

**Minutes of the Portland State University Faculty Senate, 3 May 2021
(Online Conference)**

Presiding Officer: Michele Gamburd

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Berrettini, Borden, Broussard, Carpenter, Chorpenning, Chrzanowska-Jeske, Clark, Clucas, Cortez, Cruzan, Duncan, Dusicka, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Gamburd, Goforth (from 4:13), Gómez, Greco, Hansen, Holt, Hunt, Ingersoll, Izumi, Jedynak, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Loney, Lupro, Magaldi, Matlick, May, Meyer, Mikulski, Newlands, Padín, Raffo, Reitenauer, Sanchez, Smith, Sugimoto, Thanheiser, Thorne.

Alternates present: Theresa McCormick for Goforth (until 4:13), Alyssa Plessner for Harris, Candyce Reynolds for Kelley.

Senators absent: Fritz, Oschwald.

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

The meeting was **called to order** at 3:03 p.m.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call** was effected using the participants list of the online meeting.
2. **Minutes** of the 5 April meeting were **approved** as part of the *Consent Agenda*.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

GAMBURD began with notification in memoriam of the passing of Emeritus Professor of English John COOPER on March 29th. COOPER served as head of the English Department and Presiding Officer of the Faculty Senate. He was author of PSU's motto "Let Knowledge Serve the City."

GAMBURD indicated that in addition to the next regular meeting on June 7th, there will be an additional meeting on the 14th due to the volume of remaining business.

There had been several questions about mode of Senate meetings in the fall. She said that Steering Committee, along with tech support specialist David BURROW, had experimented with a dual-delivery approach in one of the outfitted classrooms. For those attending in person it was wonderful to see each other, but for running a successful meeting the experiment was unsatisfactory, particularly for those attending remotely. Therefore, GAMBURD announced, Steering had decided to continue Senate meetings by Zoom conference in the fall, then reassess in December.

GAMBURD conveyed a message from OAA regarding the promotion and tenure process: letters to external reviewers would be modified to call attention to possible difficulties in research and other activities during the pandemic; also, people had been offered timeline extensions, and invited to discuss the impact of the pandemic on their research and creative activities. Reviewers were asked not to judge this negatively.

GAMBURD adverted to the conclusion of the trial of the police officer for the killing of George Floyd. The verdict, she said, represented a move towards new standards of accountability for the use of force. A focus on racial equity in the judicial system is essential if we are to improve relationships between BIPOC communities, the justice system, and the police. It is a sign that older structures may be ripe for meaningful change. Our campus is also undergoing transformational processes to heal in the wake of a long engagement with systemic inequality.

There are a number of equity issues on today's agenda, GAMBURD continued: consideration of the teaching professor ranks; the proposed race and ethnic studies requirement; a report on the comments received to the President's presentation on the Article 22 process for the Intensive English Language Program. She called on senators to discuss and work on these policies with kindness, respect, and goodwill.

2. Announcements from Secretary

BEYLER noted that the ballot for Faculty Senate, Advisory Council, and Interinstitutional Faculty Senate was now in circulation, and that in Senate elections for Presiding Officer Elect and Steering Committee were coming up. Nominations were now open; nominations and self-nominations could be submitted in writing, and would also be taken at the June meeting. *[There were no nominations from the floor.]*

C. DISCUSSION – none

D. UNFINISHED BUSINESS

1. Insert language on NTT Teaching Professor ranks into University P&T Guidelines – postponed, as amended, from April

The motion as amended and postponed at the April meeting was reintroduced.

GRECO / KINSELLA **moved to amend the main motion** in accordance with the textual changes found in **May Agenda Attachment D.1.**

Consideration of the amendment to the main motion

GRECO said she worked with Jennifer KERNS and Gayle THIEMAN to create this suggested amendment. The ranks themselves are not in question; Senate approved them last year. The issue now was to define them. The initial motion, in her mind, did not distinguish adequately between assistant, associate, and full professor. The current proposal, which had been discussed with the ad-hoc committee, was inspired more by the tenure-track language than by the professor of practice language, because the latter have a certification process not present for the teaching professor ranks. The goal is to reach recognition in the relevant field.

PADÍN expressed enthusiasm for the measure, and especially urged his tenure-track colleagues to support it. Passing it would make a special day at PSU. We're confronted, he said, with an important question of equity, and have opportunity to begin to repair a division within our faculty. Universities began the practice of hiring off the tenure track, initially to remedy short-term need, but increasingly to make up budget shortfalls on the back of contingent faculty. The number of colleagues hired into those positions grew without constraint. These educators have been doing faculty work with significantly lower security and pay. The

move to continuous appointment begun five years ago sought to address the instability question, but today the inequity remains of doing a lifetime work and remaining in the rank of someone newly hired. He urged colleagues on the tenure track to not let this inequity to continue.

BORDEN also supported the amendment, but raised an issue of language consistency to reflect the current collective bargaining agreement [CBA].

BORDEN / BERRETINI moved to amend the amendment:

Adding [in the description for Professor] after “professionally related service” the language “within the service parameters outlined for NTTF in the current CBA,” and repeating that language in the description for Associate Professor.

Consideration of the re-amendment

GRECO advocated voting in favor of this modification as it reflected language in the CBA.

GAMBURD asked if there were any further discussion of **the amendment to the amendment**; hearing none, it was **approved without objection**.

Reverting to the amendment as re-amended

THIEMAN sought to clarify: the change to the first amendment was to add at the relevant places the language taken from the CBA, “within the service parameters outlined for NTTF.” The striking of the language “engaged in their share,” made by the committee in the first amendment, remained.

HOLT expressed support for the work of KERNS, THIEMAN, and GRECO, as well as BORDEN’s clarification. In previous sessions he had been uncomfortable with the language, but thought this looked good. As a member of Steering he had heard discussion of this a number of times, and now felt much more comfortable about the proposal. As PADÍN said, it’s time.

The **amendment** (re-amended) to the main motion was **approved** (unanimously, recorded by online survey).

Reverting to the main motion as amended and re-amended

The language on Teaching Professor ranks for the University Promotion and Tenure Guidelines as stated and **amended** in **Attachment D.1**, and as **re-amended** above, was **approved** (51 yes, 0 no, 1 abstain, recorded by online survey).

E. NEW BUSINESS

1. Curricular proposals – Consent Agenda

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

2. Grad. Cert. in Semiconductor Materials & Manufacturing (MCECS via GC)

ANDERSON / SANCHEZ **moved** approval of the Graduate Certificate in Semiconductor Materials and Manufacturing, a new program in MCECS, as summarized in **May Agenda Attachment E.2** and proposed in full in the [Online Curriculum Management System](#) [OCMS].

The Graduate Certificate in Semiconductor Materials and Manufacturing, summarized in **E.2**, was **approved** (51 yes, 0 no, 1 abstain, recorded by online survey).

3. Undergrad. Cert. in International Development Studies (CUPA via UCC)

AJIBADE / KINSELLA **moved** approval of the Undergraduate Certificate in International Development Studies, a new program in CUPA, as summarized in **May Agenda Attachment E.3** and proposed in full in [OCMS](#).

The Undergraduate Certificate in International Development Studies, summarized in **Attachment E.3**, was **approved** (50 yes, 1 no, 2 abstain, recorded by online survey).

4. Designating Social Work courses as Social Science for area distribution (ARC)

THORNE / BROUSSARD **moved** the designation of undergraduate Social Work courses as Social Science for purposes of academic distribution areas, as specified in **May Agenda Attachment E.4**.

The designation of Social Work courses in the Social Science distribution area, as stated in **Attachment E.4**, was **approved** (unanimously, recorded by online survey).

5. Applying area distribution designations for UG Systems Science courses (ARC)

SANCHEZ / THORNE **moved** the designation of the respective undergraduate Systems Science courses as either Science or Social Science for purposes of academic distribution areas, as specified in **May Agenda Attachment E.4**.

The designation of Systems Science courses in the Science or Social Science distribution areas, as stated in **Attachment E.5**, was **approved** (50 yes, 1 no, 1 abstain, recorded by online survey).

6. Adding Race/Ethnic Studies Requirement to University undergraduate requirements (ARC, Steering)

SANCHEZ / THORNE **moved** the proposal for a race and ethnic studies requirement (RESR) for undergraduate degrees, as specified in **May Agenda Attachment E.6**.

BEYLER clarified that the proposal took the form of two motions because the second [E.7] took the form of a constitutional amendment creating a new committee.

GAMBURD, for the ensuing discussion, recognized the members of the committee who had been working on the proposal. [For slides see **Appendix E.6**.]

ASPSU Senator Eli ROACH said the proposal, if done with intention, had potential to transform higher education. For that to happen, it had to reflect the goals of anti-racism and inclusion that the University espouses. The University needs to recognize and uplift the actions of those communities we say we will support. In March 2020 Faculty Senate voted on a resolution recognizing the fundamental role played by the School of Gender, Race, and Nation [SGRN] in examining and understanding the diversity, equity, and

inclusion [DEI] challenges for our community. In June, Senate passed a resolution encouraging the PSU community to pay close attention to the voices underscoring DEI problems. Senate can actualize support for SGRN today.

ROACH continued: the requirement would create a space where our history is recognized and normalized. Required courses in higher education [heretofore] seldom centered anti-racism. Emotional labor and assimilation into educational spaces [by BIPOC students] served to enrich non-BIPOC students who did not have to go through the same labor. There were not real conversations about racial inequality.

ROACH reported that a recent petition received 337 signatures from PSU students, faculty, and staff, with an additional 114 from the wider Portland area. We have a chance to set a precedent and be an example for other schools, if we live up to our stated goals and support the disruption of systemic racism within the curriculum.

ASPSU President Motu SIPELII, in talking with peers and other student leaders, found interest in opportunities for students to learn more holistically about their heritage. In the current curriculum there were not a classes that talked about his experiences as a Asian-Pacific Islander student. Many other students went through the same thing. PSU offers hundreds of classes, but how many of them offer students the opportunity to connect to their ancestors or roots, or learn more about systemic barriers. and forms of oppression that disproportionately affect Black, Indigenous, or People of Color communities?

Society will not change, SIPELII said, unless we change how we teach students. There is a need for courses to holistically educate students centered on racial equity and inclusion. As the most diverse [higher education] institution in Oregon we must lead by example. Creating a more diverse and culturally centered curriculum starts with passing the RESR. Senate has made announcements towards DEI efforts, but now has the opportunity to directly move an initiative that will transform the student experience moving forward.

Ted VAN ALST (Director of SGRN, Chair of INST) thanked the student leaders for their presentations. Living downtown, he saw what was happening in Portland. He and others in his extended communities were thinking not of a return to normal, but rethinking what is considered normal. He wished to honor the work and weight that faculty, staff, and students have been pulling to get to the other side of this pandemic, often having to figure things out on the fly. He was hopeful that we will return to something new in the fall. That is something we're talking about today.

As we have heard, VAN ALST continued, students need racial and ethnic studies to navigate today's world. These are places in classrooms that center the experiences, pedagogy and methodologies of the disciplines and training in SGRN. He often heard that we have this expertise throughout the University; he was not so sure that we do, given what we just heard what's been lacking in students' lives. We want to bring into the curriculum the pedagogical approaches that folks in Indigenous Studies, Black Studies, Asian American-Pacific Islander Studies, Women, Gender, and Sexuality Studies, and Chicano-Latino Studies all do as a matter of course in the classroom. We are looking a shifting demographic. We are the most diverse [Oregon public university], and are going to continue on that trajectory. In the K-12 social studies curriculum, ethnic studies, genocide studies, American Indian histories and issues are going to be part of the requirement. Students are going to expect to encounter this in college, just like they take

a stats, lab, or history class. It's essential to give students the skills they need as they move into the world: critical thinking, ability to solve problems.

SGRN departments, VAN ALST said, have vital ways of looking at the world, and their disciplines are at least four or five decades old, yet they still inhabit the margins of academia. They envisioned their disciplines becoming the center. Going forward the world needs conversations and skills to understand each other; lack of understanding spills out into the street, the internet, and into miscommunication. We should think about what this requirement will do for students five, ten, twenty years from now. The world is shifting and it's incumbent upon us to help our students meet that.

VAN ALST noted the groups consulted as the proposal was in preparation [see **slide 5**].

Ethan JOHNSON (chair, BST), responding to multiple questions prior to the meeting, wished to assure everyone that the motion coming before Senate was not a 'watered down' version. He wished to address two questions: why are we requiring that one course be in SGRN or cross-listed, and why are we proposing a two-course requirement? These questions are inextricably linked, he said. Pulling them apart changes the impact.

Like others in SGRN, JOHNSON said, his work centers on race and ethnic studies. In order to maintain the integrity of this initiative, students should have the opportunity to take courses with faculty who are dedicated to the study of race and ethnicity, who are experts in the field, and should be required to take courses in race and ethnic studies in order to graduate. SGRN needs to be invested in because of historical neglect.

The two-course requirement, he continued, addresses developing University-wide policy to address systemic racism on campus. It encourages other departments to develop curriculum and hire faculty who are invested in race and ethnic studies. Departments across campus will be encouraged to broaden their offerings to meet the RESR.

As currently proposed, JOHNSON said, this will likely mean that departments that have very small proportions of and sometimes no BIPOC tenure-track faculty will have to develop faculty lines to attract them, which hopefully will result in greater representation of BIPOC faculty on campus with orientation towards addressing systemic racism. The idea for the two-course requirement came from Amherst College, which has robust ethnic studies department as a result of the two-course domestic and international requirement.

Additionally, JOHNSON said, the two-course requirement demonstrates a more critical analysis in the field. How can we talk about it in America without connecting it to other regions of the world which have been so deeply impacted by European and US colonialism and imperialism? A two-course requirement demonstrates PSU is moving substantively towards addressing issues of systemic racism on campus and the world. Research shows that the more courses students take in the area of race and ethnic studies, the more their ideas shift towards critical understandings of race and ethnicity.

SAGER: they have heard a concern that this requirement will add time for students to complete their degrees. They met with advisors and the registrar to figure out how to make this work for students, including transfer students. The RESR can be double- or even triple-counted in various ways; students will have many opportunities to meet this requirement. It would be an opportunity for departments to think about integrating this requirement into their degree program, as some such as Psychology have already done.

Many students are going to be able to meet this through general education. They've talked with University Studies about how this can be done. There are possibilities of getting the requirement as part of a minor.

Lisa WEASEL (Chair, WGSS) addressed capacity—whether the requirement could get off the ground and be sustainable. It is proposed to be in the fall of 2022, first for students entering as freshmen. The orange line in **slide 9** shows the capacity modeled conservatively initially using current SGRN courses likely to meet the requirement. In the first two years the seat demand is well within current capacity. Budget has been allocated by the administration for three summers beginning 2022 to support thirty faculty each year to develop courses to count towards the requirement—potentially ninety new courses over those three summers. All departments have access to this.

Another question they'd heard is whether this emphasis will preclude students from looking at other forms of social pressure based on gender, class, sexuality, disability, etc. In the disciplines represented in SGRN, WEASEL said, the scholarship, activism, and curriculum largely rests on the foundation of women, queer, transgender scholars and activities, so race and ethnic studies is inclusive and intersectional in its foundations.

Marie LO (Chair, ENG), addressed concern that there weren't any courses on Asian American-Pacific Islander [AAPI] studies represented. She believed the RESR would strengthen initiatives that are underway to develop an AAPI Studies Department. SIPELII mentioned he's not seen courses in AAPI studies; a problem is lack of faculty expertise in this area. RESR will build infrastructure in this area, for example through the workshops that WEASEL mentioned. It is synergistic with other current work. It will help us understand the full complexity of the racial landscape of the US, and how that landscape is influenced by processes and forces of US imperialism and European colonization.

WEASEL said that courses for inclusion will be vetted through the committee [constituted in the second motion, E.7]. They looked at various committees such as the Writing Council, in considering appropriate size. Although there is enthusiasm now, staffing a committee in perpetuity can be challenging if it is large. Expertise in ethnic studies as a discipline is necessary to evaluate courses, and largely that expertise is located in SGRN. [However,] including affiliates, SGRN faculty come from a wide range of disciplines intersecting with a wide reach of units, not only in CLAS but also in SPH, SSW, CUPA, Honors, COE, MCECS, UNST. All committee members will be voting members. Appointments will be made by the Committee on Committees, using the preference survey. New courses developed through the summer workshops will also have to go through the UCC approval process, just as with any other course. One of the required classes must be either in SGRN or cross-listed; there are [already] a lot of cross-listed courses. This is an opportunity for departments to strengthen these ties.

WEASEL continued: people who have course that they want to revise, fine-tune, learn a little bit more about this area—it is a way for them to have comfortable support. About a third of the budget is going to go to faculty all across campus to develop courses in these workshops. This is really an inclusive opportunity to bring everybody up in terms of incorporating this material and offering a really wide range of courses.

PADÍN could think of few more urgent matters for us as educators to elevate what our colleagues are proposing—57 years after the passage of the Civil Rights Act, something

that had been ignored for 400 years, almost 50 years since the passage of the Self-Determination Act, but still with open racism in the country. It's been customary for the University to make pronouncements that we want to honor the memory of Black Americans murdered in the streets or the indigenous people whose ancestral lands we stand on. What do these pronouncements mean? We need clarity and honesty about how we are honoring. The proper way to conduct the affairs of our campus and the national community is to restore and repair our full humanity. We need to discover, understand what we don't know about generations of pain and survival and reflect deeply on how those experiences inform a path towards repair, reconciliation, and rehumanization. The RESR prepares us and our students to answer these questions. Two courses as an undergraduate is a modest but important step in that direction. There is no more valuable skill for our students in the world we live in.

LABISSIERE reflected that one of the most formidable recent challenges has persistent issues of trust, confident in our institutions in the challenges around structural racism, historical trauma, collective action, healing, social responsibility. How do we care for one another? It has become clear that equity and social justice has to be the path forward, not just as moral principle but translated into practice. Universities are innovating in this direction. Who would have thought that at PSU, 600-plus community members would attend an equity summit; that we would have almost unanimously voted to no longer use high-stakes testing for consideration for graduate school, suspend the GPR requirement for admission; that the President and Board of Trustees have made equity and social justice key initiatives. This proposal means elevating capacities to think, practice, and mobilize in ways anchored in equity and justice.

GAMBURD noted multiple requests to speak in the queue, as well as motions to amend and to table [or postpone, as the more appropriate form]. It appeared that the motion to table [or postpone] came before the motion to amend and [upon consultation with parliamentarian CLARK] that it had priority. She asked the movers of the amendment to consult with the movers of the main motion.

CRUZAN / MAGALDI **moved to postpone** further consideration until the next meeting. [Upon query from CLARK and BEYLER, CRUZAN clarified that postponement, rather than tabling, was the intention.] CRUZAN said some Budget Committee members had raised concerns. GAMBURD reiterated that there were still multiple requests to speak, but that in view of the time adequate discussion might be impossible today.

Further consideration of **Attachment E.6** [and consequently also **E.7**] was **postponed** until the June meeting (30 yes, 21 no, 1 abstain, recorded by online survey).

- 7. Introduction (first reading) of proposed amendment to Faculty Constitution: RESR Committee – postponed until June in consequence of postponement of E.6 above.**

F. QUESTION PERIOD – none

G. REPORTS

1. President's report

PERCY thanked faculty, staff, and students who attended the 2021 Winter Symposium, where we continued conversations related to racial equity and justice. He found it a great

learning opportunity to hear new voices and perspectives. He thanked Ame LAMBERT and Vanelda HOPES for organizing the event. Over 600 people attended.

PERCY thanked people and units who provided feedback on the presentation at the Senate meeting about potential retrenchment in the IELP. He was asking for a few more days to consider these responses before issuing the preliminary plan, which would then start another 30-day comment period.

He had a productive meeting with Advisory Council about issues of communication and trust and ways to enhance that. There is a new budget and financial sustainability website where they intend to put together all of the information that people are asking about.

PERCY said they are continuing efforts to advocate on behalf of PSU and the other public universities for full state funding of our budget request. We asked for \$900 million over the biennium. The Ways and Means Committee raised the amount from \$836 to \$886 million, which leaves us \$14 million short; we are still advocating for that.

PERCY thanked contributors to the PSU Day of Giving, which raised over a quarter of a million dollars for campus centers, institutes, programs, and student scholarships.

2. Provost's report

JEFFORDS brought attention a bill before the state legislature relating to transfer students, something which concerns PSU deeply [see **May Agenda Attachment G.2** for a summary]. One of the components is to create common course numbering which would give students opportunity to take courses across multiple institutions and know that they are transferable. To make this a reality requires bringing faculty together from the multiple institutions so they can agree on what a number references. The process would start next year. Registrar Cindy BACCAR is one of the University's experts on this, and she and JEFFORDS are available to answer questions about it.

JEFFORDS also called attention to the Reimagine PSU initiative, which intended to give intentional and supported space for faculty to think about how we can create the university that responds to the changing interests, needs, and responsibilities of students—to serve our community more effectively. She was pleased at how the AHC-APRCA and the Provost's Working Group were working together to move forward conversations relating to program reduction. The dashboards [that have been put together] represent a limited set of metrics, and are not intended to be exhaustive descriptions of units. They are guideposts so we can have transparent information and common ways in which we can talk about all units. The two committees are hosting information meetings for every college and school.

3. Steering Committee / AHC-APRCA feedback on President's Article 22 presentation at the March 15th special meeting

JAÉN PORTILLO: as a PSU international faculty member and former international student in the US, she was grateful for the chance to give this report [see **May Agenda Attachment G.3**; for slides see **Appendix G.3**]. The special meeting on March 15th was held following President PERCY's invocation of Article 22 of the Collective Bargaining Agreement. This was followed by a 30-day comment period.

This report, JAÉN said, is based on 102 comments and 19 uploaded files which make a compelling case that the expected reduction in IELP should be reconsidered. Should the President still feel that reductions are necessary, he will present a preliminary plan followed by another comment period.

A prominent theme in the comments, JAÉN said, was the observation that international enrollments have been very adversely affected by the restrictions imposed over the last five years, as well as the COVID-related restrictions on travel. The comments remind us of the importance of long-term, strategic decisions as we have a new US administration and emerge from the pandemic. We need to be able to respond swiftly to opportunities. It is difficult to build back strong units, like IELP, once they have been dismantled.

There is also concern, JAÉN noted, about the move given that PSU has benefited from federal [emergency] funding, as well as projected Oregon tax returns: this should, comments have suggested, provide some breathing room to see whether international enrollments rebound to pre-COVID levels.

An additional concern, JAÉN said, is how revenue and cost attributions have been used, particularly in view of IELP's merger with the Office of International Affairs in April 2020. It might be worth seeing how things work out [from the merger] before jumping [into sudden changes].

Perhaps the most compelling argument, JAÉN said, is that this move will be contrary to PSU's goals of diversity, equity, and inclusion. If diversity and social justice are a top priority, then how can we justify cutting a program that directly impacts access for non-white students? In the cultural resource centers, support for the international community is a vital partner.

JAÉN continued: IELP has been a leader in English language programs, and this contributes to a strong international reputation with students and alumni. The program is comprehensive, rigorous, and respected. It prepares students and helps them feel respected and welcomed. It is also a resource for the wider campus community.

It is clear from the robust feedback, JAÉN concluded, that IELP is a critical part of education, and that reductions in IELP will have a dramatic impact on the University's ability to support current and future multilingual students who add to the campus climate, University ideals, our position on the Pacific Rim, and our international reputation. We should position ourselves to take advantage of a rebound in international enrollments, reflecting long-term priorities and strategies.

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

- 4. Monthly report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments – Consent Agenda**
- 5. Interim report of Budget Committee in IPEB process – Consent Agenda**
- 6. Annual Report of Scholastic Standards Committee – Consent Agenda**
- 7. Report of Textbook & Materials Affordability Subgroup, Affordability Pillar, Students First initiative – Consent Agenda**

H. ADJOURNMENT

The meeting was **adjourned** at 5:04 p.m.

Race and Ethnic Studies Requirement

Portland State University
Spring 2021



Student Testimony

Eli Roach (they/them, she/her) - ASPSU Senator

Motutama Sipelii - ASPSU President

Motion 1

Adding Race/Ethnic Studies Requirement to the Undergraduate University Requirement

Why are we proposing a Race and Ethnic Studies Requirement (RESR)?

- Our students need Race and Ethnic Studies to navigate today's world.
- Race and Ethnic Studies center the experiences, pedagogies and methods of Black, Indigenous, People of Color communities in our curriculum.
- A Race and Ethnic Studies requirement is part of Oregon's K-12 social studies curriculum and part of the core curriculum for many of our peer institutions.
- The requirement is a major step taking concrete action to affirm PSU's commitment to its goals of diversity, inclusion, equity, and access.

Has this proposal been appropriately vetted by Faculty Senate?

The proposal has been presented to the following Faculty Senate Committees:

- EPC
- Undergraduate Curriculum Committee
- UNST Council
- Honors Council
- Steering
- Academic Requirements Committee

It was also presented to the full Faculty Senate in February.

Is the version under vote a “watered down version”?

No: The proposal under discussion is the original version supported by the faculty who developed it.

Why are we requiring that one course be either in SGRN or in a class cross listed with SGRN?

- It actualizes the March 2020 Faculty Senate resolution to: “Take urgent action regarding the unsustainable situation and needs of the departments and programs of the School of Gender, Race and Nations.”

Why are we proposing a 2 course rather than a 1 course requirements?

- A rigorous, comparative, relational understanding of Race and Ethnic Studies requires more than one course.
- Understanding our domestic context requires also understanding the international context.
- The 2 course requirement meets the Faculty Senate goal of supporting SGRN, as well as leverages faculty expertise across campus.

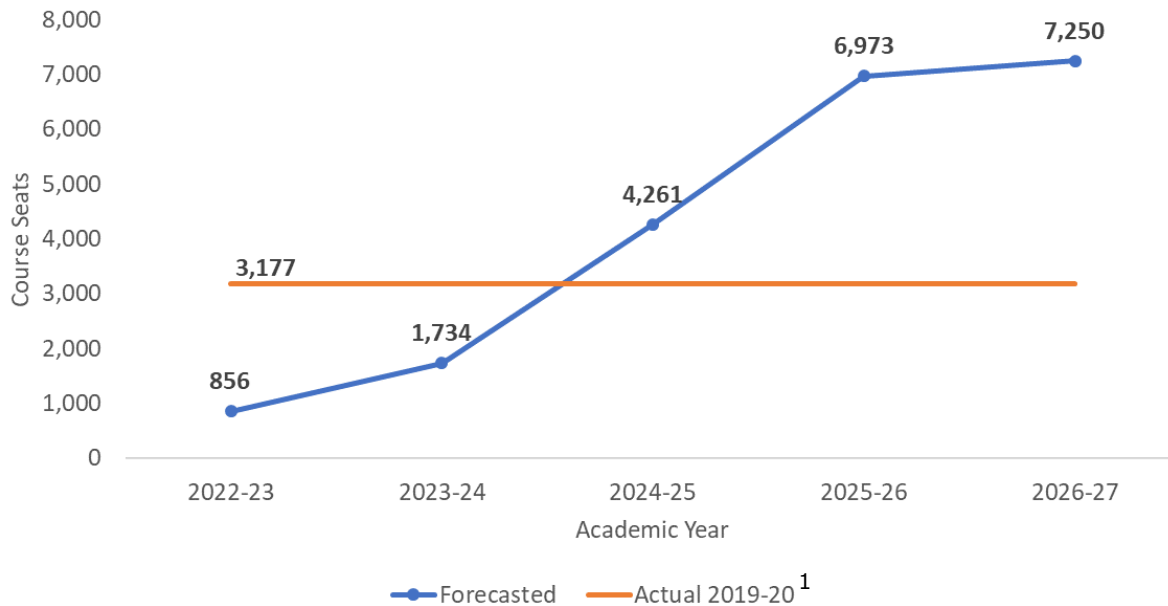
Will the requirement result in additional time and cost for students?

No: the RESR does not require that students complete additional credits.

We have worked with advisors and the Registrar, as well as engaged in conversations with UNST, to ensure that the requirement does not create barriers for students, including transfer students.

RESR courses can count toward major, minor, general education (FRINQ, SINQ, and Junior Cluster), and elective credits.

Does PSU have the capacity to meet the RESR?



¹ Courses were at 84% of capacity in 2019-20.

Note: Academic years begin with fall term and end with summer.

Source: FTE enrollment projections as of November 3, 2020; DataMaster, Department Course Capacity - IR0012

Does the Race and Ethnic Studies proposal neglect other forms of social oppression based on class, gender, sexuality, and/or disability?

- BIPOC women, queer, Two-spirit and transgender scholars, activists and curriculum have been foundational in Black Studies, Chicano/Latino Studies, Indigenous Nations Studies, as well as Women, Gender and Sexuality Studies.
- Race and Ethnic Studies is inclusive and emphasizes scholarship illuminating the intersection of race and ethnicity with gender, sexuality, class, disability, and other categories.

How does the RESR relate to efforts to create a Department of Asian American and Pacific Islander Studies?

- Passing the RESR strengthens the already strong case for why PSU needs a Department of AAPI Studies.
- SGRN leadership advocate for the creation of a Department of AAPI Studies.
- Faculty who have led the AAPI Studies initiative support the RESR.
- AAPI Studies courses will be part of the RESR.

Motion 2

Constitutional Amendment: Race and Ethnic Studies Requirement Committee (RESRC)

The Committee

Why are we proposing the committee with four SGRN faculty and three faculty with with relevant expertise outside of SGRN?

- Expertise in Ethnic Studies is necessary to evaluate courses for the requirement and this expertise is largely in SGRN.
- SGRN faculty and affiliates come from a wide range of disciplines and units, including not only those in CLAS but also SPH, SSW, CUPA, COTA, HON, COE, MCECS and UNST.

Are the XO members voting members?

- Yes: all committee members are voting members.

Who appoints committee members?

- The Faculty Senate Committee on Committees appoints members according to the requirements stipulated in the motion.

How will classes be included in the requirement?

- All classes (including classes in SGRN) must be approved by the RESR Faculty Senate Committee.
 - Any new PSU classes will also need to be approved by the Undergraduate Curriculum Committee.
- One of the required classes must be either in SGRN or cross-listed in SGRN. This is an opportunity for departments to strengthen their ties across units by cross-listing classes.
- Three years of **funded** summer workshops provide faculty interested in developing classes the opportunity to develop courses for the requirement.

Testimony from Faculty Senators

Betty Izumi

Yves Labissiere

Jose Padin

Feedback for President Percy
Regarding the President's Article
22 Presentation on March 15th
Related to the University Budget

Joint report of the Faculty Senate Steering Committee
and the Ad Hoc Committee on Academic Program
Reduction and Curricular Adjustment (APRCA)

Article 22 Process for PSU's Intensive English Language Program (IELP)

- Special Faculty Senate meeting (as described in Article 22.3.c) took place on Monday, March 15th.
- 30-day comment period followed, March 16 – April 16
 - Comments for President Percy went directly to the President
 - 102 comments and 19 uploaded files for Senate are summarized in this report; the appendix contains all of the material received
- President's Preliminary Plan
- Second 30-day comment period
 - Comments for President Percy
 - Comments for Senate

Rebound in International Enrollment

- Current lack of enrollment reflects
 - Federal restrictions on visas over the past 5 years
 - COVID restrictions on travel
- Despite declines, PSU's IELP still has more students than most other IEP programs nationally
- We cannot predict how the international market for Intensive English Programs will develop as we emerge from the pandemic
 - We request information on enrollment modeling methods and data
- Difficult to build back strong units like the IELP once they have been dismantled

PSU's Budget: Federal and State Funding

- \$105 Million for PSU from CARES Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)
- Projected Oregon tax refund kicker in 2022
- These funds could provide a bit of breathing room to see whether international enrollments for IELP rebound to pre-COVID levels

Transparency on Sources of Data

- The Faculty Senate requests that future budget presentations make clear the source of information for all graphs and tables
- Slides should reference DataMaster report numbers so that faculty can cross-reference the publicly-available data with the presentation
- If the administration is using other numbers, then the Faculty Senate requests that those numbers be made public
- Faculty Senate appreciates that OIRP has provided a detailed report on enrollment modeling (soon to be linked to the APRCA website).

RCAT Numbers and Merger with OIA

- The report raises queries about the use of Revenue Cost Attribution Tool (RCAT) to evaluate IELP
- IELP provides functions including outreach, marketing, admissions, registration, cultural engagement, advising, and new student services
 - RCAT tracks other academic units' use of such services in their indirect costs
 - IELP is “charged twice” because they provide services in their direct budget
- Ongoing merger with Office of International Affairs will move some of those costs to OIA from IELP; IELP's finances will look better thereafter
- “Wouldn't it be worth seeing how things work out with the newly formed unit before slashing and cutting based on guestimates?” (Comment, April 8, 2021).

PSU Goals of Diversity, Equity, and Inclusion

- “If diversity and social justice are a top priority at PSU then how can we justify cutting a program that directly impacts the access for our non-white students? Doesn't add up for me” (April 16, 2021).
- It seems wrong to “dismantle a department which brings only diversity to campus” (appendix document, April 16, 2021).

IELP: Strong International Reputation and Rapport with Students and Alumni

- “The IELP has been a leader in English Language programs in the United States for many years and has a reputation for being one of the most comprehensive and rigorous English language programs in Oregon” (April 12, 2021).
- Fulbright scholar writes, “This program made me feel welcomed, respected and most importantly prepared!”
- “The IELP team is not just an English language school but it is a new home and family for International students” (April 1, 2021).

IELP Student Support Services Provided to the Wider Campus Community

- UNST 170: Multilingual FRINQ Lab
- Applied Linguistics, particularly on the MA in TESOL
- IELP works closely with “the Department of Applied Linguistics, University Studies, the PSU Writing Center, the PSU Diversity Action Council, the Graduate School, and the Maseeh College of Engineering and Computer Science” (April 1, 2021).

Conclusion

- Given our desirable position on the Pacific Rim and the international reputation of our IELP program, we are well positioned to take advantage of a rebound or surge in international students.
- Faculty Senate is committed to enhancing diversity, equity, and inclusion across campus. Given the robust feedback received from many former and continuing international students, it is clear that IELP is a critical part of their education at PSU.
- Reducing the IELP any further will have a dramatic impact on the University's ability to support the current and future multilingual students who so richly add to the campus climate and university ideals.