

Minutes of the Portland State University Faculty Senate, 7 November 2022

Presiding Officer: Rowanna Carpenter

Secretary: Richard Beyler

Senators present: Ajibade, Baccar, Carpenter, Chorpenning, Clark, Clucas, Colligan, Constable, Cortez, Craven, Cruzan, Daescu, Davidova, De La Vega, Dimond, Donlan, Dusicka, Emery, Endicott-Popovsky, Ferbel-Azcarate, Finn, Garrod, Goforth, Greenwood, Hanson, Heryer, Hunt, Hunte, Ingersoll, Izumi, Jaén Portillo, Kelley, Knight, La Rosa, Martin, Matlick, Mudiamu, Newsom, Perlmutter, Raffo, Rai, Romaniuk, Ruth, Sterling, Taylor, Thieman, Tretheway, Tuor, Watanabe, Webb, Wern, Wilkinson, Zeisman-Pereyo.

Senators absent: Anderson, Eastin, Greenwood, Heilmair, Lafrenz, Lindsay, Perlmutter.

Ex-officio members present: Allen (Jennifer), Beyler, Bowman, Burgess, Chabon, Chaillé, Chivers, Collenberg-Gonzalez, Comer, Estes, Ford, Herrera, Jeffords, Kneple, Labissiere, Lambert, Limbu, Lubitow, Mulkerin, Percy, Podrabsky, Reitenauer, Rosenstiel, Sanchez, Wagner, Wooster.

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 3 October meeting** were **approved** as part of the *Consent Agenda*.
3. **OAA response to October Senate actions** was **received** as part of the *Consent Agenda*.
4. **Procedural: Presiding Officer may move any item** – *Consent Agenda*

*The announcement on the Pronoun Project (item B.4) and the report from Budget Committee (item G.3) were **postponed**. The AHC-APRCA report (item G.4) was moved to follow the President's report.*

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

CARPENTER asked for patience as we yet again transition to a new meeting format: in-person with an online option. She reviewed some specific meeting procedures.

The presidential search has officially launched, CARPENTER said. The position profile is listed on the Board of Trustees webpage. Application deadline is December 2nd.

CARPENTER reported that Steering Committee has received the Provost's report about Phase III of the Program Review and Reduction Process [PRRP; see **November Agenda Attachment G.4**] and is coordinating the Ad-Hoc Committee on Program Review and Curricular Adjustment on a response. Steering Committee is interested in projecting into the future and aligning resources with priorities. We hope to use our Faculty committee structure engage almost two hundred faculty in conversations about this.

2. Announcements from Secretary

BEYLER responded to several questions he'd received about the districts system. Senators are free and encouraged to communicate about Senate to anyone they wish;

they're not limited to assigned districts. The goal of the district system is to ensure that every faculty member has a point of contact with Senate. Although the districts don't have any official status, any apparent errors should be mentioned to him. A frequent source of error is that degree information in the University databases, particularly for academic professionals, is frequently incorrect. He urged everyone to check and if necessary update their degree information.

3. Introduction: Erica Wagner, Vice Provost for Student Success

CARPENTER called on Erica WAGNER, the new Vice Provost for Student Success. WAGNER noted that during her time as Associate Dean in the Business School, she continued teaching to stay connected to students, including the required undergraduate information systems course. She had taught in every modality, at both graduate and undergraduate levels. She came to PSU in 2009, and was the first person in her family to graduate from college. Her husband graduated when their daughter was two years old. She thus understood being a student from multiple vantage points. She didn't see a real distinction between being a faculty member and serving in the administration.

WAGNER's portfolio includes Advising and Career Services, the Learning Center, and the Office of Student Success—units that are working to help students feel a sense of belonging and to have experiences here that help them grow. A major goal is to have students return from their first to their second year and persist until graduation and getting a job. To go far with student success we must engage instructors.

Over the past few months, WAGNER related, she had been developing a couple of centrally funded initiatives. One is a pilot among faculty with large enrollment courses with significant equity gaps—that is, where traditionally under-represented students are earning D's and F's at a greater rate. The idea is to partner with the Learning Center for customized academic support services for the students, embedding tutors in the classroom to provide in-person help. The Learning Center is also innovating with supplemental instruction and live tutoring via Twitch. They are also working with faculty focus groups on curricular revision for inclusive pedagogy—a data informed approach. The emphasis is on increasing persistence and retention, which is the right thing to do for students and will also help with financial viability.

WAGNER characterized her leadership style as perhaps less polished than some, but based on listening and synthesizing what she hears, above all from students. She is open to changing her mind if she is making mistakes, so she hopes for candid conversations.

4. Pronoun Project – *postponed*

5. Classroom Experience Project

CARPENTER recognized CLAS Associate Dean Matt CARLSON, who along with Yves LABISSIERE and Jay SEPAC would give an overview. [For slides see **November Minutes Appendix G.5.**] CARLSON reminded senators that Senate and others had been working on this project for a number of years, with some stopping and starting. A year ago the Provost asked LABISSIERE and CARLSON to work on the project as part of the Student Success Pillar. They also worked with a number of Senate committees.

The group's goal, CARLSON said, is to improve the consistency and efficacy of course evaluations. Concerns about bias were confirmed in our recent survey. They seek to

create a tool that will be helpful for faculty, rather than the experience for many years that survey instrument has not always provided good actionable feedback and has been subject to bias. They want to use best practices around classroom experience surveys, thus changing the name from student evaluation of teaching or course evaluation to the student classroom experience survey. Students are reporting on their own experience rather than judging uh faculty. The project involves setting policies and building the instrument itself. A broad range of faculty, staff and administrators are working on it.

The timeline, CARLSON said, would go back to 2018. We then reviewed Senate recommendations around course evaluations and did a gap analysis. In the winter of 2022 we established the working group, created the project framework, and began to identify the data that we need to collect. Last spring we administered the faculty survey and created draft policy guidelines. Last summer we reviewed existing instruments both inside and outside of PSU. We then created a draft instrument—it's a big long for now, but a pilot, probably for the winter. A work in progress.

LABISSIERE said the process is not just about creating of the survey, but also about communicating the data back to faculty and to departments in a coherent manner.

CARLSON continued: This academic year they will analyze results of the pilot, and thereby help determine the final questions. They are also working on a reporting infrastructure and student participation plan. There are best practices that demonstrably improve response rates.

LABISSIERE: The goal of the survey was to find out faculty's experience in getting the data back, or in some cases not getting it, and assessing how useful the data is to them. It became clear that there were a number of efforts going on across campus, all trying to do similar things. So this work is really building on what a number of colleagues departments all of the campus are doing, systematically gathering feedback on what faculty want to learn from students in the classroom experience.

CARLSON and SEPAC played a video in which graduate researcher Yael KIDRON discussed some findings from the survey, to which over 430 faculty responded. Two important themes encountering bias and finding general takeaways. 56.1% of faculty said that qualitative data from open-ended questions was most useful—for example, it identifies specific items that work and don't work, and includes positive and constructive feedback. 73.5% agreed that bias affects the usefulness of course evaluations based on (perceived) gender, intersectional identities, etc. Many faculty also noted that responses tend to come from students with very good or very bad experiences, and so may not be representative. Students seem to feel oversaturated with surveys. Feedback about processes, materials, and outcomes is often associated with grading and muddled with personal feedback about the teacher. Thus using data for promotion and tenure is problematic. Student responses often relate to things beyond faculty control.

KIDRON reported that faculty would like to see more than quantitative results, including students' reflections on open-ended questions—for example, whether courses helped prepare students for careers or were otherwise helpful, or having students reflect on their own learning as distinct from the instructor's teaching. It was suggested to ask students about facilities and learning tools, materials, etc., while making questions about the teacher as specific as possible, and differentiating these topics. Were there barriers to

taking advantage of the course? One size will not fit all; we need to distinguish between different instructional formats. Several respondents mentioned wanting to know about variety of opinions and freedom of thought in the classroom.

Responding to a question, LABISSIERE said the plan is to introduce the pilot instrument in winter term, with a more systematic launch across campus after that.

ROMANIUK asked whether the best practices for response rates will be made available to faculty. Are they considering connecting completion of the survey to the release of final grades? CARLSON said they are working with the Office of Academic Innovation on this. Regarding connecting it to release of grades: the University of Oregon tried this, and then stopped because they didn't think they were getting thoughtful responses. For PSU it would be even more complicated. But there are other good methods.

CRUZAN: Will faculty have flexibility on which questions to use? CARLSON: Various units have specific interests—for example, [disciplinary] accreditation. While there is a core set of item, departments will have opportunity to include their own sets of questions.

C. DISCUSSION – *none*

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS – *none*

F. QUESTION PERIOD – *none*

1. Question to Provost (#1)

BEYLER read the question stated in **November Agenda Attachment F.1**.

JEFFORDS answered: It is correct that when we started closing the gap, one goal was to stabilize and possibly increase enrollments. Our work started in spring 2020 and was formally launched in the fall with the appointment of the APRCA Committee [Ad-Hoc Committee on Academic Program Review and Curricular Adjustment] by Faculty Senate. Our discussions were shaped by the ten-year decline in PSU enrollments and corresponding reduction in resources. We did not then understand the impact that the pandemic would have on our students. Enrollments have declined not only here but also at the community colleges that provide a start for so many of our transfer students. The trustees felt, and JEFFORDS agreed, that it is important for prospective presidential candidates to become aware of PSU's financial situation, including the need to adapt to our reduced revenues brought on by a continued enrollment decline. We have just over 20% fewer students than we did ten years ago. This means that we may need to reduce the size of some programs to adjust to serving a smaller student population.

JEFFORDS's understanding is that the statement in the presidential profile refers to this campus-wide need, and not specifically to the PRRP. She didn't see the statements as contradictory, because the presidential profile refers to a broad need across the institution to potentially reduce programs. She remained committed to reviewing each of the Phase III reports individually and without bias or assumption. No decisions have been made about the outcome of that review at this time.

KELLEY felt there was need to address the question more directly. We had eighteen units in Phase II, and now five in Phase III. There's an isolation from [broader]

administrative changes and recommendations. She had a hard time understanding how this set the stage for the broader picture. JEFFORDS did not see the processes in isolation; they are in tandem. ‘Program’ in the presidential profile refers broadly to all programs at the institution, not to academic programs specifically. There is much yet to be seen as to how a new president will want to move forward with financial reductions we have to undertake as a result of revenue losses we’ve had this year, on top of the ones we’ve been experiencing for ten years. The next president certainly will take this up, but PERCY is beginning to take on some of this work on closing the gap now.

FORD appreciated the Provost saying that she would look at the Phase III reports on an individual level without any preconceived notions. Her question related to her work with CUPA. In a meeting there few weeks ago, JEFFORDS said CUPA would have to cut faculty and staff. Could the Provost elucidate those comments? JEFFORDS did not recall saying that we would have to cut faculty and staff specifically. There is not a possibility that we don't have to find ways to reduce our expenditures. We are spending more money than we bring in. As she said during the meeting with CUPA, if we determine that in one of the components of closing the gap we are not going to be able to save any money, that puts the burden on the other components for closing the revenue gap. We have to cut the budget; it's a question of how it will be distributed. President PERCY has been committed to doing as much as possible through reducing positions that are vacant or through retirement—hence the retirement transition program. It is a combination of a number of ways to reduce expenditures. It is not possible, JEFFORDS said, to realize all of the savings we need to have in any one components; the savings have to be distributed across different components. Much of that depends upon feedback from the community

REITENAUER understood JEFFORDS to say that PRRP is happening in tandem with, inter alia, approaches taken from the Huron report. When can we expect communication from the Provost or President about what that vision is, and how it relates to PRRP? We don’t want to take steps that cause harm that we won’t be able to come back from. What is the collective discernment process? JEFFORDS said that there have already been steps taken based on some recommendations from the Huron report. For example, there was a group working over the summer on improving the ability of students to get information by having a kind of one-stop shop.

JEFFORDS said we are completing an agreement with [Huron] about beginning the next phase of this process. She expected to be able to share the details soon. It will be a broadly inclusive campus process, accentuating one of the core recommendations, federated service centers—consolidating services for greater effectiveness and potentially some savings but also to provide clearer career pathways for the staff who are working in these areas. One insight was that PSU has a number of staff in positions that don't have real opportunities for career advancement.

DAVIDOVA heard on the one hand about a broad vision of the University, but on the other five small department are feeling the need to “close the gap.” How do they close this gap of around \$11 million? Over ten or fifteen years there were apparently some mistakes by the management of this University; we don’t hear about that; we hear about faculty being cut. CARPENTER moved the discussion to the next question because it dealt directly with the money that would be saved based on these five units.

2. Question to Provost (#2)

BEYLER read the question stated in **November Agenda Attachment F.2.**

JEFFORDS: PRRP is one component of the overall approach that the OAA is taking to balance the budget. The units in Phase III were requested to identify ways in which degree programs, curriculum, community partnerships, or other key activities can be sustained or altered with current resources. A second component was to talk explicitly about ways in which the units' contributions, curricula, and scholarship could be sustained at the University through potential reorganizations and shared use of resources. Many Phase II reports talked about opportunities for collaboration or even merger with other units. So part of Phase III was to consider possibilities for reorganization.

JEFFORDS reiterated that there are no predetermined outcomes, so it's hard to say what the savings from this specific effort might be. If she identified a specific number, folks would try to calculate which units add up to it. She reiterated that he had not made any definitive decisions. All five units were working hard on their reports, and deserved the full consideration and deliberation of their efforts. She could say that the range of potential financial impact goes from zero or slightly below zero to the total budgets of those five units, about \$4.7 million current dollars, or probably close to \$5 million with increased compensation costs and inflation. Within this range of possibilities the financial savings depend very much on outcomes of the review of the Phase III reports. If any of the units merge or consolidate with others, clearly some savings can be realized without necessarily talking about the full budgets of those units. The possible scenarios are multiple. The best answer to the question a potential range from zero to about 4.7 million.

KELLEY recognized Tetyana SYDORENKO (LING): Earlier JEFFORDS said we are spending more money than we are taking in. However, the five units under review bring in more money than they spend. Collectively they spend about \$5 million, but bring in about \$8 million, thus a net of about \$3 million to the University. In cutting or restructuring these units, what are the full budgetary ramifications? How would that help the University's budget? JEFFORDS: It is correct that all these units are generating revenue in some degree, and so every single scenario that we envision is complicated. All she thinks about these days, for every scenario for reducing the expenditures of the University in significant numbers, [is that] they're all complicated. They're all difficult. They're all intertwined with other things that happen at the institution. So it is correct that it's not a simple calculation to just say X leaves and Y stays. Nonetheless, we still have to entertain conversations about how we can reduce overall expenditures, and if we choose not to do it in our conversations around Phase III, then we will need to do it in other ways. That is the point she was trying to make earlier.

KELLEY wished to circle back to strategic vision. It's all complicated; there are different scenarios, no predetermined outcomes. From the last comment about entertaining these conversations: when are we going to have those collective conversations? In Steering Committee we are talking about communications with our faculty [governance] structures. There are serious implications on curriculum if units are being cut or moved around. It seems that we are just going this ad hoc in the five units [in Phase III] when the rest of the institution isn't engaged either. There is a disconnect at a time when we're trying to bring in a new president. We want to have a strategic vision. How is this

process is going to get us savings worth the amount of [effort]? JEFFORDS acknowledged that the process is not without consequences for the individuals involved in terms of time, expenditure, emotional expenditure and the ability to plan going forward. She would respectfully disagree in that she didn't think the process has been ad hoc. That is an issue on which they may simply disagree. [The senator] was not the first one to say that the University lacks a big vision. President PERCY has addressed this question himself; he and JEFFORDS shared a sense what while doubtless the next president will take um the task of developing a new strategic plan, she did not think that we are without a sense of direction or purpose or mission. We have a pretty clear idea of who Portland State is, what the University has been since its founding, the students whom we serve, the value that we bring to the community. While there may be some new specificities around strategic direction [with the new president], she didn't see us dramatically diverging from our institutional commitments towards students and community. This is the core of what identifies this institution as distinctive and worthy of investment, not only by our students, but by the State.

PERCY commented that in the [Phase II] units' reports there were [already] some savings and plans for revenue generation. He was not sure that these could be quantified yet, but there were innovative ideas and new approaches.

3. Question to President

BEYLER read the question stated in **November Agenda Attachment F.3**.

PERCY, answering specifically [first] about growth in what is seen in management: The chart [in the question] shows a 49% grown in management positions from 2017 to 2022. He asked his staff to look at this. From 2018 to 2019 there is a big jump, from 94 to 139; it tables off after that. It turned out that we did some consultation with the National Center for Educational Statistics in 2018, and determined that we needed to classify things according to the consistent methodology of that organization. That meant we reclassified all our department chairs as managers; thus, most or almost all the increase was a function of trying to code things correctly.

As president PERCY has kept an eye on administrative positions. Two vice presidency positions became open, and he did not re-fill them, but rather moved them under other positions: academic innovation and student success, and information technology. His own office went from 5 to 3.5 positions. He didn't mean to say the problem has been taken care of, but that we have been carefully thinking through all of our positions.

Regarding the Huron study, PERCY said need to be very careful, in that administration can mean various things. The question [apparently] means operations at every level of the institution, from the people who work in academic departments to the people auxiliary support units. According to Huron, we're more decentralized than practically any university they've seen. We can be better at what we do, we can save some money while we do it, and we may also be able to create the career ladder that the Provost talked about. [The report] said that we have many generalists. You have to do everything from scheduling to ordering the food for events to helping the curriculum to planning meetings, and so on. The idea in the Huron study was that if you can cluster some of these systems, you let people specialize so their job will be more rewarding, and you

could create opportunity for them to advance. The notion about decentralization is not just there's too many people at top, but about our administrative functions.

The report arrived in May, PERCY said, and we weren't going to take major actions during the summer. So we brought it back in the fall. We're trying to understand what a federated service center might look like.

Responding to the sense that the work we've been doing is ad hoc and un-strategic, PERCY respectfully disagreed. When he became president, it became immediately evident that the persistent decline enrollment of about 1.5% a year was beginning to accumulate and put us into a very challenging financial situation. Until then increases in state funding were covering that. But we're getting to the point where we can't balance it anymore. We created a financial sustainability plan, focused on growing enrollment, retention, strategic investments, and administrative systems. Then we hit the pandemic—thanks to all of you for helping to survive it. We are still getting over the impacts of COVID on our lives. But now we're trying to come back out of what was disrupted. We have not been as successful on some of those things as we wanted.

PERCY appreciated the work of JEFFORDS and others in PRRP and in the Reimagine grants. People are thinking about doing things differently and better. The next president will likely engage this campus in a new strategic plan to deal with emerging challenges and opportunities. Some of those are our existing focus on racial justice and equity, student success, and community revitalization.

THIEMAN recognized Melissa APPLEYARD (SB): In your remaining months as president, what are the structural changes you will make to ensure the survival of PSU? Serious measurable action is needed, she believed, before the next president comes in. PERCY said that he would reply in his regular report.

G. REPORTS

1. President's report

PERCY thanked everyone for helping the campus to come back and be more vital. It was important [for him] to see the students on move-in day and the Party in the Park Blocks. He recognized the BIPOC communities convening sponsored by GDI, about 150 people coming together to talk about how best to help those communities thrive. There were five affinity group gatherings which then fed into a larger one.

Regarding our relationship with the University of Oregon, PERCY said that we heard last year about UofO bringing a new undergraduate-level behavioral health program to Portland and buying the former Concordia campus, he didn't like the news. He made it a point to talk with the UofO president and say, There's a lot of opportunity here, but we would like to be on the same page, understand what we can do together in a win-win situation. The UofO president was very open to that, and said, Let's have some people think about it. They've established a joint task force with the provosts and other leaders from both campuses to explore the wide range of ways we can work together.

PERCY was sure that many worried about fiscal challenges, as he did. He invited everyone to one or both of two upcoming town halls on financial sustainability. He hoped this would begin to answer the question posed earlier. Our quest for financial sustainability is not new. We've been doing things to build new student enrollment,

increase retention, explore administrative services, etc. Our challenge this year is that we planned on a certain revenue expectation, and we're falling short.

The budget for this year, PERCY said, planned for a 1.5% reduction in enrollment, according to our predictive model. That included a large graduating class last year, and other challenges. Our summer enrollment [then] fell pretty significantly. When fourth term numbers came out, we found out that we were down 5.3% in student credit hour generation, as compared to [the anticipated] 1.5%—down significantly.

There are two parts of that, PERCY said. First is a question about persistence—students who were here last year who didn't graduate, but didn't come back. Our persistence dropped about 2 or 3 percent, after previously going up slightly every year. We're still trying to sort through the reasons for that. Much of it may be that students who are younger in their academic careers suffered great challenges in their own learning at the high school level before. The other reason was that our new student recruitment fell below expectations. This includes students who are coming to college for the first time and transfer students. For new students, we're still ahead of the where we're the year before. The bigger challenge was a drop in the transfer students. Our major community college feeder, PCC, is down even more than we are. They're trying to figure that out; we're trying to figure it out. But last year we were not able to recruit in person at all.

PERCY stated emphatically that, while those results are disappointing, they are not the fault of anybody working at this institution. The enrollment management people are working really hard. The student success and persistence teams are working really hard. We may not have achieved what we wanted, but it wasn't for lack of effort.

Across the whole academic year, PERCY said, the enrollment decline is about \$10 million loss beyond what we had already anticipated. In our budget we had asked the Board of Trustees to allow us to spend up to \$9.5 million to balance our budget. We now have an additional \$10 million [to deal with]. That is significant, but we are a \$363 million E&G organization.

What does it mean for this year? PERCY said we have access to a variety of funding sources of one time funds: unexpended tuition remission dollars, a last draw on HEERF funds, lower expenditure patterns, etc. We believe we have a plan that to cover this year, without drawing on central reserves more than the \$9.5 million set by the Board. But we have to be careful going forward.

Persistence is now job one, PERCY said. WAGNER and her team are working on new areas to reach out to students to bring them back if they dropped out recently, or even a while ago. We are continuing innovation in student recruitment. He thanked University Communications for launching a Spanish-language recruitment website. We established a new set of regional recruiters in in California. Deans and department chairs have agreed to join an effort to recruit students who have been admitted but haven't yet enrolled. There's a new State-funded program that allows us to provide the full cost of education for native American students who are members of tribes in the Pacific Northwest.

We have a hiring freeze in place, PERCY said, [or rather] a strategic hiring policy which we need to tighten a bit. That means holding vacant positions until we are know our

situation better. It is a way to save money without other kinds of mechanisms to reduce our workforce.

We will work very hard on state advocacy, PERCY said. We're trying to make the point that PSU and institutions like us are the engines of social mobility, of the future workforce, of leadership. If our students are successful, [many] are going to stay here. We know they do. So we're making the argument for investing in the unique role of this institution; it may take extra dollars to help students be successful, but then they're going to make a big difference. At a conference with some other university presidents, he heard one walk about social mobility being the driving force, whereas almost all the common metrics of university success are grant dollars awarded, exclusivity of admissions, etc. Work against all of that. What we're doing here is important.

Change in agenda order: item G.4, AHC-APRCA, was moved to follow the President's report.

4. Monthly report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment

REITENAUER said that AHC-APRCA has had three meetings so far this academic year. There are a handful of new members, including herself, and they have been trying to orient new members to the tasks of the committee. At the second meeting they invited representatives of the five PRRP Phase III units to join the meeting, and heard about the progress that they've made since last academic year, and the challenges and frustrations they continue to experience.

It's probably not too much to say, REITENAUER continued, that we are not sure exactly what the committee is supposed to do in this third year of its existence. PRRP continues. We know that it will be necessary to address budget challenges going forward. The committee is working to understand exactly what our role will be this year.

REITENAUER indicated that some on the committee didn't see what is there in terms of PRRP and a larger strategic vision; some of the committee felt that that this has been articulated and communicated, but not everyone. Hence her previous question: if we are moving forward with processes to address budget shortfalls on the academic side, and on the co-curricular side and student services side, and through the recommendations of the Huron, it would really help us to have a clear articulation of a holistic vision for what that will mean on each of those sides working together. The Provost used the phrase 'in tandem'; we need a clear expression of that. We need to understand the logic that's driving our continued action. There may be individuals on the committee who feel that we have received that. There are individuals on the committee, including herself, who feel that we have not sorted out the avenues that we're pursuing to address our budget challenges. She called for a clear articulation of the holistic plan for how the shifts that are being proposed actually work together, so that we don't do harm to the institution and to the students who we are entrusted to help achieve that social mobility

Return to regular agenda order.

2. Provost's report

JEFFORDS (attending online) indicated she was at the national APLU meetings, where colleagues represented by Randi HARRIS presented on, and were celebrated for, their work on the Gates Foundation funded Frontier Set project. This kind of work is a

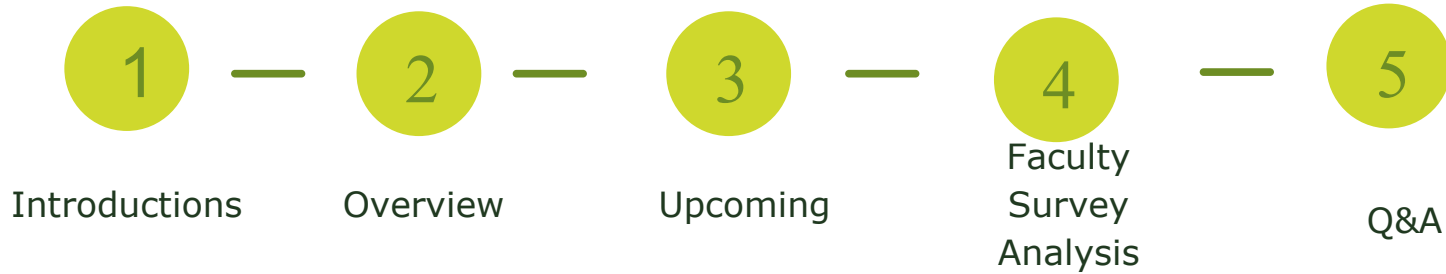
hallmark of PSU; it is what will enable us to navigate through this budget challenge. She took REITENAUER's point that we need to be more articulate about interconnections. Enrollment and retention, as PERCY pointed out, will require everyone's engagement.

3. **Budget Committee interim report** – *postponed*
 4. **Monthly report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment** – *moved above*
 5. **Annual report of Advisory Council** – *received as part of the Consent Agenda*
- H. **ADJOURNMENT** – The meeting was **adjourned** at 5:01 p.m.

2022

Classroom Experience Project

AGENDA





ABOUT THE PROJECT

- The goal of this project is to improve the consistency and efficacy of the current process for course evaluations in undergraduate courses at PSU, mitigate bias, and create a supportive space for faculty through the implementation of a campus wide instrument that will assess the student experience in the classroom. This project will have an intentional focus of building a culture of faculty and departmental reflection on student feedback. Relevant and useful student feedback will be a mechanism to inform teaching and learning practices and processes that supports both the student experience and faculty development.
- Builds on the recommendations of Faculty Senate and past work to improve the current process for assessing the classroom experience .
- Goal is to understand the student experience in the classroom both at an institutional level and at the classroom/dept level.

The following faculty and staff are serving on the Classroom Student Experience project team:

Matt Carlson
Yves Labissiere
Andrea Garrity
Jay Sepac
Alex Sager
Cindy Baccar
Jeanne Enders
Amanda Singer
Rowanna Carpenter

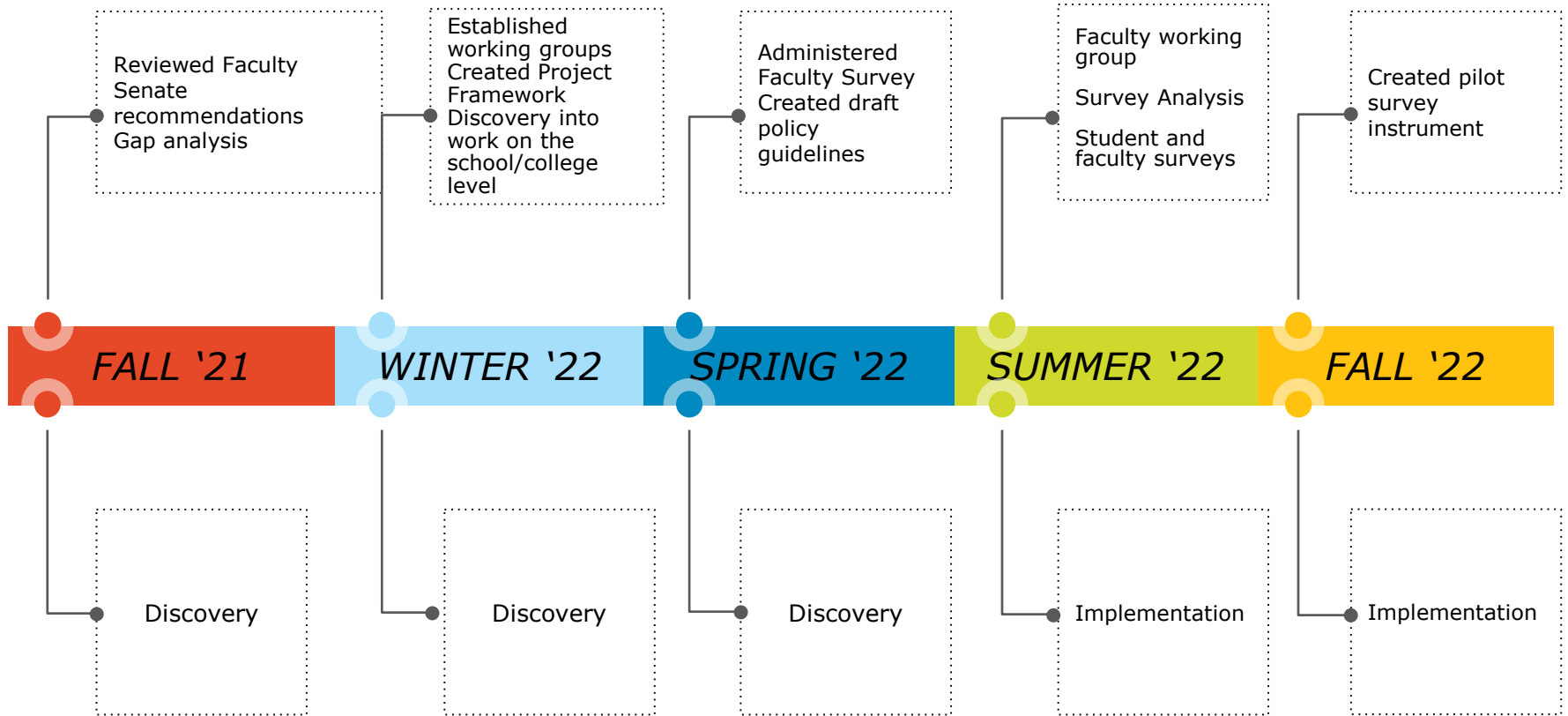
Jones Estes
Jennifer Kerns
Raiza Dottin
Janelle DeCarrico Voegele
Chris Monsere
Marie Lo
Kathi Ketcheson
Betty Izumi
Mollie Jansen

The following students, staff, and faculty are supporting the development of the classroom experience instrument.

Raiza Dottin
J.R. "Jones" Estes, Ph.D.
Janelle DeCarrico Voegele
Jennifer K Kerns
Kerry Politzer
Mollie Jansen

Dara Shifrer
Chris Monsere
Annette Dietz
Brooke Napier
Christopher Shortell

Classroom Experience Work To Date





UPCOMING

- *Pilot instrument with faculty this academic year
- Analyze results of pilot
- Reporting infrastructure
- Student participation plan
- Goal is to launch Fall/Winter 2023 campus wide

**Email agarrity@pdx.edu or sepac@pdx.edu*

Presentation

**CLASSROOM EXPERIENCE
SURVEY**

ANALYSIS

Summer 2022

Q & A

