

# Faculty Senate, 1 February 2021



In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available through the Online Curriculum Management System:

[pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard)

If there are questions or concerns about agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay Senate business.

Items on the *Consent Agenda* are **approved** (motions or resolutions) or **received** (reports) without further discussion, unless a senator gives notice to the Secretary in writing prior to the meeting, or from the floor prior to the end of **roll call**. Any senator may pull any item from the *Consent Agenda* for separate consideration, provided timely notice is given.

The Constitution specifies that senators may designate an **alternate**. An alternate is a faculty member (but not another senator) from the same Senate division as the senator who is empowered to act on the senator's behalf in discussions and votes. An alternate may represent only one senator at any given meeting. The senator must submit the name and contact information of the alternate to the Secretary **prior to** the meeting. A senator who misses more than three meetings consecutively, without providing an alternate, will be dropped from the Senate roster.

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**To:** Faculty Senators and Ex-Officio Members of Faculty Senate  
**From:** Richard Beyler, Secretary to the Faculty

Faculty Senate will meet on **1 February 2021 at 3:00 p.m.**

*This meeting will be held as an online conference. A livestream will be linked to the Faculty Senate website. Senators represented by **Alternates** must notify the Secretary by **noon on Monday, February 1st**. Other members of the PSU community who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon on Monday, February 1st**. The **Consent Agenda** is **approved** without further discussion unless any Senator, prior to the end of Roll Call, requests separate consideration for any item.*

**AGENDA**

- A. Roll Call and *Consent Agenda* (see also E.1, G.4)
  - 1. Roll Call
  - \* 2. Minutes of the 4 January meeting – *Consent Agenda*
  - \* 3. OAA response to Senate actions of 7 December and 4 January – *Consent Agenda*
  - 4. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*
- B. Announcements
  - 1. Announcements from Presiding Officer
  - 2. Announcements from Secretary
- C. Discussion
  - \* 1. Curriculum and our commitment to diversity, equity and inclusion: race and ethnic studies requirement initiative
- D. Unfinished Business – *none*
- E. New Business
  - \* 1. Curricular proposals (GC) – *Consent Agenda*
  - \* 2. Dropping GRE scores for graduate admissions considerations (GC)
  - \* 3. Temporary suspension of the 3.0 high school GPA for freshmen admissions (Steering)
- F. Question Period
  - \* 1. Administration response to question on House Bill 2864 from January
- G. Reports from Officers of the Administration and from Committees
  - 1. President's Report
  - 2. Provost's Report
  - 3. Report from Vice President for Finance & Administration
  - \* 4. Interim report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments – *Consent Agenda*
  - \* 5. EPC special report: summary of student survey on returning to campus – *Consent Agenda*
- H. Adjournment

**\*See the following attachments.**

**Complete curricular and program proposals are available at the [Online Curriculum Management System](#).**

A.2. Minutes for 1/4/21

A.3. OAA response to Senate actions for 12/7/20 & 1.

C.1. RESR proposal draft

E.1.a. Curricular proposals (GC) – *summaries – Consent Agenda [note: there is no E.1.b]*

E.2. Resolution on GRE in graduate admissions

E.3. Motion on GPA in freshmen admissions

F.1. Response to questions on HB 2864

G.4. AHC-APRCA interim report – *Consent Agenda*

G.5. EPC special report – *Consent Agenda*

# PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2020-21

## Steering Committee

Michele Gamburd, Presiding Officer

Vicki Reitenauer, Presiding Officer Elect • Isabel Jaén Portillo, Past Presiding Officer

Elected members: Jill Emery (2019-20) • Jon Holt (2019-20) • José Padín (2020-22) • Steven Thorne (2020-22)

Ex-officio (non-voting): Richard Beyler, Secretary • Rowanna Carpenter, IFS • Yves Labissiere, Faculty Trustee

### College of the Arts (COTA) [4]

Berrettini, Mark	FILM	2023
Borden, Amy E.	FILM	2022 *+
Heilmair, Barbara	MUS	2023
Magaldi, Karin	TA	2021

### The School of Business (SB) [4]

Hansen, David	SB	2021
Loney, Jennifer	SB	2022 +
Raffo, David	SB	2023
Sanchez, Becky	SB	2022

### College of Education (COE) [4]

Farahmandpur, Ramin	ELP	2022 +
Guzman, Andres	COE	2021 *
Kelley, Sybil	ELP	2023
Sugimoto, Amanda	C&I	2021

### Maseeh College of Engineering & Computer Science (MCECS) [5]

Anderson, Tim	ETM	2021
Chrzanowska-Jeske, Malgorzata	ECE	2021 +
Duncan, Donald	ECE	2022
Dusicka, Peter	CEE	2023
Feng, Wu-chang	CMP	2022

### College of Liberal Arts & Sciences—Arts & Letters (CLAS-AL) [6]

Clark, Michael	ENG	2023
Cortez, Enrique	WLL	2023
Greco, Gina	WLL	2021 +
Holt, Jon	WLL	2021
Limbu, Bishopal	ENG	2022
Thorne, Steven	WLL	2022 +

### College of Liberal Arts & Sciences—Sciences (CLAS-Sci) [7]

Cruzan, Mitch	BIO	2023
Eppley, Sarah	BIO	2022
Fountain, Robert	MTH	2021
Goforth, Andrea	CHE	2023
Jedynak, Bruno	MTH	2022 +
Lafferriere, Beatriz	MTH	2022 +
Thanheiser, Eva	MTH	2021

### College of Liberal Arts & Sciences—Social Sciences (CLAS-SS) [6]

Ajibade, Jola	GGR	2023
Fritz, Charlotte	PSY	2021
Gamburd, Michele	ANT	2022 +
Meyer, Claudia	SPHR	2021
Padín, José	SOC	2023
Reitenauer, Vicki	WGSS	2022 +

### Library (LIB) [1]

Mikulski, Richard	LIB	2023 +
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### School of Public Health (SPH) [2]

Izumi, Betty	CH	2021 *
Labissiere, Yves	CH	2022 +

### School of Social Work (SSW) [4]

Chorpenning, Matt	SSW	2023
May, Edward	SSW	2021
Oschwald, Mary	RRI	2022 +
Smith, Gary	SSW	2023

### College of Urban and Public Affairs (CUPA) [5]

Clucas, Richard	PS	2023
Erev, Stephanie	PS	2023
Ito, Hiro	ECN	2021 *
Kinsella, David	PS	2022 +
Tinkler, Sarah	ECN	2021 *

### Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023
Lupro, Michael	UNST	2021 +
Newlands, Sarah	UNST	2021

### All Other Faculty (AO) [9]

Broussard, Scott	ACS	2021
Flores, Greg	ACS	2022
Gómez, Cynthia	DMSS	2023
Harris, Randi	OAI	2022 +
Hunt, Marcy	SHAC	2023
Ingersoll, Becki	ACS	2021
Kennedy, Karen	ACS	2022
Law, Anna	ACS	2023
Matlick, Nick	REG	2021

### Notes:

\* Interim appointment • + Committee on Committees • Total positions: 60 • Status: 27 July 2020

## EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2020-21

### Administrators

Adler, Sy	Interim Dean, College of Urban and Public Affairs
Allen, Clifford	Dean, The School of Business
Bangsberg, David	Dean, OHSU-PSU Joint School of Public Health
Bowman, Michael	Acting Dean, Library
Bynum, Leroy, Jr.	Dean, College of the Arts
Chabon, Shelly	Vice Provost for Academic Personnel and Leadership Development
Coll, Jose	Dean, School of Social Work
Corsi, Richard	Dean, Maseeh College of Engineering and Computer Science
Jeffords, Susan	Provost & Vice President for Academic Affairs
Knepfle, Chuck	Vice President for Enrollment Management
Lambert, Ame	Vice President for Global Diversity and Inclusion
Lynn, Marvin	Dean, College of Education
Maddox, David	Interim Vice Provost for Academic Budget and Planning
Percy, Stephen	President
Podrabsky, Jason	Interim Vice President for Research and Graduate Studies
Reynolds, Kevin	Vice President for Finance and Administration
Rosenstiel, Todd	Dean, College of Liberal Arts and Sciences
Toppe, Michele	Vice Provost for Student Affairs & Dean of Student Life
Wooster, Rossitza	Dean, Graduate School

### Faculty Committee Chairs

Boyce, Steven	Budget Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Coleman, Cornelia	Honors Council
Comer, Kate	University Writing Council
Cruzan, Mitchell +	Budget Committee (co-chair)
Epstein, Joshua	General Student Affairs Committee
Estes, Jones	Academic Quality Committee
Ginley, Susan	Undergraduate Curriculum Committee
Goodman, Julia	Faculty Development Committee (co-chair)
Hendricks, Arthur	Educational Policy Committee (co-chair)
Loikith, Paul	Graduate Council
Millay, Lea	Library Committee
Nadeau, Jay	University Research Committee
Parnell, Will	Faculty Development Committee (co-chair)
Sager, Alexander	Educational Policy Committee (co-chair) [also IFS]
Shatzer, Liz	Scholastic Standards Committee
Spencer, Randy	University Studies Council
Watanabe, Suwako	Academic Requirements Committee
TBD (December 2020):	ACIC

**Senate Officers and Other Faculty Officers**

Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Advisory Council (2020-22); IFS (Jan. 2020-Dec. 2022)
Emery, Jill	Steering Committee (2019-21)
Gamburd, Michele +	Presiding Officer; Advisory Council (2019-21)
Jaén Portillo, Isabel	Past Presiding Officer
Labissiere, Yves +	Advisory Council (2019-21); IFS (Jun. 2019-Dec. 2021); BoT
Padín, José +	Advisory Council (2020-22); Steering Committee (2020-22)
Reitenauer, Vicki +	Presiding Officer Elect
Sager, Alexander	IFS (Jan. 2021-Dec. 2023) [also EPC co-chair]
Sanchez, Becky +	IFS (Sep. 2019-Dec. 2020)
Sipelii, Motutama	President, ASPSU
Thorne, Steven +	Steering Committee (2020-22)
Voegele, Janelle	Advisory Council (2020-22)
Webb, Rachel	Advisory Council (2019-21)
Zonoozy, Khalil	Adjunct faculty representative

**Notes**

+ Also an elected senator

Status as of 24 December 2020

**DRAFT Minutes of the Portland State University Faculty Senate Meeting, 4 January 2021  
(Online Conference)**

**Presiding Officer:** Michele Gamburd

**Secretary:** Richard Beyler

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

**Alternates present:** Antares Boyle for Heilmair, Candyce Reynolds for Kelley.

**Senators absent:** Ito, Raffo, Tinkler.

**Ex-officio members present:** Allen, Beyler, Bowman, Boyce, Burgess, Bynum, Chabon, Coll Emery, Jaén Portillo, Jeffords, Knepfle, Lambert, Loikith, Lynn, Percy, Podrabsky, Rosenstiel, Sager, Toppe, Voegele, Watanabe, Webb, Wooster.

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

**1. Roll call**

**2. Minutes** of the 7 December meeting were **approved** as part of the *Consent Agenda*.

**B. ANNOUNCEMENTS**

**1. Announcements from Presiding Officer**

GAMBURD announced there could be one or more additional Senate meetings in the near future, under Article 22 of the PSU-AAUP collective bargaining agreement, the procedure for a proposed program reduction. Particulars would be announced in due course. Article 22 states that the administration needs to bring to Senate a presentation of the financial situation, in the event of making such a reduction.

GAMBURD adverted to the recent survey of faculty which indicated a need for communication, worries about job security, and other issues. She appreciated the administration's extending childcare and COVID leave, and suspending the six-month waiting period for vacation time for new hires.

GAMBURD noted the ongoing work of the Ad-Hoc Committee for Academic Program Reduction and Curricular Adjustments (APRCA), which will have a website coming online in the near future to provide information and solicit feedback.

**2. Announcements from Secretary – none**

**C. DISCUSSION – none**

**D. UNFINISHED BUSINESS**

**1. Amendment to Faculty Constitution: Academic Appeals Board**

GAMBURD reviewed the status of the proposed amendment to convert Academic Appeals Board, currently an administrative committee, into a constitutional committee

[**January Agenda Attachment D.1**]: it had been introduced at the December meeting and after review by Advisory Council was now before Senate for a vote. Because it was already moved and seconded in December, it now appeared on the agenda as an Order of the Day (per parliamentarian CLARK).

The **amendment to the Constitution of the Portland State University Faculty** as contained in **Attachment D.1** was **approved** by the necessary two-thirds majority (51 yes, 0 no, 1 abstain, recorded by online survey).

## E. NEW BUSINESS

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

The new courses, changes to courses, dropped courses, and changes to programs listed in **January 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 Holocaust and Genocide/Atrocity Prevention (CLAS via GC)

BORDEN/CHORPENNING **moved** approval of the Graduate Certificate in Holocaust and Genocide/Atrocity Prevention, a new program in CLAS, as summarized in **January Agenda Attachment E.2** and proposed in full in the [Online Curriculum Management System](#).

GAMBURD recognized Amanda BYRON (Conflict Resolution Program) to provide background: the proposal was developed in collaboration with the School of Gender, Race, and Nation, capitalizing on work over the past ten years in genocide studies. It offers a graduate certificate, focused primarily on prevention, and recognition of threats and risks. The new cluster hire in SGRN around resistance studies connects to this proposal. BYRON characterized it as steeped in the CR tradition of peace-building efforts. She hoped it would be a timely collaborative opportunity throughout PSU.

The **Graduate Certificate in Holocaust and Genocide/Atrocity Prevention**, as summarized in **Attachment E.2**, was **approved** (51 yes, 0 no, 1 abstain, recorded by online survey).

## F. QUESTION PERIOD

### 1. Questions for President

Senator PADÍN submitted the following questions to President PERCY.

*Background:* Our question is in relation to Oregon House Bill 2864 (2017), which requires that every public institution of higher education in Oregon establish process to establish cultural competency standards and that meet substantive requirements pursuant cultural competency. Faculty, staff, and students across Oregon made significant contributions to this legislation, and as a result, the bill sets forth a requirement for universities to create a process with a significant faculty, staff and student shared-governance role. Two deadlines set forth by HB 2864 have passed.

- December 31, 2019 was the deadline for PSU (and all public institutions of higher education) to establish the process with significant faculty, staff, and student participation.



- December 31, 2020 was the deadline for PSU (and all public institutions of higher education) to comply with all other substantive requirements set forth in bill.

*Fact:* The bill required a process be put in place by December 31, 2019, and that process have significant faculty participation, and Faculty Senate never was contacted to participate. *Questions:*

1. Was a process instituted by December 31, 2019?
2. If so, what is the process, what was the faculty, staff, and student role in participation, and why was FS not contacted?

*Fact:* The bill required a full plan (using the previous process) by December 31, 2020.

*Question:*

3. Was the plan completed, and what was the role of the Faculty in developing it?, regarding a Oregon House bill passed in 2017 which required that every public institution of higher education in Oregon establish a process to establish cultural competency standards:

PERCY, responding, said that the law was consistent with our work on racial equity and justice, diversity, and inclusion. When he received the question most of the senior administration was already out of the office [for winter break], so he was now only able to give a preliminary report and would submit a fuller report in February. After the law was passed in 2017, PERCY stated, the Diversity Action Council was designated to lead the process. They did an assessment and identified areas where we needed to do some work. Unfortunately, some things happened to slow us down: we lost the individual in charge of diversity education in GDI, and a similar person in Human Resources. There were other transitions in GDI leadership. With our new VP GDI coming on board, we have accelerated the pace and things are coming into clearer shape. The education scholarship and service task force began work with the equity summit. However, we have not yet developed a robust multicultural competency training program and we must do that. We are moving forward. He intends to provide a report on this at the next meeting. He would welcome Faculty Senate consultation on this work.

GÓMEZ asked if the position [referred to] in GDI had been eliminated, and how we would build capacity to make sure to follow through on this training. LAMBERT, responding, said the position had not been eliminated: there would be a search to re-fill it.

PADÍN asked if Faculty Senate will be invited to have representation and participation in the process. PERCY responded that he would welcome this and would like to work with Steering Committee to figure out how.

GÓMEZ asked if we knew what other campuses were doing. LAMBERT said that coming out of the equity summit there was a list of questions for other institutions, which would form a repository to look at as we figure out our own opportunities.

## **G. REPORTS**

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

PERCY stated that the recent CARES Act [extension] includes \$30 billion to offset lost revenue and COVID-related expenses in higher education institutions. We will save around \$30 million in the next few months. This is good news for us and for our students, and could not come at a better time. However, it is one-time money. It will fill some

holes, but doesn't answer all the financial sustainability challenges we face. We aim to support students who are seeking to remain in school. Until we get regulations from the Department of Education, we don't know exactly what the requirements will be. We must use the funds for things that are somehow COVID-related; a minimum of \$8.3 million must go to student aid. Beyond this, there might be some room to do different things with these monies; we are awaiting guidance. We don't know the immediate timeline for when the funds will come through. To determine how to use the funds, we will align eligible expenditures with our needs. The Executive Council will recommend an approach. We will share the recommendations with Faculty Senate or Budget Committee and with ASPSU for feedback; then they will be reviewed by the Board of Trustees.

PERCY reviewed the first round of CARES Act funding: of \$16.6 million, half went directly to students; half was available to offset institutional expenses related to student areas that were not fully utilized, such as housing, childcare, rec center, and athletics. The student funds were distributed as quickly as possible.

There will be a similar process this time, PERCY indicated. This will help us overcome some of the very rough impacts of COVID-19 last year and this year. There is still much work to do on financial sustainability, but this is some good news for us and our students. We look forward to working with Senate on utilization of these funds.

PERCY appreciated the importance of research: creating knowledge, informing practice and community engagement. The Interim VP RGS, consulting with various people involved in the research enterprise, has been working on a plan, which will be announced soon, to strengthen research and grow capacity to be competitive in the research world. Are there multidisciplinary projects, and ways that research can align with curricular innovations? How can research be informed by or support work on racial justice and equity? Candidly, we also need to look at challenges and barriers.

PERCY continued: the state legislature session will begin later this month. The governor's recommended budget puts higher education at the same level as last biennium. In one sense this is not so bad, because there is no reduction; on the other hand, expenses are increasing, and the same budget as previously will not cover the rising costs. Our legislative affairs folks are working with other institutions, asking for investment in higher education as important to the economic health and vitality of the state. A couple of years ago there was a major investment in K-12 education, something we supported; we hope to convince the state of the value of our common goals.

We will have a new national administration, PERCY noted. We will be looking for changes relevant to higher education: perhaps more research opportunities, funding for financial aid, changes in DACA, and other measures affecting our students.

We are, PERCY added, closely watching vaccine distribution plans and looking at what point it may be safer to come back to campus—maybe not exactly resume what we were doing, but working together to come back stronger and better. Movement into the 4<sup>th</sup> and Montgomery Building has begun.

FARAHMANDPUR noted a proposal to change the state funding distribution formula in a way that would be advantageous to PSU, to the extent of approximately an additional

\$2.5 million. PERCY: there had been a discussion over many months about the formula. We are hopeful about that addition to our recurring budget.

OSCHWALD was happy to hear about the focus on research. In students' formulation of why they came to PSU, she found, was that faculty and staff were doing things they found significant. They want to contribute to this research. For example, she just had a conversation with a woman who is working with veterans around suicide prevention; there a number of folks around PSU who would love to work with that. Research pairs with everything we do, and most importantly, students first.

JEDYNAK asked about the timeline of the research initiative and how they might contribute to it. PERCY said he hoped to work with PODRABSKY over winter term and to have a plan by the end of spring term. There is some more time for consultation, but he hoped to have something to guide planning as quickly as possible.

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

JEFFORDS announced appointment of Amy MULKERIN as Vice Provost for Academic Budget and Planning. She is currently Senior Director of International Finance at Mercy Corps. While this is not a higher education position, she has experience in a mission- and purpose-driven institution, values the work of PSU, and has the necessary skills. She will begin on February 15<sup>th</sup>. JEFFORDS thanked Cliff ALLEN, chair, and other members of the search committee. She also thanked David MADDOX, who had served in the role for the past eighteen months, for his intellect, compassion, and commitment to the work of higher education. He will be staying for an additional three months, which will allow some overlap during the transition period.

JEFFORDS also announced the establishment of a working group, based in OAA, to implement the evidence-based components of the conversation about program reduction. This is in tandem with the APRICA committee, created by Senate to set guidelines for values and principles. The summer ad-hoc committee recommended that decisions be evidence-based, considering multiple multiple dimensions of value, without relegating it to, for example, a simple student-credit-hour metric. She wished to respect transparency of process and inclusion of voices throughout these discussions. Rossitza WOOSTER, Dean of the Graduate School, and Matt CARLSON, Associate Dean in CLAS, will co-chair the working group. There will be representation from each of the schools and colleges. Her expectation is that as the group the proceeds there will be public town halls, and also opportunities to share the work with Faculty Senate.

JEFFORDS next addressed an item which had been subject of numerous previous discussions, the Confucius Institute at PSU. The Federal government, she stated, has applied increasing scrutiny to CI's. This led many universities to examine costs and benefits, in particular pertaining to research funding, for institutions hosting CI's. In fall term she asked Ron WITCZAK to work with representatives from the RGS and from the General Counsel's Office, to produce a report on the costs, risks, and benefits of maintaining a Confucius Institute at PSU. They submitted the report toward the end of December. Their recommendation, with which JEFFORDS concurs, is that PSU should initiate the process of terminating our relationship with the Confucius Institute. Termination requires a six-month notification to our Chinese partners; we would need to initiate that process before being able to actually terminate the agreement. The final

decision rests with the President. She has recommended to PERCY that we proceed with taking steps to terminate the hosting agreement. She had shared this decision with the PO and POE, as well as the co-chairs of EPC, which had for some time focused on issues and asked important questions regarding the CI. There is not yet finality, because of how the agreement works, but she wanted to be sure that Senate was apprised.

JEDYNAK asked for clarification on the reasons for terminating the relationship.

JEFFORDS: the institute had existed at PSU since 2007. Unlike many, the CI here did not directly offer courses or programs. We served as host for programs offered to K-12 schools in the region—opportunities to learn about Chinese culture, art, and history. Termination of the agreement at PSU doesn't mean that the K-12 schools cannot pursue a relationship with the CI on their own; we're not dictating what actions they should take. The federal government has increased examination of the partners of CI's, and concerns have been raised about possible conflicts of interest for staff serving there. She would not comment on whether she found those concerns valid or not. Regardless of whether or not they are accurate, the federal government has taken steps to limit funds that go to universities that host CI's—for example, some Department of Defense funding. The University of Oregon cancelled their relationship with the CI when some DoD funding was put at risk. She wished to ensure that faculty here are not precluded from pursuing research interests because of CI connections.

PODRABSKY: there is increasing conflict between accepting federal funds and having relationships with a number of different foreign institutions, not just the CI. About once a month we are contacted by the FBI for a briefing, and about every three months the VPs for research in the state have a meeting with various entities that are looking at this. The ACLU is monitoring the situation as well. Indications are that things are only going to get harder, and that the change in administration isn't going to change this, particularly in regard to Russia and China, if we continue to accept funds from the DoD and perhaps the Department of Energy. RGS is working on an update about this.

### **3. Report of Ad-Hoc Committee on Undergraduate Research Opportunities**

GAMBURD recognized Shelby ANDERSON, chair of AHC-ARO [see **January Agenda Attachment G.3**]. ANDERSON reviewed the charge of the committee: to look at current undergraduate research practices at PSU, investigate new initiatives, and examine practices at other institutions, including disciplines that are sometimes perceived to be overlooked in this area. They were then to make recommendations for activities and structures that would sustain successful undergraduate research. The committee reviewed research literature on best practices, such as criteria and recommendations of the Council on Undergraduate Research; they also looked at what comparator institutions are doing. They also collected disparate sources of PSU data: a 2017 survey carried out the Academic Quality Committee, data from Honors College and other honors and scholarship programs, Library data, research symposium presentations, and several white papers from faculty and administrators. Given that there was the AQC survey of faculty, they concentrated particularly on gathering information from leaders of centers, institutes, and units. There was a faculty-staff workshop in December. They targeted feedback from the humanities and the arts.

The questions they asked included: What does undergraduate research look like in your discipline? What obstacles have you faced? What would mitigate challenges? How can we promote diversity, equity, and inclusion in research opportunities? After the committee produced a draft report, they solicited any feedback on specific points.

ANDERSON cited several examples of undergraduate research programs already at PSU: Honors College, University Studies capstones, research and mentoring program in MCECS, McNair Scholars Program, LSAM Program, student research with TREC, Biology S-STEM, Build Exito. Our diverse first-generation student population brings new insights to research. Faculty and staff in a variety of programs and disciplines have a lot of experience supporting and working with undergrad research. There is much potential to grow exciting programs, in some cases with relatively low investment efforts.

ANDERSON said, however, that faculty identified several challenges. There is little coordination; sometimes people working in related programs struggle to find students to engage with. There are obstacles around workload, effort not necessarily recognized in P&T, so that mentoring becomes a labor of love. This issue came up repeatedly. The report [**January Agenda Attachment G.3**], pp. 2-3, lists seven specific actions identified by the Council on Undergraduate Research as best practices to support faculty efforts.

The committee, ANDERSON continued, recommends six broad areas for change. 1) Improve student access, experience, and outcomes, particularly for BIPOC, first-generation, and students from other under-represented groups whose trajectories can be most significantly affected. 2) Centralize information and communication. 3) Address faculty workload issues. 4) Help students and faculty prepare for research and mentoring. 5) Raise awareness of opportunities. 6) Address undergraduate research funding deficits. Table 3 in the report [pp. 15 ff.] lists actionable items in these areas over near-, mid- and long-term periods. Some of these have little or no cost, or might even create savings. Others do require investment.

ANDERSON said that PSU becoming the undergraduate research university in Oregon would be a driver for recruitment, increase retention and graduation rates, and support BIPOC students in achieving academic and career goals. It aligns with our Students First initiative and our mission to serve the city and a diverse student population.

GAMBURD thanked the committee for their report. She noted that there would be liaison with the recently created University Research Committee. BORDEN expressed appreciation for the committee's excellent work. PODRABSKY thanked ANDERSON for her effective leadership of the committee, and for effectively handing off the work to the new URC. He agreed that undergraduate research could be a selling point for PSU, showing relevance and uniqueness in the Portland area.

#### **4. Report from Interinstitutional Faculty Senate**

CARPENTER reported on the IFS meetings in June and November. Much discussion involved responses to the COVID epidemic: furloughs, layoffs, pay reductions. Faculty at some institutions say that they face pressure to increase class sizes now that they are no longer constrained by physical classroom space. They also discussed whether or not faculty have a shared governance presence in decisions about when and how to reopen

campuses; support for faculty in that context; whether, and how, faculty are involved in budgetary planning and decision making; and the faculty role in governing boards.

IFS talked with Ben CANNON, Executive Director of HECC about their strategic planning process. It had been halted because of COVID, but they had completed information gathering and will proceed in a somewhat scaled-back version. There will be opportunities for faculty input. She also talked with the Chair of HECC regarding faculty governance. She learned that HECC review university boards every two years; they asked whether there might be room for faculty input there. HECC and the boards came into existence at the same time, and their interrelationship is somewhat confusing. IFS has representatives on several statewide committees, such as those on the transfer articulation agreement, and on the revised budget model. Those are largely on hold.

CARPENTER called attention to the news that Western Oregon University is undergoing retrenchment. The president issued a final plan in December, which includes layoffs of full-time non-tenure and tenure-track faculty, elimination of majors at both graduate and undergraduate levels, and reductions in many programs. They will have an incentivized retirement plan. One of the concerns coming to IFS from WOU was that they feel a lack of faculty input; the committee that made the final report didn't include faculty and they were not well informed along the way. It's important to know what's going on at other institutions, CARPENTER said, and think about our own processes.

##### **5. Notice of moratorium on programs in IGS, WLL**

GAMBURD indicated that along with the current notification of program moratoriums in International and Global Studies, there was a notice in October, for a program in World Languages in Literatures, that Senate did not have a chance to discuss. These notifications are part of the procedure of reportage to EPC.

GAMBURD recognized Evguenia DAVIDOVA for the IGS background: they are requesting a two-year moratorium, fall 2021 to spring 2013, for the majors in African Studies, European Studies, and Middle East Studies, as well as the certificate in Turkish Studies. They have fifteen possible degrees including seven thematic tracks and five regional study areas, alongside several undergraduate certificates. This creates some confusion for students and advisors; there are frequent requests for course substitutions. External review in 2018-19 suggested that the degree offerings be streamlined. An ad-hoc committee worked on the problem, and the departmental faculty voted to place these degrees on a two-year moratorium. Declining student numbers were a consideration. Additionally, the department doesn't have full-time faculty for these regions, or they are in shared lines. By contrast, Latin American and Asian Studies have several full-time faculty. They will continue the regional certificates, and continue to offer courses that support students who are enrolled at the moment—they will not be deprived of the opportunity to graduate [with the major]. This plan gives faculty more flexibility to offer thematically based classes, which are attracting more students at the moment. They intend to perform a yearly review.

GRECO described the situation in WLL. The French section decided on a moratorium of the French MA program, because graduate TAs were cut for budgetary reasons. Contrary to the assumption in some quarters that graduate students will pay a higher tuition that will float the economic boat, in some disciplines where it is not customary to ask

[graduate] students to pay tuition [because of TA positions]. Studies can go elsewhere to pursue these degrees. Also a very important part of the graduate degree process is learning how to teach. Without being able to offer TA positions, it was not a winning proposition. Student interest in language is cyclical, and goes up and down with what's going on the rest of the world, in the US government, and so on. They chose a moratorium rather than stopping the MA out of hope that the cycle will come back, and that the college will have more money for TA positions.

GRECO said that they had also considered a moratorium on the Arabic major, because there aren't enough students in 400-level classes—a critical mass of students speaking Arabic. They pulled back because of the EPC decision to limit moratoriums to three years. She understood wanting to scrutinize moratoriums, so that they are not a facile way to get rid of programs. When departments want to make moratoriums, she wished there were more flexibility. Three years is not enough time for interest in Arabic to come back. They don't want to get rid of the major; however, it's not right to try to bring students into the major when numbers across the nation are suffering. They would like to focus on the minor and then, as numbers go up, stop the moratorium. Realistically, that will take more than three years. Her plea was for more flexibility, so that they could hit the ground running when geopolitics perhaps change and students come back.

CLARK asked whether there were other Arabic programs in the Portland area. GRECO believed there are minors, but no majors.

HOLT asked whether, given the hiring freeze, a moratorium did not de facto mean the end of the program. DAVIDOVA: we don't know. There has been a decline [in regional offerings]; the general trend in international studies is away from area studies towards thematic tracks, as well as the international development major. They don't entirely know all of the ramifications. They need to collect data over several years, and three years is a short period, as GRECO said, given years of work and thinking invested in a program.

GRECO, answering, said that if there are no GTA positions in French, that basically means a moratorium. In Arabic, the issue is enrollment in 400-level classes—having a critical mass in the classroom. They thought a moratorium might be a solution, but the three-year limit makes it not subtle enough. WLL is a large enterprise, with many students and faculty, and she needs to be subtle.

JAÉN PORTILLO thanked EPC for the commitment to following rigorous procedures, according to the principles of governance. We want to avoid de facto eliminations by curtailing funding to a program. She also wished to emphasize the impact that program eliminations can have on our community. The French program has been training teachers for other educational institutions in our community. She encouraged administrators to take a careful look into GTA funding, and ensure we don't lose this ability to serve the community by training teachers. In some disciplines there is not way to recruit students unless we offer TAs. If we don't have this funding, it is a de facto elimination even if we go through a moratorium.

**H. ADJOURNMENT.** The meeting was **adjourned** at 4:58 p.m.

Office of the Faculty Senate, OAA  
Portland State University  
P.O. Box 751  
Portland, OR 97207



To: Susan Jeffords, Provost  
From: Portland State University Faculty Senate  
(Michele Gamburd, Presiding Officer; Richard Beyler, Secretary)  
Date: 8 December 2020  
Re: Summary of Senate Actions

At its regular meeting on 7 December 2020 (held as an on-line conference), Faculty Senate **approved** the curricular **consent agenda** with the new prefix; new, changed, and dropped courses; and changes to programs listed in Attachment E.1 to the December Agenda.

**01-14-2021—OAA concurs with the curricular consent agenda with the new prefix; new, changed and dropped courses and changes to programs.**

Faculty Senate also **voted to approve**:

- A new program in The School of Business, the Graduate Certificate in Real Estate Investment and Finance, as summarized in Attachment E.2;

**01-14-2021—OAA concurs with the new program in The School of Business.**

- Extending the current temporary change in the Universities Pass/No-Pass policy, responding to the public health emergency, through the Spring 2021 term, as specified in Attachment E.3;

**01-14-2021—OAA concurs with extending the current temporary change in the Universities Pass/No-Pass policy.**

- Extending the charge of the Ad-Hoc Committee on Interdisciplinary Teaching and Research through the end of the 2020-21 academic year, as specified in Attachment E.4.

**01-14-2021—OAA concurs with extending the charge of the Ad-Hoc Committee on Interdisciplinary Teaching and Research.**

A **proposed amendment** to the Constitution of the Portland State University Faculty, establishing the Academic Appeals Board as a constitutional Faculty committee with charge and composition as specified in Attachment E.5, was **introduced** with the endorsement of ten



senators. Upon review by the Advisory Council, Senate will vote on this proposed constitutional amendment at the next meeting.

Best regards,



Michele Gamburd  
Presiding Officer



Richard H. Beyler  
Secretary to the Faculty



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

Office of the Faculty Senate, OAA  
Portland State University  
P.O. Box 751  
Portland, OR 97207



To: Susan Jeffords, Provost  
From: Portland State University Faculty Senate  
(Michele Gamburd, Presiding Officer; Richard Beyler, Secretary)  
Date: 4 January 2021  
Re: Summary of Senate Actions

At its regular meeting on 4 January 2021 (held as an on-line conference), Faculty Senate **approved** the curricular **consent agenda** with the new, changed, and dropped courses; and changes to programs listed in Attachment E.1 to the January Agenda.

**01-15-2021—OAA concurs with the curricular consent agenda with the new, changed and dropped courses and changes to programs.**

Faculty Senate also **voted to approve**:

- An **amendment to the Constitution of the Portland State University Faculty**, establishing the Academic Appeals Board as a constitutional Faculty committee with charge and composition as specified in Attachment D.1;

**01-14-2021—OAA concurs with the amendment to the Constitution of the Portland State University Faculty.**

- A new program in the College of Liberal Arts and Sciences, the Graduate Certificate in Holocaust and Genocide/Atrocity Prevention, as summarized in Attachment E.2.

**01-14-2021—OAA concurs with the new program in the College of Liberal Arts and Sciences.**

Best regards,

A handwritten signature in black ink, appearing to read "M. Gamburd".

Michele Gamburd  
Presiding Officer

A handwritten signature in black ink, appearing to read "Richard H. Beyler".

Richard H. Beyler  
Secretary to the Faculty

A handwritten signature in black ink, appearing to read "S. Jeffords".

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

## **Proposal for a Race/Ethnicity Requirement for Portland State Undergraduates**

### **Prepared By:**

**Pedro Ferbel-Azcarate**

**Susan Ginley**

**Ethan Johnson**

**Marie Lo**

**Alex Sager**

**Ted Van Alst**

**Lisa Weasel**

### **Executive Summary**

We propose a two course campus-wide Race and Ethnic Studies Requirement (RESR) for Portland State University undergraduates. Every undergraduate would be required to complete 8 credits of in-depth course work on race, ethnicity, and systemic oppression. One course will focus on the US experience; the other course will have international scope, centering the experiences of groups under European and US colonialism and imperialism.

The proposal advances Portland State University's commitment to diversity and equity and aligns with the requirements of similar institutions. It furthers the following goals:

- Preparing all students to ethically participate and engage in building an equitable and diverse society.
- Centering the experiences, pedagogies and methods of Black, Indigenous, People of Color (BIPOC) communities in our curriculum.
- Countering a climate of exclusion at PSU for Black, Indigenous, Latinx, Asian American and Pacific Islander, and other students, staff, and faculty by recognizing their histories and experiences.
- Demonstrating PSU's commitment to its goals of diversity, inclusion, equity, and access by implementing a structural/institutional change in curriculum to support programs with faculty experts on these topics.

### **How the requirement will work**

- Students will choose from a list of courses that fulfill the Race and Ethnic Studies requirement.
- Selected courses can also be used to fulfill major, minor, general education, and/or elective requirements. Most students will not need to take additional credits to fulfill their degree requirements.
- Courses fulfilling the Race and Ethnic Studies Requirement would be approved by a Faculty Senate committee facilitated by faculty in SGRN composed of faculty with expertise in relevant fields.
- Faculty will have the opportunity to attend a summer course development and pedagogy workshop to develop courses to meet the requirements for inclusion.

## Summary

We propose a two course Race and Ethnic Studies Requirement (RESR) for all Portland State undergraduate students, one which critically focuses on the experiences and histories of racial and ethnic groups and systemic racism within the United States and the other which takes a global perspective. These courses can be taken to fulfill major, minor, junior cluster, and/or elective requirements.

This proposal is a direct response to the need to equip students from all backgrounds with an understanding of how historically rooted and ongoing racism affects our institutions in Oregon, the United States, and the world. It also supports Portland State's commitment to utilizing the [Strategic Planning Equity Lens](#) and resonates with Portland State University President Percy's recent statements:

In recent months, as I listened to your experiences and took time for my own learning and reflection, I have wrestled with how to authentically lead Portland State closer to our equity aspirations. Recognizing that systemic racism is entrenched in every aspect of life, it is important that we amplify our efforts across campus to dismantle systems that oppress Black people and other people of color and attend to the healing needed in our community. We need to respect and appreciate indigenous cultures and address the injustices suffered by indigenous people.

For many PSU faculty, staff and students, equity is their everyday commitment. Every action we have taken toward diversity, equity and inclusion is highly valued, but it is not enough. **Dismantling systemic racism is the responsibility of everyone in the PSU community (8/21/20).**

While Portland State incorporates diversity, equity and social justice learning goals in University Studies required programs, this does not substitute for an in-depth study of race, ethnicity, and systemic oppression led by faculty with expertise on these topics. This proposal follows the practice of many institutions such as the University of California and California State University System, University of Wisconsin, University of Michigan, Oregon State University, Amherst University, University of Illinois, University of Vermont, University of New Mexico, Northwestern University and many others.

The proposed requirement realizes the following goals:

- Preparing all students to ethically participate and engage in building an equitable and diverse society.
- Centering the experiences, pedagogies and methods of BIPOC communities in our curriculum.
- Countering a climate of exclusion at PSU for Black, Indigenous, Latinx, Asian American and Pacific Islander students and faculty by recognizing their histories and experiences.
- Recognizing the challenges and systemic oppression suffered by individuals with multiple marginalized identities (intersectionality).
- Demonstrating PSU's commitment to its goals of diversity, inclusion, equity, and access by implementing a structural/institutional change in curriculum to support programs with faculty experts on these topics.

## Why Portland State Should Add a Race and Ethnic Studies Requirement

PSU does not have a race and ethnic studies requirement that all students must take at the undergraduate level in order to graduate. PSU claims it values diversity and promotes itself as the most racially and culturally diverse institution of higher education in the state of Oregon. Yet profound racial and ethnic disparities persist in Oregon, the United States and globally. Oregon for example, has the highest rate of school pushout for Black high school students (McFarland, Stark, and Cui, 2016). At every level we see Black, Indigenous, Latinx, Asian American and Pacific Islander people located at the bottom of the social hierarchy in the city and state. These disparities exist on the Portland State University campus as well.

Racial inequities are highly visible and embedded in the university at every level, which demonstrates PSU has remained largely oblivious to the challenges of racial inequality and discrimination. Black students at PSU for example have the lowest graduation rate on campus (Black, African American and African Student Success Task Force Report 2017) and currently there is no institutional effort to address the challenges Black students face. Most academic departments' and administrative units' faculty and staff are overwhelmingly white in their staffing, their curriculum, and their systemic orientation. Additionally, most academic units do not have substantive course offerings that provide students the opportunity to seriously explore, examine and learn about structural and systemic race and ethnicity based inequities and disparities. Evidence of the historical and contemporary silence and erasure of the substance and gravity of race and ethnicity at PSU are the woefully underfunded academic units of Black Studies, Indigenous Nations Studies and Chicano/Latino Studies. Together, these departments do not have more than 3.5 tenure track faculty fully dedicated to teaching and research.

Portland State needs to invest in its obligations to take racism seriously on campus, in the city of Portland and beyond. The evidence demonstrates that by taking courses in the field of ethnic studies, campus climates are improved because students are more aware of how race and ethnicity are embedded in society (UCLA 2014; Floyd et al. 2011). Furthermore, an ethnic studies requirement demonstrates to students and the greater community that the university takes seriously race and ethnicity as determinants in the life outcomes of students (c.f., Bowman, 2010; Denson, 2009; Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, 2012).

Increasing the number and supports of BIPOC faculty on campus improves recruitment and retention of these students. While Black Studies (BST), Indigenous Nations Studies (INST) and Chicano/Latino Studies (ChLa) are not the only departments on campus that would teach courses meeting the RESR, one important impact of a race and ethnic studies requirement would be that more students would take courses in these academic units. **As a result, more faculty would be needed for these departments.** Portland State through a race and ethnic studies requirement can demonstrate it invests seriously in engaging with race and ethnicity, retaining and recruiting BIPOC students and faculty, improving its campus climate and growing the academic units dedicated to the study of race and ethnicity.

Shifting national demographics and continuing institutional and personal violence perpetrated on BIPOC people signify it is imperative that students of higher education leave PSU knowing that the world is shaped deeply by the persistent racial and ethnic inequalities established through colonialism. To not do this is to deny, remain silent, and be indifferent to the powerful ways race and ethnicity shape our lives and society at every level. Investment in a race and ethnic studies requirement would bring PSU more in alignment with its stated goals regarding racial equity and make PSU a more welcoming place to Black, Indigenous, Latinx, and Asian American and Pacific Islander people because it expresses substantively that their lives and experiences are valued, something that is also emphasized through PSU's strategic planning equity lens. Portland State as a public institution of higher education that professes to be dedicated to the principles of access and service to the greater community in which it is embedded, needs to more substantively walk its talk.

The PSU Faculty Senate recently approved in March 2020 a resolution urging the PSU administration to:

- a) In partnership with the relevant constituents, 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.
- b) Take urgent action regarding the unsustainable situation and needs of the departments and programs of the School of Gender, Race and Nations (SGRN).

Along with this commitment, embraced by our administration, the absence of a racial and ethnic studies requirement at PSU further emphasizes the need to sustain the SGRN, which has been underfunded. We need to hire more faculty in the departments of BST, INST and ChLa in order to teach the courses that students will take as part of a race and ethnic studies requirement. Currently, with so few faculty in these departments, faculty cannot sustainably conduct research, teach courses, do committee work, engage the community, advise students, and sit on thesis committees. In addition, these programs cannot run the graduate program that the School of Gender, Race and Nations was created to do. Permanent hirings in these departments not only are vital for the school to be able to conduct these essential academic activities but will be central to its ability to implement the Race and Ethnic Studies Requirement. These hires will bring broader and deeper research and teaching agendas, being able to meet the needs of students and the community.

With a larger research and teaching profile within these departments, PSU will benefit significantly. Students across the country and the Pacific Northwest region will consider coming to PSU to study in our programs. Portland is an attractive city. PSU has missed an opportunity to invest in the study of Black, Indigenous, and LatinX and Asian and Pacific islander life, unlike many large urban institutions of higher education across the country that have invested in these areas of study. PSU will be stronger through an investment in a race and ethnic studies requirement and SGRN.

By resolving the precarious situation of SGRN and ensuring the health and growth of its programs, PSU can attract students and faculty who seek an institution with robust race

and ethnic studies (currently being lost to other competing institutions), but also, and more importantly, can become a strong center for debate and expertise in the areas of race and ethnicity, fulfilling our mission to serving the community. It will also become a leader and a model for other institutions who seek to implement a race and ethnicity requirement in Oregon and the nation, as universities become increasingly aware of the need to do so. As the largest public institution of higher education in the city of Portland and the state of Oregon, PSU should lead the state as a voice of authority and expertise in questions of race and ethnicity.

### **Proposed Curriculum**

The Race and Ethnic Studies Requirement (RESR) at PSU should be two courses. One course, through a robust critical lens, focuses on the systems, institutions, histories and practices of exclusion in relation to Black, Indigenous, Latinx, Asian and Pacific Islander groups in the United States. The other course focuses on the impact of European and US colonialism on racial and/or ethnic groups outside of the United States. The foundation of any course that fulfills the RESR must center the critical theory developed from those communities who are of the colonized group.

Introducing students to the critical rigor and disciplinary foundations of BST, INST, ChLa, and WGSS is foundational and crucial to fulfilling the RESR. Therefore, at least one course being used to fulfill the RESR must come from SGRN, whether lower or upper division. This ensures that students are exposed to the critical methodologies and pedagogies practiced within SGRN (see appendix under **Epistemology, Curricular and Pedagogical Goals**).

The RESR will not require additional credits for student degree requirements. There are multiple ways students can fulfill the RESR. Students can take the RESR courses to simultaneously fulfill minor and major requirements, elective courses for department majors, and the University Studies general education requirements such as the Junior Cluster. This is an opportunity for academic units to broaden their requirements for their major and minors.

### **Current Curricular Offerings and Future Capacity Challenges:**

Currently, Black Studies, Indigenous Nation Studies, Chicano/Latino Studies, and Women, Gender and Sexuality Studies teach approximately 100 courses every academic year that would fulfill the U.S. nation-based RES requirement. A list of courses that would initially meet the requirement are listed in the appendix (There is further elaboration of the content of these courses and the criteria for assessment in the appendix under **Epistemology, Curricular and Pedagogical Goals**). SGRN offers fewer courses that could meet the global course of the RESR, and there are opportunities here to collaborate with other departments to develop such courses.

Additionally, many students across the university already take courses within SGRN to fulfill the University Studies Junior Cluster requirement. Furthermore, many students take courses within SGRN for other interrelated reasons, such as, for personal growth and to meet elective requirements within their major. Clearly, there will be challenges to meet the RESR, however, SGRN effectively serves thousands of students every year.



## Implementation

Upon approval of the RESR, we recommend that a committee, facilitated through SGRN, be formed to develop the criteria for approving current courses across campus that may count as a RESR course. This committee will also develop a phased plan that addresses the compounding demand for classes in SGRN and across campus.

Because of the heavy administrative load of this committee, university investment of start up funds will be needed. Initially, faculty course-buyouts for members of the committee will be crucial. Implementation of this RESR will depend on long-term university investments, such as increasing faculty lines in SGRN.

## Sustaining the Race and Ethnic Studies Requirement

In addition to investing in the initial implementation of this RESR, resources and long-term investments are needed to sustain this requirement. Most importantly, resources are needed to recruit and retain faculty and support them so that they can continue to offer such courses. Teaching these courses requires intensive emotional labor that is often invisible and unaccounted for at PSU and at most universities across the country, even though this has been substantiated in the literature on race and higher education. Addressing the forces of colonialism, slavery and/or genocide carries an emotional psychological weight on faculty that is challenging to quantify. Sometimes faculty have students who are resistant to the course material and/or are so unknowing of the subject matter they can behave in ways that are harmful to students and faculty.

To recognize and support faculty for this extra labor, we strongly suggest that large courses (over 40 students for example) that meet the RESR receive the equivalent of teaching 1.5 course credit (a 4 credit course over 40 people would count for the teaching professor as 6 credit towards their 24 annual teaching credit load). In courses larger than 50 people we also suggest that TA support be provided along with another TA for subsequent increases of 25 students. Thus, if the course reaches 75, another TA would be provided and so on. The combined unrecognized labor of the material and the number of students warrant a lower threshold for TA support than is traditional at PSU.

Moreover, we recommend that there be recognition in the tenure and promotion process for faculty that teach the RESR courses. This is crucial to retaining faculty and to prevent faculty burnout.

## Budget

In order to develop the base for the RESR, we propose a 3 year start-up fund budget. This is consistent with other universities who have initiated similar requirements, such as Oregon State University's Difference, Power and Discrimination (DPD) requirement (see Appendix C).

Stipends for summer workshop for faculty to prepare their courses for inclusion in the RESR and to meet the criteria of the RESR rubric.

30 faculty x 1500 = 45,000 (for 3 years) = 135,000.00 (OSU model; OSU faculty receive \$3K for participation)

Summer salary for faculty teaching the course. Taught by two faculty. One month course. One month salary (approximately \$25-30K/year X 3 years=\$75-90K)

Adjunct replacement buyouts for RESR Course Assessment and Review Committee- during the first two years, there will be a large number of courses to vet as a base of included courses is developed. This will require an above-average service demand, necessitating a course buyout (adjunct replacement) each year for 5 faculty.

In year 3 and subsequently, the summer workshop faculty trainees will be available to serve and the number of new course proposals in the system should stabilize.

5 adjunct buyouts @ \$5K X 2 years =\$50K

*Winter Term. Committee of 5. 4,500.00 (3 year commitment)--Are there committees that are paid for? How do we justify?*

TA's for large courses?- possibility to use a grad mentor model such as is used in UNST SNQs- this could potentially be self-sustaining, however initially we would need several "lead TAs" until the mentor model is established. Lead TA for 2 years: \$20K including tuition remission (can OGS contribute tuition remission?)

### **Appendix A: Epistemology, Curricular and Pedagogical Goals:**

Under the curricular purview of the School of Gender, Race and Nations (SGRN), the Race and Ethnic Studies Requirement will focus on mapping and critical diagnosing of the social, cultural, and historical legacies of racially dominated, marginalized and underrepresented groups; citizenship, tribal sovereignty, and migration; the Black experience; and the intersections of race, gender, culture, sexuality, freedom and resistance in the era of colonization and globalization.

The School of Gender, Race, and Nations brings together dynamic interdisciplinary studies with intellectual integrity and prospects for historically underserved populations represented by the founding four units: Black Studies (BST); Indigenous Nations Studies (INST; formerly NAS); Chicano/Latino Studies (CHLA); and Women, Gender, and Sexuality Studies (WGSS; formerly Women's Studies). Asian/American and Pacific Island Studies does not formally exist as a unit in SGRN or at PSU, but would also be considered another related field of study. A proposal for an Asian American and Pacific Islander Studies program is currently being developed. SGRN is open to considering inclusion of other curricular units as well.

The RESR re-centers marginalized histories and experiences and is dedicated to re-thinking and replacing orthodoxies and discourses of power and privilege. The RESR curriculum will critically examine and challenge exclusionary disciplinary boundaries as well as conceptual and systemic borders including, but not limited to, those of the nation-state, race, ethnicity, equity, gender and sexuality. The participating departments of SGRN, working together, are uniquely situated to deepen students' understandings of and engagements with place through the study of historical forces such as colonial dominion/colonialism, environmental racism, exclusionary laws, redlining, de facto and

informal barriers to employment and housing that have shaped, and continue to shape, residential patterns and the provision of municipal and county services in Portland and the Northwest.

Further, the curriculum proposed for classes in the RESR will place emphasis on reconstructing and explaining the formation and transformations of power differentials through, for example, the systematic and scientific study of the origins, development, nature and culture of the people of Africa, the African Diaspora and the Americas. Women, Gender, and Sexuality Studies (WGSS) contributes a critical understanding of gender and sexuality related to power relations between and within groups of people. Likewise, Indigenous issues and tribal sovereignty analyzed in Indigenous Nations Studies (INST) distinguish Indigenous peoples from other communities in the Americas. Both of these units of the School, together with Black Studies (BST) and Chicano/Latino Studies (CHLA), encapsulate the variety of experiences, identities, and analytic frameworks and provide opportunities to expand the visibility of the experiences of people from our diverse communities.

Students preparing to live and work in the pluralistic world of the 21<sup>st</sup> Century will benefit from understanding the global features and impact of colonialism, slavery, genocide, gendered and sexualized violence, the military-prison complex, neoliberal capitalism, and development strategies on underrepresented peoples and society at large. The RESR will integrate ways of knowing (epistemologies) and practices of doing scholarship (methodologies) that are not codified and contained within the boundaries set by western empiricism.

Across the U.S. in the 1960s-70s departments of Black Studies, Chicano/Latino Studies, Native American Studies, Women's Studies and Asian American Studies were created with the support of the communities they represent and in response to the centuries-long struggles for social justice that culminated in the civil rights, women's and gay liberation movements. Along with parallel origins, the departments now hold in common an interdisciplinary focus of study as a means to address perspectives and topics which had been hitherto underrepresented or simply excluded from the core liberal arts curriculum. The challenge and promise of the RESR is the maintenance of the intellectual integrity of the contributing disciplines while creating interdisciplinary curricular initiatives whose graduates will be skilled not only in the analysis of the unique and overlapping systems of power and oppression relevant to the participating departmental curriculum but in the application of those insights to programs, policies and processes that will enhance an understanding of theories and praxis of social justice both in the academy and the community.

Along with these curricular innovations, the RESR will also incorporate pedagogical tools appropriate to these inquiries. Indeed, pedagogical practices will be central to the effective delivery of these classes. These include re-centered, inclusive classrooms for explorations of complex identities, circle methodologies in classroom seminar, self-evaluation, co-teaching, guest specialists and authentic voices, and various forms of student-centered learning and evaluation. An assessment rubric will include both curriculum and pedagogies (see addendum.)

There are many SGRN classes which would currently qualify for inclusion for the RESR. They would be mostly 200 and 300 level classes. Resources pending, SGRN would be charged with creating new core classes with the RESR in mind.

Resources pending, a committee composed of designees from SGRN and other units would be formed to generate applications and review process for classes proposed for inclusion for the RESR from units outside SGRN.

Resources pending, workshops will be made available for all units to develop their curricular and pedagogical articulations, either for their own disciplinary inquiry or towards creating classes for the RESR.

#### A Very Very Very Important Note on Resourcing

On accepting this proposal, PSU is committing to the resourcing of the increased staffing necessary for the units teaching classes which qualify for the RESR. PSU is also committing to the resourcing to fund and continue the funding of an RESR committee. Inadequacies in staffing and funding will be noted and a commitment will be made to ensure delivery of the RESR with due consideration for students, faculty and staff.

### **Appendix B: Current Curricular offerings within SGRN**

#### **Black studies Courses:**

BST 202 Introduction to Black Studies

BST 203 African American History I – Slavery to the Harlem Renaissance

BST 204 African American History II – From the Depression Era to Civil Rights

BST 206 Caribbean Studies

BST 207 Race, Class, and Gender

BST 211 African Studies

BST 214 Contemporary Race and Ethnic Relations

BST 221 Introduction to African American Literature

BST 261 The African American Economic Experience

BST 299 Special Studies (1-4 credits)

BST 302U The Contemporary African American Experience

BST 304U The Civil Rights Movement

BST 305U African History, Before 1800

BST 306U African History, 1800-Present

BST 316 Issues in African American Education

BST 318U Black Families in the U.S.

BST 319U Traditional Cultures of Africa

BST 325U Race and Ethnicity in Latin America  
BST 326U Cuba, Dominican Republic, Puerto Rico  
BST 335U The Multi-Racial Experience  
BST 339U Afro-Futurisms/Black Science Fiction  
BST 342U Black Feminism/Womanism  
BST 345U Black Popular Music: Contextualizing the Black Experience  
BST 351U African American Literature  
BST 352U African American Literature  
BST 353U African Women in Film  
BST 356U Cuban Film: Politics and Culture  
BST 357U Caribbean Spirituality & Resistance  
BST 359U: African Diaspora in Europe  
BST 362U African Prehistory  
BST 363U African Cinema & Culture  
BST 372U Postcolonial African Studies  
BST 377U Vodoun, Rasta and Islam in the African Diaspora  
BST 378 Philosophy of Race  
BST 384U African Immigrant Communities in Oregon

**Indigenous Nation courses:**

NAS 201 Introduction to Native American Studies  
NAS 299 Special Studies  
NAS 301 Introduction to Native American Languages  
NAS 306 Red Power  
NAS 334U Topics in Film Genres and Movements  
NAS 335U Topics in Literature and Film  
NAS 342 Indigenous Gardens and Food Justice  
NAS 344 Indigenous Women Leadership  
NAS 346 Contemporary Issues in Indian Country  
NAS 346 Contemporary Issues in Indian Country  
NAS 348 Indigenous Practices for Environmental Sustainability  
NAS 351 Indigenous Philosophy  
NAS 392 Indigenous Ways of Knowing

**Chicano/Latino Studies courses:**

ChLa 201 Introduction to Chicano/Latino Studies  
ChLa 301U Chicano/Latino Communities  
ChLa 302U Survey of Chicano/Latino Literature  
ChLa 303U Chicana/Latina Experience  
ChLa 325 Mexican American/Chicano History I, 1492-1900  
ChLa 326U Mexican American/Chicano History II, 1900-Present  
ChLa 330U Latino Popular Culture  
ChLa 331 Barrio Culture: Art and Language  
ChLa 335 Chicano/Latin American Film  
ChLa 340 Mayas, Aztecs and Chicanos.  
ChLa 375U Southwestern Borderlands  
ChLa 380U Latinos in the Economy and Politics  
ChLa 390U Latinos in the Pacific Northwest

**Women Gender and Sexuality Studies and Queer Studies Courses:**

WS 101 Introduction to Women's Studies  
WS 120 Workshop for Returning Women  
WS 199 Special Studies  
WS 260 Introduction to Women's Literature  
WS 299 Special Studies  
WS 301 Gender and Critical Inquiry  
WS 305 Women of Color Feminist Theory  
WS 306U Global Gender Issues  
WS 307 Resistance, Activism, and Social Change  
WS 308U Topics in Gender, Literature, and Popular Culture  
WS 309 Disney: Gender, Race, and Empire  
WS 310U Psychology of Women  
WS 312U Feminist Philosophy  
WS 315 Feminist Analysis  
WS 317U Writing as Activism  
WS 320U Introduction to Girls' Studies  
WS 330U Women of Color in the United States

WS 331U Women in the Middle East  
WS 332U Race, Class, Gender, and Sexuality in the United States  
WS 347U Science, Gender, and Social Context  
WS 348U Science, Gender, and Social Context  
WS 349U Gender and International Development  
WS 365U The Science of Gendered Bodies  
WS 367U War, Sexual Violence and Healing  
WS 369U Global Reproductive Justice  
WS 381 Queer of Color Theorizing and Perspectives  
WS 382U Transgender Studies  
[WS 387 Feminist Organizations: Theory and Practice](#)

## **Appendix C: (draft) Oregon State University's Difference/Power & Discrimination Program**

### **Overview**

The DPD Academy is designed to facilitate focused and productive engagement with contemporary, multidisciplinary scholarship on difference, power, and discrimination; critical pedagogies; and curriculum transformation.

As part of the DPD Academy, participants work on revising and/or developing one or more courses, to meet OSU's DPD course criteria.

The DPD Academy consists of 60 hours of programming:

A summer institute (45 hours)

Three to five follow-up sessions (15 hours total) held throughout the academic year immediately following the institute.

### **Eligibility**

All teaching faculty who have not previously completed a DPD summer seminar are eligible to apply for the DPD Academy.

The DPD Academy welcomes applications from both individuals and college curriculum transformation teams.

Applications from College curriculum transformation teams - defined as two or more faculty members - who are working collaboratively to revise or develop one or more courses that will meet DPD course criteria are strongly encouraged.

Preference will be given to applicants working on courses for which they intend to seek DPD designation. Prospective participants who are working on courses that meet the DPD course criteria but are not seeking DPD designation are welcome to apply.

Participants who have previously participated in a DPD summer seminar may participate in the 2020-2021 DPD Academy as curriculum transformation team leaders, based on availability of space in the Academy. Past participants are currently not eligible to receive the DPD Academy stipend.

### **Stipend**

Nine-month faculty members receive a \$3,000 stipend for participation in the DPD Academy. All other faculty members receive a \$1,000 professional development stipend.

Stipends are paid in two installments:

50% at the completion of the summer institute

50% upon submission of at least one new or revised course syllabus by the posted deadline

2020-21 cohort deadline for submission: Thursday, May 7, 2021.

Participants who present an academic paper based on work developed through the DPD Academy are eligible to apply for up to \$250 in DPD conference travel support.



6 January 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: February 2021 Consent Agenda

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

You may read the full text for any course or program proposal, as well as Faculty Senate Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

## **Maseeh College of Engineering and Computer Science**

### **New Courses**

#### E.1.a.1

- ME 544 Microgravity & Capillary Fluid Mechanics I, 4 credits  
Liquid-gas flows behave significantly different in the near absence of gravity. Such flows are dominated by surface tension, i.e. capillary forces. The principles of capillary phenomena and applied capillary fluidics are reviewed from empirical, theoretical, and numerical perspectives: concepts of surface tension, wetting, and geometry. Simplified analyses are pursued to model spontaneous flows exploited in microfluidic engineering systems on earth and macrofluidic systems aboard spacecraft. Exposure to literature, lab demonstrations, numerics, and drop tower experimentation. Prerequisites: ME 541 (may be taken concurrently) and ME 551.

#### E.1.a.2

- ME 564 Microgravity & Capillary Fluid Mechanics II, 4 credits  
Advanced principles of capillary phenomena and applied capillary fluidics are pursued by empirical, theoretical, and numerical methods. Novel/publishable research projects are undertaken as teams or as individuals that exploit the unique experimental contributions of a 'low-gravity' drop tower to produce large length scale phenomena rarely observed in a terrestrial-gravity environment. Special applications are made to engineering systems aboard spacecraft. Prerequisite: ME 544.

#### E.1.a.3

- ME 644 Microgravity & Capillary Fluid Mechanics I, 4 credits  
Liquid-gas flows behave significantly different in the near absence of gravity. Such flows are dominated by surface tension, i.e. capillary forces. The principles of capillary phenomena and applied capillary fluidics are reviewed from empirical, theoretical, and numerical perspectives: concepts of surface tension, wetting, and geometry. Simplified analyses are pursued to model spontaneous flows exploited in microfluidic engineering systems on earth and macrofluidic systems aboard spacecraft. Exposure to literature, lab demonstrations, numerics, and drop tower experimentation. Prerequisites: ME 641 (may be taken concurrently) and ME 651.

\* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

E.1.a.4

- ME 664 Microgravity & Capillary Fluid Mechanics II, 4 credits  
Advanced principles of capillary phenomena and applied capillary fluidics are pursued by empirical, theoretical, and numerical methods. Novel/publishable research projects are undertaken as teams or as individuals that exploit the unique experimental contributions of a 'low-gravity' drop tower to produce large length scale phenomena rarely observed in a terrestrial-gravity environment. Special applications are made to engineering systems aboard spacecraft. Prerequisite: ME 644.

**School of Social Work**

**Changes to Existing Course**

E.1.a.5

- SW 532 Advocacy and Empowerment, 3 credits – remove corequisite

\* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

**Resolution from the Graduate Council:  
Dropping GRE scores for graduate program admissions considerations**

**Whereas:** Using GRE scores as a consideration in graduate program applications has been demonstrated to be both discriminatory and exclusionary while also providing little indication of how successful a graduate student will be, and

**Whereas:** The GRE can present a financial burden for student applicants, and

**Whereas:** It has been demonstrated that GRE scores often significantly underpredict student performance for underrepresented applicants from minoritized racial and ethnic identities, women applicants, and applicants with disabilities, making their consideration in admissions decisions problematic from a diversity, equity, and inclusion lens, and

**Whereas:** The use of GRE scores in graduate program admissions provides an exclusionary barrier to student applicants,

**Whereas:** Portland State University is dedicated to setting up incoming students for success, including the elimination of access barriers to education,

**Be it resolved:** The Faculty Senate strongly encourages all graduate programs at Portland State University to drop the consideration of GRE scores in graduate admissions decision making.

\*\*\*\*\*

References:

[Fairtest.org](https://www.fairtest.org/)

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0206570>

[Penn State Philosophy Department Example](#)

[The GRE over the entire range of scores lacks predictive ability for PhD outcomes in the biomedical sciences](#) (PLOS ONE)

[The Limitations of the GRE in Predicting Success in Biomedical Graduate School](#) (PLOS ONE)

[GREs don't predict grad school success. What does?](#) (SCIENCE)

Portland State University Faculty Senate Motion

## **Temporary suspension of the 3.0 high school GPA for freshmen admission**

### Background, rationale, and preliminary discussions

Since the beginning of the COVID-19 pandemic in April 2020, high school students have faced unprecedented challenges in their education. We recognize the difficulties many college-bound students have experienced in their remote and on-line courses. Students from low-income families and from marginalized communities have faced even greater barriers in completing high school with the GPAs they might have achieved during pre-COVID times. Recognizing these barriers, and honoring its equity, opportunity, and access mission, PSU proposes a temporary (up to three admissions cycles) suspension of the 3.00 high school GPA requirement for admission. The institution commits to providing additional support to ensure that we retain these and other students and that they thrive at PSU.

### Motion presented by the Faculty Senate Steering Committee

The Faculty Senate authorizes an immediate suspension of the 3.00 high school GPA requirement for freshmen admission. This suspension remains in place for the incoming freshmen classes of 2021, 2022, and 2023.

The Faculty Senate requests a report on this temporary policy from Enrollment Management and/or the Office of Academic Affairs to assess the impact on students, faculty, and staff after the incoming class of 2021 has completed one full year of coursework (October 2022).

Presented to the Senate on February 1, 2021

Approved/ Denied by the Senate on \_\_\_\_\_

## Response to Faculty Senate Questions Regarding House Bill 2864

**Background:** In 2017, the Oregon State Legislature passed House Bill 2864,<sup>1</sup> a bill requiring every public institution of higher education to establish a process that will enable the public institution of higher education to recommend and provide oversight for the implementation of cultural competency standards for the public institution of higher education and the institution's employees.<sup>2</sup>

### Faculty Senate Questions

#### 1. *Was a process instituted by December 31, 2019?*

The legislation requires an entity to “establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution's employees.” HB 2864 was enacted in 2017, during the tenure of PSU's first full time director of Global Diversity and Inclusion (GDI), Jilma Meneses. Dr. Meneses designated the President's Diversity Action Council (DAC) as the committee tasked with overseeing cultural competency. The DAC is one of GDI's most active and long-lived work groups. It is chartered by the President and the Vice President for Global Diversity and Inclusion oversees its work. It is a robust committee comprised of PSU faculty, staff, and students. The DAC has several subcommittees, one of which - Cultural Competency - runs Culturally Responsive Workshops and an Annual Symposium. The legislation further requires a biennial update to the Board of Trustees, which was shared at the January 2021 board meeting by Dr. Ame Lambert, the current Vice President for GDI.

#### 2. *If so, what is the process, what was the faculty, staff, and student role in participation, and why was FS not contacted?*

The DAC includes faculty, student and staff representatives and includes ten different subcommittees. The subcommittees engage broad segments of the community and perform a wide range of activities to address cultural competency. With the arrival of Dr. Lambert in August of 2020, and with President Percy's established priorities around racial and social justice, efforts are underway to further develop this important work and bring additional opportunities for collaboration, including opportunities to strengthen connectivity with the Faculty Senate.

As to engagement with the Faculty Senate, it appears the Senate was contacted regarding HB 2864 immediately following the passage of the legislation. The minutes of June 5, 2017<sup>3</sup> note that HB 2864 was introduced to the Faculty Senate by then-President Wiewel and was reported on by Faculty Senate Presiding Officer Michael Clark on October 2, 2017.<sup>4</sup>

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<sup>1</sup> [Text of HB 2864](#)

<sup>2</sup> PSU Alumnus State Representative Teresa Alonso Leon '13 was the lead sponsor of HB 2864. Representative Alonso completed her Master's in Public Administration from the College of Urban and Public Affairs and served as a Graduate Assistant in Global Diversity & Inclusion while at PSU.

<sup>3</sup> [June 5, 2017 Faculty Senate Minutes](#)

<sup>4</sup> [October 2, 2017 Faculty Senate Minutes](#)

*3. Was the plan completed, and what was the role of the Faculty in developing it?*

The legislation did not require a plan, but rather a campus process. The process is under the purview of the DAC, which does include faculty representation. At the time the DAC was designated, GDI relied on many existing programs at PSU to meet the requirements of the bill.

Moving forward, GDI is partnering with Faculty Senate, Human Resources, ASPSU, and other campus groups to synthesize vital feedback they need to assess the best path forward to build and expand on existing work. Also, of note, the scope of HB2864 aligns well with President Percy's commitment to racial justice.

## HB 2864 - Cultural Competency at Post-Secondary Institutions Report

Date submitted: 12/23/20

Report submitted by: Ame Lambert

Title: Vice President, Global Diversity and Inclusion

Email: alamber2@pdx.edu

The following document summarizes (**Portland State University**) commitment to meeting expectations of HB2864, Cultural Competency at Post-Secondary Institutions.

### December 31, 2019 Requirements

#	Text from Legislation	Status (met, in development, unmet)	Institutional Summary
2	Each public institution of higher education shall establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution's employees.		<p><b>Committee name at your institution.</b></p> <p><b>Diversity Action Council (DAC)</b>  <a href="https://www.pdx.edu/diversity/presidents-diversity-action-council">https://www.pdx.edu/diversity/presidents-diversity-action-council</a></p> <p><b>Culturally Responsive Workshops and Annual Symposium DAC Committee.</b> Charge:</p> <ul style="list-style-type: none"> <li>● Organize and develop a campus-wide Culturally Responsive Workshop Series</li> <li>● Plan and coordinate workshop topic selection and workshop facilitators</li> <li>● With the assistance of GDI, coordinate logistics, budget, and communications.</li> </ul> <p><b>Equity Summit Education, Scholarship and Service Taskforce</b>            Charge: Serve as the brain trust of the equity summit, making sense of summit outcomes and getting grounded in prior work. The committee must recommend the three priorities in their focus area that will most impact our campus in the next three years.  <a href="https://www.pdx.edu/diversity/equity-summit">https://www.pdx.edu/diversity/equity-summit</a></p>

			<p><b>Committee decision making authority</b> Both bodies make recommendations to the President and the Vice President for Global Diversity and Inclusion.</p> <p><b>Address oversight for implementation</b> The committees have co-chairs and are overseen by the Vice President of Global Diversity and Inclusion. Recommendations are channeled through Global Diversity and Inclusion to implementing bodies PSU has also provided a framework to guide efforts and has been socializing national toolkits as it works to build its own.</p>
2(a) 2(b)	Include broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students.		<p><b>Committee members titles. Clearly list categories: administrators, faculty members, staff members, and students.</b></p> <p><b>PSU Education, Scholarship and Service Taskforce</b></p> <ol style="list-style-type: none"> <li>1. Vanelda Hopes (co-chair), Director of Academic Administration, Academic Affairs (Staff)</li> <li>2. Rossitza Wooster (co-chair), Dean of Graduate Studies, Research &amp; Graduate Studies (Administration)</li> <li>3. Eva Thanheiser, Associate Professor, Mathematics &amp; Statistics, College of Liberal Arts &amp; Sciences (Faculty)</li> <li>4. Amy Donaldson, Associate Professor, Speech and Hearing Sciences, College of Liberal Arts &amp; Sciences (Faculty)</li> <li>5. Michael Lupro, Assistant Professor, University Studies - Academic Affairs (Faculty)</li> <li>6. Z. Brady Brewer, Student, MS in Special Education (Student)</li> <li>7. Anita Bright, Associate Professor, College of Education (Faculty)</li> <li>8. Mary Muhly, Night Auditor, Auxiliary Services (Staff)</li> <li>9. Monica Mueller, Senior Instructor, Philosophy, College of Liberal Arts and Sciences (Faculty)</li> <li>10. Maude Hines, Associate Professor, English, College of Liberal Arts &amp; Science (Faculty)</li> <li>11. Cynthia Carmina Gomez, Executive Director for Cultural Resource Centers, Diversity &amp; Multicultural Student Services (Administration)</li> <li>12. Kelly Clifton, Interim Associate Vice President for Research, Research &amp; Graduate Studies (Administration)</li> </ol>



			<p>13. Dawn Richardson, Assistant Professor, School of Public Health (Faculty)</p> <p>14. Carlos Crespo, Professor, School of Public Health; Vice Provost for Undergraduate Training in Biomedical Research (Administration)</p> <p>15. Todd Rosenstiel, Dean, College of Liberal Arts &amp; Sciences (Biology) (Administration)</p> <p>16. Andreen Morris, Curriculum Coordinator - Academic Affairs (Staff)</p> <p>17. Elijah Roach, Student, ASPSU, Cultural Anthropology, Gender/Sex Studies (Student)</p> <p><b>PSU Diversity Action Council Culturally Responsive Workshop and Annual Symposium committee</b></p> <p>Meejean Park                      Human Resources (Co-Chair) (Staff)</p> <p>Aoi Mizushima                      Student Health &amp; Counseling (Co-Chair) (Staff)</p> <p>Patrick Villaflores                      Global Diversity &amp; Inclusion (Staff)</p> <p>Abigail Schmidt                      Advising and Career Services (Staff)</p> <p>Courtney Williams                      Graduate Student (Student)</p> <p>Mary Muhly                      Undergraduate Student (Student)</p> <p>Corinne Hughes                      Middle East Studies Center (Staff)</p> <p>Lori Barkley                      Intensive English Language Program (Faculty)</p> <p>Marchel Hirschfield                      Undergraduate Student (Student)</p> <p>Carla Gonzales Jimena                      Graduate Student (Student)</p> <p>Eli Hess                      Undergraduate Student (Student)</p> <p>Travis Spencer                      Global Diversity &amp; Inclusion (Staff)</p> <p>Sahar Heidar                      Global Diversity &amp; Inclusion (Staff)</p> <p><b>Address how committee structure ensures equal weight to the multiple perspectives of committee members.</b></p> <p>The committees work by consensus and also have a responsibility to bring in voices from outside the committee, such as through the equity summit.</p>
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### December 31, 2020 Requirements

#	Text from Legislation	Status (met, in development, unmet)	Institutional Summary
2(c)	Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards.		<p>Include:</p> <ul style="list-style-type: none"> <li>● Title of event</li> <li>● Intended audience</li> <li>● Description of event</li> <li>● Date offered</li> <li>● Number of participating employees</li> </ul> <p><b>A snapshot of PSU workshops.</b></p> <ul style="list-style-type: none"> <li>● Culturally Responsive Pedagogy Workshops: In partnership with faculty from University Studies and the School of Gender, Race, and Nations, we've created two workshops designed to provide faculty with strategies for moving forward in ways that recognize and respect the diversity of our student body. "Embracing Equity as Our Lens / Inclusive and Culturally Responsive Pedagogy" and "Uncovering the Hidden Curriculum / Inclusive and Culturally Responsive Curriculum"</li> <li>● Inclusive Hiring Workshops: Global Diversity &amp; Inclusion provides hiring workshops for faculty and staff seeking to explore strategies and best practices for creating an inclusive search and selection process. Folks are encouraged to attend a workshop at the outset of the hiring process (prior to position posting). In the fall of 2020, 93 members of search committees attended inclusive hiring workshops.</li> <li>● Inclusive Curriculum and Pedagogy Faculty in Residence at OAI - The Faculty-in-Residence for Inclusive Curriculum and Pedagogy will provide leadership for programming focused on fostering inclusive learning environments that engage and include all students. This individual should have a strong desire to work together with campus constituents and OAI staff to foster greater understanding and implementation of inclusive teaching practices. Compensation and time commitment: \$5,000.00; 4 hours per week (.1 FTE) during winter and spring quarters 2021.</li> <li>● The PSU Annual Culturally Responsive Symposium facilitates campus-wide engagement around issues relevant to our desire to be an equitable and inclusive community. Centering perspectives related to subjects like race, sexuality, gender, ability, the</li> </ul>

			<p>symposium strives to break down barriers, celebrate differences, and illuminate commonalities between people.</p> <ul style="list-style-type: none"> <li>● Queer Inquiry (QuiNQ) Workshops provide attendees with general information about queer and trans communities. Workshops include activities, videos, and information on terminology, pronouns, advocacy tools, and more! Faculty workshops focus on student interaction, supportive climates, and position-specific recommendations. Attendees will leave with skills and tools for future learning.</li> <li>● Diversity Education &amp; Learning Webinars - To be a truly inclusive and welcoming campus it is crucial that we recognize the importance of a growth mindset for all members of our community. Whether administrators, faculty, staff, or students, we are challenged to continue to evolve alongside our campus community.</li> <li>● Workshops by request for students, staff, faculty and administrators. GDI arranges sessions specific to the unit, department, school, student group etc. In the past we have explored topics such as microaggressions, implicit bias, developing inclusive workplaces and adopting an equity lens.</li> <li>● The Open Education AIM is part of an Open Education Initiative, co-led by The Office of Academic Innovation and the Portland State Library, to put students' learning first through cost-saving strategies, increasing inclusion efforts, and improving academic success. Open educational teaching practices allow for more diverse voices to engage in the learning experience and provide opportunities for faculty to collaborate with students to ensure the learning materials meet their students' needs.</li> </ul>
2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.		<p><b>List institutional goals, seeking alignment with Strategic Planning efforts.</b></p> <ul style="list-style-type: none"> <li>● Specific goals</li> <li>● Learning outcomes</li> <li>● Strategies</li> <li>● Assessment/measurement methods</li> <li>● When are the goals reviewed/updated/modified?</li> </ul> <p>PSU has experienced transition in both the President and VPGDI roles and this has impacted the ability of prior recommendations and strategic plans to be implemented. We have cataloged prior recommendations and organized them according to our five dimension framework. The recommendations</p>

			<p>related to cultural competence and intercultural fluency are below.  <a href="https://docs.google.com/document/d/1U6KcjSGtf7_P49BMEPD8E3EUIZMc4fF-1wPp7sciReE/edit?usp=sharing">https://docs.google.com/document/d/1U6KcjSGtf7_P49BMEPD8E3EUIZMc4fF-1wPp7sciReE/edit?usp=sharing</a>  The equity summit education, scholarship and service taskforces are charged with making sense of these prior recommendations and outcomes from our October 30<sup>th</sup> equity summit and will advance the 3 priorities that will make the greatest impact in the next three years.</p>
2(e)	Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this legislation.		<p>Include:</p> <ul style="list-style-type: none"> <li>● Who prepares the report</li> <li>● Timeline for presenting the report</li> <li>● If possible, include copy of report or link to report.</li> </ul> <p>The report will be prepared by the Director of Diversity Education in Global Diversity and Inclusion, the Director of Training in Human Resources, the Associate Vice President of Human Resources and the Vice President for Global Diversity and Inclusion and will be presented to the Board of Trustees in January biennially.</p>
2(f)	Recommend mechanisms for assessing how well the institution meets cultural competency standards.		<p>Options include:</p> <p><b>A student Campus Climate survey (include time frame and future plans)</b>  <b>An employee Campus Climate survey (include time frame and future plans)</b></p> <p>The University conducted a campus climate survey in 2017, a pulse survey in 2020 and a student senate campus survey in 2020. The university is currently exploring other options for nationally normed climate surveys that can be administered on an established frequency</p> <p><b>Self-assessments administered at the end of trainings</b>  Inclusive hiring trainings, inclusive pedagogy workshops and culturally responsive trainings all have opportunities for both feedback and reflections after the events.</p> <p><b>Outcome data disaggregated by populations identified in legislation. (Include information related to how data will be used).</b>  PSU has created an equity gaps dashboard looking at disaggregated data along a variety of indicators and is also working to build an equity scorecard. The goal of both tools is to identify opportunities for interventions, track the impact of interventions on critical indicators and monitor progress towards goals.</p>

			<p><b>Other:</b></p> <p>In the fall of 2020, PSU expanded its use of the Intercultural Development Inventory from classrooms to the leadership (executive council, academic leadership and chairs) and is working on developing a snapshot of entering and departing students intercultural fluency in the Spring and fall of 2021.</p>
2(g)	<p>Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development.</p>		<p>Consider:</p> <p><b>What information is included in position postings at your institution.</b></p> <p>PSU's gateway to employment opportunities speaks to a Diversity Action plan and global citizenship.  <a href="https://www.pdx.edu/human-resources/career">https://www.pdx.edu/human-resources/career</a>  Individual job descriptions also include context about cultural competence. This language is included below.</p> <p><b>Key Cultural Competencies:</b></p> <ul style="list-style-type: none"> <li>• Creates an environment that acknowledges, encourages and celebrates differences.</li> <li>• Functions and communicates effectively and respectfully within the context of varying beliefs, behaviors, orientations, identities and cultural backgrounds.</li> <li>• Seeks opportunities to gain experience working and collaborating in diverse, multicultural, and inclusive settings with a willingness to change for continual improvement</li> <li>• Adheres to all PSU's policies including the policies on Prohibited Discrimination &amp; Harassment and the Professional Standards of Conduct.</li> </ul> <p><b>What information is included in new employee orientation.</b></p> <p>All university employees must participate in the culture of respect training as part of their orientation to the university.  <a href="https://www.pdx.edu/diversity/preventing-prohibited-discrimination-and-unlawful-harassment-module-employees">https://www.pdx.edu/diversity/preventing-prohibited-discrimination-and-unlawful-harassment-module-employees</a>  "Creating a Culture of Respect: Preventing Prohibited Discrimination and Unlawful Harassment" This training offers strategies for preventing unlawful discrimination, harassment, and retaliation within the University. It teaches our community how to respond appropriately when they become aware of potential discrimination or harassment, educates us about the risk of liability to Portland State University, its managers, and individual</p>

employees, and, in keeping with PSU's core values; promotes a climate of mutual respect.

**What information is available on the institutional website.**

PSU's Institutional websites for Human Resources and Global Diversity and Inclusion share our commitment to DEI and links to a variety of resources and supports relevant to our diverse community such as links to affinity groups and a new employee list that includes our mission, EEO statement, ethics and professional standard of conduct and other policies related to equity and inclusion.

<https://www.pdx.edu/diversity/diversity-advocacy>

<https://www.pdx.edu/human-resources/onboard>

Have you developed Principles of Community (Central Oregon), Respectful Community Policy (Chemeketa)? If so, is it included in new employee orientation?

**Professional code of conduct?**

PSU has a professional code of conduct that is currently under review for updates.

<https://www.pdx.edu/human-resources/professional-standards-conduct-policy>

**What statement(s) has your President made to emphasize the college's commitment to Cultural Competency, Diversity, Equity, and Inclusion? (Include link to published statements).**

**With what frequency do these messages/strategies occur?**

President Stephen Percy has made racial justice the highest priority of his presidency. In addition, he provides regular updates about diversity, equity and inclusion and affirms the commitment to anti-racism. A snapshot of statements is below.

<https://www.pdx.edu/news/taking-our-first-steps-toward-more-equitable-and-just-psu>

<https://www.pdx.edu/president/message-archive>

## APRCA Committee Report to Faculty Senate – February 2021

### Committee charge

According to the [Constitution of the Portland State University Faculty](#), the Faculty Senate has the power to act on “the establishment, abolition, or major alteration of the structure or educational function of departments or of programs” (Faculty Constitution, p. 1). Further, “The Faculty has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process” (Faculty Constitution, p. 2).

The Ad Hoc Faculty Senate Committee on Academic Program Reduction and Curricular Adjustments was charged by the Faculty Senate in October, 2020 to uphold a faculty voice in decisions regarding how budget reductions will affect educational policy, curriculum, and the structure of the University.

As outlined in the Senate charge, this committee will:

- **Focus** holistically on PSU’s collective future.
- **Ensure faculty participation** in meaningful, inclusive, and formative discussions of curricular adjustments related to budget reduction.
- **Recommend principles and priorities** based on PSU's values and mission, with an emphasis on applying a Diversity, Equity, and Inclusion lens, and share these with OAA to guide decision- making.
- **Plan and implement transparent communications**, including but not limited to periodic townhall forums on budget information, regular campus-wide emails, and a website or Google Drive for material, including data on which decisions about reorganizing or eliminating programs are based.
- **Solicit input and feedback** from faculty, including but not limited to implementing surveys and arranging other forums for gathering input and suggestions. Ensure input and involvement from Deans and Chairs/department heads. Facilitate communication with and incorporate input from students, staff, and other stakeholders.
- **Plan and implement meetings and interactions** (preferably with professionally mediation), including but not limited to meetings of Colleges/Schools.
- **Assist**, if requested by OAA or AAUP, in contractually mandated retrenchment hearings arising from elimination of positions as per Article 23 of the PSU-AAUP Collective Bargaining Agreement.

The committee charge instructed the committee to present reports to the Senate in December 2020 and June 2021. Because the committee was not fully staffed until early December, this February report is our first. Given the importance of keeping the campus community updated on the tasks that we are undertaking, the committee plans to report monthly to the Senate through the end of the academic year.

### Committee membership

Committee membership is listed on the Faculty Senate website on the [APRCA committee webpage](#).

### Committee accomplishments and ongoing tasks

1. **DEI discussion:** Cynthia Gomez, our DEI advocate, led an interactive meeting during which we addressed the following questions related to diversity, equity, and inclusion.
  - a. Goals
    - i. Seek out faculty guidance on cuts that impact the curriculum.
    - ii. Decide on actionable and concrete steps we will take to ensure this process addresses our equity concerns.

b. Questions

- i. What are our guiding principles? Or what story do we tell ourselves as it relates to outcomes, DEI, process?
- ii. How will faculty feedback be gathered/shared in a way that honors DEI (particularly equity) principles? How will we highlight these issues in our communications with the faculty and administration and in the forums that we organize at the university and college/school level?
- iii. Can we anticipate how racial/ ethnic and other disparities will play out in the budget cuts that PSU will likely face in the near future? Can we mitigate these impacts? How?
- iv. How does applying an equity lens this time make our work different from past processes that have not gone so well? How will we know we are being successful?

2. **Partner with the Provost's Program Reduction Working Group**

- a. The Provost, Susan Jeffords, has created the **Provost's Program Reduction Working Group** (PPRWG). According to that committee's charge, "The Provost's Program Reduction Working Group will support the need to have decisions that are data-informed by identifying metrics and conducting analyses that will inform recommendations of units to consider in the Program Reduction process." The PPRWG is charged to:
  - i. "Establish a set of metrics that will enable us to get an initial sense of unit-level performance (driver metrics). These may include, but not be limited to, metrics such as: SCH generated annually; the number of: undergraduate majors, graduate students, minors, yearly degrees conferred, or students enrolled in courses that serve other majors or general education requirements; utilization of course capacities; costs/SCH; and others."
  - ii. "Establish a set of metrics that reflects institutional values and priorities (value metrics). These may include, but not be limited to: retention and graduation rates by student population, any available post-graduation success metrics, contributions to university-wide DEI goals, unit research activity, unit community engagement, and others."
  - iii. "Utilize these metrics to establish unit profiles that can inform holistic decisions about considerations for possible reduction, reorganization, or elimination."
- b. The Provost has asked the PPRWG to provide metrics by February 15<sup>th</sup> and report their analysis of units by April 1<sup>st</sup>.

3. **APRCA Principles and priorities** by Feb 15<sup>th</sup>.

- a. The Provost has informed APRCA that the APRCA committee's list of principles and priorities will be of most use if received by Feb 15<sup>th</sup>, and the committee will meet that deadline.

4. **Website:** The committee will create, develop, and maintain a website through which information about program reduction will be communicated to the campus community and faculty input and feedback will be solicited.

- a. The website will be linked to the APRCA committee's Faculty Senate webpage at <https://www.pdx.edu/faculty-senate/academic-program-reduction-and-curricular-adjustments-ad-hoc-committee>

5. **Winter symposium:** This year's annual Winter Symposium (scheduled for Thursday, February 18<sup>th</sup>) on



will focus on Diversity, Equity, and Inclusion. The Symposium will continue the momentum generated by the Equity Summit in October, under the leadership of the Vice President for Global Diversity and Inclusion. If the organizers of the Winter Symposium wish to discuss how upcoming budget cuts may affect vulnerable populations such as BiPOC faculty, staff, and students, the APRCA committee would be happy to contribute to that conversation. Similarly, we will work with OGD I when we organize an event of our own to focus on issues of diversity. At that event, in addition to speaking about race and ethnicity, gender, and other identities, we plan to focus attention on different categories of faculty employment, asking how cuts will affect adjuncts, Fixed-Term Faculty, Non-Tenure Track faculty, and Tenure-related faculty. The APRCA committee invites faculty to join in this important discussion.

6. **Subcommittees:** The main APRCA committee has formed subcommittees to address a series of tasks. One group will work on principles and priorities. Another will work with FADM and OAA to schedule budget “town hall” forums to update the campus community on financial developments.
7. The APRCA committee stands ready to help organize an **additional meeting of the Faculty Senate** as outlined in Article 22 of the [PSU-AAUP Collective Bargaining Agreement](#) if the University moves forward with budget-related layoffs.

# What Will It Take for Students to Feel Safe to Return to Campus at Portland State University?

David Raffo, School of Business  
David Gerbing, School of Business

## Executive Summary

As part of a Faculty Senate, Educational Policy Committee (EPC) approved effort, a survey was sent out to all students currently enrolled at Portland State University during October and November of Fall term 2020. We received 3,940 responses from a total of 21,593 students enrolled at PSU during fall term 2020 (an 18.2% response rate) with 3,048 complete responses. The survey asked questions about student attitudes toward online education at PSU including:

- What course elements do students feel work well with various education modes – online, remote, hybrid, remote hybrid, and face to face?
- What aspects of courses do students feel could be improved (for each delivery method)?
- What course delivery method do students prefer?

The 2020 survey was based on a similar survey conducted in 2018 so that student attitudes could be measured over time. One question in our 2020 survey stood out as potentially providing timely information to support University decision makers in determining when students should return to campus. Specifically, the question asks “What conditions need to be in place before you would feel safe returning to campus?”

The results showed that while a small percentage (12.1%) of students would feel comfortable coming back to campus right now (without any added precautions), the majority of students would like to see a variety of safety measures and preconditions to be in place prior to returning to in person classrooms.

In terms of actions PSU could take, the survey showed that students would like to see the following safety measures:

- Mandatory Mask wearing (59.4%)
- Special Cleaning Protocols between Classes (54.2%)
- Social Distancing in the classroom (56.6%)
- Temperature screening at the doors of classrooms (38.0%)

As a precondition to returning to in person classes, the majority of students (52.5%) would like to see local infection rates reduced to levels prescribed by Governor Kate Brown for safe opening. Furthermore, many students would like to have a vaccine in place prior to returning to campus (39.7%). Yet, there is a good portion of students who are not sure if they will feel safe returning to campus any time in the near future and would like to complete their education online (22.0%).

There were significant differences in student feelings around safety based on gender, ethnicity/race, part-time vs full-time enrollment, student age, driving distance from campus and instructional unit. These demographics were analyzed and are part of the full report. We also looked at patterns of responses given by students. If you have any questions, please contact – David Raffo ([raffod@pdx.edu](mailto:raffod@pdx.edu)) and David Gerbing ([gerbing@pdx.edu](mailto:gerbing@pdx.edu)) in the School of Business.