

**Minutes of the Portland State University Faculty Senate Meeting, 7 December 2020  
(Online Conference)**

**Presiding Officer:** Michele Gamburd

**Secretary:** Richard Beyler

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

**Alternates present:** George Colligan for Heilmair, Candyce Reynolds for Kelley.

**Senators absent:** Fountain, May.

**Ex-officio members present:** Beyler, Bowman, Boyce, Burgess, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Knepfle, Loikith, Maddox, Percy, Podrabsky, Rosenstiel, Sager, Sipelii, Toppe, Voegelé, 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 2 November meeting were **approved** as part of the *Consent Agenda*.
3. **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 called attention to the announcement in *Currently* that Greg HINCKLEY and Mary CHOMENKO HINCKLEY made a \$1 million gift to support the University's choral music program.

She welcomed guests from the PSU Board of Trustees, Greg HINCKLEY, Margaret KIRKPATRICK, and Christine VERNIER, who would be speaking later.

GAMBURD announced that staffing of the recently created ad-hoc committees had reached completion. There had been a great response to the interest survey, with many more people responding than positions available.

The Dean of Student Life asked GAMBURD to announce a proposed revision to the Code of Student Conduct, which was now open for comment. The changes are mostly in response to the US Department of Education making changes in Title IX regulations.

Michael CLARK has agreed to serve as Parliamentarian.

**2. Announcements from Secretary**

BEYLER urged senators to communicate with their district, department, or unit colleagues about Senate discussions and actions, using the monthly newsletter or

otherwise. He also noted that, as we are meeting remotely, we will still meeting during inclement weather, barring power outages.

**C. DISCUSSION** – *none*

**D. UNFINISHED BUSINESS** – *none*

**E. NEW BUSINESS**

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

The new courses, changes to courses, dropped courses, new prefix, and changes to programs listed in **December 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: Graduate Certificate in Real Estate Investment and Finance**  
(SB via GC)

EMERY/MAGALDI **moved** approval of the Graduate Certificate in Real Estate Investment and Finance, a new program in SB, as summarized in **December Agenda Attachment E.2** and proposed in full in the [Online Curriculum Management System](#).

GAMBURD recognized Gerald MILDNER, who summarized: the program makes a package of our real estate education focus on finance available for students who want just this relatively small piece, as well as for existing master's students using their electives.

The **Graduate Certificate in Real Estate Investment and Finance**, as summarized in **Attachment E.2**, was **approved** (52 yes, 0 no, 0 abstain, recorded by online survey).

**3. Extending emergency P/NP guidelines to Spring 2021** (Steering)

GAMBURD introduced the next item as providing clarity as to the continuation—whether yes or no—of the current emergency modifications to the University's Pass/No-Pass guidelines. Steering Committee phrased the motion in the affirmative as a way to bring the discussion to the floor; this was not an endorsement one way or the other by Steering.

RAFFO/GÓMEZ **moved** continuation of the current temporary modifications to the Pass/No-Pass policy through the Spring 2021 term, as specified in **Attachment E.3**.

Before opening the floor to general discussion, GAMBURD wished to call on three persons to provide background. She first recognized Registrar Cindy BACCAR.

BACCAR presented information on the effects of the modifications so far [see **Appendix E.3**]. From Spring 2019 to Spring 2020, the number of sections with a pass option almost doubled; similarly for Fall term. We have also been more lenient in how pass courses can be applied to major requirements and prerequisites. The number of discrete pass registrations increased dramatically from Spring 2019 to Spring 2020; for Fall 2020, there is a less dramatic increase. There are similar results for the number of students choosing the pass option. The rate of I, X, and M grades has not significantly increased. The number of students on academic warning, academic probation, or dismissal decreased from 2019 to 2020, though the precise reasons for this are hard to know.

TINKLER asked if there was data relating to financial aid status or social demographics. Are there groups selecting P/NP disproportionately? She was concerned about how transcripts would appear in students' future job or graduate school applications.

BACCAR said that they had not looked at subgroups in this way, but that the issue raised by TINKLER was part of the concern behind [having the Senate discussion].

ZONOOZY said that in his experience, many students who took an incomplete did not end up completing it, unless the professor pursues them about it. If the modified P/NP policy can help avoid this, it's a point in its favor. BACCAR observed that the number of incompletes went up slightly [in Spring 2020] but that they can't be sure of the cause.

LAW, Interim Vice Provost for Advising and Career Services, made some observations. While the current changes provide flexibility, they also create confounding situations for students in certain majors, especially those requiring coursework from multiple colleges or departments. Students can be unsure of what their choices are. If some departments don't accept previous Pass classes for major requirements, that creates unevenness. Another concern that advisors are hearing from students is about the policy that a C-minus or better is required for a Pass: this does not seem to have universal adherence. Students might assume that they don't have to achieve a C- to pass. It might create problems for [applications for] graduate programs with selective admissions standards. Also, certain departments required a B grade or better to consider a student to be successfully prepared for the next course, so an instructor might not give a Pass unless the grade is a B [or better].

BACCAR noted that students cannot replace a D or F grade by repeating a course using the Pass option. This has been another point of confusion. Overall, the relative decline in numbers [of P/NP registrations from Spring to Fall] seemed to suggest that students were being more savvy about when to use this option or not.

FARAHMANDPUR: how many students are taking all of their classes P/NP? BACCAR did not know, but said they could look into it.

HANSEN: is there a cap on the number of Pass credits that can be used for graduation requirements? BACCAR: ordinarily yes, but that is a policy that has been temporarily changed. P/NP courses taken under the current modifications don't count towards that limit. HANSEN: so if we continue until Spring, we will need to continue to change the limit. BACCAR: they will continue filtering out those courses. DUNCAN understood this to mean, rather than changing the limit, not counting Pass courses [since Spring 2020] against the limit. BACCAR: correct, we ignore them in enforcing the limitations.

SIPELII: this policy impacts students directly. Many students are not aware of the long-term repercussions. Most of his [student government] team are generally supportive, but some had major concerns, particularly the graduate students. COVID is affecting all students, but in different ways, and some more than others. Extending the policy would be a way for PSU to be empathetic to students who are most impacted. Fall term has been very stressful for many, and even with prospects of a vaccine the future is still unknown. He would like to provide cushions of support for students who choose to continue their education now. Students knowing about the P/NP option did not feel stressed as much; however, many students did not understand the long-term effects, especially those in pre-professional tracks or who are applying to grad schools. He would urge professors and advisors to elaborate in class: this is an option, and these are the possible consequences. ASPSU thus supports extending the P/NP option, but with the caveat that students be better informed about what is involved in the decision.

SMITH: does the policy have to be university-wide, or can individual programs make their own decisions? BACCAR: it is a delicate balance. Certain aspects, especially at the undergraduate level where students take courses from many disciplines, have to be university-wide. Departments don't have to offer courses with the P/NP option. If it's critical for a program pathway, for example, they might decide not to. Her advice is to have a general policy, but let control [over specific courses] live with departments.

SIPELII said that most of the students he had heard from [with concerns] were graduate students. It seemed that graduate students were struggling more, because generally they had less access to financial assistance or had more obligations to family. However, they also have stricter academic guidelines.

LABISSIERE: can we disaggregate data to see which students are accessing this accommodation? We meant it as a accommodation for our most vulnerable students. BACCAR said she could ask the data team if could break down the data for various subcategories. It was meant for all students, but perhaps some groups are using it more.

CHORPENNING thanked SIPELII for sharing the student perspective. We are talking about what our students are going through, what they are struggling with: perhaps being sick, working from home, getting kids through school remotely, and so on. As we consider this motion we should consider our students' experience.

REITENAUER: if students now use the P/NP option, and down the road reconsider that decision, can they petition to go back to a letter grade? It seemed that a big concern is that students might make an error in determining which courses to take P/NP. BACCAR thought normal petition processes could handle that. Of course, the faculty member would need to have kept the grade calculation or be able to re-calculate the grade.

LUPRO observed that, relative to the number of courses with the P/NP option, the number of students availing themselves of it had declined from spring to fall. That says to him that students are not abusing this, but using it if they find themselves in a state of emergency (which is still officially the case). They also have the option to use letter grades. In his experience, students choose [P/NP option] because they need to, not because they didn't want to receive [letter] grades. He was concerned that if we didn't extend this through spring term it would have a bad effect on retention.

SIPELII, responding: the less help PSU offers, the more students will drop out. At the beginning of the term, he was in a difficult spot because so many students came to him asking for help, but the only help he had to offer was from the general student emergency fund. When ASPSU sent out an email about this, they had to close applications after about fifteen minutes because so many students responded. For many students, it's not just academic issues: they have family to take care of, lost jobs, and so on. He has many friends who have decided to take a gap year because it is overwhelming to be a student right now. If it's a choice between family and education, most will choose family.

NEWLANDS: what do we know about how P/NP credits transfer to other institutions, in particular other Oregon public universities? BACCAR: we don't have a clear picture. We don't know what their policies are going to be. But across the nation many schools adopted this sort of policy. We are making notes in the transcript to let readers know why

there may be unusual numbers of Pass grades. However, we can't control, nor will we know, how forgiving they're going to be.

The **motion** to extend the modified P/NP policy through Spring 2021 term, as specified in **Attachment E.3**, was **approved** (46 yes, 8 no, 1 abstain, recorded by online survey).

GAMBURD thanked senators for their thoughtful discussion of this issue. She observed that Senate would need to consider some of the detriments of this policy if we keep it in place for much longer. Hopefully there will be a vaccine and soon things can begin to return to something like the old normal. She believed that if we then want to continue or make further changes, they should go through a full curricular approval process.

#### **4. Extending charge of AHC on Interdisciplinary Teaching and Research (Steering)**

CORTEZ/MAGALDI **moved** extension of the charge of the Ad-Hoc Committee on Interdisciplinary Teaching and Research [AHC-ITR] through the end of the 2020-21 academic year, as specified in **Attachment E.4**.

GAMBURD: Steering proposed that AHC-ITR should look at some recommendations by the Ad-Hoc Summer Research Committee on Academic Program Examination / Reorganization. AHC-ITR accepted this request, but asked for additional time.

The **motion** to extend the charge of AHC-ITR through the end of academic year 2020-21, as stated in **Attachment E.4**, was **approved**, as specified in **Attachment E.3**, was **approved** (52 yes, 0 no, 1 abstain, recorded by online survey).

#### **5. Proposed amendment to Faculty Constitution: Academic Appeals Board**

AJIBADE/BROUSSARD **moved introduction** of the **amendment to the Faculty Constitution** stated in **Attachment E.5**, establishing the Academic Appeals Board [AAB] as a constitutional committee. BEYLER indicated, procedurally, that today there would be discussion; a vote would take place at the next meeting.

OSCHWALD said that the question of moving AAB into the Faculty Constitution had come up during the summer. In this proposal, the task of the committee has not changed much. The rationale for making it a constitutional committee is that it be more formally and routinely staffed. The wording of the proposal has been looked at by the Committee on Committees [CoC] and the current makeup of AAB.

LUPRO asked for a clarification of the composition: did the Dean of Student Life appoint the consultant only, or also appoint other members? The intention was that CoC appoints the Faculty members, but he was not sure about the wording. BORDEN believed the wording was satisfactory. BEYLER: the Constitution states that Faculty members of constitutional committees, other than ex-officio positions, are appointed by CoC; also in constitutional language, consultants are not members; thus here, clearly, Faculty members of the committee are to be appointed by CoC.

#### **F. QUESTION PERIOD – none**

## G. REPORTS

### 1. Presentation by members of PSU Board of Trustees

GAMBURD recognized Greg HINCKLEY, Margaret KIRKPATRICK, and Christine VERNIER to give a presentation from the PSU Board of Trustees. [For slides see **Appendix G.1.**] HINCKLEY briefly introduced himself: retired in 2017 as president of Mentor Graphics, director of two companies, member of the MCECS Advisory Board for more than fifteen years, and currently a student in the Biology Department.

HINCKLEY said that GAMBURD had reached out to hear from the Board about their goals and priorities. He suggested looking at goals that were established by the Board for President PERCY upon his appointment. Generally these goals relate to student success; enrollment practices that might alleviate the tuition pressure faced by students; and diversity, equity and inclusion. GAMBURD also wished to hear the Board's response to the report on shared governance submitted by Steering Committee in June. To this end, he proposed quarterly meetings with the Senate, to which GAMBURD agreed.

He first wished to discuss tuition pressure and student enrollment. The driver affecting tuition, HINCKLEY said, is a cost increase of approximately 4% annually, consistent with many universities and colleges. We must find ways to raise tuition [revenue] other than an across-the-board increase. Enrollment is key: student success efforts, recruitment, and expanded certificate education.

HINCKLEY noted the 2019 budget before COVID-19 was around \$600 million. (He chose this point of reference as most descriptive of a steady state.) \$316 million, about one half, goes towards educational disciplines. Net tuition is then revenue from tuition less institutional grants provided to students. PSU's endowment is not rich, so most of our institutional aid takes the form of tuition remissions. Expenses to deliver education have been increasing about 4% annually for several years, in line with other institutions. Our funding sources for education are almost exclusively the state and net tuition.

Therefore, HINCKLEY continued, we need net tuition to increase about 4% annually. Because of recent enrollment declines, however, it has averaged only 1.4% annually since 2015. Despite tuition increases, since enrollment drops we do not realize the full amount of the increase. We are now likely at a point where across-the-board tuition increases are met with an offsetting reduction in enrollment.

HINCKLEY said we must identify more imaginative and innovative sources of educational revenue while targeting increasing enrollment. Examples could be more aggressive recruitment of out-of-state students, more strategic use of remissions, improved retention and graduation, and more extended use of differential tuition.

The role of the board, HINCKLEY said, or more specifically the Finance and Administration Committee, is to oversee the integrity of the University's financial operations, physical plant, long-term economic resources, and allocation of resources. We're seeking to increase net tuition revenue for long-term financial stability; this will depend principally on enrollment growth. Nonetheless, we will need a balanced approach with some tuition increases, enrollment changes, improved student retention, and more strategic remissions, while maintaining our commitment to access and affordability.

VERNIER briefly introduced herself. She had been a member of the Board since its inception in 2013. Her day job is with Vernier Software and Technology, which makes educational materials for science teachers. She and her husband have been PSU donors for many years, mostly creating scholarships for first generation, STEM, and social work students; they also recently made a donation for the remodeling of Science Building One.

The focus of the Academic and Student Affairs Committee, of which VERNIER is chair, currently is student success. This year the committee is looking at each of the four pillars identified by the Provost. In November they talked about the persistence initiative, specifically how to retain students who face barriers such as housing and food insecurity. The Board has asked for metrics: where we are now and where we want to be. One goal is to increase the full-time freshman retention rate from the current 75.4% to 77.3% by 2023 and to 80% by 2028. This would help enrollment significantly and also help our students. The committee heard about the new position of student success advocate. At the January 11<sup>th</sup> meeting they will discuss the academic success initiative, and then move to other pillars later in the year. VERNIER was impressed by the efforts of Provost JEFFORDS, Vice Provost TOPPE, the Student Affairs Office, and many on campus who are working to help students and making a difference in their lives.

KIRKPATRICK briefly introduced herself. She joined the Board in 2013. She is a retired lawyer, having been in private practice then general counsel and senior vice president of Northwest Natural Gas. She initially chaired the Academic and Student Affairs Committee, and then took over as Vice-Chair of the Board about a year and a half ago.

KIRKPATRICK stated that a board's most important responsibility is appointing and overseeing the performance of the president, setting goals, and evaluating the president based on success with those goals or lack thereof. Shortly after the appointment of President PERCY, she and HINCKLEY met with him about his goals. Diversity, equity, and inclusion came to the top of the list, so a goal included in his contract is to work with the Vice President for Diversity, Equity, and Inclusion and the campus leadership team to advance equity at PSU, including publication of a new DEI plan and actions to implement it. The Board's future evaluation of the President will include looking at work done in this area.

Regarding governance in general, KIRKPATRICK noted an apt statement from the Association of Governing Boards, that boards govern under the prevailing socio-economic and cultural conditions of their times, which often present novel challenges. That is certainly the case now: the time of COVID, political and economic challenges, and at the forefront for many of us racial and social justice issues.

She along with HINCKLEY were involved in recruiting Dr. Ame LAMBERT as VP-GDI, and along with VERNIER had attended the recent equity summit. They have been collaborating with the administration and PSU Foundation on funding for DEI work.

KIRKPATRICK said that two Board positions will become open this summer. In recommending candidates to the Governor they will consider gender balance, racial and ethnic diversity, and expertise needed for the Board to fulfill its responsibilities.

KIRKPATRICK also reported that there are plans to establish a Board Governance Committee. Board governance had previously rested with the Executive and Audit

Committee, but in view of the challenges facing the University a separate committee seems to be needed. One purpose will be to see that the Board is adequately educated and trained on matters relevant to the governance of the University, including shared governance. This is not something intuitively obvious to someone coming from a non-academic background; it is not something you see in law firms or corporations. They will also be doing training on diversity, equity, and inclusion.

PADÍN thanked the trustees for their sharing their views on these important issues. He wished to ask about Oregon House Bill 2864, which was passed in 2017 and which became effective on January 1<sup>st</sup>, 2018. This bill required each community college and public university to establish a process for recommending and providing oversight for implementation of cultural competency standards. Does anyone know where that plan is for PSU, in relation to that piece of education? LAMBERT, responding: she had been apprised of this shortly after she arrived, and they were working on it. There will be a preliminary document to submit at the end of the year.

## **2. President's report**

PERCY, thanking the Board members for their presentation, said that they were working to create a higher level of common knowledge and working among the Board, Senate, and administration.

He thanked the PSU Foundation and everyone who contributed to the annual Day of Giving, which exceeded their record by a large amount. They raised about \$290,000 for emergency funds—campus wide, and for various academic and student affairs units.

PERCY announced that he had asked Jason PODRABSKY to remain as Interim Vice President for Research and Graduate Studies for this academic year. He had asked him to work with faculty and deans on a plan to advance research at PSU, overcome obstacles, and take advantage of opportunities.

PERCY thanked faculty and staff for their tremendous work to keep the University moving and to keep education going in the fall term. It's been difficult. He expressed special appreciation to those who were parents with children, overseeing their education at home, or who had to engage in other kinds of caregiving, at the same time as carrying out educational responsibilities here and keeping up research and scholarship. For the break he wished everyone replenishment and joy with friends, families, and loved ones, and a brighter and safer New Year.

## **3. Provost's report**

JEFFORDS noted that a significant portion of the Day of Giving contributions were made by PSU faculty and staff.

She reported that the Academic Continuity Committee was continuing to talk about our forward path in instruction and what spring term activities will look like. They are also talking about—she almost hesitated to say it—what the post-vaccine situation might be.

## **4. Administration response to Faculty Senate resolution on diversity, equity, and inclusion at PSU**

PERCY reminded senators of the motion addressed to the administration [**June 8<sup>th</sup> Agenda Attachment E.2**]. He knew that it rightly presented work we needed to do,



responding to sadness, experience of violence, and protests. Today begins an effort to move us forward seriously at Portland State towards ending racism and advancing social justice. One element of the resolution asked for a report to Senate [**December Agenda Attachment G.4**; for presentation slides see **December Minutes Appendix G.4**].

PERCY first wished to highlight some things that have [already] happened. Very important is the recruitment of LAMBERT as VP-GDI. She has, PERCY stated, amazing talent, energy, wisdom, and advocacy to help guide us in this work. She worked diligently in the summer even before coming to campus. He has faith in her ability to lead us in this work to make PSU a better place.

PERCY continued: we invested \$1.5 million of campus money over three years to get this work going. PSU Foundation is working to create a parallel funding source to support this work in the form of a racial justice and equity fund with \$50,000 in seed money; he is making regular contributions. We will be working with the philanthropic community to generate more money. As KIRKPATRICK stated earlier, racial justice and equity will be his top priority among the set of responsibilities towards the Board. He will be working with LAMBERT and many others to make this happen.

PERCY and the vice presidents and members of the Executive Council are engaging in the intercultural education program brought by LAMBERT, a commitment of 18 to 20 hours in which you begin to assess yourself and learn how to grow from that starting point. He will be accountable to the Board, vice presidents and members of the Executive Council will be accountable to him for their work in the area of global diversity and inclusion. Each of them has set one or more goals for this academic year.

PERCY also noted that they are exploring how PSU can create better connections with Native American tribes and Indigenous peoples, and better appreciation of their cultures, values, and experiences. We can all recognize the harm and damage that white people have conveyed. Ted VAN ALST, as a Presidential Fellow, has written a report on strategies to explore greater connections with Native American tribes and Indigenous people, and will be having a public presentation on the report.

Another Presidential Fellow, Lisa HAWASH, has been looking at how we can use the equity lens in a more meaningful way. This was a commitment in our strategic plan, but we need to do more work. At the same time as Faculty Senate is looking at expectations for diversity, equity, and inclusion in promotion and tenure guidelines, the administration is doing a similar project for unclassified unrepresented employees—developing these expectations as part of the annual review process.

PERCY expressed appreciation once again for the great work done in 2018 by the African-American, African, and Black Student Success Task Force and the Asian-American, Asian, and Pacific Islanders Student Success Task Force. These findings were neglected because of the presidential leadership change. He appointed Presidential Fellows to work on both of these reports: see if they need to be brought up to date, and have further community consultation. These updates will be coming early in the next year. He has pledged to look at the recommendations to try to move forward with implementation as quickly as possible.

This work is formative and will be a long-term commitment, PERCY said. He looks forward to working with Faculty Senate. He encouraged everyone to think about these factors within their own departments and programs, working with students and in committees. Don't wait for campus-level people. Get involved, suggest changes.

JEFFORDS stated that Academic Affairs is doing considerable work to advance the DEI priorities of the institution. Much of work is also taking place in units, programs, departments, student affairs, and she did not mean to slight or disregard any of that in focusing on OAA. She has added diversity, equity, and inclusion as a responsibility for all direct reports to the Provost; this includes formally re-writing position descriptions to include this responsibility and accountability.

Among many new initiatives, JEFFORDS said, is one that will be an important conversation for Faculty Senate: a proposal is under consideration for an ethnic studies degree requirement. A group of faculty and staff are working on bringing this forward for Senate consideration. This could be a wonderful opportunity for the institution to think about how students can be exposed to and learn about these issues.

JEFFORDS noted that several deans are considering creating leadership positions to advance DEI work. The College of Education already has a DEI coordinator, Andres GUZMAN. The School of Public Health has created a position of Associate Dean for Diversity and Inclusion.

The Winter Symposium, JEFFORDS announced, will focus on this topic, including bringing forward those from the Equity Summit organized by LAMBERT.

We will integrate DEI considerations into the planning and design of the Vernier Science Center, JEFFORDS said.

JEFFORDS further announced that the Dean of CLAS and the Director of the School of Gender, Race, and Nation have agreed to a cluster hire of multiple faculty members in the school, and that this has been approved and position advertisements will be going out.

JEFORDS noted that the President had previously committed \$65,000 in supplemental funding for special initiatives in the Black Studies Department, and has also provided targeted funding for the Equity Summit and other initiatives. The annual MLK celebration this year will be planned jointly by GDI and BST, and will give an opportunity to celebrate PSU scholars who are doing work on Blackness in Oregon. Engaging SGRN as a resource for the campus and wider community is a key piece of our ability to move forward on DEI commitments.

LAMBERT thanked everyone who invested time and energy into the Equity Summit on October 30<sup>th</sup>. The goal was co-creation; another goal was to create an event where BIPOC folks and specifically Black folks felt seen and valued. We want to lean into a cultural wealth approach. One piece of feedback that had stuck with her the most is that people said they felt seen—that was intentional. They hoped to release some hope and inspiration, and be both cognitive and affective.

As mentioned by JEFFORDS, at the Winter Symposium the aim will be to put things in front of campus to get some feedback. LAMBERT asked the task forces to think about a three-year time span, and recommendations that will be most impactful in the short term.

LAMBERT discussed some of her own planned activities over the next few years. We hope to create a space that amplifies the excellent work that is happening across campus—a nexus hub for idea generation, starting with our internal work and also thinking about working externally. PERCY has tasked GDI to work with ASPSU, the Student Fee Committee, Student Affairs, and the Smith Memorial Union on translating [into action] a proposal from students for a Dreamer Center. Something else they hope to start soon is an annual showcase of faculty work by and for the BIPOC community, supporting a vibrant intellectual, social, and cultural BIPOC life at PSU. There is great stuff happening, but we are decentralized and need to provide more macro-level opportunities.

The technical pieces of this work, LAMBERT believed, are relatively easy to identify and implement. They are necessary but insufficient. We will do all the technical things we can think of, aiming for quick wins. But we also want to lean to the adaptive parts of our challenge, which are harder to identify and which require changes in beliefs, roles, values, relationships, and approaches to work. President PERCY mentioned the 25-hour intercultural program; that's really about creating a lens for a shared understanding and creating a common foundation. Adaptive parts of the work will take longer, will be harder, will require everyone at the table.

Even before she started officially in August, LAMBERT said, she had heard over and over that there had been lots of talk and that we needed to move into action. She was delighted that there were many items we're now acting on. We actually still need to do more talking, however, but with different, deeper conversations. She understands the feeling of “no more rhetoric, no more sloganeering.” But we need transformational learning opportunities.

LAMBERT continued: we need to tackle the barrier that is Portland polite culture. In talking with folks, especially minorities, over the last four months, she saw that many people are not okay but don't feel that they can speak up. It takes a lot of energy to the person who seems to be disrupting the harmonious veneer. While folks are not saying anything, the toxic stuff is still going somewhere; it can build up and come vomiting out, and then others are not able to handle it. We are then no longer in a productive place; it becomes too hot for learning, growth, and constructive engagement. How do we create spaces where we can have conversations that can be hot but not destructively so? Quoting MLK: “True justice is not the absence of tension, it is the presence of justice.”

LAMBERT, as an example, discussed a class she was invited to, two jobs ago, on the gender binary. In the class were about two-thirds male identified folks about one-third female identified. She was invited to talk about dominance in some way, but the students were not interested in having the conversation. She asked the students what they did want to talk about, and they settled on women in front-line [military service], which announcement had just been made. The conversation went down a rabbit hole about “leave no man behind” becoming “leave no man and no woman behind”—this would be confusing because men are socialized to protect women, and lead to risky decisions and greater casualties. The few women in the room were perplexed. She was listening and trying to engage, but said: if you leave this class and say we had a conversation about gender equity or justice, that would be wrong, because what we have talked about is men's reaction to women, and not about women at all.

LAMBERT continued: whenever we talk about racial justice, it's possible to have conversations where the community that is supposedly the positive target is ground rather than figure. We want to ensure that the communities involved are figure and not ground. Corresponding to the earlier example, if the conversation is about BIPOC folks resisting, acquiescing to, or simulating whiteness, it's still about whiteness and not about BIPOC folks. That's true for all of us in any area where we're minoritized; your image and what you know is through the lens of dominance; it takes a long time to figure out how to define yourself for yourself.

LAMBERT drew an analogy to beta testing: the BIPOC folks are the beta testers of racial justice, saying this is not working, there's a bug. The creators of the system, or those who are benefiting from it, have access to the levers to change it. We need to be aware of who is leading where, who has access, and who sees issues in the most robust light. Engaging everyone means leaning into cultural wealth. Minoritized communities don't just need stuff, they also bring stuff. She recognized the gravity of what we are doing: creating something (racial justice and equity), with full participation for minoritized communities writ large, that has not yet existed. We will be countercultural and swim upstream. We need spaces for inspiration, imagination, innovation. With limited resources and in the middle of the pandemic, it's hard, but her sense in coming here was this was a place we could innovate for this work. We need spaces for refeeding, imagination, innovation. We will sometimes fail, but we have to persist long-term.

LAMBERT thanked Faculty Senate for leadership, recognition of the power they have to make change, and the various actions they have taken. Because this is primarily a commuter campus, students get to know PSU through the classroom and therefore through faculty. So engagement with faculty really matters: the work that faculty do with minority students, and support for minority employees.

LAMBERT said that students, in a meeting last week, said they wanted mandatory implicit bias training for faculty and staff (as now for students). She said that she thought that if students build something, faculty will come. However, she also realized that she wanted a list of things that faculty are doing to show students. Ultimately, until students feel they have a different experience, it doesn't matter what we do. LAMBERT looked forward to partnering with Senate, and said she would be back for further discussion.

*The following reports were **received** as part of the Consent Agenda:*

**5. Quarterly Report of Educational Policy Committee**

**6. Midyear Report of Intercollegiate Athletics Board**

**H. ADJOURNMENT.** The meeting was **adjourned** at 5:18 p.m.

# Temporary P/NP Policy Impacts

## # of Sections Offering Optional Grading

	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
<b>UG</b>	695	1,261	867	1,650
<b>GR</b>	91	481	88	440
<b>Total</b>	786	1,742	955	2,090

## # of Discrete P/NP Course Registrations

	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
<b>Total</b>	858	8,647	874	4,793

## # of Unique Students Selecting P/NP Option by Level

	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
<b>UG</b>	675	4323	666	2,658
<b>GR</b>	21	536	29	247
<b>PB</b>	14	107	22	80
<b>NA</b>	12	41	17	31
<b>Total</b>	722	5,007	734	3,016

## Grading Outcomes for P/NP Registrations

	<u>Spring 2020</u>	<u>Fall 2020</u>
<b>Pass</b>	6,537	*
<b>No Pass</b>	1,388	*
<b>Incomplete</b>	317	*
<b>Grade of X</b>	161	*
<b>Missing Grades</b>	244	*
<b>Total</b>	8,647	*

## I, X, M Grade Comparisons

	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
<b>I – Incomplete</b>	833	986	944	*
<b>M – Missing</b>	1,144	1,463	1,687	*
<b>X – No Basis for Grade</b>	442	540	389	*
<b>Total</b>	2,419	2,989	3,020	*

## Academic Standing Comparisons

	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
<b>Academic Warning</b>	303	132	575	*
<b>Academic Probation</b>	174	122	129	*
<b>Academic Dismissal</b>	71	55	57	*
<b>Total</b>	548	309	761	*



# *Board of Trustees - Faculty Senate Presentation*

Board Chair Greg Hinckley, Board Vice-Chair Margaret Kirkpatrick and ASAC Chair Christine Vernier

December 7, 2020



December 7, 2020 Board Presentation - Faculty Senate

## Academic Year 2020-2021 Board priorities, concerns, and initiatives

- Collaboration between the Board of Trustees and the Faculty Senate
- Tuition Pressure & Student Enrollment
- Student Success
- Diversity, Equity and Inclusion





# Collaboration between the Board of Trustees and the Faculty Senate

# Tuition Pressure & Student Enrollment

Outline

# *A Goal to Increase Net Tuition Revenue*

- Definitions
- Problem Statement
- Next Steps



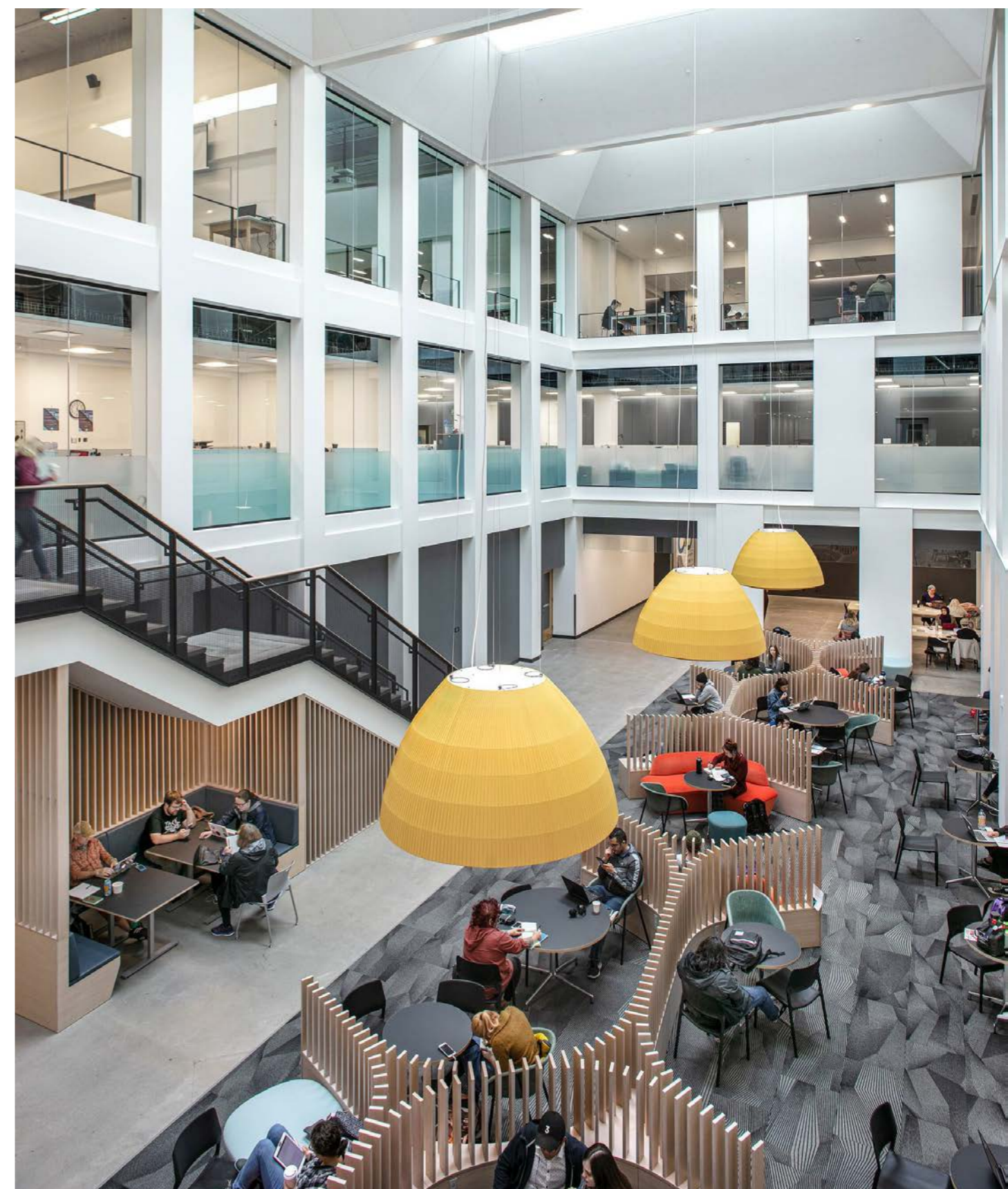




## Definitions

# *Major Components of 2019 \$604 M All Funds Budget*

- **General Fund:** PSU's core operations funded primarily by tuition, & state appropriations. (\$316 M)
- **Auxiliary Funds:** Housing, Parking, Self supporting activities (\$103 M)
- **Restricted Funds:** Research grants and financial aid (\$135 M)
- **Other:** Designated Operations, Service Departments and Other Education and General Funds (\$50 M)



Definitions

***Net tuition revenue*** is the amount of ***revenue*** from ***tuition, net*** of all institutional grant aid provided to students

**Annual Change** in net tuition revenue depends upon overall impact of changes in tuition rates, enrollment and discounting

Net Tuition Revenue =





 Problem Statement

*Net Tuition revenue needs to increase by approximately 4% annually.*

For 2015-2019

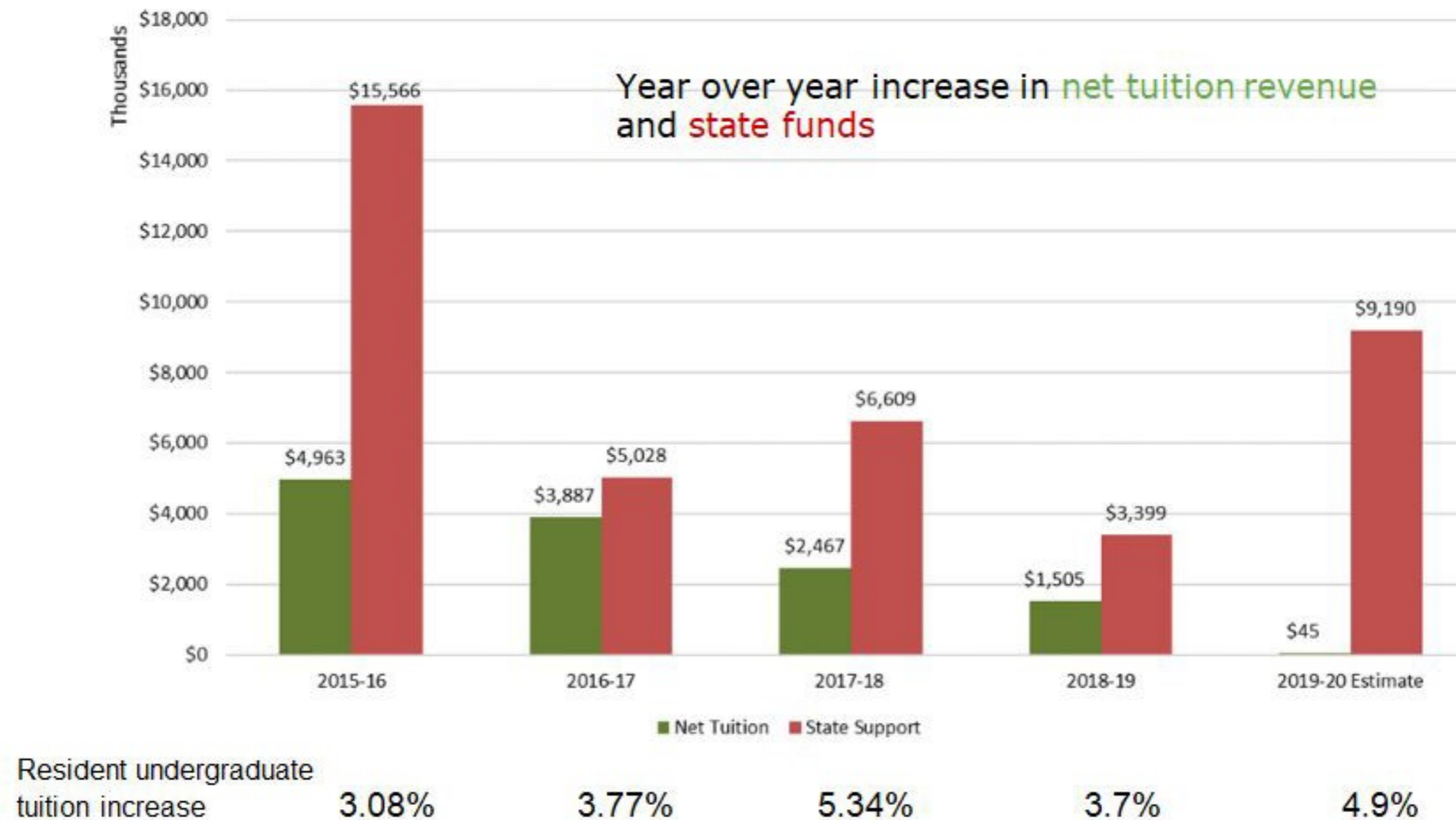
- Expenditures in General Fund increased 16% (average of 4% annually)
- Net Tuition Revenue increased only 6.7% (average of 1.4% annually-and with a downward trend)
- State Funding increased 47% (average of 11.75% annually)\*-not sustainable

\* State funding increased an additional 10% for 2020



How has PSU covered cost increases in recent years?

PSU now at a point where increasing tuition rates only offset loss of revenue from enrollment declines. **Increased year over year funding from the state** in addition to budget reductions have been used to cover inflationary costs





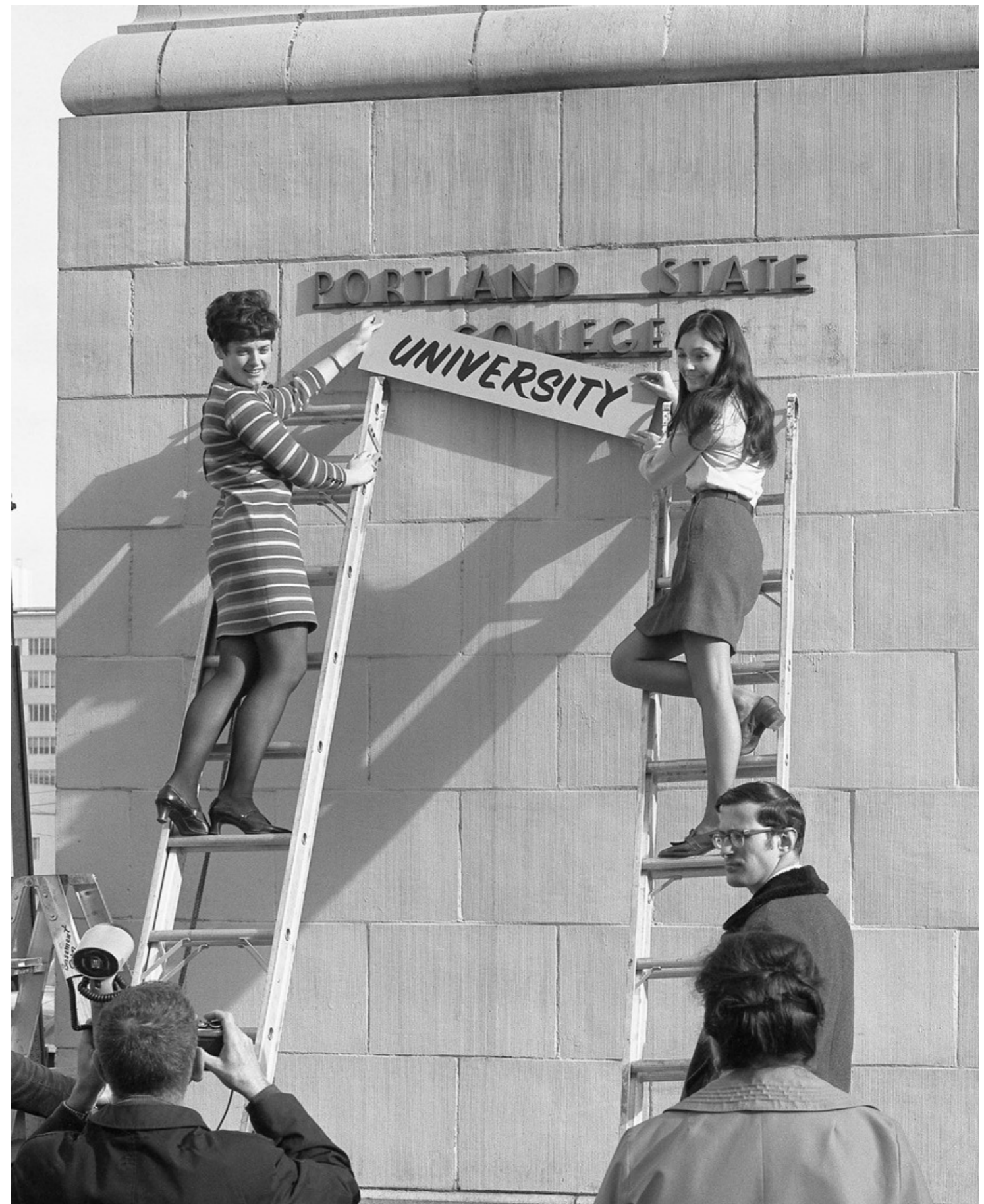
Next steps – long term

*LONG TERM PSU will need to increase net tuition revenue year over year in order to cover cost increases*

**Goal -** Set by Board through F&A committee Charter:

**“...oversee the integrity of the University’s financial operations, physical plant, long-term economic health and allocation of resources.**

**Strategy:** Developed by University Leadership







## Summary

- Board Goal for PSU. **LONG TERM** increase in net tuition revenue commensurate with cost increases
- Long term financial stability can only be achieved through an increase in net tuition revenue which will depend principally upon enrollment growth
- Balanced Approach- tuition increases, enrollment changes, student retention, remissions
- Commitment- access and affordability



# Student Success

December 7, 2020 Board Presentation - Faculty Senate

# *Academic and Student Affairs Committee*

1

**Deep Dive:  
Students First Pillar -  
Persistence  
(November 13, 2020)**

2

**Deep Dive:  
Students First Pillar -  
Academic Success  
(January 11, 2021)**

3

**Deep Dive:  
Students First Pillar -  
Student Experience  
(April 5, 2021)**

4

**Deep Dive:  
Students First Pillar -  
Affordability  
(June 7, 2021)**

# *Diversity, Equity and Inclusion*





## ***OVERSIGHT OF ADMINISTRATION***

Appoint President;  
 establish annual presidential goals;  
 evaluate President's performance based on  
 their success in meeting the goals.

**DEI GOAL** - *"The President will use good faith efforts to, together with the Vice President of Global Diversity and Inclusion and the campus leadership team, plan and implement initiatives to advance equity at PSU, including the publication of a new Diversity, Equity and Inclusion plan and to initiate action to implement it."*

**President's success in meeting this goal will be a key area of focus in annual evaluation.**



## *BOARD OF TRUSTEES*

Boards “govern under the prevailing political, socioeconomic, and cultural conditions of their times, which often present novel challenges.” AGB, An Anatomy of Good Board Governance in Higher Education.

### Recent Actions

- Set President’s DEI Goal
- Assist in recruitment of Dr. Lambert
- Equity Summit
- Collaborate with Administration and Foundation on funding for DEI work





## *Next Steps*

- **Establish Board Governance Committee; schedule trainings**
- **Assess Board composition and performance; identify candidates to fill vacancies**
- **Meet regularly with Faculty Senate and Steering Committee.**



Thank you for your time.

Questions?



# ***A TIME TO ACT***

**Campus Leaders Respond to the Faculty Senate  
Resolution on Diversity, Equity and Inclusion at PSU**



**December 7, 2020**

**Stephen Percy  
Susan Jeffords  
Ame Lambert**

**PORTLAND STATE UNIVERSITY**





# ***FACULTY SENATE RESOLUTION***

***“develop and present to the Faculty as soon as possible an updated plan with short and long-term strategies to support underrepresented faculty and staff, and remedy PSU’s diversity, equity, and inclusion problem to adequately serve our students, faculty, staff, and communities, including a protocol for its implementation.”***

***“take urgent action regarding the unsustainable situation and needs of the departments and programs of the School of Gender, Race and Nations.”***



# ***PRESIDENTIAL STRATEGIES: ADVANCING RACIAL JUSTICE AND DIVERSITY, EQUITY AND INCLUSION AT PSU***

Hiring Dr. Ame Lambert - VP for Global Diversity and Inclusion

Investing \$1.5 million over three years to support DEI

Philanthropy - Racial Justice and Equity fund seeded with \$50K

Racial Justice and Equity the President's # 1 priority

Executive Council are engaging in the Intercultural U Program



# ***PRESIDENTIAL INITIATIVES***

Exploring Greater Connections to Native American Tribes and Indigenous Peoples—Presidential Fellow

Expanding Utilization of an Equity Lens at PSU—Presidential Fellow

DEI Goals and Expectations for Unclassified, Unrepresented Employees



# ***APPRECIATING AND RESPONDING TO TASK FORCE REPORTS ON STUDENT SUCCESS***

During 2017 and 2018, reports were submitted by the **African American, African and Black Student Success** and **Asian-American, Asian and Pacific Islander Student Success** Task Forces. Unfortunately, the recommendations of these Task Force reports remained unexplored as the result of campus leadership transition. The President and campus leadership team are committed to immediate review of the findings and recommendations of the updated Task Force reports and to respond to them in a timely manner.



# *Provost Initiatives*

1. The Provost is adding DEI responsibilities to all positions that report directly to the Provost as part of annual performance reviews.
2. A proposal for an ethnic studies degree requirement is under consideration. The proposal suggests two course expectations that would be required of all PSU undergraduate students. One course would focus on the experiences and histories of ethnic groups and systemic racism within the United States and the other would explore international perspectives.



## ***Provost Initiatives continued***

3. The deans are considering appointment of leadership positions to further DEI work. Some schools, such as the College of Education, had previously appointed a position of Coordinator of DEI. Others, such as the School of Public Health, have created new positions such as an Associate Dean for Diversity and Inclusion.
4. The annual Winter Symposium in 2021 will be conducted this year in partnership with the VP for Global Diversity & Inclusion to move forward topics from the Equity Summit.
5. OAA will integrate DEI work into the planning and design of the Vernier Science Center.



# ***Advancing the School of Gender Race and Nations (SGRN)***

1. The Dean of CLAS and the Director of SGRN have agreed to a cluster hire of multiple new faculty members in the School.
2. The President has committed \$65K in supplemental funding for special initiatives in Black Studies. He has also provided targeted funding for the Equity Summit and other initiatives.
3. The Annual MLK celebration will be jointly planned by GDI and Black Studies. The 2021 celebration will include a panel of PSU scholars exploring Blackness in Oregon and a holistic look at the life of the Rev. Martin Luther King, Jr.





# A Time to Act

**Bold Commitment to  
Advancing Racial Justice and  
Equity**

**Dr. Ame Lambert**







# *Galvanizing Energy and Ideas to Promote DEI and Racial Justice*

**This element is focused on generating dialogue and engagement to create new strategies to advance equity and justice.**

**Equity Summit** convened on October 30, 2020. More than 500 people gathered virtually to discuss DEI and racial justice at PSU.

- Goal #1. See if we could [not] say Black Lives Matter once, but have BIPOCs feel like they mattered by centering and celebrating blackness [cultural wealth] throughout the day
- Goal #2 Release some hope [we better deliver on].
- Goal #3 See what emerged from community engagement and co-creation
- Five task forces engaged in meaning making of summit outcomes, grounded in prior recommendations.
- Will present ideas for feedback at the winter symposium



# ***THE RACIAL JUSTICE AND EQUITY NEXUS - CENTER FOR IDEA GENERATION, EXPLORATION, AND ASSESSMENT***

The heart of any university is its **intellectual core.**

- We will link the campus commitment to racial equity and justice to our intellectual core through the *Racial Justice and Equity Nexus*.
- Harnessing the brilliance in our community and amplifying individual efforts across disciplines and affinities





# *INITIATIVES FOR BIPOC COMMUNITIES*

- In response to a student proposal delivered to the Board of Trustees in the Winter term of 2020, the President commissioned GDI to work on a phased implementation plan to create a **Dreamer Center at PSU**.
- Working with the BIPOC community, GDI will host an annual celebration and showcase of work by, and for, the BIPOC community.

***Things to tend to as we do the work  
(As time allows)***

***Ensuring we are doing  
technical AND adaptive work***

***Especially as we lean into action***





<b>Technical</b>	<b>Adaptive</b>
Easy to identify	Difficult to identify (easy to deny)
Often lend themselves to straightforward solutions	Require changes in values, beliefs, roles, relationships, and approaches to work
Often can be solved by an authority or expert	People with the problem do the work of solving it
Require change in just one or a few places; often contained within organizational boundaries	Require change in numerous places; usually crossing organizational boundaries
People are generally receptive to technical solutions	People often resist even acknowledging adaptive challenges
Solutions can often be implemented quickly - even by edict	"Solutions" require experiments and new discoveries; they can take a long time to implement; cannot be implemented by edict.

- I know that folks are so done with lots of talk and no action, and we are acting. AND we actually really, really need a lot more conversations
    - [Just have to be] deeper conversations; beyond rhetoric
    - Transformational learning opportunities
    - Must tackle the barrier to this work presented by “Portland Polite” culture
      - promotes toxic silence and vomit
      - Harmony and/or comfort cannot be the superordinate goal
- True Justice is not the absence of tension, it is the presence of Justice

~MLK Jr.



# ***KEEP THE FIGURE/GROUND [CENTERING] CHALLENGE IN MIND***

- Women on the front lines
- Everyone needs to be in the work [equity ambassadors everywhere], but the work might look different depending on positionality and task at hand.
  - Looking at structures that create inequity and addressing them
    - Beta testers analogy
  - Designing the future of BIPOC communities
    - The need to define oneself for/by oneself
- Who is leading when? Who has full access to what communities? Who can see the matter in the most robust way?
- Cultural wealth Vs. Deficit thinking





# ***ACKNOWLEDGING THE GRAVITY OF WHAT WE ARE TRYING TO DO***

- Trying to create something that has never existed
  - Deliberately being countercultural/swimming upstream
- Doing it with limited resources and bandwidth and under extraordinary circumstances
  - Refueling and sustaining
- We really need to create spaces for inspiration, imagination, innovation and execution
  - E.g. scaling priming, wise feedback, location of demographic questions
  - Need to experiment with some things, will fail at some things
  - Have to persist, have to be ready to give up some things
  - We have to believe it is worth the cost, because the work is not cost free.



# *GRATEFUL FOR YOUR LEADERSHIP*

I appreciate the recognition of the power you have to make change.

- Resolution
- P&T Committee
- Program prioritization work
- Academic freedom

A campus like ours where students mostly engage in the classroom: that is their lens on PSU.

- The experiences minoritized students have with faculty really matter.
- The work of faculty search committees really matters as gatekeepers who help determining if our faculty will look more like our student body.
- The experiences minoritized faculty have in their departments really matter.
- Students just asked for mandatory diversity training. I want to be able to list all the things faculty are doing to grow their capacity in this area.





**Questions?**

**Comments?**

**I Look Forward to  
Partnering with You!**

