

Faculty Senate, 1 November 2021



This meeting will take place as an online conference. Registration information will be sent to senators, ex-officio members, and presenters. Others who wish to speak in the meeting should contact a senator and the Secretary in advance, in order to receive registration information and to be introduced by the senator during the meeting. A livestream will be available at the Faculty Senate website: <https://www.pdx.edu/faculty-senate>.

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

pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard

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

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

Senators are reminded that the Constitution specifies that the Secretary be provided with the name of any **alternate**. An alternate is a faculty member from the same Senate division as the faculty senator who is empowered to act on the senator's behalf in discussions and votes. An alternate may represent only one senator at any given meeting. A senator who misses more than three meetings consecutively will be dropped from the Senate roster.

www.pdx.edu/faculty-senate

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

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

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

AGENDA

- A. Roll Call and *Consent Agenda* (see also E.1-2, G.5-6)
 - * 1. Roll call *will be effected through the online participants list*
 - * 2. Minutes of 4 October meeting – *Consent Agenda*
 - 3. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*
- B. Announcements
 - 1. Announcements from Presiding Officer
 - 2. Announcements from Secretary
- * C. Discussion: Budget (BC, AHC-APRCA, FADM, OAA)
- D. Unfinished Business – *none*
- E. New Business
 - * 1. Curricular proposals (GC) – *Consent Agenda (no UCC proposals this month)*
 - * 2. Notifications of program moratorium (UCC) – *Consent Agenda*
 - a. Undergraduate Major (BA) in Chinese
 - b. Undergraduate Minor in Chinese
 - * 3. Resolution: Defending Academic Freedom to Teach and Research Race and Gender Justice and Critical Race Theory (Steering)
- F. Question Period
- G. Reports from Officers of the Administration and from Committees
 - 1. President’s Report
 - 2. Provost’s Report
 - * 3. Final Report of Ad-Hoc Comm. on Interdisciplinary Teaching and Research
 - * 4. Report of University Research Council
(presentation on Annual Report submitted to Senate in June)
 - * 5. Monthly Report of AHC-APRCA – *Consent Agenda*
 - * 6. Letter on childcare at PSU from Committee on Work/Life Balance – *Consent Agenda*
- H. Adjournment

***See the following attachments.**

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

A.1. Roster

A.2. Minutes for 10/4/21 – *Consent Agenda*

C. Questions from BC

E.1.a. Curricular proposal (GC) – *summary – Consent Agenda [there is no E.1.b]*

E.2.a-b. Notifications of program moratorium: Chinese major, minor (UCC)

E.3. Resolution on academic freedom (Steering)

G.3. Final Report of AHC-ITR

G.4. Report from URC

G.5. Monthly Report of AHC-APRCA

G.6. Letter from WLBC

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2021-22

Steering Committee

Vicki Reitenauer, Presiding Officer

Rowanna Carpenter, Presiding Officer Elect • Michele Gamburd, Past Presiding Officer

Bishupal Limbu (2021-23) • Susan Lindsay (2021-22) • Becky Sanchez (2021-23) • Steven Thorne (2020-22)

Ex-officio (non-voting): Richard Beyler, Secretary to the Faculty • Randi Harris, Chair, Comm. on Committees

Yves Labissiere, Faculty Trustee & Senior IFS Rep.

College of the Arts (COTA) [4]

Borden, Amy E.	FILM	2022	*+
Colligan, George	MUS	2023	*
Heilmair, Barbara	MUS	2023	
Heryer, Alison	A+D	2024	

The School of Business (SB) [4]

Finn, Timothy	SB	2024	
Loney, Jennifer	SB	2022	+
Raffo, David	SB	2023	
Sanchez, Becky	SB	2022	

College of Education (COE) [4]

De La Vega, Esperanza	C&I	2024	
Farahmandpur, Ramin	ELP	2022	+
Kelley, Sybil	ELP	2023	
Thieman, Gayle	C&I	2024	

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

Duncan, Donald	ECE	2022	
Dusicka, Peter	CEE	2023	
Feng, Wu-chang	CMP	2022	
Tretheway, Derek	MME	2024	
Wern, Chien	MME	2024	

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

Clark, Michael	ENG	2023	
Cortez, Enrique	WLL	2023	
Jaén Portillo, Isabel	WLL	2024	
Limbu, Bishupal	ENG	2022	
Thorne, Steven	WLL	2022	+
Watanabe, Suwako	WLL	2024	

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

Caughman, John	MTH	2024	
Cruzan, Mitch	BIO	2023	
Eppley, Sarah	BIO	2022	
Goforth, Andrea	CHE	2023	
Lafferriere, Beatriz	MTH	2022	+
Tuor, Leah	BIO	2021	*
Webb, Rachel	MTH	2024	

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

Ajibade, Jola	GGR	2023	+
Ferbel-Azcarata, Pedro	BST	2024	
Gamburd, Michele	ANT	2022	
Lockett, Thomas	HST	2023	*
Reitenauer, Vicki	WGSS	2022	+
Wilkinson, Lindsey	SOC	2024	

Library (LIB) [1]

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

Izumi, Betty	CH	2024	
Labissiere, Yves	CH	2022	+

School of Social Work (SSW) [4]

Chorpenning, Matt	SSW	2023	
Donlan, Ted	SSW	2024	
Oswald, Mary	RRI	2022	+
Smith, Gary	SSW	2023	

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

Clucas, Richard	PS	2023	
Eastin, Joshua	PS	2024	
Erev, Stephanie	PS	2023	
Kinsella, David	PS	2022	+
Rai, Pronoy	IGS	2024	

Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023	
Lindsay, Susan	IELP	2024	
Taylor, Sonja	UNST	2022	*

All Other Faculty (AO) [9]

Baccar, Cindy	REG	202	
Flores, Greg	ACS	2022	
Gómez, Cynthia	POF	2023	
Harris, Randi	TRSRC	2022	+
Hunt, Marcy	SHAC	2023	
Kennedy, Karen	ACS	2022	
Law, Anna	ACS	2023	
Mudiamu, Sally	OGEI	2024	
Romaniuk, Tanya	ACS	2024	

Notes:

* Interim appointment • + Committee on Committees • Total positions: 60 • Status: 28 September 2021

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

Administrators

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

Faculty Committee Chairs

Borden, Amy +	University Studies Council
Burgess, David	Intercollegiate Athletics Board
Chaillé, Peter	Undergraduate Curriculum Committee
Colligan, George +	General Student Affairs Committee
Comer, Kate	University Writing Council
Cruzan, Mitchell +	Budget Committee (co-chair)
Emery, Jill	Budget Committee (co-chair)
Estes, Jones	Academic Quality Committee
Janssen, Mollie	Educational Policy Committee (co-chair)
Klein, Charles	Educational Policy Committee (co-chair)
Nadeau, Jay	University Research Committee
Read, Sarah	Graduate Council
Recktenwald, Gerald	Library Committee
Shatzer, Liz	Scholastic Standards Committee
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako	Academic Requirements Committee
TBD (September 2021):	ACIC, FDC, HC

Senate Officers and Other Faculty Officers

Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Advisory Council (2020-22); Presiding Officer Elect
Chivers, Sarah	Adjunct faculty representative
Ford, Emily	Advisory Council (2021-23)
Jaén Portillo, Isabel	Past Presiding Officer
Labissiere, Yves +	Advisory Council (2019-21); IFS (Jun. 2019-Dec. 2021); BoT
Oschwald, Mary +	Chair, Committee on Committees
Padín, José +	Advisory Council (2020-22); Steering Committee (2020-22)
Reitenauer, Vicki +	Presiding Officer Elect
Sager, Alexander	IFS (Jan. 2021-Dec. 2023) [also EPC co-chair]
Sipelii, Motutama	President, ASPSU
Thorne, Steven +	Steering Committee (2020-22)
Voegele, Janelle	Advisory Council (2020-22)
Webb, Rachel	Advisory Council (2019-21)
Zonoozy, Khalil	Adjunct faculty representative

Notes

+ Also an elected senator

Status as of 27 September 2021

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

Presiding Officer: Vicki Reitenauer

Secretary: Richard Beyler

Senators present: Ajibade, Baccar, Borden, Carpenter, Caughman, Chorpenning, Clark, Clucas, Colligan, Cortez, Cruzan, De La Vega, Donlan, Duncan, Dusicka, Eastin, Eppley, Farahmandpur, Feng, Flores, Gamburd, Goforth, Gómez, Harris, Heilmair, Heryer, Hunt, Izumi, Jaén Portillo, Kelley, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Lindsay, Loney, Luckett, Mikulski, Mudiamu, Oschwald, Raffo, Rai, Reitenauer, Romaniuk, Sanchez, Smith, Taylor, Thieman, Thorne, Tretheway, Tuor, Watanabe, Webb, Wern, Wilkinson.

Alternate present: Jack Miller for Erev.

Ex-officio members present: Beyler, Bowman, Burgess, Chabon, Chaillé, Chivers, Comer, Emery, Estes, Ford, Jeffords, Knepfle, Lambert, Mbock, Mulkerin, Percy, Podrabsky, Read, Recktenwald, Rosenstiel, Shatzer, Toppe, Voegele.

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 7 June and 14 June meetings** were **received** as part of the *Consent Agenda.*
3. **OAA response to June Senate actions** was **received** as part of the *Consent Agenda.*

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

REITENAUER thanked Senate members for their presence at our 15th online regular meeting, and their participation to do the work of shared governance. She acknowledged the Secretary and technical support from David BURROW and Pei ZHANG to organize and run the meetings fluidly. She thanked CLARK for again serving as Parliamentarian.

REITENAUER reviewed key Senate accomplishments in the previous academic year. Senate discussed and passed creation of a Race and Ethnic Studies Requirement. We extended the change in the pass / no-pass policy introduced at the start of the pandemic; she noted that this change has been sunsetted and we have reverted to the original policy. There was also a temporary relaxation of GPA requirements for undergraduate admissions, and a recommendation to drop the GRE requirement for graduate admissions. Senate approved a set of changes to the bachelor's degree requirements, including a change in the policy for University Studies clusters.

On the budgetary front, REITENAUER continued, Senate monitored the situation through numerous reports from administration. Senate held a special meeting for the Collective Bargaining Agreement Article 22 process for the Intensive English Language Program. Senate has been working to create a platform where we can collectively think about and navigate through the changes being planned.

REITENAUER pointed to approval of language for promotion guidelines for non-tenure-track teaching faculty. Senate also created ad-hoc committees on diversity, equity, and

inclusion in Promotion and Tenure Guidelines and on the constitutional definition of Faculty. We also continued to build communication and mutual understanding between Faculty and the Board of Trustees.

REITENAUER thanked senators for passing a resolution on academic freedom, its rights and responsibilities, and the necessary conditions. This topic would probably recur in the coming months.

REITENAUER concluded her announcements with some parliamentary procedural reminders, and again thanked senators, ex-officio members, and guests for their presence in this deliberative body to advance our collective work.

2. Announcements from Secretary

BEYLER likewise welcomed and thanked senators for their important work in Faculty governance. The last eighteen months had been an unanticipated, wild experience. Some things had gone well and some things less well. If the latter seemed to be the case, he urged senators to contact him so they could try to solve the problem.

BEYLER reiterated a reminder that participants limit their use of the chat feature to flagging motions, comments, and questions. This made things much easier for the Presiding Officer. Furthermore, chat is not part of the official record. Senate is a deliberative body, and it's important that our official work be perspicuous for the colleagues we represent.

In the same connection, BEYLER noted that he had set up the "district" groups, reviewed their purpose and function, and urged senators to use this and other means to communicate regularly with Faculty in their departments and units. While it's planned, as previously, to send a monthly newsletter, individual senators know best the interests and concerns of their immediate colleagues.

3. Call for nominations for 2021-22 Research Awards (J. Podrabsky, VP-RGS)

PODRABSKY called attention to nominations for university-level research awards: a chance to recognize extraordinary accomplishments of colleagues, and recognize the service of research administrators. Colleges have their own college-level processes.

C. DISCUSSION: CoC and Faculty committee roles, process

REITENAUER briefly reviewed the current change in procedure for selection of Committee on Committee [CoC] members. When meeting in person, tried to caucus as the final meeting of the year concluded; we tried an on-line version of this in the academic year before last. This method was deemed unsatisfactory in certain respects. In consultation with CoC Chairs OSCHWALD (outgoing) and HARRIS (incoming), it was decided to try choosing members in breakout rooms in the first (online) meeting of the year.

Recalling her own participation, REITENAUER said she agreed partly out of wanting to be a team player, partly out of a kind of amusement at its name. She discovered that it had a significant governance function. It appoints the members of all constitutional and many administrative committees, and thus has the duty of discerning how colleagues might most effectively participate in governance in this way. She hoped that this year CoC would examine alignment with the ad-hoc committees, as well as the onboarding of committee chairs and members. We want the choice of CoC members to have intentionality.

HARRIS outlined CoC's anticipated duties of CoC. The main task is to appoint Faculty to constitutional and some administrative committees. Based on feedback from previous years, before undertaking this task she hoped to have a more general discussion of the appointment process, with the goal of ensuring that it is equitable and collaborative. The bulk of the work is in winter and spring, but she intended to meet regularly throughout the year.

BEYLER added: normally a CoC term is two years, but if senators are able to serve for only one year, they should not let this get in their way of participating. For this reason, not all divisions needed to select members now. While the caucuses were meeting, REITENAUER posted a feedback form for groups to make comments and suggestions.

While the breakout rooms were being prepared, WEBB commented that when making committee appointments it would be good to have more information on who is expert on what. LINDSAY observed that CoC is an opportunity to work with representatives from across the University, discussing issues important to the University. It's a relatively large committee, and assignments are subdivided among members. REITENAUER: her time on the committee was eye-opening to see the varied interests of faculty outside of her own department. She had heard from colleagues who wanted opportunities to talk across disciplinary divisions and differences; this was an opportunity to do so. She hoped that CoC would address the question of offering opportunities to those who have expressed interest in serving for several years, but have not yet been assigned to a committee. KINSELLA urged everyone to dig into their reservoir of goodwill, as some committees, particularly those that require distribution from all the divisions, are sometimes hard to staff.

DIVISION CAUCUSES TO CHOOSE MEMBERS OF COMMITTEE ON COMMITTEES

Caucuses chose new members of Committee on Committees as follows.

CLAS-AL: Jaén Portillo, TBD	MCECS: Wern
CLAS-Sci: Caughman, Webb	SSW: Chorpenning
CLAS-SS: Gamburd, Wilkinson	OI: Taylor
COE: De La Vega	SPH: Izumi

Other divisions had continuing CoC members.

D. UNFINISHED BUSINESS – none

E. NEW BUSINESS

1. Curricular proposals (GC, UCC) – *Consent Agenda*

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

F. QUESTION PERIOD – none

G. REPORTS

1. President's report

PERCY related that at the opening event for the Summer Bridge Program in the Park Blocks, he was excited to see around 300 students from various places in the US and other countries, as well as parents, mentors, and faculty. It was a somewhat emotional experience to see such life on campus again. He thanked everyone for their work to start

the fall term. A few months ago, he thought landing the plane would be in a much quieter environment, but instead we have all kinds of crosswinds. Student learning and the safety of faculty, staff, and students remained top priorities. He recognized that he could not satisfy everyone's ideas, so finding a balance was the major effort. He thanked faculty, administrators, staff, and students who had done their best to deal with the uncertainty and work to bring us back this fall.

PERCY said that last year he asked PODRABSKY to engage in a variety of dialogues on our research agenda. He [PODRABSKY] had finished a draft report, and PERCY hoped that soon they would soon be able to share the findings and work to finalize a plan to advance our research agenda. He hoped to improve the visibility of our use of knowledge to inform practice, improve the world, and enrich teaching.

PERCY had also asked Vice President for Information Technology Kirk KELLY to convene a group think about and plan the future of technology [at PSU] in project management, curriculum, pedagogy, and administrative tasks, and how we can best organize to do that.

A further upcoming initiative, PERCY said, would be creation of the President's Council on Community Engagement and Impact. He had become convinced it was important to identify the nodes of community engagement work on campus. It is all over campus; the purpose of the council will be to see if we can pull nodes of people together to work at a higher level, solve common problems, and learn what others are doing.

Work on racial justice and equity remained a top priority, PERCY said. Last year we spent much time in planning; he thought about this much over the summer. He hoped that with the task forces and other projects underway, this could be a year of action and assessment. We were putting together a report on our work on racial justice and equity, explaining the dialogues we had and our work last year, and laying out the different initiatives across campus this year. Faculty need to be involved in each of these.

We [further] want to ask what we want to do with online learning, PERCY said. The remote learning experience during the pandemic led many people to think about how students want to learn, and how well they learn under which pedagogy. Faculty of course have interest in the appropriateness of online learning. He was not pre-supposing any answer to that question, but believed we need to ask if and where we might want to grow online or in hybrid programs.

Finally, PERCY said, he saw a major opportunity for PSU: climate action. Never before has the impact of climate change become [more evident] in storms, forest fires, floods—events that are supposed to happen every 100 or 50 years, not every other year. We know that our students very concerned about how this affects their lives, in their generation. For them this is not an esoteric theoretical concept; they are worried about what will happen if we do not respond. This response is interdisciplinary, as we saw with the creation of the emergency management and community resilience degree [last year]. It affects every discipline: literature, humanities, social science, equity and justice issues, engineering, social work, business, public health. As President he needed to look where the University might go in a really positive direction. We are already doing much and thinking about it in various schools and colleges. Because of our ethos of interdisciplinary work and community engagement, this could become a unique identifier for Portland State. He

hoped that deans would have discussions in the various schools and colleges. He would ask PODRABSKY about research perspectives. He also hoped for input from Faculty.

PERCY then turned to Vice President for Enrollment Management Chuck KNEPFLE to talk about enrollment. [For slides, see **October Minutes Appendix G.1.**]

KNEPFLE said that from data of about a week ago, new undergraduate student credit hours are about holding steady [compared to the same time last year]; continuing undergraduate students were down almost 13%; new graduate students are up over 9%; and continuing graduate students are down slightly. About six weeks ago, new undergrads were ahead about 15%. We will spend the fall trying to figure out how we went from being ahead to being even. The headcount for this group is up about 5%, but we are not seeing this increase in credit hours. We knew number that overall undergraduate numbers were going to be down this fall, because we have had two or three years of relatively small new student [cohorts] which have to make their way through the population, but we expected around 9-10% rather than 13%. Transfer enrollments are about the same as last year. First-year student enrollments are up.

There was an exciting increase in applications from international students, KNEPFLE said, but actual arrivals and enrollments were less—also something we need to dig into. Thus we have not gotten out of the international student deficit, though we are seeing some good signs in application and admission numbers.

As Vice President [GDI] LAMBERT had noted in a recent message, the incoming new-student class is primarily BIPOC. Another notable feature is that exploratory students (undecided as to major) are up 10-15%; we should look into how to support such students once they arrive on campus.

As mentioned earlier, KNEPFLE continued, we suspended the 3.0 GPA requirement for first-year enrollments. Our Open for Fall, Open for All campaign was designed to generate applications and interest especially for first-year students. We have targeted remissions to middle-income students; when he arrived at PSU, he heard that we were not offering enough financial support to students who did not qualify for Four Years Free and Transfers Finish Free. We are offering a book scholarship for [high school] students in senior inquiry, to do more to recruit them. We also have a pilot program to offer to selected students who identify as DACA a \$10,000 grant to attend; we are working with some community organizations to identify those students. We are also looking at scholarships for Honors-eligible transfer students.

KNEPFLE said that every year [Admissions] looks at our competitors: where a student went if they applied here and were admitted, but did not enroll. Somewhat surprising is that PCC is our primary competitor for both first-year and transfer students. Also significant is that a large percentage of [such] students did not enroll anywhere: 19% of first-year students, and around 43% of transfer students. We should look at how we can make an impact in this area.

In store for the future, KNEPFLE said, is launching [PSU's participation] in the Common Application, rebranding for Four Years Free and Transfers Finish Free, and a establishing new tuition rate for students in the Washington counties right over the river. We are hiring a regional recruiter for southern California. He had heard from many people about

a need to improve the campus visit experience, and he was moving forward with some of those recommendations.

2. Provost's report

JEFFORDS announced that we submitted the year six report for our accreditation process on September 15th, focusing on policies, procedures, and financial reporting. Next year's report is the most significant part of the accreditation process. The year seven report focuses on institutional effectiveness and mission fulfillment. Our areas [of attention] will be student success, equity, financial stability, community engagement, and student learning and achievement. Jeff ROBINSON had agreed to serve as a Fellow in the Provost's Office to help lead faculty input. Brian SANDLIN will continue his outstanding work in OAA to gather accreditation materials, but it is critical that we have faculty input, and ROBINSON will work to ensure faculty engagement. She also appreciated the contributions of Kathi KETCHESON in preparing these reports.

JEFFORDS noted, for those who had not seen the announcement, that Rich CORSI, Dean of MCECS, left PSU at the end of spring for an appointment at the University of California-Davis. Wu-chi FENG, who had been an Associate Dean, would be Interim Dean of MCECS for the coming year. The search committee for the new dean will be chaired by Cliff ALLEN (Dean of SB).

JEFFORDS reviewed some changes in the Office of International Affairs, an issue that we highlighted last spring. The office has a new name: Office of Global Engagement and Innovation. A new organizational chart will be published soon. Sally MUDIAMU will become Deputy Executive Director, reporting to Director Ron WITCZAK; her responsibilities will include oversight of IELP, including international special programs, international partnerships and outreach, and the Center for International English Learning. Julie HAHN, who served so admirably as director of IELP, stepped down over the summer; JEFFORDS expressed appreciation for her extraordinary service to the unit and the University in that role. Kelly GALLAGHER has been appointed as Interim Director for this year. An election [for Director] will occur as soon as new bylaws for the unit are completed. IELP faculty continue their work on curriculum redesign and the recruitment of students for IELP and international special programs.

Related to international issues, JEFFORDS shared that the PSU Confucius Institute was formally closed on July 27th. She acknowledged and thanked all of the participants and contributors to the CI. It became clear, however, that the relationship was no longer as effective for the University as it had been.

JEFFORDS also gave an update on the Summer Bridge Program to provide support for students who had been struggling with learning during COVID in high school, to get a strong start at the University. She thanked Shoshana ZEISMAN-PEREYO for coordinating the program, as well as all the instructors, Student Affairs members, and others who welcomed and provided opportunities for these students to connect and engage on campus. 1057 students participated. They could choose a quantitative literacy or writing and rhetoric course. The average GPA was 3.36 and 3.7 [respectively]. We will continue to assess the impact of the summer bridge experience, JEFFORDS said. We have already announced that it will continue next year. Funding for the program came from the state—allocation from the state's [share of] federal relief funds.

In response to a request from many faculty, JEFFORDS continued, the Office of Academic Innovation developed a series of workshops on trauma-informed pedagogy; they are recorded for those who did not have opportunity to participate [directly].

JEFFORDS encouraged faculty to nominate individuals for honorary degrees.

JEFFORDS related that twenty faculty participated in the retirement transition program offered last year. Some of these positions will be refilled, but there will be salary savings because of the differences between outgoing and incoming salaries; some positions will not be filled. Conversations were underway about the possibility of continuing the program for the coming year.

Regarding the program review and reduction process, JEFFORDS planned to send a message to campus about the process and timeline. She looked forward to continuing to work with AHC-APRCA, following their guidance, and ensuring full Faculty participation. They have provided responses to questions from the college-level meetings in the spring, which will be available on the OAA website. She spoke this morning with the Budget Committee, and offered to meet with that committee regularly.

3. Monthly report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustment

GAMBURD briefly summarized the report, starting with the Article 22 process last year. Senate held a special meeting on March 15th, at which the President presented some budget information. After a comment period, AHC-APRCA and Steering Committee created a report. After announcement of the preliminary plan, and a second comment period, there was another report. At the end of the year, we received the President's final plan. IELP has now been renamed the Center for International Education and Learning, within the new Office of Global Engagement and Innovation.

For 2021-22, GAMBURD said, the committee would update their website, including the questions from the college-level meetings mentioned by JEFFORDS. They looked forward to continuing conversations and updates this year. She understood the plan is for deans to lead college-level conversations. The principles and priorities that AHC-APRCA shared with the campus community last year will be important for these discussions.

4. Report from Community Engagement Task Group, Reimagine Campus Safety Committee

REITENAUER recognized Zachary METTLER for a presentation from the Reimagine Campus Safety Committee [RCSC], which was seeking community perspectives for their report to President PERCY and the Board of Trustees. [For slides, **October Minutes Appendix G.4.**]

METTLER: RCSC is taking a holistic, future-oriented approach. They are working with Oregon's Kitchen Table, a program of the National Policy Consensus Center at PSU, who creates spaces for Oregonians to contribute feedback, ideas, and resources to decision-makers and public projects. RCSC wants to take into account historical and current contexts, build connections on campus through collaboration, and foster a shared responsibility for a welcoming, safe campus, so that people who study at, work at, or visit PSU experience a sense of belonging. The physical and emotional aspects of safety are interconnected. RCSC draws on both qualitative and quantitative data, while recognizing

that no individual experience can represent an entire group's experience. They address behaviors, rather than problematize individuals; seek mechanisms for accountability; and work on approaches to healing around historical and contemporary harms.

The committee's charge, METTLER continued, is to examine existing and alternative models and strategies for campus safety. They will make recommendations for assisting students, faculty, staff, and visitors who are experiencing mental or physical distress, purposeless, and other forms of crisis. They will also consider concerns related to physical space and infrastructure. Additionally, they solicit input to understand the lived experience of PSU community members relative to campus safety. The committee is now in the process of developing recommendations.

The committee, METTLER said, hoped this fall to lean into community conversations to develop specific notes or general themes. They have circulated a survey, and are working with Oregon's Kitchen Table to facilitate occasions and spaces for more in-depth conversations: virtual or in-person, perhaps part of a class, or with student organizations, affinity groups, etc. They can provide planning assistance and resources for discussions.

H. ADJOURNMENT – The meeting was **adjourned** at 5:00 p.m.

If an accessible version of this document is needed,
please contact the Secretary to the Faculty
(FacultySecretary@pdx.edu)

ENROLLMENT UPDATE

Faculty Senate - October 4, 2021



Portland State
UNIVERSITY



FALL 2021 – Overall Student Enrollment (SCH)

September 28, 2021	Fall 2021	Fall 2020	% Change
Undergrad - New*	59,627	59,882	-0.4%
Undergrad - Continuing	137,170	157,012	-12.6%
Grad - New	17,224	15,745	+9.4%
Grad - Continuing	19,786	20,281	-2.4%
OVERALL	233,807	252,933	-7.6%

* Undergrad - New includes postbaccalaureate students



First Year Enrollment (headcount)

September 20, 2021	Fall 2021	Fall 2020	Fall 2019
Overall	1,762	1,541	1,738
Resident	1,347	1,183	1,295
Nonresident*	387	341	422

Transfer Enrollment (headcount)

September 20, 2021	Fall 2021	Fall 2020	Fall 2019
Overall	2,478	2,401	2,647
Resident	1,989	1,868	2,070
Nonresident*	451	488	545

* Not including international students



New Student Enrollment Highlights (as of 9/20/21)

- Enrollment (headcount) is up 8% but was up by 13% in mid-August
- BIPOC first-year enrollments:
 - Native American: +0%
 - Black/African-American: +40%
 - Hispanic/Latinx: +17%
 - Pacific Islander: -15% (4 students)
 - Asian: +7%
 - Two or more races: +41%
- Honors enrollments: +31%
- Largest overall increase: CLAS: +12%
- Largest first-year increase MCECS: +20%
- Largest transfer student increase: CLAS: +10%
- First-year exploratory students: +10%





Recruitment

Open for Fall / Open for All

- Suspend the 3.0 GPA required for admission to PSU
- Waive admission application fees through June 15
- Eliminate the GPA requirement for Four Years Free and Transfers Finish Free
- Reduce housing costs for Pell students by \$2500

Other Initiatives

- Target additional remissions to middle income students
- Book scholarship for all enrolling first year students who participated in Senior Inquiry
- Pilot program to offer \$10,000 grants to selected DACA students (\$6600 PSU Remission and \$3400 state grant)
- Scholarship for Honors transfer students (Phi Theta Kappa)





Competitor Analysis - Fall 2020 Admits

First-year

Transfer

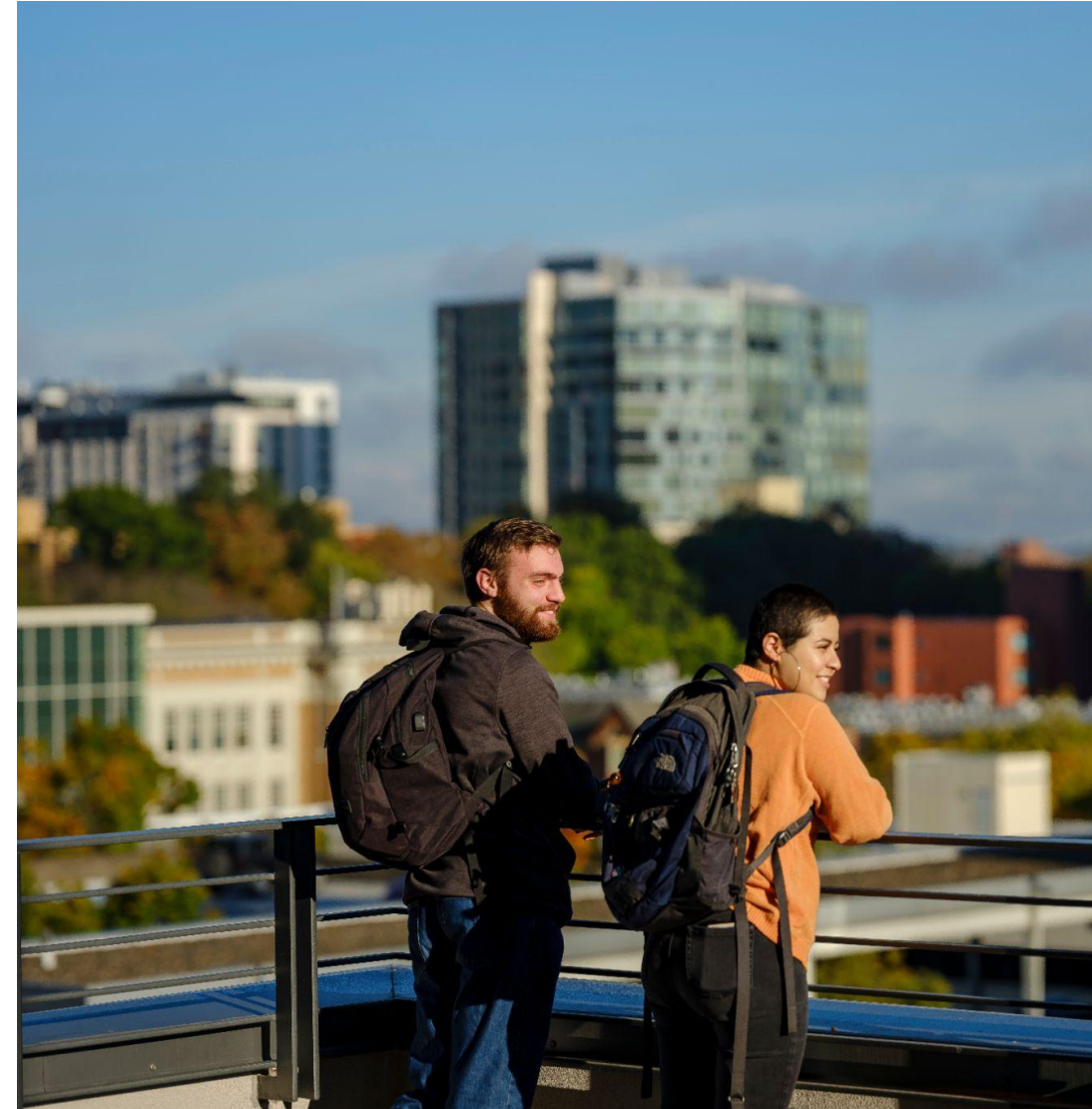
Did not enroll in college	19.0%
Portland Community College	7.6%
Oregon State University	7.5%
University of Oregon	7.5%
Chemeketa Community College	2.9%
University of Portland	1.6%
Western Oregon University	1.6%
Washington State University	1.6%
University of Washington	1.6%
Mt. Hood Community College	1.5%

Did not enroll in college	43.5%
Portland Community College	8.2%
Oregon State University	4.8%
University of Oregon	2.6%
Washington State University	1.4%
Chemeketa Community College	1.3%
Mt. Hood Community College	1.3%
University of Washington	1.2%
Western Oregon University	1.0%
Clackamas Community College	1.0%



Fall 2022 and Beyond

- Common Application
- Coalition for College
- Rebranding for Four Years Free and Transfers Finish Free
- Proactively order PCC transcripts for approximately 500 students for fall 2022
- New tuition rate for Students in contiguous Washington counties
- Regional Recruiter - Southern California
- Implementation of campus visit audit





THANK YOU

Questions?



Reimagine Campus Safety Committee

A Holistic and Future-Oriented approach to an evolving campus experience.



Presenting

Zachary Mettler

- Bachelor's in Architecture and a Master's in Urban and Regional Planning at PSU
- Steering Team Member and Community Engagement Task Group Chair
- Resident Assistant and Academic Mentor in UHRL 3 Years
- Rec Club Member and President 5 Years
- Member of UPSOC for 2nd year

Oregon's Kitchen Table

Oregon's Kitchen Table (OKT), a program of the National Policy Consensus Center at Portland State University, is a space for Oregonians from every corner of the state to contribute feedback, ideas, and resources to decision-makers, public projects, and initiatives.

Selection of Guiding Principles

- Take into account the historical and current contexts in which we operate
- Build connections on campus through collaboration, partnership, and community
- Foster shared responsibility for a welcoming and safe campus
- Make possible conditions where people who study at, work at, and/or visit PSU experience a sense of belonging
- Recognize the interconnectedness of physical and emotional aspects of safety
- Draw from both qualitative and quantitative data that is disaggregated whenever possible, recognizing that no individual experience can represent an entire group's or community's experience
- Address barriers, especially for persons who disproportionately experience multiple forms of harm
- Consider the impact of safety interventions on persons experiencing crises in mental, emotional, and/or physical health on campus
- Focus on addressing behaviors, not problematizing or pathologizing individuals
- Include mechanisms for accountability, including approaches for promoting healing around historical and contemporary harms

RCSC

Initial Charges for Task Groups

Framework for Campus Safety

Examine existing and alternative models and/or strategies for campus safety, including the consideration of addressing scenarios of a threat to safety.

Responding to Individuals in Crisis

Explore and make recommendations for identifying and assisting students, faculty, staff, and visitors to campus who are experiencing mental or physical distress, homelessness, and other forms of crisis.

Physical Environment

Explore concerns and experiences related to the physical and spatial impacts of safety on campus, considering the combination of spaces, infrastructure and subjective experiences.

Welcoming and Belonging

Seek to understand how welcoming and belonging are fostered on campus and intersect with, and impact, safety and security. The task group will also engage with potential relationships and partnerships on campus to investigate opportunities around collaboration.

Community Engagement

Solicit input to understand the lived experiences of members of the campus community relative to campus safety, security, and well-being to help inform the RCSC's decision-making and development of recommendations.

Community Engagement

Community Conversations

- Primarily led by community members
 - ◆ Can have OKT assistance
 - ◆ Funding available for groups
- Personal and intimate discussions surrounding experiences of safety and belonging
- Deeper discussion than can be attained in the survey
- Any notes or general themes would be shared with our team

Survey

- Link to the survey is on OKT's website at:
<https://consultations.oregonskitchentable.org/survey/psu-campus-safety-and-belonging>
- Takes between 15-20 minutes on average
- Mixture of...
 - ◆ Open-ended questions
 - ◆ Prioritizing alternatives
 - ◆ Likert scale responses

Question Prompt → Breakout Rooms

When or where have you felt a great sense of belonging at PSU?

- The RCSC began its process with questions like this; it really helped connect people together and give us all a shared experience of what it can be like at PSU.
- Break Out Rooms to answer and share experiences

How and where can I host a Community Conversations

- Email info@oregonskitchentable.org if you'd like some resources to assist facilitating
- These can occur virtually, in-person as part of a class lesson, as a group homework assignment, with a student organization or any affinity group gathering.
- These don't need to be formal, and can be any size from just 3-4 people to more.
- If you need extra resources, facilitation or planning assistance, or documents to help guide the discussion please contact us

Survey link again, Open today through October!

<https://consultations.oregonskitchentable.org/survey/psu-campus-safety-and-belonging>

Budget Committee

(Faculty Senate Budget Committee)

Charge

- 1. Consult with the President and his or her designee(s) and make recommendations for the preparation of the annual and biennial budgets.
- 2. Consult with academic leaders of colleges/schools, Intensive English Language Program, and University Studies, and make recommendations for the preparations of their annual budgets and enrollment plans. Each Budget Committee member from one of the above listed units shall serve as liaison to his/her unit for this purpose, with other members assigned as liaisons as needed.
- 3. Recommend budgetary priorities.
- 4. Analyze budgetary implications of new academic programs or program changes through the review of a business plan that anticipates and provides for the long-term financial viability of the program, and report this to the Senate.

Budget Committee

(Faculty Senate Budget Committee)

Charge (continued)

- 5. Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through the review of a business plan that anticipates and provides for the long-term financial viability of the unit, and report this to the Senate.
- 6. Consult regarding changes from budgets as prepared.
- 7. Review expenditures of public and grant funding as requested by the Faculty Senate.
- 8. Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.

Budget Committee Faculty Representation

Committee Members

- | | | | |
|--------------------|----------------|---------------------|------------------|
| • Allen, Jennifer | CUPA (PA) | • Law, Anna | AO (ACS) |
| • Cruzan, Mitch | CLAS-Sci (BIO) | • Lee, Janice | CLAS-AL (ENG) |
| • Emery, Jill | LIB | • Mirpuri, Anoop | CLAS-AL (ENG) |
| • Garton, Derek | CLAS-SCI (MTH) | • Sugimoto, Amanda | COE (C&I) |
| • TBD | COTA (A+D) | • Tretheway, Derek | MCECS (MME) |
| • Gioia, Sam | SSW | • Eckhardt, Cara | SPH |
| • Glascott, Brenda | OI (HON) | • Friedrich Schuler | EPC (ex-officio) |
| • Hansen, David | SB | • Tim Anderson | EPC (ex-officio) |
| • Hsu, Chia Yin | CLAS-SS (HST) | • Lanie Sticka | ASPSU |
| • Lafrenz, Martin | CLAS-SS (GGR) | • Ryne Shelton | ASPSU |

Budget Committee Communication

Ex Officio Membership or Shared Membership

- Faculty Senate Steering Committee
- Education Policies Committee (EPC)
- Tuition Review Advisory Committee (TRAC)
- Faculty Senate
- Academic Program Reduction and Curricular Adjustments (APRCA)

Questions: Enrollment & Financial Conditions

1. What are the implications for reduced enrollment for our budget?
 - a. What are the projections for enrollment levels for the next few years?
2. How were the CARES/HEERF funds used?
3. What budget adjustments (investments, reallocations, or cuts) have been made outside of OAA?
4. What is the OAA annual budgeting process (IPEB) and how will that be integrated with program review?
5. How has Education and General funding changed since the adoption of the 2021/22 fiscal year budget?
6. What was the PSU FY2021 surplus/deficit?
7. How much does the university hold in reserves?
 - a. Why have reserves been increasing the last few years even as OAA units have been asked to make more budget cuts?
8. What are the plans for discussions around program reductions?
 - a. How and when will program adjustments be implemented?

6 October 2021

TO: Faculty Senate

FROM: Sarah Read, Chair, Graduate Council

RE: November 2021 Consent Agenda

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

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

College of Urban and Public Affairs

New Course

E.1.a.1

- USP 554 Planning and Housing Markets, 3 credits
Explores the interaction of planning and local housing markets and submarkets. In a market economy, non-public actors build, own, and operate the majority of the housing stock (along with other assets, including other types of real estate, businesses, even ideas). Planning has a role in framing and influencing the decisions and approaches of these actors.



Notification of a Program Moratorium (Suspension of Admission)

To: Brian Sandlin (OAA)
 Vanelda Hopes (OAA)
 Cindy Baccar (Registrar)
 Nick Matlick (RO)
 Kathy Thomas (RO)
 Nicolle DuPont (RO)
 Pam Wagner (RO)
 Jenny Koivisto (RO)
 Kathi Ketcheson (OIRP)
 Amanda Bierbrauer (FA/SFS)
 Elijah Herr (FA)
 Deanna Smith (FA)
 Shelly Sass (FA)
 Christina Luther (OIA)
 Josh Davis (OIA)
 Bill Ryder (ADM)
 Emily Offerdahl (ADM)
 Eki Yandall (ADM)
 Julie Smith (UComm)

CC: Gina Greco
 Kris Fedor

From: Andreen Morris (OAA)

Re: Notification of a Program Moratorium (Suspension of Admission)

Date: 19 July 2021

This information is being provided to all relevant administrative offices for your records. This may be redundant information for some; please use it to confirm the information you have currently on record. Please note the program approval dates in the last section of the form.

If you have any questions, please contact me at andreen@pdx.edu.

Type of Program Notification: Moratorium (Suspension of Admission)
Program Title: B.A. in World Language: Chinese
Effective Term: Fall 2021
School/College: College of Liberal Arts & Sciences
Department/Division: World Languages and Literatures

BANNER and Web Information:	
BANNER Code: WCHN	Description: World Language: Chinese
CIP Code: 16.0301	Display on Web: No

Program Approvals:
Educational Policy Committee Review Date: 5/11/2021
Undergraduate Curriculum Committee Review Date: 5/3/2021
Provost Approval: 5/26/2021
NWCCU Acknowledgement Date: 7/19/2021



Notification of a Program Moratorium (Suspension of Admission)

To: Brian Sandlin (OAA)
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If you have any questions, please contact me at andreen@pdx.edu.

Type of Program Notification: Moratorium (Suspension of Admission)
Program Title: Minor in World Language: Chinese
Effective Term: Fall 2021
School/College: College of Liberal Arts & Sciences
Department/Division: World Languages and Literatures

BANNER and Web Information:	
BANNER Code: MWCH	Description: WL: Chinese Minor
CIP Code: 16.0301	Display on Web: No

Program Approvals:
Educational Policy Committee Review Date: 5/11/2021
Undergraduate Curriculum Committee Review Date: 5/3/2021
Provost Approval: 5/26/2021

Portland State University Faculty Senate Motion
1 November 2021

Defending Academic Freedom to Teach and Research Race and Gender Justice and Critical Race Theory

Background

"McCarthyism has returned." These are the recent words of Ellen Schrecker, author of *No Ivory Tower: McCarthyism and the Universities*. In the summer of 2021, Republican politicians began proposing legislation against "divisive concepts" and critical race theory. Bills have passed in twelve states and are pending in others. (The African American Policy Forum tracks the legislation [here](#).) The attempt to use the state to restrict teaching and research about race and racism is, in fact, "worse than McCarthyism," Schrecker [wrote](#), because "the red scare of the 1950s marginalized dissent and chilled the nation's campuses, but it did not interfere with such matters as curriculum or classroom teaching." Academics failed to come together to mount a strong defense of academic freedom in the 1950s. We can do better today.

Whether these bills are currently being proposed in Oregon or not, we believe that Faculty Senates everywhere must speak up against them and in defense of academic freedom. We join with our colleagues across the country in resolving the following:

Motion presented by the Steering Committee in collaboration with several other Senators

Whereas

State legislative proposals are being introduced across the United States that target academic discussions of racism and related issues in American history in schools, colleges and universities;

Whereas

The [Constitution of the Portland State University Faculty](#) (Article 3) states that "The Faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process";

Whereas

The University and PSU-AAUP, in the [collective bargaining agreement](#) (Article 12), and the Board of Trustees, in [The Roles of the Board, President and Faculty, Shared Governance and Academic Freedom](#) (Article 4), citing the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#), affirm the importance of academic freedom to the proper functioning of this academic institution;

Whereas

The PSU Faculty Senate [resolved](#), and President Percy [affirmed](#), that faculty involvement in public campaigns intended to intimidate colleagues with whom they disagree is an abuse of academic freedom;

Whereas

State legislative proposals vary, but all seek to prohibit or restrict curriculum addressing what they call “divisive concepts” in the education and training of students; insofar as these issues are intertwined with faculty research agendas, these prohibitions and restrictions threaten research as well;

Whereas

The term “divisive” is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education, research, and the development of essential critical thinking skills;

Whereas

Educating about systemic barriers to realizing a multiracial democracy based on race, gender, and other socially constructed categories of difference should be understood as central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed citizens;

Whereas

Over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (June 16, 2021) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities ... In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning”;

Whereas

PSU’s [mission statement](#) expresses our shared value of “promot[ing] access, inclusion and equity as pillars of excellence.”

Whereas

PSU President Stephen Percy, in his “[Justice for George Floyd](#),” stated that George Floyd’s death “was an important catalyst for a broader awareness of the harm caused by systemic injustice and racial discrimination” and that “there is still much work to be done on racial equity”;

Whereas

In a nation that has for centuries struggled with issues of racial inequity and injustice, students do not have adequate knowledge of BIPOC and LGBTQI history

and the policies that contributed to inequities, Portland State University has a responsibility and opportunity to help build equity and social justice.

Be It Resolved

Faculty Senate resolutely rejects any attempts by bodies external to the faculty to restrict or dictate University curriculum or research agenda on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature and/or the Boards of Trustees.

Be It Further Resolved

Faculty Senate stands with our K-12 colleagues throughout the country who may be affected by this pernicious legislation.

Be It Further Resolved

Senate calls upon President Percy and Provost Jeffords to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate University curriculum or research agenda on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature and/or the Board of Trustees.

Be It Further Resolved

Senate affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges and Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

Report of the Ad-Hoc Committee on Interdisciplinary Teaching and Research 2020-21

Charge: To get a better understanding of ITR (Interdisciplinary Teaching and Research) practices at PSU and elsewhere and to develop practical recommendations to support them at PSU, for consideration by Faculty Senate.

Members: Harrell Fletcher, Yasmeen Hanoosh, Isabel Jaén Portillo (Chair), Nadeeshani Jayasena, Michael Lupro, Kathleen Merrow, Teresa Roberts.

Activities: During the academic year 2020-21 the Ad-Hoc ITR continued to investigate past, present, and aspirational ITR practices at PSU. It conducted a survey among the PSU faculty as well as additional conversations with administrators with the aim of gathering a deeper sense of which are our current ITR practices and obstacles, as well as to suggest specific paths of action (beyond previous recommendations) for moving forward in creating a robust interdisciplinary education at PSU. The present report includes:

- A. Summary of findings (based on survey and conversations)
- B. Faculty Survey Comments (Spring 2021)
- C. Recommendations: Paths of Action

A. Summary of Findings

PSU's faculty and students engage regularly in interdisciplinary practices. As evidenced by the faculty survey, PSU presents a rich and diverse landscape regarding faculty ITR interest and activity with students, among themselves and with other faculty at other universities and institutions in our local and global environments. At the institutional level, in addition to a solid interdisciplinary education through University Studies (UNST) and University Honors College (HON), and schools such as School of Gender, Race, and Nations (SGRN), PSU offers interdisciplinary undergraduate programs in Arts and Letters, Liberal Studies, Science, and Social Science, housed in College of Liberal Arts and Sciences (CLAS). These programs attract students and had the following total enrollments during the period 2016-20: 2016=321, 2017=352, 2018=342, 2019=340, and 2020=305. However, they seem to lack visibility for both students and faculty. There are also several multi-school initiatives that seek to contribute to our ITR efforts, such as the new Emergency Management and Community Resilience Certificate, the Urban Design Collaborative, The Digital City Testbed Center, the Health Care Administration Certificate, as well as other initiatives being proposed or in the making, on areas such as cybersecurity, cognitive cultural studies, business intelligence and analytics, or pop culture (to name a few). These initiatives hold much promise for strengthening and widening the interdisciplinary options available to our students. A close monitoring of enrollment and outcomes will be needed over the next few years to help us assess their impact and continue to build a clear interdisciplinary path.

Despite the enthusiastic support and efforts of faculty and administration regarding interdisciplinary initiatives, several obstacles impede an optimal development of ITR at PSU. Among the barriers that have been identified are:

- 1) our current budget model and Student Credit Hours (SCH) distribution practice, which discourages collaboration among faculty and course cross-listing
- 2) a lack of financial investment and insufficient support for the faculty involved in interdisciplinary initiatives, as well as a lack of recognition of interdisciplinary efforts in Promotion & Tenure (P&T) guidelines and reviews
- 3) the absence of a central anchor or home for interdisciplinary studies at PSU
- 4) lack of a regular systematic review of our interdisciplinary programs
- 5) lack of sufficient coordination/communication among unites and schools, lack of sufficient visibility/advertising of interdisciplinary programs and initiatives
- 6) need to create clear interdisciplinary paths in connection to effective advising
- 7) lack of central faculty-coordinated group or committee to coordinate ITR efforts by bridging and working with the different groups and constituents involved in interdisciplinary education at PSU

A more detailed view of these barriers emerges from the responses to the faculty survey that accompany the present report (see survey results accompanying this report).

Our current budget model and credit hour distribution model seem particularly detrimental for interdisciplinary growth at PSU. This problem was identified in a previous survey on interdisciplinary practices and barriers conducted by the Academic Quality Committee (AQC) in 2017. It was further denounced by the Faculty Senate Ad Hoc Summer Research Committee on Academic Program Examination / Reorganization in their 2020 report, where we read:

Striving to maximize the Student Credit Hours (SCH) may lead departments and units inadvertently to engage in perverse and inefficient academic behavior. For example, departments may convert major courses into UNST cluster courses to generate SCH and maximize enrollments, which results in a bloated cluster curriculum. Departments are often reluctant to cross-list classes or include courses from other departments in degree programs so they can maximize their own SCH production. Turf-wars over curricular offerings play out in UCC [Undergraduate Curriculum Committee] and GC [Graduate Council]. **These attitudes enhance the siloing of departments, lead to duplication of expertise between departments, and decrease opportunities for interdisciplinary collaboration and cooperation, particularly between Schools and Colleges.** If the pursuit of SCH were not such a big priority, departments might find ways to reduce the number of courses required for degrees, thus streamlining the curriculum for students. This committee recommends that the Faculty Senate work with OAA [Office of Academic Affairs] to re-envision how we weigh efficiency vs. SCH and enrollment figures. (15)

Themes, ideas, and recommendations that arouse from this year's conversations with administrators (mainly deans and program directors) include (not listed in order of importance):

- 1) desirability of co-teaching and need to support it
- 2) hiring more faculty who work across disciplinary lines

- 3) reviewing P&T guidelines to incorporate ITR as an indication of success and training P&T reviewers
- 4) ITR awareness in shaping new budget model
- 5) encouraging chairs and deans to reach out to their faculty about ways to collaborate with faculty in other units and colleges
- 6) accreditation requirements as an obstacle
- 7) crucial role of advising our students (understanding pathways and interdisciplinary programs and connections to local and global problems and their future careers)
- 8) importance of Diversity, Equity, and Inclusion (DEI) training
- 9) community engagement and impact
- 10) advertising and visibility of interdisciplinary programs, initiatives, and faculty engaged in ITR practices
- 11) need to change SCH model (looking for creative alternatives that help us foster ITR practices instead of limiting them)
- 12) reviewing clusters
- 13) understanding co-teaching and crediting it adequately
- 14) incorporating the humanities to the sciences (e.g., from STEM to STEAM*) to help students acquire needed skills for success and innovation, such as critical and creative thinking, and effective communication
- 15) need to reestablish PSU's interdisciplinary-focused Public Humanities Center
- 16) creation of an interdisciplinary faculty with information on their interdisciplinary fields and practices visible to other faculty and students
- 17) expand PDXScholar as a visibility platform for ITR
- 18) communication channels for faculty to connect and collaborate
- 19) increase investment in ITR
- 20) create a centralized structure to manage ITR (e.g., interdisciplinary college) or house in SGRN
- 21) encourage faculty creation of interdisciplinary courses and programs
- 22) review curriculum with a ITR and DEI lens
- 23) center ITR on student experience
- 24) offer INTD as a marker for courses
- 25) support ITR through initiatives such as ReImagine PSU
- 26) fix inequities and colonial attitudes in funding distribution (budget model)
- 27) have indicators of success centered on student experience rather than SCH
- 28) reward ITR faculty efforts
- 29) provide faculty with course releases to allow them the time to engage in ITR initiatives
- 30) provide our students ITR education and opportunities to match our increasingly interconnected world
- 31) be aware of changing student demographics and interests

B. Faculty Survey on ITR at PSU

The Faculty Survey was administered in Spring 2021 with the assistance of the Office of Institutional Research and Planning (OIRP). Questions were designed to obtain both quantitative

* From "Science, Technology, Engineering, and Mathematics" to "Science, Technology, Engineering, the Arts, and Mathematics."

and qualitative data and the survey contained a question specifically directed to department chairs. 195 responses were collected. A brief summary of the responses/comments in each of the survey's questions appears below (the results of the survey, including graphics as well as full text responses, are available as part of the ITR Ad-Hoc Committee records).[†]

1. PRESENT AND FUTURE PRACTICES

Existing Practices

In discussing their past and present interdisciplinary practices, faculty point to their own research as being of interdisciplinary nature. They also engage in the development and teaching of interdisciplinary courses and collaborate with other universities in the US and with outside agencies. Team teaching with faculty in other colleges/schools/units receives the lowest number of responses along with team research with students in other colleges/schools/units. In their text responses to this question faculty often signal UNST as a locus of interdisciplinary activity.

Perceived Practices

When asked how and where they are seeing interdisciplinary practices and interdisciplinary collaboration at PSU, faculty point mainly to initiatives among faculty and across disciplines within colleges, with the lower number of responses pointing to initiatives and collaboration across the humanities and science divide. Text answers mark UNST as the unit with higher interdisciplinary visibility. Faculty's responses also evidence obstacles such as our current SCH distribution system and point to a lack of visibility of interdisciplinary practices that occur outside of one's particular unit.

Moreover, faculty explain generously, in great detail, the nature of their interdisciplinary practices as well as the fields that integrate their interdisciplinary work (full answers available in survey results). Their responses attest to the width and diversity of interdisciplinary practices at PSU and the high interest of our faculty in interdisciplinary teaching and research, which evidences the existence of a vibrant interdisciplinary culture that can be fully established and flourish if the existing obstacles are addressed and removed.

Aspirations

When asked which interdisciplinary teaching and/or research activities they would be interested in undertaking in the future, faculty show a similar high interest in almost all the practices identified in the survey with a slight preference for team teaching with PSU faculty. The lowest number of responses is given to Work at PSU centers and university-wide initiatives, possibly denoting (in the context of the whole survey responses) an understanding of interdisciplinary practices as needing to happen organically among the faculty and then be supported by the institution rather than emanating in a top-down fashion from institutional or administrative initiatives.

2. EXISTING BARRIERS

Faculty continue to point to the current budget model and institutional structure as a barrier. This model encourages departmental competition for SCH and discourages course cross-listing and team-teaching. Faculty point to team-teaching not being fully understood and promotion and

[†] PSU Faculty may contact the Secretary to the Faculty to obtain this documentation.

tenure practices, which tend to undervalue interdisciplinary teaching and research. These responses are echoed by the text answers/comments, evidencing once more the detrimental effect of our current budget practices around SCH.

3. ASPIRATIONAL PRACTICES AND CHANGE

NB: Some faculty seem to have experienced a technical problem with the ranking function of this question in the survey, thereby responses might not be reliable. We are not including comments on this section, but we focus instead on the related ideas expressed by the faculty in the next survey question (Comments/Additional Suggestions).

4. COMMENTS/ADDITIONAL SUGGESTIONS

Faculty voice concerns and barriers to the development of ITR at PSU that have to do mainly with the following areas:

- lack of support for faculty engaged in ITR: workload (lack of equity in teaching loads across the university) and lack of time (release time needed), specific barriers for Non-Tenure-Track Faculty (NTTF) and adjunct faculty, lack of support for grant writing and assistance with external funding opportunities, lack of time and financial support for research and preparation in general
- lack of investment/ resources/equity: interdisciplinary focused/General Studies (SGRN, UNST, HON) programs not being sufficiently funded, lack of equity in distribution of resources, lack of DEI lens and Black, Indigenous, (and) People of Color (BIPOC) representation, Sponsored Projects Administration (SPA) underfunded, lack of support of university wide research centers
- institutional structures/strictures and attitudes: budget model and current SCH practice, team teaching not considered full credit, P&T not valuing ITR initiatives sufficiently, siloing of resources and siloed thinking, lack of understanding of ITR value for our students and value of interdisciplinary approaches to solving our communities' problems, lack of visibility, lack of sufficient cooperation among departments in setting curricular requirements, lack of metrics that recognize interdisciplinary courses and collaboration, lack of reward of ITR practices

5. RELEVANCE OF INTERDISCIPLINARY TEACHING AND RESEARCH (OPTIONAL)

Faculty make a strong case for ITR practices in this section, highlighting themes such as integration, creativity, diversity, innovation, effective problem-solving, adaptation to today's world, critical thinking and other higher-order thinking skills and development, responsibility, collaboration, co-learning, perspective-taking, empathy, etc. (see full text answers in survey results).

6. QUESTION FOR DEPARTMENT CHAIRS

In this section, responses range from descriptions of departmental initiatives to recommendations. For instance, in describing the ITR practices and obstacles existing in their department, one respondent states "Our department is thoroughly interdisciplinary ... Strengths: creativity, students benefit from many different lenses needed to make sense of real-world

problems and integrate theoretical frameworks. Weaknesses: power struggles, lack of understanding, and recognition of different disciplinary approaches; consistency for students when faculty from different disciplines rotate through teaching same course.” Along with the identified strengths, the following challenges/weaknesses (which can lead to recommendation and change) are also stressed by chairs: barriers for co-teaching and collaborating with colleagues in different disciplines and colleges due to institutional discouraging structures, lack of value placed in ITR, lack of support for underrepresented students in some disciplines, lack of language and international perspectives, cross-listing barriers, few formalized ITR initiatives, and (once more) our SCH practices.

C. RECOMMENDATIONS

Previous Senate recommendations on ITR practices (background):

1. 2017 AQC SURVEY

The Academic Quality Committee conducted in 2017 a survey whose main takeaways were:

- Most indicate across disciplines and within/between colleges represents interdisciplinary work
- What practices do faculty support?
 - university-wide project with faculty development funding
 - create a center with funding to support interdisciplinary research
- What are the barriers to interdisciplinary research?
 - lack of funding sources
 - not valued formally for promotion
- What are the barriers to interdisciplinary teaching?
 - funding model
 - competing interests
 - faculty workload

4 years later, in the faculty survey conducted by the ITR committee (Spring 2021) those stressed recommendations and barriers resurfaced, giving us an indication that we have failed to address some of the main obstacles that we face for ITR practices, such as our budget model.

2. SUMMER 2020 REPORT FROM THE FACULTY SENATE AD HOC SUMMER RESEARCH COMMITTEE ON ACADEMIC PROGRAM EXAMINATION / REORGANIZATION

This report included the following ideas and recommendations regarding ITR practices at PSU:

“Form a committee to support existing interdisciplinary degrees and investigate the creation of new ones at the undergraduate and graduate levels. Interdisciplinary degrees can attract new students, increase faculty collaboration, and create efficiencies.” (3)

“This committee also recommends steps to create interdisciplinary degrees at the graduate and undergraduate level and enhance faculty supervision of existing interdisciplinary degrees.” (6)

“Current disincentives for collaboration across colleges, schools, departments, and units hampers faculty ability to create truly interdisciplinary academic programs. Fostering interdisciplinary studies across 16 majors could strengthen our offerings as we look toward the future. Identifying themes best tackled by interdisciplinary approaches, where we already enjoy faculty expertise, could be very useful in improving curricular efficiency; migration, global health, climate change, and food systems come to mind. The themes could be built into certificates, or perhaps even degrees. By reallocating resources toward high quality interdisciplinary programs, PSU could provide programs unique in our region and attract students who would otherwise not come. The College of Liberal Arts and Sciences (CLAS) offers three Interdisciplinary Studies BA/BS degrees (Arts and Letters, Science, and Social Science) that attract many students. Data could be gathered regarding what attracts students to these degrees and how, in practice, students receive mentoring and guidance in choosing courses for their majors. Similarly, insights could be gathered from graduate-level interdisciplinary programs (such as those offered in the School of Gender, Race, and Nation and in the School of the Environment, as well as the new CUPA [College of Urban and Public Affairs] program in Emergency Management and Community Resilience). (For examples of how other institutions administer their interdisciplinary degrees at the graduate level, see section VI, above).” (16)

Finally, the report recommended “that the Faculty Senate examine the possibility of expanding our interdisciplinary degrees at the undergraduate and graduate levels:

- a. The work could be housed in several locations:
 - i. Option 1: The Undergraduate Curriculum Committee (UCC) and Graduate Council (GC) examine the interdisciplinary degrees as part of their usual functioning, consulting with each other, as well as with OAA, advising, and ARC [Academic Requirements Committee].
 - ii. Option 2: Faculty Senate creates an Ad Hoc committee, with members appointed by the Committee on Committees and with consultants drawn from the Advising and OAA, as well as ex officio members from UCC, GC, and ARC.
- b. We recommend that the Senate charge the committee with
 - i. Evaluating existing interdisciplinary certificates and degrees.
 - ii. Identifying themes best tackled by interdisciplinary approaches, where PSU already enjoy faculty expertise. The themes could be built into certificates, or perhaps even degrees.
 - iii. Proposing a structure for implementing and supervising new and existing degrees of this sort.” (17)

3. 2019 ITR AD-HOC COMMITTEE RECOMMENDATIONS

In its first year of work to understand PSU ITR practices and issue recommendations, the committee suggested the paths for future work outlined below:

- In order to foster ITR, along with proposing structural changes we must create and maintain a constant narrative that stresses its importance.
- We need to foster multimodal writing that exposes our students to how different disciplines articulate knowledge.
- We need to expand interdisciplinary undergraduate research as well as incorporate a stronger interdisciplinary focus in graduate school.
- At PSU, cluster hires might be a step in the right direction, but they have a limited scope. The same applies to Centers of Excellence, which should incorporate a wider representation of faculty from different fields.
- We need smart investment in faculty development and reconsider our reward system at the University.
- Resources available to faculty to help them engage in ITR need to include funding for: course development, coordinating and meeting time with other faculty from other areas, course release.
- Teaching loads and assignments need to be reconsidered to allow for co-teaching models.
- We need continuity: often programs and ideas come and go with the administrators.
- Phasing out of TT positions of retiring faculty has to go through the Senate.
- Foster creation of smaller, thematically joined programs/departments as an organizational unit, with some budget autonomy.
- Encourage interdisciplinary online classes and certificates.
- We need a success model of “getting better in place” rather than through “growing” which is unsustainable for PSU.
- SCH distribution is an obstacle. SCH is currently assigned by course prefix. Conversations changing the model to one where SCH follows faculty would initially need to involve the Budget Office and OIRP. The question remains of how this would be done for faculty who have split appointments and are funded by more than one area.

4. CURRENT ITR AD-HOC COMMITTEE RECOMMENDATIONS: PATHS OF ACTION

During 2020-21, the committee continued to work to investigate PSU ITR practices, barriers, and possibilities in more depth, with a focus on paths of action that we can take. Based on all the data available (2021 survey and conversations, previous 2017 survey and previous reports) the committee offers the following paths of action and urges our administration and relevant constituents to work with Faculty Senate in following these paths and implementing these specific recommendations:

- 1) **New Budget Model:** In the on-going process of building our new model, guarantee that ITR is a solid pillar, and that PSU creates opportunities for investment in ITR initiatives and financial support to allow for time and other needed resources.

- 2) **DEI Lens:** Make sure opportunities and resources for ITR are distributed equitably across the university, with attention to the needs of BIPOC/underrepresented/undersupported individuals.
- 3) **Current SCH distribution practices:** Review and replace with a model that fosters collaboration rather than competition (e.g., by SCH credited to instructor instead of unit), to remove obstacles for effective ITR.
- 4) **Promotion and Tenure:** Work on adjusting P&T guidelines and their implementation to fully recognize, support, and encourage ITR practices.
- 5) **Hiring:** Promote the hiring of faculty engaged and interested in ITR.
- 6) **Advising:** Ensure that students understand and have access to interdisciplinary paths.
- 7) **Visibility:** Widely and effectively advertise interdisciplinary programs and courses and their connections to career paths. Ensure that students have access to information on faculty engaged in ITR practices.
- 8) **Institutional Core:** Establish a central home for Interdisciplinary Studies at PSU and ensure coordination with the different colleges/schools and departments/units.

Finally, we recommend that Faculty Senate creates a structure for continued and sustained work on ITR, mainly:

- 1) continuing to explore and address the ITR themes and issues identified in this report
- 2) evaluating existing as well as creating new interdisciplinary courses, programs, and initiatives
- 3) collaborating with the administration in implementing the recommendations outlined above

Options may include (not mutually exclusive):

- 1) Forming a constitutional ITR committee through the Committee on Committees (CoC). This committee could feature faculty, staff, administration, student, and board representatives, from the relevant committees and groups: UCC, GC, Budget Committee (BC), ARC, AQC, Global Diversity and Inclusion (GDI), OAA, Associated Students of Portland State University (ASPSU), Board of Trustees (BoT), etc.
- 2) Disaggregating and delegating ITR work to the corresponding committees and groups listed above and designating a person to act as coordinator/liaison among these working groups and between these groups and the Faculty Senate Steering Committee



2021 Faculty Survey of Research, Scholarship and Creative Activities

(A joint project of the PSU Faculty Senate Research Committee and Research and Graduate Studies)

KEY FINDINGS

530 FACULTY MEMBERS RESPONDED FROM ACROSS PSU

- Schools represented: CLAS, Engineering and Computer Science, CUPA, and the Schools of Arts, Business, Education, Social Work, and Public Health. The Library, Honors College and other units were also represented.
- Fields: Social sciences (~50% of respondents), natural/physical sciences and engineering (25%+), followed by the humanities, arts and other fields.
- Ranks: Assistant, associate, or full professor (~60%). Adjuncts or instructors (~25%), & research faculty (~10%).
- Time at PSU: More than half had been at PSU for more than 10 years. Almost 75% were full time.
- Tenure status: About 50% of respondents had tenure. Almost one-third were not tenure track.

RESEARCH IS IMPORTANT TO PSU'S EDUCATIONAL MISSION

- **More than 75%** of respondents conducted research, scholarship, or creative activities (RSC).
- Respondents report **incorporating their RSCs into their undergraduate teaching** at least once each term and half reported doing so at least weekly.
- Faculty RSCs provide **(1) educational opportunities** for all levels of students (incl capstones & master's projects/theses), **(2) student employment and financial aid** (GRA's, stipends, tuition remission), and **(3) faculty and staff compensation** (course buy-outs, soft money for RSC).

MOST FUNDING SOURCES ARE EXTERNAL

- Over half of the almost 400 respondents doing RSC reported receiving external funds to do so.
- Respondents who spent **>75% of their time** on RSC reported being **funded primarily through external grants, fellowships of contracts.**
- Respondents who spent **<25% of their time** on RSC covered those costs through a combination of **internal and external** funding sources.
- In the past 3 years, **~75% of those who had applied** for external funds **as a PI, Co-I or Collaborator reported receiving at least some funding.**
- During that same period, a similar portion of respondents who reported applying for external funds for **travel, sabbaticals, artists residences and other activities** reported receiving at least some funds for those purposes.

MORE INTERNAL SUPPORTS ARE NEEDED

- Respondents expressed the need for additional supports for developing and funding RSC.
- Some seemed **unaware of the internal supports** that are available.
- A review of the departmental- and college-level support for RSC is needed.



Faculty Survey of Research, Scholarship and Creative Activities

(A joint project of the PSU Faculty Senate Research Committee and Research and Graduate Studies)

Preliminary Results

Prepared for June 7, 2021 Faculty Senate Meeting (updated 5/26/2021)

In order to avoid duplicate surveys going out to faculty, the University Research Committee collaborated with Research and Graduate Studies (RGS) to form a single survey. The survey link was distributed via the Faculty Senate's google group of all faculty on April 1, 2021. **Between April 2nd and 13th, 530 responses were received.** Survey development and analysis were conducted by the Faculty Survey Work Group of the University Research Committee.

RESPONDENT CHARACTERISTICS

Demographics: The majority of respondents identified as male or female with **slightly more women than men**. Approximately **three-quarters respondents identified as white**. The next highest portion of respondents identified as Asian, followed by Hispanic or Latino, Black, African or African American, and American Indian or Alaska Native. No one identified as Native Hawaiian or Pacific Islander, though some preferred not to say. Respondents ranged in age from their 20s to their 70s, falling mainly between the **ages of 35 to 64** with more clustered in the center of that range (age 45-54). Approximately **half reported having children at home or other caregiving** responsibilities.

PSU: Respondents were **predominantly from CLAS**, followed by the Maseeh College of Engineering and Computer Science, CUPA, and the Schools/Colleges of the Arts, Business, Education, Social Work, and Public Health. The Library, Honors College and other units were also represented. Almost half came from the **social sciences**, one-quarter from **the natural/physical sciences and engineering**, followed by **the humanities, arts and other fields**. Respondents **predominantly held the ranks of assistant professor, associate professor, or professor**, followed by adjunct professors, instructors/senior instructors, and research faculty. More than half had been at PSU for more than 10 years and almost three-quarters had an FTE of 1.0. **Approximately half were tenured. Almost one-third were not tenure track.**

MORE THAN 75% OF RESPONDENTS CONDUCTED RESEARCH, SCHOLARSHIP, OR CREATIVE ACTIVITIES

Of the respondents who conducted research, scholarship, or creative activities, about **two-thirds worked on research and one-third on creative arts or humanities**. Of the time spent on those projects, about one quarter of it was taken up by administrative activities.

RESEARCH IS IMPORTANT TO PSU'S EDUCATIONAL MISSION

Almost all respondents indicated that **research experience is moderately to extremely important in the general education of PSU students**. Of those who taught undergraduates, almost all reported incorporating their research, scholarship, or creative activities into their teaching at least once each term (half reported doing so at least weekly). Respondents indicated that their **research, scholarship, or creative activities provide (1) educational opportunities** for graduate, undergraduate, and even high school students, including for completing capstones, and master's projects or theses; **(2) student employment and financial aid**, including GRAs, stipends and tuition remissions; and **(3) faculty and staff compensation** (course buy-outs, soft money). Despite these contributions to PSU, more than half of respondents felt that research, scholarship and creative activities were **undervalued** by the university (compared to less than a fifth who felt undervalued by their department).

"I often feel as though PSU wants to have its cake and eat it too, in the sense that it really wants the prestige and funding that come from being a research institution, but it also really leverages discourses that I associate with teaching-focused institutions."

DESIRE TO COLLABORATE ACROSS DEPARTMENTS IS HIGH, BUT BARRIERS EXIST

Respondents predominantly reported collaborating with (1) colleagues at higher ed institutions other than PSU, (2) students, and (3) colleagues in their own departments. Collaborations across PSU departments appear to occur at about half the rate of collaborations within departments. Respondents expressed strong interest in interdepartmental or interdisciplinary work with other faculty across PSU, but cited institutional barriers for doing so, including **fragmentation of departments** and the **lack of interdisciplinary frameworks**, such as like the former School of the Environment and the de-funded Portland Center for the Public Humanities. Some identified University Studies as a gateway for

interdisciplinary programs that might integrate research, civic engagement, and undergraduate education even more comprehensively than the present arrangement.

OVER 50% OF RESPONDENTS WORK WITH DATA FOR RESEARCH OR ANALYSIS

About half of those who reported working with data had written protocols for managing data, including a **data management plan, data security plan, or data use agreement**. For some, the distinction between these documents and IRB protocols was unclear. Respondents stored their data primarily on a **PSU** office or lab computer, Google Drive or a Network drive. Respondents also saved data on their **personal computer or hard drive** and/or used **personal funds** to pay for at least part of their data storage. Few identified compliance standards and regulations that applied to their data, most commonly protections for human subjects' research (**IRB**), student records (**FERPA**), and health records (**HIPAA**). The majority of those who shared data did so mainly via email or data depositories such as **PDXScholar** or **Genebank**. At least one respondent used **Dropbox** to share data, which is discouraged by PSU due to its history of being hacked.

MOST FUNDING SOURCES ARE EXTERNAL

Over half of the almost 400 respondents doing RSC reported **receiving external funds** to do so. Respondents who spent 75-100% of their time on RSC reported being funded primarily through external grants, fellowships or contracts. Respondents who spent less than 25% of their time on RSC covered those costs through a combination of internal and external funding sources. In the past 3 years, about three-quarters of respondents who had applied for external funds for RSC as a Principal Investigator (PI), Co-I or Collaborator reported receiving at least some funding. During that same period, a similar proportion of respondents who reported applying for external funds for travel, sabbaticals, artists residences and other activities reported receiving at least some funds for those purposes.

Of those who submitted **external funding proposals**, approximately one-half submitted all or most of them through the Sponsored Projects Administration unit within Research and Graduate Studies (**SPA**), one-quarter sometimes submitted proposals though SPA, and one-quarter had never submitted their external proposals though SPA.

COMMUNICATION COULD BE ENHANCED

The majority of respondents felt that they **knew little about highlights and successes** of research, scholarship, and creative activities happening at PSU. Suggestions for spreading the word included putting research, scholarship and creative activities on the PSU homepage more often, press releases, up-to-date searchable webpages, a research vlog or video newsletter, and social media posts (including Linked-In). Over half of respondents were **unfamiliar with the University's Open Access Publication Policy**, and less than one-quarter had deposited their work in **PDXScholar**.

MORE INTERNAL SUPPORTS ARE NEEDED

Respondents expressed the need for additional supports for developing and funding RSC. **The majority of support appears to come from SPA**. Development support was also provided to a lesser extent by: (1) partners at other universities or organizations; (2) faculty, chairs or classified staff in the respondent's department; (3) faculty in other departments; (4) the PSU Foundation; (5) PSU Innovation and Intellectual Property (IIP); and (6) consultants hired by individual departments.

When provided with a list of **potential university supports** for helping to grow or develop their work, potentially building it into a larger project, the ones most often identified as helpful or very helpful were: **(1) departmental funds** to cover a percent of a respondent's FTE, **(2) an increase in IPDA** (Individual Professional Development Account) funds, **(3) funded course buy-outs**, and **(4) an overall reduction in course load / teaching responsibilities**. Other identified supports appeared to be less important for the respondent pool as a whole, but could have more importance for specific subgroups of respondents, such as non-tenure track faculty or teaching faculty. These supports included **funded GRAs and GTAs, sabbaticals for pre-tenure or non-tenure track faculty, and an increase in the number of advisors** to relieve faculty from that responsibility, among others. Some respondents seemed **unaware of the internal supports that are already available**. A review of the departmental- and college-level support for RSC and how it is communicated, especially to newer faculty, is needed.

"...spending typically two plus days on the 40-hour work week on admin and university service means doing scholarship in overtime. We need more administrative staff in departments to support work of curriculum committees, grad admissions, etc."

NEXT STEPS: A more in-depth analysis of the survey responses is currently being conducted by RGS.

Academic Program Reduction and Curriculum Adjustments (APRCA) Report

1st November, 2021

Provided by Rachel Cunliffe, co-facilitator of the committee (with Michele Gamburd)

During October the committee accomplished:

- The welcoming of new members to the committee. We hope to soon hear who will be the Diversity, Equity, and Inclusion Advocate.
- Substantial archiving and reorganization of the webpages for APRCA, updating of links, and clarification of our role during our extended period of service (2021-22)
- The Provost met with the APRCA committee to share a draft plan for the timeline of college and school discussions during the upcoming year.
- Members of APRCA reviewed the document and provided feedback which was collated and shared with the Provost
- A subcommittee met with two Deans to discuss how APRCA could support those meetings in order that we can propose places in the process where APRCA can be helpful.
- Michele Gamburd met with members of the Budget Committee regarding collaboration in the upcoming school and college discussions.
- APRCA collaborated with the Faculty Senate Steering committee to assist in the planning of the Budget Forum planned for Faculty Senate on November 1st.



Attention: Members of the Faculty Senate, American Association of University Professors (AAUP-PSU), and the Office of Academic Affairs

The Work/Life Balance Committee would like to express its support of PSU's efforts to allow for some flexibility as it relates to the last-minute hour reduction by the Helen Gordon childcare center. It's great to see our University rally around this situation. We know that childcare concerns affect many of our employees. A 2009 Child Care Survey conducted at PSU found that 37.6% of PSU Faculty, Staff and Administration are parents, with 41% indicating that finding child care is somewhat or very difficult. 35% of the faculty and staff surveyed were on the waiting list for campus child care.

As we've seen in recent [press](#), this is not an isolated issue. Daycare availability nationwide [is operating at 88% of its pre-pandemic capacity](#). Furthermore, it's well known that spots at Helen Gordon are limited and most parents on campus need to seek alternate arrangements. A [2017 childcare survey](#) sent out by the Work Life Balance Committee found that 47 percent of participants used child care five days a week and 58% of respondents indicated that lack of childcare options created a moderate or great deal of challenge at work. We are especially concerned with how reduced daycare availability might create particular vulnerability for students, faculty and staff without job security. Unclear guidance from PSU surrounding acceptable ways to deal with lack of childcare can create further anxiety.

Another concern is how work-life challenges exacerbated by the pandemic will widen pre-existing inequities, such as career pay gaps that fall along gender and racial lines. Research suggests that [women and minoritized racial and ethnic groups](#) are disproportionately impacted by family responsibilities due to the Covid-19 pandemic (and acknowledging it is likely that [trans, non-binary, and other diverse genders](#) were not included or investigated in meaningful ways). Stop-gap measures, such as short-term daycare or bringing your dependent to campus briefly (the latter of which is already a vulnerable thing to do), are now even more restricted due to safety concerns and with family room spaces closed. Without these resources, caretakers are struggling to maintain work life balance and run the risk of being pushed out of the workforce. While policies designed to accommodate work-life challenges are critical, they must also be accompanied by equity adjustments to ensure that accommodations (e.g., tenure clock extensions) do not result in career pay gaps.

Childcare, including school, is a tenuous situation during the pandemic. At any moment if a class becomes quarantined, families have to manage the consequences. We would like to see a shift in perspective, so that if and when that happens, it doesn't become the sole burden of the individuals affected. In response to our work life balance survey, nearly 30 percent of respondents said that they chose not to take any family leave due to concerns over professional challenges and implications.

We would like to see a cultural shift from the top. If PSU leadership truly values parents and families, it needs to clearly and overtly act on that value. When concrete policies are designed to enact accommodations, they should be implemented consistently and not rely on the discretion of supervisors and course instructors on a case-by-case basis, as this opens the door to disparate treatment. PSU has so much potential to be innovative and change policies and

procedures to be more universally supportive. If PSU really wants the return to campus to be successful, family accommodations need to be part of the plan.

Sincerely,

The Work/Life Balance Committee

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