

**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 4th 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 15th. 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.