$5.25 million	-\$3.68 million
Housing	\$11.3 million	\$10.54 million	\$.758 million
University Place Hotel	\$1.45 million	\$3.32 million	-\$1.87 million
Parking	\$3.46 million	\$6.15 million	-\$2.68 million
Property Management (including Commercial Real Estate)	\$8.6 million	\$8.23 million	\$.364 million

\*Expenses are net of \$5 million in Treasury Reserves usage to cover debt payments for Housing, University Place Hotel and Parking

# FY21 Investments from Central Reserves

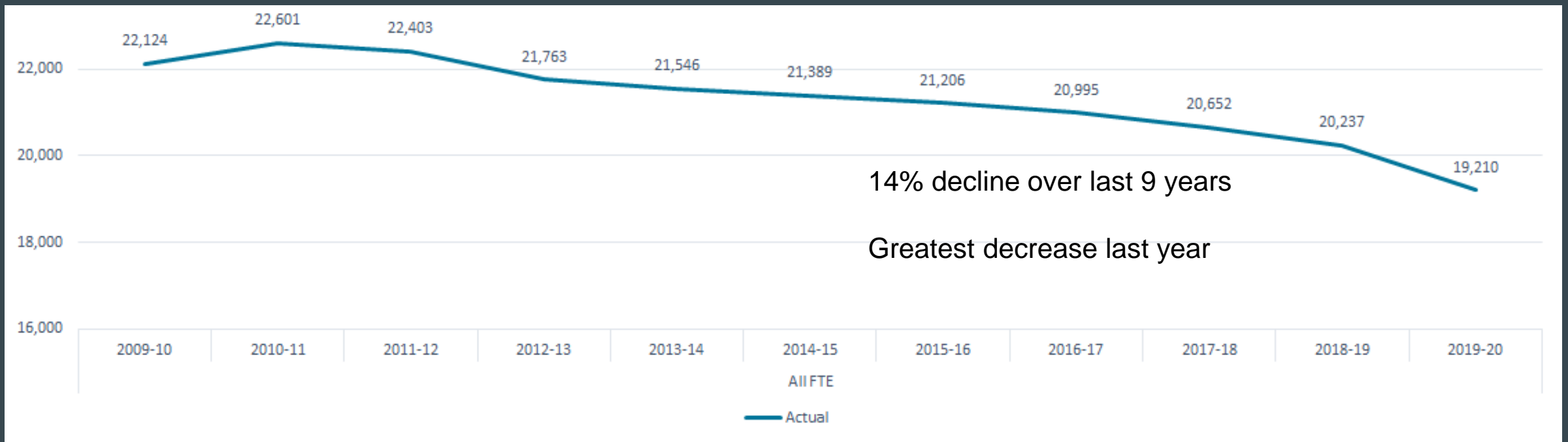
- Year 3 of 3 Centers and Institutes  
\$1 million (total \$3 Million)
  - Year 2 of 2 Marketing Campaign  
\$900 thousand (total \$ 2.6 Million)
  - Racial Equity Fund  
\$1.5 million (total \$ 1.5 Million)
-

# Looking Forward to FY22

- Enrollment
- Tuition Revenue
- State Support
- Inflation Factors
- Scenarios

# Enrollment- December 2019 Forecast (March 2020 forecast was for a further 3.5% decline in 2020-2021)

## PSU Historical Student Full-Time Equivalent





# FY21 Enrollment

## Enrollment Summary

- » Summer term student credit hours are up 11% over last year
- » Fall student credit hours (as of September 30) are down 2.8%
  - **New student** credit hours are down 5.4%
  - **Continuing** student credit hours are down 1.9%

<i>Student Credit Hours</i>		<i>201</i>	<i>202</i>	<i># Chang</i>	<i>% Chang</i>
<b>Summer</b>	Resident	51,849	59,412	7,563	14.6%
	Non-Resident	19,132	19,385	253	1.3%
	<b>Total</b>	<b>70,981</b>	<b>78,797</b>	<b>7,816</b>	<b>11.0%</b>
<b>Fall</b>	Resident	198,359	196,548	-1,811	-0.9%
	Non-Resident	60,958	55,482	-5,476	-9.0%
	<b>Total</b>	<b>259,317</b>	<b>252,030</b>	<b>-7,287</b>	<b>-2.8%</b>

# Net Tuition Revenue and Student Credit Hour Generation

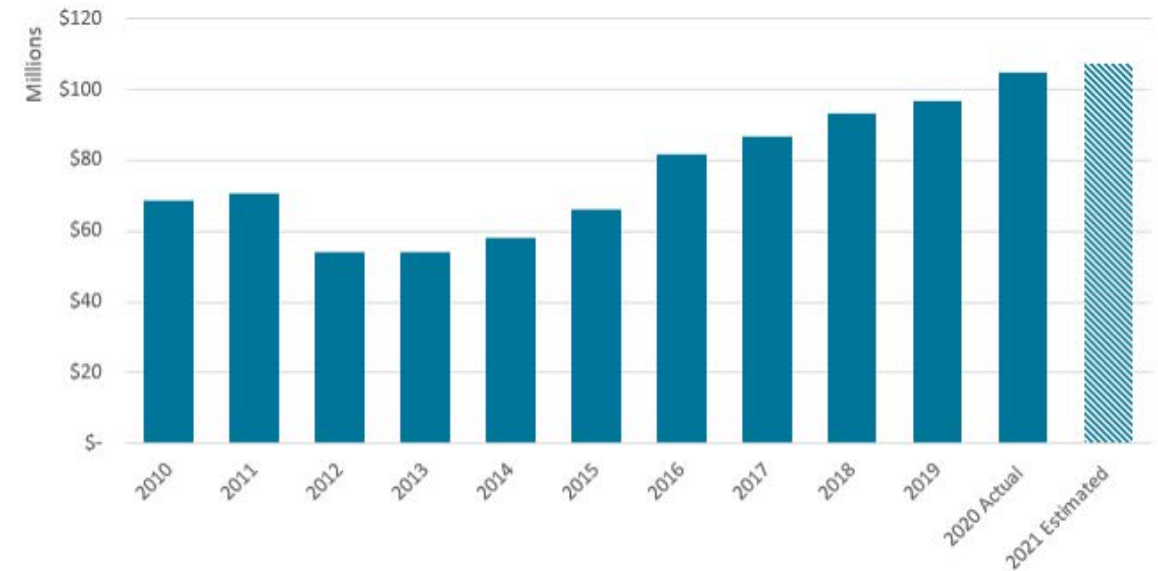
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 revised budget
Gross Tuition	\$220,133	\$224,809	\$224,678	\$218,695	\$211,730
Net Tuition	\$199,641	\$202,071	\$203,578	\$198,160	\$188,619
SCH	902,355	887,653	872,172	828,216	788,724

- Enrollment has declined over 13.5% since 2016-2017
- Gross tuition revenue has also declined 3.8% during that same time period despite annual tuition increases
- Tuition remissions have grown \$2.6 million or 12.8%, bringing the decline in net tuition revenue to 5.5% since 2016-2017

# SState Support

Increased During a Period of Declining Student Enrollment

## Total State Appropriations\*



\*Excludes SELP and other Debt Service Appropriations

# Historical General Fund Personnel Expenditures\*

	2014-15	2015-16	2016-17	2017-18	2018-19	Avg % Annual Increase
Salaries & Wages	\$140,620,533	\$148,698,956	\$156,704,902	\$161,151,761	\$164,852,723	2.9%
Healthcare (PEBB)	23,925,278	24,052,364	25,844,068	26,336,313	26,502,110	0.9%
Retirement (PERS)	24,435,785	26,637,873	27,527,821	32,040,796	33,062,983	6.4%
GA Fee Remissions	6,153,837	6,545,944	6,664,897	6,752,566	6,710,914	1.6%
Other OPE (taxes)	11,128,825	11,692,758	12,562,965	13,027,171	13,550,731	3.4%
<b>Total Personnel</b>	<b>\$206,264,258</b>	<b>\$217,627,898</b>	<b>\$229,304,653</b>	<b>\$239,308,607</b>	<b>\$244,679,461</b>	<b>3.1%</b>

\*Includes Management Reserve Spending

# FY22 Preliminary Scenario Planning: Potential General Fund Budget Deficit

Change in Biennial State Allocation					
Current Service Level	5%	0%	-5%	-10%	-15%
0%	\$12 to \$14 million	\$17 to \$19 million	\$22 to \$24 million	\$27 to \$29 million	\$33 to \$35 million
1%	\$15 to \$17 million	\$20 to \$22 million	\$25 to \$27 million	\$31 to 33 million	\$36 to 38 million
2%	\$18 to \$20 million	\$24 to \$26 million	\$29 to \$31 million	\$34 to \$36 million	\$39 to \$41 million
3%	\$22 to \$24 million	\$27 to \$29 million	\$32 to \$34 million	\$37 to \$39 million	\$42 to \$44 million

Based on a further enrollment decline of 1.8%, resident undergraduate increase of 5%, and flat remission budget

# Resources

University Budget Office

<https://www.pdx.edu/budget/>

Board of Trustees Finance and Administration Committee

<https://www.pdx.edu/board/finance-and-administration-committee>

In person Kevin Reynolds ([reynoldk@pdx.edu](mailto:reynoldk@pdx.edu)) and Andria Johnson ([apjohns@pdx.edu](mailto:apjohns@pdx.edu))

**Faculty Senate Ad Hoc Summer  
Research Committee on Academic  
Program Examination /  
Reorganization**

# Committee Members

FS Committee representatives: Alexander Sager (EPC), Mitchell Cruzan (BC), Peter Chaille (UCC), Paul Loikith (GC), Shirley Jackson (Diversity, Equity and Inclusion advocate), Michele Gamburd, Chair (SC)

- Faculty members chosen by the Committee on Committees: Leopoldo Rodriguez, Karin Magaldi, Veronica Hotton, Wayne Wakeland
- Administration members: Kathi Ketcheson (OIRP), Brian Sandlin (OAA), Linda George (UNST), Rossitza Wooster (Graduate School), Anna Law (Advising), Andreen Morris (OAA).



# Motivation for Summer Committee

- **How should faculty respond to anticipated budget shortfalls due to enrollment and state funding?**
- Current situation:
  - Hiring freeze
  - Declining enrollment
  - Graduate program cuts
  - These financial decisions affect curriculum, so require faculty oversight.
- Conviction: **“Decisions about reorganizing or eliminating programs should be data-informed and principle-driven, with meaningful and formative faculty participation.”**

# Summer Committee Charge

- **Envision** and recommend a framing set of guidelines based on PSU's values and mission, with an emphasis on applying a diversity, equity, and inclusion lens
- **Envision** and recommend models of communication and collaboration among relevant constituents and groups (faculty, administration, staff, students, union, board) to ensure transparency, representation, and participation at all the different institutional levels (from faculty senate to units)
- **Explore** theoretical and practical models for reorganization of academic programs, including models put in place by comparator institutions.
- **Gather** evidence and data (quantitative and qualitative) about PSU's Academic Programs with the help of OIRP and other relevant PSU administrative offices.

# Summer Committee Activities

- Interviewed Deans of College and Schools
- Researched Academic Prioritization Processes in 1991 and 2013-4
- Reviewed Faculty Senate Budget Committee Principles, University Mission, and Learning Goals
- Gathered data on student population and academic programs
- Researched processes in other institutions

# Existing Procedures and Regulatory Requirements for Program Moratoria and Elimination

- Procedures for Program Moratoriums and Elimination were passed by Senate last year
- Con: Faculty participation is reactive and after-the-fact.

# Options Explored by Summer Committee

- Option 1:
  - Recommend principles and priorities to OAA to guide decision-making;
  - Share information through University-wide town hall meetings and solicit input from faculty;
  - Engage in discussions with Deans about budget cuts choices at the level of Colleges and Schools.
- Option 2:
  - Implement a full-scale academic program array review, with rubrics and criteria for cuts.
- **We recommend Option 1: implementing a formative, inclusive, participatory process.**