Minutes of the Portland State University Faculty Senate, 2 May 2022
(Online Conference)

Presiding Officer: Vicki Reitenauer

Secretary: Richard Beyler

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

Alternates present: Nick Matlick for Baccar, Antares Boyle for Heilmair, Nathanial Garrod for Raffo.

Senators absent: Eastin, Erev, Gómez, Loney.

Ex-officio members present: Beyler, Bowman, Burgess, Bynum, Chabon, Chaillé, Chivers, Comer, Duh, Emery, Estes, Feng (Wu-chi), Ford, Herrera, Jeffords, Mulkerin, Percy, Podrabsky, Read, Recktenwald, Voegele, Wooster.

The meeting was **called to order** at 3:00 p.m.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call** *was effected using the participants list of the online meeting.*

2. **Minutes of 4 April meeting** were **approved** as part of the *Consent Agenda*.

3. **Procedural: Changes to agenda order** – *Consent Agenda*

    After Nominations for POE:
    E.4. Language on diversity, equity, and inclusion for Promotion & Tenure Guidelines
    G.3. AHC-APRCA report, pulled from the *Consent Agenda* for separate discussion
    E.3. Extension of charge of AHC-APRCA
    G.1. President's report
    G.2. Provost's report

B. ANNOUNCEMENTS

1. **Announcements from Presiding Officer**

    REITENAUER reflected that her decision to stand for election as Presiding Officer, something she would not have imagined coming to PSU as an adjunct in 2000, was due to seeing the contributions that previous POs brought to difficult situations. She felt that she needed to be willing to be in those conversations. At that time, if asked to explain shared governance, she would have perhaps been able to bluff her way to a passing grade. Much this year has been for her about getting a deeper meaning of what [shared governance] requires; to govern the institution means to bring the power that we hold from our various positions together as we face challenges. This means holding ourselves and each other accountable.

We are at the time of year, REITENAUER continued, when we ask for nominations for the next Presiding Officer Elect. It will be an honor to serve with that person on the team next year. It is a service to the institution to step forward to be considered.

REITENAUER reviewed the changes to the agenda order given above.

2. Announcements from Secretary

BEYLER, continuing from REITENAUER's announcements, indicated that nominations for Presiding Officer Elect would be received at today's meeting. Nominations for POE as well as Steering Committee also could be submitted in writing up till the June meeting, when there would be a final chance for nominations and then a vote for these offices. Both this year's senators as well as newly elected senators are eligible to be nominated. Voting will be by next year's roster of senators.

3. Update on accreditation: Year 7 Report

REITENAUER introduced Brian SANDLIN (Accreditation Liaison Officer, OAA) and Jeff ROBINSON (Provost's Fellow; Chair, Communication Dept.) to give an update on the accreditation process. SANDLIN related that PSU is accredited by the Northwest Committee on Colleges and Universities (NWCCU), which is responsible for accreditation of about 168 schools, of a wide range of types, in the region. The commission wants to see how we are approaching the things we need to be doing, and provides guidance on how to improve our own processes and policies. We should not see reviewers' recommendations as 'getting dinged,' but as impetus to improve our practices. NWCCU emphasizes continuous self-improvement.

SANDLIN continued: accreditation occurs on a seven-year cycle. Our Year Seven Report is due on September 15th. The Board of Trustees needs to approve the document at their last meeting of the summer. We aim to have a mostly complete report by the end of this month. University Communications will then help us polish the document to submit to NWCCU in the fall. They are hoping to conduct in-person campus visits in October. Some of you may meet with them. The only way we really get into trouble is by deliberately hiding something, so if the reviewers ask questions, answer frankly and honestly. Accreditation is a voluntary process of self-reporting.

SANDLIN stated that we would continue to be accredited. In our mid-cycle report we were 'not in compliance' in certain areas of assessment of student learning outcomes. We've had two years to address that, and now around 90% of our degree programs are actively addressing student learning outcomes, and they will be glad to hear that.

Accreditation is what allows us to receive federal funds in the form of student loans and research grants, SANDLIN said. If we were to lose access to those funds, we would essentially stop being a university as we now recognize it. Of course we're not going to let that happen, and will continue to self-improve as the accreditors wish.

Accreditation is a kind of consumer protection for students, SANDLIN said. NWCCU wants to ensure that we have the capability and capacity to really offer students the credentials that we say that we do, and to have good post-graduate outcomes. Previously there were five standards. These have now been reduced to two: one on policies and procedures, the other on institutional effectiveness and mission fulfillment. A recommendation from NWCCU is not a penalty, but something to help us improve.

ROBINSON said they wish for as much feedback as possible, from as many stakeholders as possible. We know what to do in regard to mission fulfillment indicators, largely driven by presidential and provostial initiatives on student success, etc. In the [draft] report we provide indicators to answer those questions. The indicators need to be measurable, to show how we're making improvement. You may see places where you ask "Why haven't you mentioned this or that?" and they would appreciate such feedback. The final report will be about 70 pages, with links to other websites and documents.

The Senate perspective, ROBINSON said, would consider how to decide on our mission fulfillment indicators, and how to move forward through the next seven-year cycle.

SANDLIN added: many schools use the accreditation process to develop initiatives relating to things NWCCU is interested in, like closing equity gaps. A relief for us is that often they don't need to tell us what to do: we have already committed time and resources [for these purposes]. We are thus able to report on things we are already doing.

REITENAUER, conveying a question from the meeting chat: what indicators for student success are we using beyond retention and graduation rates? SANDLIN responded: the indicators relating to the Students First initiative are retention rate, six-year graduation rate, credit completion threshold, and degree completion average time to degree. These statistics we can track over time, using information we already have. Post-graduate outcomes are not represented; those are difficult to quantify. The government has information from income taxes and from federal student loans, but the federal systems don't talk to each other. ROBINSON added that student success measures can also be indicators for diversity and equity, financial stability, and community engagement. The question was how to measure student success as a whole package.

SANDLIN reiterated the motto of continuous self-improvement. ROBINSON: the accreditation process needs more involvement at all levels of the University. It is consequential down to the department level.

4. **Pronoun Project**

REITENAUER introduced Murph MURPHY, who had recently joined PSU as Director of the Queer Student Services Center. [For presentation slides, see **May Minutes Appendix B.4**.] MURPHY described the Pronoun Project: a community-based, multi-year campus initiative that came from students but also faculty need for a centralized description system for pronouns, allowing students, staff, and faculty to collect and display pronouns. Various people have been working behind the scenes, from GDI, Commission on Sexuality and Gender Equity (SAGE), QRC, OIT. This coming fall SAGE and OIT are rolling out the initial stage of the collection and iterative dissemination of pronouns, affecting systems such as class rosters, Canvas, Zoom, etc. The team wants to prepare faculty, and also ask for feedback. Other members of the team were introduced: Delaney YBARRA (Project Manager), Manasa JAJAM (student employee, Office of Student Success), Bagel (Trevor) HUGHES (student employee, Office of Student Success), Matt CHORPENNING (SSW Faculty Senator).

MURPHY related a story about starting to to use they/them pronouns about the same time as starting a job at a Portland nonprofit, where on the first day the supervisor asked "What pronouns do you use?" In this space they relaxed, felt validated, and could show

up to work and life in a more authentic and embodied way. It was important for the framing of this project to affirm students' identity and self-actualization. It enables faculty and staff to communicate in the best way as leaders in the classroom and across campus. It will improve mental health–the desire to learn and to feel safe.

JAJAM: pronouns are associated with a person's identity. Acknowledging this is a way to avoid misgendering which sometimes happens, even unintentionally. It is an aspect of education that every day we learn about something we previously had no knowledge of, as she did, previously, about preferred pronouns. This was a way to affirm and provide a safe space for everyone without exclusion.

HUGHES: it is similar to preferred names. When people don't use the preferred name 'Bagel'–what he now usually goes by–it is uncomfortable, doesn't sit quite right. It is similar with pronouns: if someone doesn't use the correct one it makes you feel not quite like yourself; it can be offensive. It is harder to be productive when you are misidentified.

CHORPENNING: we are tying to create learning environments where everyone feels they belong–not just where they feel tolerated, or not just that we are putting up with their existence. It is the duty of faculty to create a learning environment where everyone can engage authentically and recognize their full selves in the classroom. Honoring and respecting how people want to be addressed is part of it.

YBARRA: an important piece is technology. In partnership with Sean PINGLEY (OIT) they have identified several action items: first, identifying the data to collect; then, implementing this in Banner for current students, staff, and faculty, and then also applications and admissions for incoming students. There will be a free-form text entry with a character limit. The target date to collect this information is September 22nd. The first phase will be class lists. The next priority will be Canvas 'People' list, then in Zoom. After this phase, they hope to move to the faculty directory, ID cards, Cognos data warehouse, and advising portal. Not yet in the current timeline, but a possible further step, is working with Google to get it into email and Google Meet. They will also be in discussion with other PSU units such as SHAC, Housing, and Campus Rec. They welcome thoughts and comments from faculty.

LUCKETT believed that GDI had been working on a database of student gender identities which was strictly embargoed due to concerns about confidentiality. Why do they not have these same confidentiality concerns, and how will they accommodate students who prefer confidentiality? MURPHY: it will be optional; students can choose to change or update pronouns [or not], and it will be explicitly stated where the information will appear. KELLEY thought that part of the goal was to have this not be a privilege to not have to worry about pronouns; if student could opt out, didn't this imply a tension? MURPHY: it is a continuously evolving social experiment. It will be a learning point to see how and when people choose to opt in or out. Having the choice is important for people who are gender-expansive and gender-diverse.

WEBB asked about having an open text field. Experience from two years on Zoom showed that sometimes [chosen] names were inappropriate. Who will police that? MURPHY hoped to receive feedback on this issue. If people are choosing to use this in harmful ways, it becomes a bigger question for teams, departments, etc., to address.

CHORPENNING: we don't want to force people to out themselves. We want to encourage people use it in good faith. But there are other systems at PSU like that.

NOMINATIONS FOR PRESIDING OFFICER ELECT

There were no nominations from the floor. During the meeting there were several nominations made using the private chat function to the Secretary. The Secretary would be contacting those nominated to see if they would accept the nominations. Nominations can be submitted up until the next Senate meeting, and will also be taken from the floor at that meeting.

C. **DISCUSSION** – *none*

D. **UNFINISHED BUSINESS** – *none*

E. **NEW BUSINESS**

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

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

2. **Revision of Global Perspectives SINQ** (USC) – *Consent Agenda*

   The changes to Global Perspectives Sophomore Inquiry specified in **May Agenda Attachment E.2** were **approved** as part of the *Consent Agenda*, there having been no objection before the end of announcements.

Change to agenda order: per A.3, new business items E.3 and E.4 were flipped, and discussion of report G.3, pulled from the Consent Agenda*, was inserted between them.*

E. 4. **Language on diversity, equity and inclusion for Promotion & Tenure Guidelines** (AHC-DEI-P&T, Steering)

   TAYLOR, chair of the Ad-Hoc Committee to Craft Language on Diversity, Equity, and Inclusion for the University Promotion and Tenure Guidelines, expressed appreciation for working with members of this committee on this project. [For presentation slides, see **May Agenda Attachment E.4**.]

   DE LA VEGA read a quotation from Ifeoma Oluo: addressing racial oppression should always be emotional, upsetting, but also something to which we bring compassion and hope that we are making a difference. The committee members talked with consultants from across the University, as well as the Ad-Hoc Committee to Include NTT Teaching Professor Ranks in the University Promotion and Tenure Guidelines. A foundational concept was the motto 'Let Knowledge Serve the City.' Part of the task was to make visible the invisible pedagogy and practices of care. They looked at promotion and tenure guidelines at other institutions. They looked at internal reports related to equity and the promotion process. They then went through the guidelines line by line.

   TAYLOR indicated that much of the needed language was already in the document; it was a matter of strengthening and bringing forth things that were already there from the last revision of the Guidelines. One area were equity [issues] might come up is the conflation of research and scholarship; the committee suggested language emphasizing a broader spectrum of scholarship. Another general issue was misalignment between

departmental and university-wide guidelines; it was somewhat surprising, to discover the range of processes. They suggested more emphasis on alignment with the University's mission and vision, particularly around equity.

CARPENTER / GAMBURD **moved** approval of the changes to the University Promotion and Tenure Guidelines specified in **May Agenda Attachment E.4**.

REITENAUER noted that GAMBURD and LIMBU helped craft the final language.

The changes to the P&T Guidelines stated in **Attachment E.4** were **approved** (44 yes, 3 no, 2 abstain, vote recorded by online survey).

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

REITENAUER indicated that a senator had pulled this report from the *Consent Agenda*.

KELLEY reflected on the enormous gap between what was articulated as the intention for the program reduction process versus the reality. She therefore requested discussion of the report. Since then, the Provost's recommendations [from Phase II] were released. As a member of one of the eighteen units [asked to write reports], she had circled many times in her thoughts. She had, for years, been imagining some sort of process for revisiting institutional goals. She engages in collaborative interdisciplinary work, and has urged making the boundaries between colleges and departments more porous. This sometimes makes colleagues uncomfortable because we tend to cling to our departments and programs. What actually connects us is shared values and goals; of course there is disciplinary expertise, but that's often secondary. The recommendation to her program to aim for sustainability education, for example, isn't misaligned with that she had been saying and feeling for a while already.

The process, however, was demoralizing and anxiety inducing, KELLEY stated–the antithesis of the principles developed by AHC-APRCA calling for transparency and meaningful engagement from all stakeholders. It exacerbated burnout from over a decade of cuts and scarcity. It felt to her that there was minimal engagement and transparency. Because eighteen units were singled out to generate reports about our very existence, this led further feelings of isolation, siloing, and demoralization.

Her notebooks from the past year or so, KELLEY said, contained many notes about how the ELP could collaborate with SGRN, CUPA, Systems Science, other departments in COE, Architecture–many ideas. With Heather BURNS she had worked on collaborative and community-engaged teaching, such as the Learning Gardens Lab. Collaborative interdisciplinary work is hard to maintain, but not because we don't like to–it's why most of us are here. The system makes it hard; it happens despite the system, not because of it. She had many examples of this. Her point was that our silos make it hard to support interdisciplinary work.

KELLEY continued: our structures emerged from a period in our history which was overtly, unequivocally racist and patriarchal. The silos are entrenched, but we are in a different world today. Our history of slavery, settler colonialism, genocide is imprinted in our institutions. Our institutions perpetuated mindsets which created the current climate crisis. The same structures are not going to generate different outcomes. Many of us are feeling disheartened as we try to make positive change in the world.

This led KELLEY back to the program reduction process. It is related to systemic structures and behaviors. Don't blame individuals but focus on changing the structures. She did not want this to be interpreted as a personal criticism of the Provost, who has an unenviable job and probably not one she originally signed up for. KELLEY did not envy operating between a rock and a hard place at the top of a highly siloed and hierarchical system. There are perhaps some traditional academics who actually like the silos, but she believed there were far more like her, some of whom had spoken today and many others over the years. We chose PSU because of belief in the motto, 'Let knowledge serve the city.' She saw PSU as a lever for change, bringing our collective knowledge and expertise, and our amazing students, to the big problems of our times.

[PRRP], KELLEY said, seems to have been mostly a veiled process with closed-door meetings and decisions. The identified units feel vulnerable, which furthers the cycle of separation, rather than encouraging collaboration. What would have happened if we actually engaged in a process more aligned with the APRCA principles, engaging in a series of conversations and exercises that identified where to collaborate, identifying natural programmatic connections around topics like climate change and dismantling racial injustice? It is hard to imagine because we don't have a lot of examples in practice. She guessed that many in the other seventeen units have similar feelings: although the recommendations are not far from what they've envisioned over the years, rather than an invigorating, soul-filling engagement with colleagues, it feels like being out on a rowboat navigating dark waters of the moats around the silos.

KELLEY continued: an irony is that the Leadership in Sustainability Education program was singled out, while they are putting theory into practice with focus on community-engaged teaching and research into climate resilience. Her optimism has continued to bubble to the surface, so she wanted to have some conversation around this, but it has been a discouraging reality, and seemingly we are stuck in a crisis around budgeting.

DE LA VEGA thanked KELLEY for unpacking what is behind the curtain and speaking from the heart. We are siloed, and we haven't had a lot of great examples of inter-departmental cooperation. She had been thinking in regard to the revisions of the bilingual teacher pathway program that it would be good to work with the Linguistics Department, Chicano/Latino Studies, and others, to bring a fuller profile to what it means to be a bilingual teacher. But there aren't a lot of successful examples of such collaboration, and she feels she is already scheduled to full capacity.

REITENAUER recognized Lynn SANTELMANN (Chair, Applied Linguistics), who said she had a number of questions, but would keep her comment to one: in the initial application of metrics there were eighteen department identified as needing to submit a Phase II narrative; now there are five asked to submit strategic plans for keeping going with current resources. How did the way this process was implemented help the strategic plans and vision of the entire University? We asked only eighteen of the many departments on campus to address the metrics and put forward some sort of vision for the figure. Now five departments are being asked to alter their programs; in some cases, it has been suggested they consider reorganization with another department. How is this strategic–how does it address the larger needs of the University? What are our goals? That has not been articulated in this particular process. She would like clarity about what in the Phase II narratives led these five departments to be targeted.

JEFFORDS acknowledged that these are not easy things to discuss. She acknowledged and honored those who are speaking up. She intended to make some comments in her report, and asked the PO if she should go into them now. REITENAUER said that if she were able to speak to the issues now it would be appropriate.

JEFFORDS recognized that the strategic direction of the University was an issue brought forward by AHC-APRCA from the beginning. She understood the value of a conversation about the overall vision of the University. That was [however] not the framing within which we began this discussion. We started this discussion, JEFFORDS said, as part of an effort to get to a place where the institution could be in a healthier budget situation, [so that] we would not have to constantly have to talk about cutting budgets. That was a message she heard loud and clear from when she first arrived at PSU. We entered into this conversation, she said, to focus on overall financial sustainability.

We did not have a framing context, JEFFORDS continued, in which the University [as a whole] could discuss the most strategic components of the institution, and how to emphasize those. That's a conversation she thought that many people would welcome. She did not think, however, that this was the framing in which such a conversation took place. She acknowledged that this was a question that had come from AHC-APRCA since the beginning of the process.

THORNE observed that the departments [now asked to submit further plans] are relatively new [fields] that emerged in response to new society conditions and challenges. Arguably they are perhaps some of the most important topically–thinking about ways to resolve conflict, thinking about empathy. They seemed to him to contribute precisely to the kinds of intellectual scaffolding we hope would occur–not just content mastery but informed participation in democratic processes, better global understanding. It seems that departments with a longer history have not been given the same degree of scrutiny applied to these more recent departments, which may serve a critical function in the [intellectual] ecology of the contemporary university.

E. 3. Extension of charge of Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustment (AHC-APRCA, Steering)

HARRIS/LINDSAY **moved** the extension of the charge of the Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustment through June 2023, as specified in **May Agenda Attachment E.3**.

GAMBURD thanked colleagues for the previous discussion. She believed we were all trying to maintain creativity, innovation, and positive dynamics that we like to think are characteristic of the University, but that it was a difficult time to move forward in those positive ways. It appeared ;that there would be another year, at least, of Program Review and Reduction Process. The motion suggests that the AHC-APRCA will continue in its work to liaise with the Provost, extend communications around budget reduction processes, and facilitate any Article 22 processes we may have moving forward.

The time extension of AHC-APRCA given in **Attachment E.3** was **approved** (46 yes, 1 no, 1 abstain, vote recorded by online survey).

Return to regular agenda order.

F. QUESTION PERIOD – *none*

G. REPORTS

1. President's Report

PERCY noted that despite getting booster shots, masking, etc., he was one of among those who was getting over some COVID. He hoped everyone was doing well and doing what they could to stay safe. He thanked those who had [earlier in the meeting] spoken from the heart; he appreciated their taking the time to do it. It has been a challenging year; he didn't think he had the right words to say anymore, but he and others in leadership appreciated the perseverance in the face of exhausting challenges.

PERCY appreciated the steps being taken in the promotion and tenure process to help unravel racism and discrimination. We have to understand how positions of privilege can lead to perspectives that minimize the value and opportunities of others. He saw the new language as trying to do better to give more opportunity and appreciate diversity.

Regarding interdisciplinary work, PERCY said he had met with OIRP and the Registrar's Office to work on creating better data systems to reflect the differences between a program and unit offerings, and to disentangle how we look at such programs in providing funding. We is trying to work on how to break down silos; there actually are some examples in graduate certificates and undergraduate programs, but he is aware that it isn't always easy.

PERCY said that he expected to receive the Huron consulting report on support services. They would give any recommendations serious attention, but would not just take the report of the shelf and immediately decide yes or no. He would work with the Presiding Officer to see if there would be time to present a view of the report at the next Senate meeting or some other venue. They would be reviewing it over the summer, but would not do anything until the return in the fall. One initial finding is that compared to other universities we are particularly decentralized in many functions. He believed the reason for this that we are today the sum of decisions made over fifty or sixty years by different people with different circumstances, challenges, and realities. The report, he hoped, would give use a chance to be reflective about how we might redesign ourselves, be better organized moving forward.

PERCY saw in the PRRP unit reports some interesting, positive ideas–people thinking about new modalities, new programs, new ways of working together. He appreciated that creativity, even while we may have some further difficult things to work through.

As announced last week, PERCY said, the Reimagine Campus Safety Committee issued a report with 34 recommendations. He applauded the committee's work, coming together to create a common understanding through a variety perspectives on some tough questions. In his response, he endorsed all the recommendations, and would begin an implementation plan. Some are easier than others; for example, we have to take time to develop a new model of responses to people experiencing mental health crises. He thanked the members of the committee for their work, and also those who will be involved in the implementation teams.

Racial justice and equity has been a top priority [this year], PERCY said. He again thanked [the committee and Senate] for work on the Promotion and Tenure Guidelines. There are Presidential Fellows working on a variety of topics, building community

connections, etc. This is not something we can solve right away; it will be a multi-year commitment. He appreciated Vice President LAMBERT's work in GDI on multiple project, training programs, etc.

2. **Provost's Report**

JEFFORDS announced that Erica WAGNER had verbally accepted an offer to become the Vice Provost for Student Success. There had been an extraordinary group of candidates; the campus would have benefited from any of their passion and commitment in this role. She thanked co-chairs Yves LABISSIERE and Michele TOPPE and members of the search committee for their work to get us to this place.

The search for the Dean of MCECS is also nearing completion, JEFFORDS said, with recent visits of the finalists from a strong, diverse pool.

JEFFORDS wished to share briefly–there would soon be a more detailed announcement– about a change in the online fee. Over the last year, Michelle GIOVANNOZZI had led a process of consultation with stakeholders across campus on this issue, motivated by students' concerns. She thanked the team, and particularly noted contributions to the conversation by Alex SAGER. The President was deliberating about the final pieces. A prime concern was for a more equitable distribution of who pays the feel. They also wanted to ensure that it is sustainable, and that it is transparent and understandable by everyone. We are going to have a two-part process in the short run, by applying the feel to courses that are both synchronous or asynchronous online, but will thereby be able to reduce the fee [per credit hour]. Simultaneously, we will start a conversation about the long term, perhaps something like a mandatory fee or making it a component of tuition. This long-term approach will take about two years to unfold.

Returning to the program review and reduction process, JEFFORDS said that having reviewed the reports from eighteen units and the dashboard information, she wanted to thank all those units because the reports showed strong commitment to the values and mission of the University; they showed innovation, consultative and collaborative work across the institution. There were fantastic, innovative ideas which she hoped would move forward. She was committed to making Reimagine funds available to support these innovative ideas.

The responses sent to these eighteen units last week, JEFFORDS said, were based initially on the dashboard data, but also on the content of the responses to questions in the reports. There were a number of themes that were consistent across the reports as a whole. One, which we've already been discussing, is strong interest in collaborative, cross-disciplinary, and interdisciplinary work. A number of reports express frustration about not being able to teach in an interdisciplinary way, or at the pragmatic level about how courses get counted depending on who is teaching them. There was frustration about the previous focus on student credit hours, exclusively, as a way to think about unit performance. A number of units said they had made efforts in this regard, and felt frustrated that some of these efforts seem not to have been recognized. These issues have informed our revision of the OAA budget allocation model. There was a widespread expression of needing access to support services such as recruiting and communications.

A question which emerged, JEFFORDS continued, was the status of smaller units. She thought there are real questions to be asked about how units with smaller numbers of faculty can sustain all the work that's required in managing and sustaining a department and a degree in the curriculum. It is a lot of work for a limited number of faculty.

JEFFORDS wished to make everyone aware that one of the key pieces in the letters [to units] was that deans meet with those units in the next couple of weeks to go over the recommendations. This is in respect to one of the principles from AHC-APRCA about giving opportunities for engagement and feedback. It is possible that we might have missed some information relevant to the recommendations in the letters, that would come forward in these conversations. It's important that we hear feedback from these units.

There are a range of possible outcomes, JEFFORDS said, ranging from investments that would enable units to enroll new students, to redesign or reorganization, to the possibility of some targeted reductions. In the eighteen letters that went out to units, all of these components of the proposed outcomes have been utilized. There are two units in which investments were made, because they made a profound case for the opportunity to being new students to the University and contribute to overall enrollment growth. The bulk of the recommendations were aimed at redesigning curriculum or organization of units.

JEFFORDS wished to state clearly that anything relating to curriculum or organization of units was in the purview of the Faculty and Faculty Senate, and must go through Faculty governance processes. She could not dictate how those outcomes would look.

There are five units, JEFFORDS said, that were requested to write additional strategic plans about how they can sustain themselves with their current faculty resources. Those reports are due November 1st. We will continue conversations with those units.

That is the range of outcomes from the process, JEFFORDS continued, as we enter into Phase III, which is the implementation of these recommendations and their integration into our overall budgeting process.

REITENAUER indicated that AHC-APRCA would be meeting later in the week and had issued in invitation to the department chairs of the give units need to write additional strategic reports. She anticipated that the APRCA report to Senate in June would be presented orally, with a chance for further discussion.

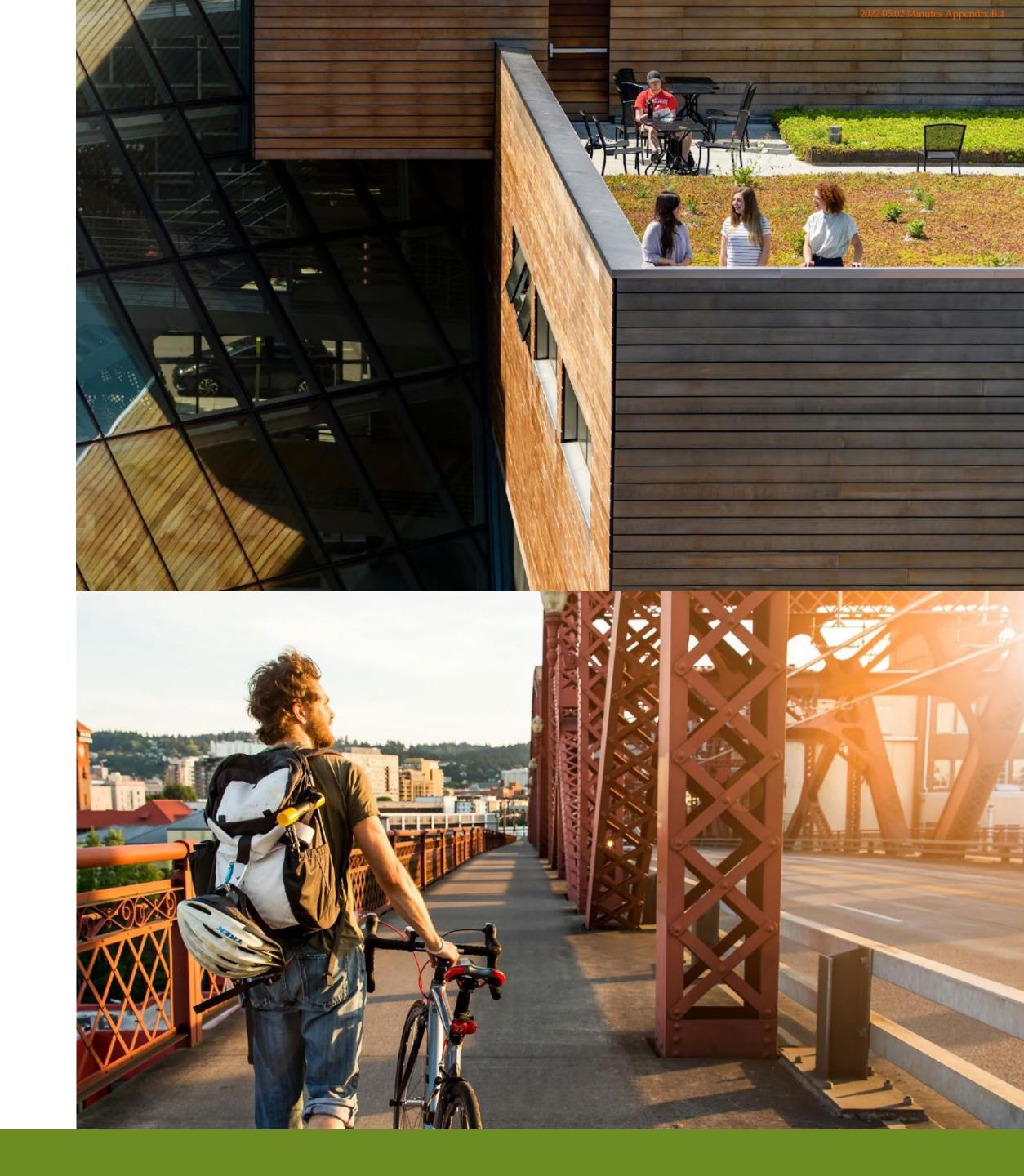*Change to agenda order: G.3 was pulled from the* Consent Agenda *and transferred to Section E.*

   3. Monthly report of AHC-APRCA *– discussed above*

   4. Annual report of Scholastic Standards Committee –
   received under the Consent Agenda

H. ADJOURNMENT – The meeting was **adjourned** at 5:11 p.m.

MAY 2, 2022

PRONOUN PROJECT

STUDENTS FIRST INITIATIVE

Portland State
UNIVERSITY

AGENDA

1 Why is it important?

2 Student perspectives

3 Faculty perspectives

4 What we plan to have in place to support you

5 Feedback

WHY IS IT IMPORTANT

Murph

- Respecting, using, and a persons pronouns:
  - validates their identity and affirms the continual process of self-actualization
  - invites students to be embodied in your classroom/improved learning environment
  - improves mental and emotional health and overall state of well-being
  - creates precedence for students/faculty/staff to ask for, use, and respect people's identity while actively changing culture

STUDENT PERSPECTIVES

Manasa

- Pronouns are bridges which communicate about a person's identity.
- Normalization of pronouns is necessary.
- Neopronouns and preferred pronouns are still pronouns.
- Recognising intersectionality to improve inclusivity.

STUDENT PERSPECTIVES

Trevor

- Proper use of pronouns creates a sense of respect and belonging for the individual
- Harder to learn and focus when misidentified

FACULTY PERSPECTIVE

Matt

- Belonging vs. Tolerating
- building a better learning community

WHAT WE PLAN TO HAVE IN PLACE

PRONOUN COLLECTION

- Banweb - *My Account*
  - current students, staff, faculty can declare & pronouns
- Admission applications
  - incoming students can declare pronouns when applying
- Flexible: updatable, free-form text entry (w/ character limitation
- Target Date: September 2022

PRONOUN DISSEMINATION

PHASE I

- Display in Banweb *Faculty Services* "Class List"
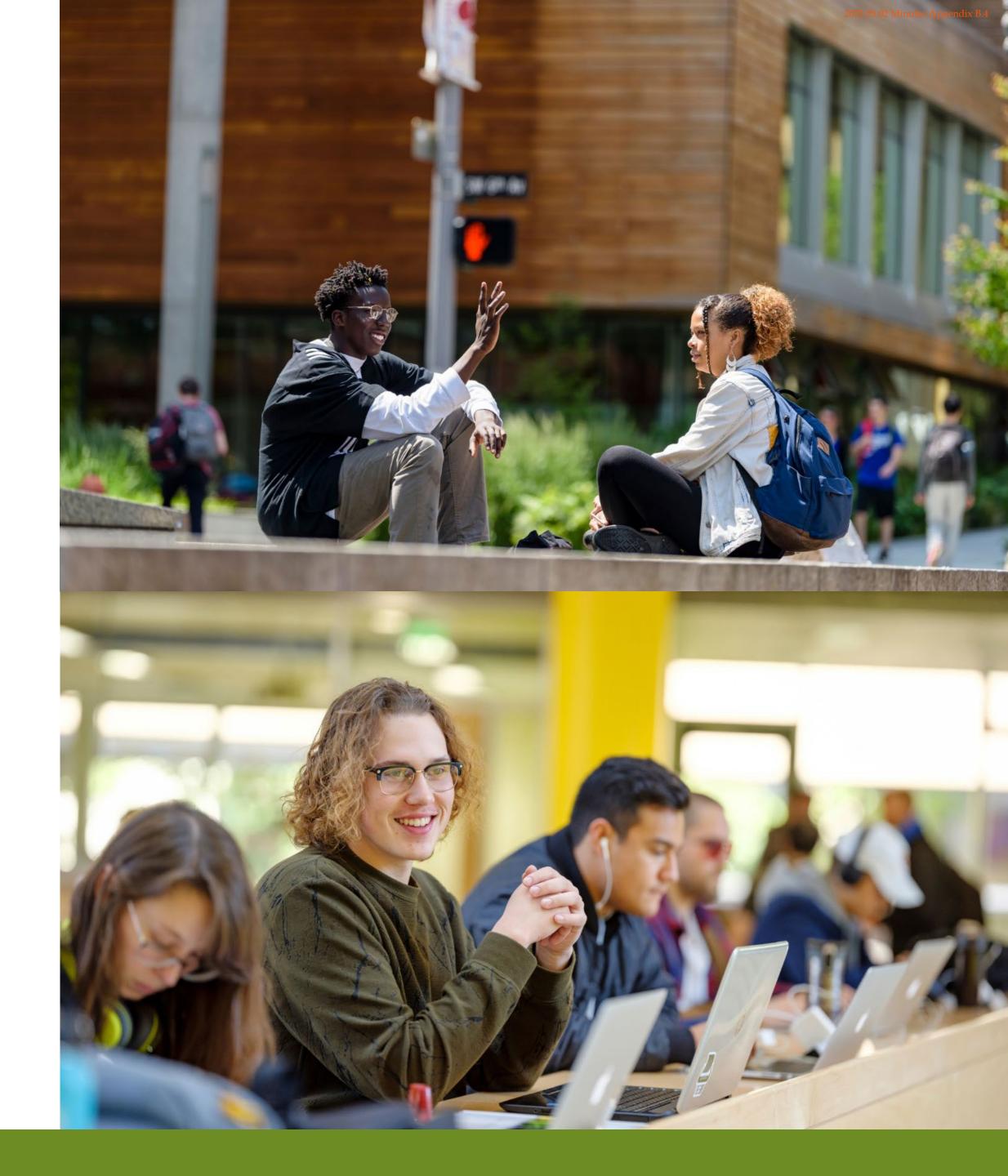- Display in Canvas "People" list
- Display in Zoom

FUTURE PLANNING

PHASE II AND BEYOND - IN OUR PROPOSED TIMELINE

- Faculty Directory (on pdx.edu)
- ID Cards
- Cognos (data warehouse)
- EAB Navigate (advising portal)

PHASE II AND BEYOND - IN THE WORKS

- Google - proprietary software requires development requests
- Discussion with other service unit systems (SHAC, Housing, Student Rec)

FEEDBACK

WE WANT TO HEAR FROM YOU

Please fill out this Google Form to share your thoughts and/or questions with us.

https://docs.google.com/forms/d/e/1FAIpQLSciZhYk3KICaMib_QN2G3seTOEi_MRKJ0eCIOHidrOT4JMUtcQ/viewform?usp=sf_link

Questions

THANK YOU