

Minutes of the Portland State University Faculty Senate Meeting, 1 March 2021

Presiding Officer: Michele Gamburd

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Berrettini, Borden, Carpenter, Chorpenning, Chrzanowska-Jeske, Clark, Clucas, Cortez, Cruzan, Duncan, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Fritz, Gamburd, Gómez, Goforth (from 3:51), Greco, Guzman, Hansen, Harris, Heilmair, Holt, Hunt, Ingersoll, Izumi, Jedynak, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Loney, Lupro, Magaldi, Matlick, May, Meyer, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Smith, Sugimoto, Thanheiser, Thorne, Tinkler.

Alternates present: Gwen Shusterman for Goforth (until 3:51), Candyce Reynolds for Kelley.

Senators absent: Broussard, Dusicka, Ito.

Ex-officio members present: Allen, Beyler, Bowman, Boyce, Burgess, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Lambert, Loikith, Maddox, Mulkerin, Percy, Podrabsky, Rosenstiel, Sager, Spencer, Watanabe, Webb, Wooster, Zonoozy.

A. ROLL CALL AND CONSENT AGENDA. The meeting was **called to order** at 3:01 p.m.

1. **Roll call** was effected using the participants list of the online meeting.
2. **Minutes** of the 1 February meeting were **approved** under the *Consent Agenda*.
3. **OAA response to Senate actions** of 1 February was **received** under the *Consent Agenda*.
4. A procedural change to allow the Presiding Officer to move agenda items was **approved** under the *Consent Agenda*. [*The order of reports was changed as given below.*]

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

GAMBURD pointed out the budget forums on March 9th and 11th on the new OAA budget model and the Provost's program reduction working group. She also announced a Special Meeting on March 15th, per Article 22 of the CBA, on a potential reduction in the Intensive English Language Program. The administration is contractually obligated to present to Senate the related budgetary issues. There will be some other presentations.

2. Announcements from Secretary

BEYLER: we are approaching the season for Faculty Senate elections. It would be helpful if senators who definitely know they are not returning to Senate in the fall could let him know, confidentially if necessary.

C. DISCUSSION – none

D. UNFINISHED BUSINESS – none

E. NEW BUSINESS

1. Curricular proposals – *Consent Agenda*

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

2. New program: MS in Geographic Information Science (CLAS via GC)

CHORPENNING/MAGALDI **moved** approval of the Master of Science in Geographic Information Science, a new program in CLAS, as summarized in **March Agenda Attachment E.2** and proposed in full in the [Online Curriculum Management System](#).

GAMBURD recognized Geoffrey DUH to review background the proposal. The program doesn't require a thesis, but does require a six-credit applied practicum. There are twelve credits in core competencies, and then several possible tracks and technical courses. There are seven credits of electives.

JEDYNAK: MTH had just added a new course in specialized statistics that might be a good fit with this program.

The new program MS in Geographic Information Science, summarized in **Attachment E.2**, was **approved** (unanimously, recorded by online survey).

3. Graduate admissions transcript policy change (GC)

MAY/SANCHEZ **moved** the change to the policy on the use of transcripts in graduate admissions specified in **March Agenda Attachment E.3**.

GAMBURD called on Kelly DOHERTY (Graduate School) to outline the proposal: this change would be more equitable—removing a barrier to matriculation—and would increase efficiency in admission procedures. Current policy requires transcripts from all institutions a student has attended; this is then used to calculate a cumulative GPA. The change would be to require transcripts only from the bachelor's degree institution or from institutions where graduate credits were completed. They had consulted the Registrar's Office, Financial Aid Office, International Student Services, legal counsel, and the Accreditation Coordinator. It appeared that other offices were not using cumulative GPA. For admissions the GPA from the degree-granting institution would be used, or graduate GPA if nine or more credits have been completed.

JEDYNAK: if a student has completed a master's degree, would the undergraduate GPA be unavailable? DOHERTY: for than nine graduate credits, they will use that GPA for eligibility; however, undergraduate degree transcripts would still be required.

LAFFERRIERE asked about post-bacc students, who already have a bachelor's and then pursue a second degree. Which GPA would be used? DOHERTY: transcripts would be required from both or all [degree] institutions. If there is a disparity, a special approval process might be required if they fall below the University's minimum requirement.

The **motion** to approve the graduate admissions policy change stated in **Attachment E.3**, was **approved** (49 yes, 1 no, 1 abstain, recorded by online survey).

4. Resolution on academic freedom (Steering)

RAFFO/HARRIS **moved** the **resolution** on academic freedom stated in **March Agenda Attachment E.4**.

REITENAUER characterized the proposed resolution as a response to activity, both nationally and locally, targeting of faculty members who are engaged in critical studies, including critical race theory—something connected not only to the School of Gender, Race, and Nation but to many places in the University. PSU has been touched by the

national “Woke At” campaign that’s taking place at a number of campuses, where students and others are being encouraged to send material that is considered “woke” by those who are promoting this process. At PSU there have been individuals who’ve had their [course] materials and personal information posted. Steering Committee would like to show solidarity for colleagues, those who have been targeted and who are likely to be targets of this kind of campaign.

HOLT said he fully supported the resolution. There are ground rules we don’t break. We have an obligation to respect each other and not make anyone feel that they don’t belong to our community. After ten years at PSU, he found it sad that we have to pass a resolution on something that should be common sense.

REITENAUER: the timing has to do with current happenings, but there have been targeting incidents over a number of years. Faculty should make a clear statement about standards of professional conduct and mutual support of academic freedom.

RAFFO: are there specific events that have moved it to the top of the list of things to deal with, or is this a general statement about academic freedom to clarify where we are as a faculty? GAMBURD: it isn’t Senate’s role intervene in personnel issues. It is Senate’s role to make a statement about our collective values and about how we conduct academic debate. GRECO: it is important not to use “academic freedom” as a cynical shield for what is actually harassment, creating a workplace environment that we should not have.

BORDEN asked what DEI [diversity, equity, and inclusion] considerations went into the statement. REITENAUER: there conversations of that sort in meetings on the issue, including with upper-level administrators. There has been targeting of BIPOC faculty as well as others who teach from critical race and similar theoretical perspectives. PADÍN: as stated in the resolution, academic freedom is defined in Board of Trustees policy, in agreement with national policies, and in University standards that come from old OUS policies. These all indicate that academic freedom comes with attendant duties that place limits on its responsible use. Among those limits is respect for policies prohibiting discrimination and harassment.

BORDEN: the policies referred to could be used to support any kind of studies, [including] those that would be inherently and problematically racist, opposed to—say—critical race theory. Is there anything that specifically draws those lines? Does the document have fewer teeth in order to be more expansive? GAMBURD: people are trying to reconceptualize the work of the university to make it less threatening to their interests, alleging a clampdown on anything except politically correct ways of thinking, and engaging in that conversation in ways that are beyond the boundaries of how we conduct academic debates. We are trying to delineate how we engage in academic debate in ways that do not threaten and intimidate our colleagues and that do not ask students to break the Code of Conduct. PADÍN: we have a grey area. We can’t have a hermetically sealed definition that would inoculate us against the danger that the statement might be misused by someone. The intention is [to say that] some methods are not contained within the notion of academic freedom. Lying about how a university works and puts together its curriculum, in order to organize extramural political influence, isn’t scholarly method. We stand for truth, we stand for peer review as the methodology of engagement.

CHORPENNING said that in SSW there have been conversations that [seem to echo] BORDEN's concerns: statements about academic freedom might sanction a protected and polite racism. We cannot require faculty to have less racist syllabi because of academic freedom, so it was already protecting a kind of status quo "Portland polite" racism. He thought it important to name this for the record. He was fully in support of the statement. He thought it important, however, to state that if we want to be anti-racist as a university we are not making a value-neutral claim. It is a claim that there are things we will not tolerate. Should we explore saying that in a more full-throated way? Academia in the USA [exists in] a country that was founded on white supremacy; status quo tends to protect that. The tension is that academic freedom is still going to protect things that many of us would find [problematic]. That's worth exploring and thinking about, he believed. REITENAUER agreed with CHORPENNING's assessment. She didn't know, [however,] how to make such a statement or what such a resolution could accomplish, given the limits of language to enact change. GAMBURD recalled the resolution on diversity, equity, and inclusion passed by Senate last year.

HOLT understood the need to talk about these concerns, but suggested that we move towards closure. We needed to say—he was sorry it was necessary: no bullying allowed, no intimidation or threats of harm. It's crucial that members of the community can have this environment. If colleagues wish to bring forward something further they can. He believed the current document was a good step forward.

The **resolution** on academic freedom stated in **Attachment E.4**, was **approved** (47 yes, 0 no, 3 abstain, recorded by online survey).

F. QUESTION PERIOD – none

G. REPORTS

1. President's report

PERCY appreciated what Senate is trying to achieve against harassment and intimidation. He appreciated BORDEN's reminder that racial justice is intertwined in all of this, and CHORPENNING's reminder that there is no going back to the old status quo—a new status quo is needed. January 6th and other events have shown the power of disinformation, particularly in social media, in ways that are frightening to some of us. His office had several conversations with senators about this, and would have a similar statement out tomorrow. He agreed that this is about our community culture and expectations. There are a variety of policies in place, but he would be willing to start further conversations about our mutual expectations.

PERCY reported that the presidents of the Oregon public universities had made a plea with the Governor that they want to get back into the classroom in the fall. The Governor announced that university faculty have been listed in the hierarchy of vaccine access. We are looking forward to coming back in the fall, but want to make the environment safer, and hope to have the vaccination available as quickly as possible for everyone who wants it. PSU is working with the Health Authority to have SHAC authorized as a distribution center and vaccination site.

PERCY thanked those who came to the budget town hall last week. There was good discussion, though not as personable as an in-person meeting. Over 1100 people attended,

more than would have been possible in a traditional format. They would respond to questions that were received. Transparency about the situation, he said, is very important.

State economic forecasts, PERCY said, show that the Oregon economy is getting stronger, so the revenue estimation is higher. That is good news, but recovery from the pandemic is uneven. He thanked everyone for commitment to work together to deal with enrollment decline, especially among traditionally marginalized groups. The [fall application] situation has improved: we were previously down by about 30%, and now it is by single digits. He was pleased, but we still must be careful because the situation is so fluid. It is now important to work on the transfer population.

JEDYNAK: we are making an effort to admit students and without making it difficult for them to pay. This is good, but is there then a risk of PSU becoming essentially a more expensive community college? What will distinguish us, particularly in a situation in which state enrollment is going to decrease? PERCY said that meeting some of the students with weaker GPA is a recognition that the pandemic has hurt students' ability to be successful in their high school careers. Behind the temporary suspension is the thought that there may be more potential than shows in the transcript, and that support services will help students to be successful. Many of our students come here as community college transfers, he noted. We are committed to high-quality undergraduate education, PERCY said, with rigor, research, and other work with students. The challenge is to convince the state that we are doing something remarkable, creating social mobility for people who have not had much opportunity. It takes resources. We're pressing the case that our students may need extra help to be successful. He would like to create more pathways for students from marginalized communities—that's our unique proposition, and funding to do it well is the challenge we're working on.

GAMBURD said that JEFFORDS was presenting to the legislature and so evidently not yet at the meeting. She would therefore exercise her prerogative [see A.4 above] and change the order of the next reports. PERCY added that JEFFORDS is chairing the provosts' group from the seven Oregon public institutions. They have been doing important work, including working with the legislature on a variety of projects.

[Change in agenda order: remaining reports to be given in the order G.4, G.6, G.2, G.3 (Consent Agenda), G.5.]

4. Report from Presidential Fellows for Asian-American and Pacific Islander Student Success

IZUMI said that the task for her and Bree KALIMA was to develop an action plan for recommendations by Task Force for Asian-American, Asian, and Pacific Islander Student Success. [For the report, see **March Agenda Attachment G.4**; for presentation slides, see **March Minutes Appendix G.4**.] Asian-Americans and Pacific Islanders [AAPI] are the fastest growing population in the US since the 2010 census. In Oregon the Asian-American population has grown by more than 42% and Pacific Islander population by more than 57%. These groups are not a monolith: there are substantial differences in ethnicity, culture, socio-economic status, immigration status, histories, and so on. Lack of data and the "model minority" myth have erased differences between subgroups, IZUMI said, and has reinforced white supremacy by sewing divisions. More than 7% of Oregonians identify as AAPI, 9.8% in the Portland metro area, 13.1% of PSU students,

10.5% of faculty, and 11.8% of academic professionals. In fall term IZUMI and KALIMA reviewed documents, interviewed faculty and staff, and facilitated listening sessions. They identified three priority actions. AAPI students, faculty, and staff laid the groundwork for these over the years.

The first recommendation, IZUMI said, is to establish an AAPI studies program in the SGRN by 2022. In 2013 the student group Coalition for Asian Pacific Studies presented a petition to PSU leadership; the response was that the Institute for Asian Studies provides curricula to meet the needs of AAPI students and so a studies program is unneeded. This fails to recognize a long and unique history, conflates the existence of two very different groups, and minimizes the challenges and contributions of AAPI's. While more than 13% of PSU students identify as AAPI, only two courses in Asian-American studies are offered, and none in Pacific Islander studies. AAPI studies would cultivate a sense of belonging and enable all students to expand their understanding of the interconnected and distinct ways that communities of color are marginalized.

A second priority action, IZUMI continued, is to collect disaggregated, nuanced data to better understand the experiences of AAPI students and Portland State. Aggregated data obscures important differences in educational experiences outcomes, socio-economic status, patterns of migration, citizenship and residency status—all factors that contribute to persistence and graduation rates. The model minority myth persists in part because of the lack of disaggregated data. At PSU, Pacific Islander students have among the lowest retention and graduation rates, with a 13%-14% gap, and while Asian-American students have higher rates, more than 30% are not retained. A student survey shows that Asian-American students report more academic challenges and feel less welcome at PSU than their peers. Race and ethnicity data is collected through the admission application, which gives Asian-American and Pacific Islander students only one option to describe their background. Having disaggregated data would more effectively target our resources.

Action three, IZUMI said, is to establish practices to reward AAPI faculty and staff whose efforts help the University deliver on its access mission. There is a clear mismatch between AAPI students, faculty, and academic professionals, and only 6.4% of senior-level positions are held by AAPIs. Cultural representation among faculty and staff, IZUMI said, is critical to reduce the negative effects of racist stereotypes and increase a sense of belonging. AAPI faculty and staff reported experiencing microaggressions and overt discrimination, and feeling isolated and burnt out. Like other BIPOC faculty and staff, they are often asked to take on a higher level of service work that receives little recognition. The Ad-Hoc Committee on Diversity, Equity, and Inclusion [in P&T Guidelines] is doing encouraging. The [Fellows' report] recommends that staff job descriptions be updated to reflect such service work; mentoring and leadership development for AAPI faculty and staff; compensation for affinity groups and cultural resource centers; and training for all employees about the model minority myth.

IZUMI concluded that PSU has an opportunity to meet the higher education needs and aspirations of the growing AAPI community in Oregon, and to distinguish ourselves by taking actions such as those summarized here.

6. Report of the ARC-UCC Joint Task Force on BA/BS Requirements

WATANABE, chair of the Academic Requirements Committee, reported on the findings of a joint task force consisting of members of the ARC and the Undergraduate Curriculum Committee, formed to evaluate BA/BS requirements and recommend ways to streamline them and make them clearer for students, especially transfer students [see **March Agenda Attachment G.6**]. They surveyed advisors, collected data from Degree Requirements, and analyzed the types of student petitions received.

The task force, WATANABE said, identified a problem with transfer credits due to a discrepancy between three-credit and four-credit courses, or between the quarter and semester systems. As a solution, they propose reducing the BA/BS requirement to 23 credits, with several embedded [subject area] minimums. The spirit of the requirement is one year of arts and letter, science, or social science.

A second issue, WATANABE said, is the upper-division credit requirement, currently 72. Many transfer students struggle to complete this. We have the highest such requirement in Oregon; other institutions typically have a requirement in the range of 60 credits. The task force recommends 62 credits, including a six-credit senior capstone.

Third, WATANABE continued, is the residency requirement, which is currently 45 out of [the final] 60 credits. They recommend extending the 60 to 75 credits, which gives students more flexibility in terms of time to apply PSU credits.

The final recommendation, she said, is to accept the community college general education distribution lists. There is a 95% match with the current PSU distributions.

INGERSOLL, also a member of the task force, said that they hoped that senators would share the report with colleagues, particularly those involved in advising, for feedback before the formal proposals at the April meeting.

TINKLER appreciated the effort to make things easier for transfer students. An issue she often saw was transfer students trying to get courses count towards the University Studies cluster requirement. INGERSOLL said that since their task was to look at the BA/BS requirements, they did not feel it was within their scope to deal with UNST requirements. TINKLER added that late transfers who have nearly completed their degree, particularly older students such as someone whose spouse got transferred and had to move here, can feel overwhelmed by all they have to do to finish when they are so close.

BORDEN wondered how we can evaluate changes to BA/BS requirements without evaluating UNST requirements also. In a way, we are talking about program reduction the form of removing course requirements from departments. The issues are conjoined. SPENCER thanked BORDEN for raising the concern. He mentioned that last year, they lowered the [cluster] requirements for senior transfer students to address this issue. He appreciated the focus on helping transfer students. If there are specific pinch points where UNST Council could help, please contact him [as chair of the council].

2. Provost's report

JEFFORDS reiterated the announcement about upcoming budget forums on March 9th, about the OAA budget situation in the context of the overall University budget, and 11th about possible program reductions.

JEFFORDS shared that Dean Marvin LYNN (COE) had decided to take a leave. She had asked Dean Jose COLL (SSW) to step in as interim dean.

For our fall course schedule, JEFFORDS said, we will use traditional categories: in-person, online, and hybrid. Some faculty are interested in continuing the remote synchronous modality we have started using during the pandemic. It's an opportunity to explore adding this modality on a long-term basis. The Academic Continuity Committee decided to pilot for fall opportunities to assess whether the remote synchronous modality might be something we continue to use. Many students have indicated this is a modality that is helpful for them. Faculty have seen some pedagogical benefits. There will be a message to deans and department chairs asking for faculty to participate in a pilot project. We are also considering how we might continue to use Zoom capacity, such as supporting students who may need to access an in-person class remotely.

CRUZAN noted that many students had questions about the difference between remote and online. What about this, especially given the online [course] fee? JEFFORDS: we are overdue for a conversation about defining online instruction. Our experiences with remote instruction have pressed us to be more precise. New Associate Vice Provost Michelle GIOVANNONZI is thinking about how we use this terminology. Some faculty see some pedagogical advantages in the [remote] format. She has offered OAI support faculty who would like to explore converting their remote into a fully online classes. Students have concerns about the online fee, and there remains confusion about online [vs.] remote instruction, which is understandable. JEFFORDS discussed this issue with the ASPSU President and the student [member of the Board of Trustees]. How can we best utilize resources to support the increasing adoption of technology? We might want to step back and reflect on the entirety of our technology, support for classrooms, etc.

C. REYNOLDS asked about the category of hybrid remote courses. Pre-COVID [COE] had many students from other parts of the state take programs on Saturdays: courses that were live on three or four Saturdays, and then the rest online. This had been valuable for students. She thought that we could draw more students from across the state if we offer that format, and design them well to be hybrid courses. She hoped that hybrid remote remains an options and would be willing to share what they had learned about this format during the pandemic. JEFFORDS suggested they might participate in the pilot experiment to see what would be advantageous for both students and faculty.

3. Responses to questions on February report from VP-FADM – *Consent Agenda*

A report [**March Agenda Attachment G.3**] containing responses to questions regarding the February report from the Vice President for Finance and Administration was **received** as part of the *Consent Agenda*. [See also **March Minutes Appendix G.3** for an additional question and answer.]

5. Monthly report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments

GAMBURD called on Wayne WAKELAND to present the March monthly report from AHC-APRCA. WAKELAND said that the committee's priority is to get input and have a meaningful role in making what may be difficult decisions. As has been described, there are two committees: this one as defined by the Senate, and the Provost's committee. They

are working together. AHC-APRCA aims to come up with principles and priorities for dealing with the difficult issues of program reductions: they must reflect PSU's vision and mission; emphasize our need to make improvements in diversity, equity, and inclusion; capture the shared values of the University. A draft document was included in the meeting materials [**March Agenda Attachment G.5**], but a revised document will be posted to the committee's website.

WAKELAND understood the Provost's working group to be focused on metrics, but wanting to work with [AHC-APRCA] to make sure we follow appropriate principles. Hopefully all are committed to transparent and data-informed decisions.

WAKELAND mentioned again the upcoming [Special Meeting of Senate], which is an initial use of Article 22 in the Collective Bargaining Agreement.

The committee has created a website, WAKELAND said, which includes history and background material, as well as current findings. The revised principles and priorities document will be posted there. They would like the campus community to weigh in on the document to make suggestions for improvement.

REITENAUER asked what collaboration with the Provost's working group will look like. She wondered how the processes will genuinely inform each other in ways that don't subvert the desire that Senate had in creating the ad-hoc committee: meaningful faculty governance in the process of curricular adjustments. Could they share any details on how that collaboration will happen? WAKELAND said that several members of AHC-APRCA met with the co-leaders of the Provost's task force to share information; they then invited those co-leaders to the most recent committee meeting. The task force's focus is on metrics, and that time is of the essence. Their position is that metrics are convenient or useful, but that there are other important criteria and considerations that must be put weighed in parallel—you can't just drive forward with the available numbers and hope that the rest of the important things come in. Their document tries to establish additional considerations that need to be raised to the same level of importance as metrics that are driven largely by SCH and financial considerations.

GRECO asked if the term "initial use of Article 22" implies that there will be future uses of Article 22, perhaps including tenured faculty. As department chair, she was getting many questions. It is not good for campus climate when there is more anxiety than information. There have been many meetings, but certain questions haven't really been broached. WAKELAND said he had not intended that implication.

GAMBURD suggested the question could be asked at the forums on March 9th and 11th. GRECO suggested that either one of the committees or the Provost should address the question in a clear, transparent, and direct way. GAMBURD: if you're taking \$10 to \$20 million out of the budget—you do the math. GRECO: people keep saying "do the math," but no one is putting words to it. GAMBURD: it represents 100 to 200 positions, roughly. WAKELAND said the Provost has said she will address the need for that information.

GAMBURD thought that both the administration and Faculty Senate remain deeply committed to make sure this is a data-informed, collaborative process. It is also very much at its preliminary stages. We recognize the uncertainty, fear, anxiety, anger this creates. It is a difficult time for our University.

JEFFORDS said that GRECO's question was critical. She would be sure to address it in the townhalls, but it is a difficult balance between people wanting to have information as soon as possible, and wanting to make sure that our processes are deliberative, careful, and considerate. Haste might lead to decisions that are not in the long-term best interest of the institution, in a difficult and complex situation.

GRECO understood not wanting to jump ahead of the process, but at the budget presentation last week Kevin REYNOLDS also said "You do the math." It was implied that there would be difficult decisions, but no one has put a name to those difficult decisions. She was not asking for the metrics yet, what are the names of the people, departments, or programs yet. But there has not been clear language—only one comment that some people felt to be flippant. JEFFORDS acknowledged it was a fair point to ask for a sense of scope, without having to have to define precisely what might happen at this time. She would do her best to respond to the question.

H. ADJOURNMENT. The meeting was **adjourned** at 5:06 p.m.

Note from Secretary: the following additional question was submitted and answer received in regard to the presentation slides for the report by VP-FADM at the February meeting (see February Minutes Appendix G.3).

Question:

Slide 5 shows a net decline of \$4,881,000 (\$3,696,000-\$8,577,000) in state support and tuition for FY 2021. However, slide 6 appears to show a revenue decline for FY 2021 of about \$11,000,000 (\$302,000,000-\$313,000,000). How is this possible?

Answer:

As far as the difference between slide five and six, slide five does not include other revenue that goes into the general fund, just tuition and state support. That other revenue mostly consists of interest income and facilities internal sales. In FY20 that amount was \$9.3 million. In FY21 budget that amount dropped to \$5.9 million. In addition, the numbers on slide five are based on our first quarter forecast, while the revenue on slide six is based on our FY21 revised budget so they are not really comparable. It was a mistake in not updating the graph on slide six to include the first quarter forecast numbers.

Presidential Fellows Report

Asian American & Pacific Islander Student Success

Betty Izumi, Associate Professor, OHSU-PSU School of Public Health

Bree Kalima, Coordinator, Pacific Islander, Asian & Asian American Student Center

Faculty Senate Meeting
Portland State University
March 1, 2021

Asian American and Pacific Islanders (AAPIs)

- Fastest growing populations in the US and Oregon
- Heterogeneous group (ethnicity, culture, socioeconomic status, language, immigration status, migration and colonization histories, etc).
- Model minority myth and lack of data erase heterogeneity of AAPIs and invisibilizes their challenges, struggles, and experiences with racism



AAPIs in Oregon, Portland Metro Area and PSU

- 7.7% Oregon
- 9.8% Portland Metro Area
- 13.1% students
- 10.5% faculty
- 11.8% academic professionals



Action 1: Establish an AAPI Studies Program in the School of Gender, Race and Nations by Fall 2022

- Asian American Studies and Pacific Islander Studies are distinct fields of inquiry that focus on unique experiences of AAPIs
- Absence of AAPI Studies in SGRN ignores and minimizes challenges, struggles, contributions of AAPIs
- During 2020-2021 AY, only 2 courses in Asian American Studies, 0 in Pacific Islander Studies

Action 2: Collect disaggregated and nuanced data to better understand the experiences and challenges faced by AAPI students at Portland State

- Aggregated data obscures differences in educational experiences and outcomes between AAPI sub-groups
- Pacific Islander students have among the lowest retention and graduation rates of all full-time students; 13-14% equity gap in graduation rates
- Asian American students have higher retention and graduation rates; 33-36% students are not retained
- Asian American students report more academic challenges and feel less welcome at PSU than peers and have greater personal challenges

Action 3: Establish policies and practices to retain, recognize, and reward AAPI faculty and staff whose efforts help to enable the University to deliver on its access mission

- Imbalance between AAPI students, faculty, academic professionals, administrators
- AAPI faculty and staff reported experiencing racial microaggressions and overt discrimination and feeling isolated, invisible and burnt out
- AAPI faculty and staff take on above-level service work; Ad Hoc Committee on Diversity, Equity, and Inclusion is encouraging
- Formal mentoring and leadership development, compensation for Affinity Group & Employee Resource Group co-chairs, updated job descriptions for staff, training for employees about model minority myth recommended



Questions?

