

Faculty Senate, 5 December 2022



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](https://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.

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 convene on **Monday, 5 December 2022** at **3:00 p.m.** in **Cramer Hall 53.**

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Mon., Dec. 5th**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Mon., Dec. 5th**. Items on the Consent Agenda are automatically **approved** unless any Senator notifies the Presiding Officer and Secretary, no later than the end of Roll Call, of a request for separate consideration.*

AGENDA

A. Roll Call and *Consent Agenda* (see also E.1)

- * 1. Roll Call
- * 2. Minutes of November 7th 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
- * 3. Jason Erik Washington Memorial Committee (P. Schechter)
- * 4. Library update on Elsevier negotiations (M. Bowman, J. Emery)

C. Discussion – *none*

D. Unfinished Business – *none*

E. New Business

- * 1. Curricular proposals: graduate (GC), undergraduate (UCC) – *Consent Agenda*
- * 2. Graduate academic forgiveness policy (GC)
- * 3. Resolution responding to the Provost's Program Review and Reduction

Process

Phase III Report and calling for a strategic budget process
(Steering, AHC-ARPCA)

F. Question Period – *none*

G. Reports from Officers of the Administration and from Committees

- 1. President's report
- 2. Provost's report
- * 3. Campus budget planning overview from Budget Committee
- * 4. Monthly report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment

H. Adjournment

***See the following attachments**

A.1. Roster

A.2. Minutes for 11/7 – *Consent Agenda*

B.3. J. E. Washington Memorial Committee report

B.4. Library update

E.1.a-b. Curricular proposals (GC, UCC) – *Consent Agenda*

E.2. Graduate academic business policy (GC)

E.3. Resolution on Provost's PRRP Phase III report and strategic budgeting

G.3. Budget planning overview (BC)

G.4. AHC-APRCA Monthly Report

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2022-23

Steering Committee

Rowanna Carpenter, Presiding Officer

Vicki Reitenauer, Past Presiding Officer • Lindsey Wilkinson, Presiding Officer Elect

Matt Chorpensing (2022-24) • Sybil Kelley (2022-24) • Bishupal Limbu (2021-23) • Becky Sanchez (2021-23)

Ex-officio: Richard Beyler, Fac. Sec. • Yves Labissiere, Fac. BoT & Sr. IFS Rep. • Sonja Taylor, Chair, CoC

College of the Arts (COTA) [4]

Colligan, George	MUS	2023 *
Heilmair, Barbara	MUS	2023
Heryer, Alison	A+D	2024
Ruth, Jennifer	FILM	2025

The School of Business (SB) [4]

Dimond, Michael	SB	2025
Finn, Timothy	SB	2024 +
Garrod, Nathaniel	SB	2025
Raffo, David	SB	2023

College of Education (COE) [4]

De La Vega, Esperanza	C&I	2024 +
Kelley, Sybil	ELP	2023
Thieman, Gayle	C&I	2024
vacant		2025

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

Anderson, Tim	ETM	2025
Dusicka, Peter	CEE	2023
Greenwood, Garrison	ECE	2025
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 +
Knight, Bill	ENG	2025
Perlmutter, Jennifer	WLL	2025
Watanabe, Suwako	WLL	2024

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

Cruzan, Mitch	BIO	2023
Daescu, Dacian	MTH	2025
Goforth, Andrea	CHE	2023
La Rosa, Andres	PHY	2024 *
Sterling, Nadine	BIO	2025
Tuor, Leah	BIO	2025
Webb, Rachel	MTH	2024 +

College of Liberal Arts & Sciences—

Social Sciences (CLAS-SS) [6]			
Ajibade, Jola	GGR	2023	
Craven, Sri	WGSS	2025	
Ferbel-Azcarate, Pedro	BST	2024	
Lafrenz, Martin	GGR	2025	
Newsom, Jason	PSY	2023 *+	
Wilkinson, Lindsey	SOC	2024 +	

Library (LIB) [1]

Emery, Jill	LIB	2025 +
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School of Public Health (SPH) [1]

Izumi, Betty	CH	2024 +
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School of Social Work (SSW) [4]

Chorpensing, Matt	SSW	2023 +
Donlan, Ted	SSW	2024
Hunte, Roberta	SSW	2023 *
Martin, Staci	SSW	2025

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

Clucas, Richard	PS	2023
Davidova, Evguenia	IGS	2025
Eastin, Joshua	PS	2024
Endicott-Popovsky, Barbara	HCP	2023 *
Rai, Pronoy	IGS	2024 +

Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023
Lindsay, Susan	CIEL	2024
Taylor, Sonja	UNST	2025 +

All Other Faculty (AO) [9]

Baccar, Cindy	REG	2025
Constable, Kate	ACS	2025
Hanson, Courtney	GS	2023 *
Hunt, Marcy	SHAC	2023
Ingersoll, Becki	ACS	2025
Matlick, Nick	REG	2025
Mudiamu, Sally	OGEI	2024
Romaniuk, Tanya	ACS	2024
Zeisman-Pereyo, Shohana	TLC	2023 *+

Notes:

* Interim appointment

+ Committee on Committees (some TBD)

Total positions: 59 • Status: 26 September 2022

EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2022-23

Administrators

Adler, Sy	Interim Dean, College of Urban and Public Affairs
Allen, Clifford	Dean, School of Business
Bowman, Michael	Acting Dean, Library
Bull, Joseph	Dean, Maseeh College of Engineering and Computer Science
Bynum Jr., Leroy	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
Jeffords, Susan	Provost & Vice President for Academic Affairs
Johnson, Rick	Interim Dean, OHSU-PSU Joint School of Public Health
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
Neely, Kevin	Vice President for University Relations
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

Senate Officers and Other Faculty Officers

Baccar, Cindy +	Advisory Council (2022-24)
Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Presiding Officer
Chivers, Sarah	Adjunct faculty representative
Chorpenning, Matt +	Steering Committee (2022-24)
Ford, Emily	Advisory Council (2021-23)
Harris, Randi	Advisory Council (2022-24)
Holt, Jon	IFS (Sep. 2021-Dec. 2024)
Jaén Portillo, Isabel +	Advisory Council (2021-23)
Kelley, Sybil +	Steering Committee (2022-24)
Labissiere, Yves	IFS (Jan. 2020-Dec. 2022); BoT
Limbu, Bishupal	Steering Committee (2021-23)
Reitenauer, Vicki	Past Presiding Officer
Ruth, Jennifer +	Advisory Council (2022-24)
Sager, Alexander	IFS (Jan. 2021-Dec. 2023)
Wilkinson, Lindsey +	Presiding Officer Elect
Wing, Kierra	President, ASPSU

Faculty Committee Chairs

Allen, Jennifer	Budget Committee (co-chair)
Anderson, Tim +	Educational Policy Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Cellarius, Karen	University Research Committee
Chaillé, Peter	Undergraduate Curriculum Committee
Collenberg-Gonzalez, Carrie	Library Committee
Colligan, George +	General Student Affairs Committee
Comer, Kate	University Writing Council
Duh, Geoffrey	Academic Computing Infrastructure Committee
Emery, Jill +	Budget Committee (co-chair)
Estes, Jones	Academic Quality Committee
Harrison, Paloma	Scholastic Standards Committee
Herrera, Cristina	Race and Ethnic Studies Requirement Committee
Janssen, Mollie	Educational Policy Committee (co-chair)
Lubitow, Amy	Graduate Council
Oschwald, Mary	Faculty Development Committee (co-chair)
Robison, Scott	Academic Computing Infrastructure Committee (co-chair)
Taylor Rodriguez, Daniel	Faculty Development Committee (co-chair)
Thorne, Steven	Academic Computing Infrastructure Committee (co-chair)
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako +	Academic Requirements Committee
Willson, Kimberly	University Studies Council
York, Harry	Honors Council

Notes

+ Also an elected senator

Status: 24 October 2022

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

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.

Alternate present:

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

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 to 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 that we are taking in. However, the five units under review bring in more money that 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 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 that while doubtless the next president will take on 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% growth 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 tapers 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 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 think about doing thing 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 before the next president comes in. PERCY said that he would reply n 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 in a better situation. 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 talk 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 as 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

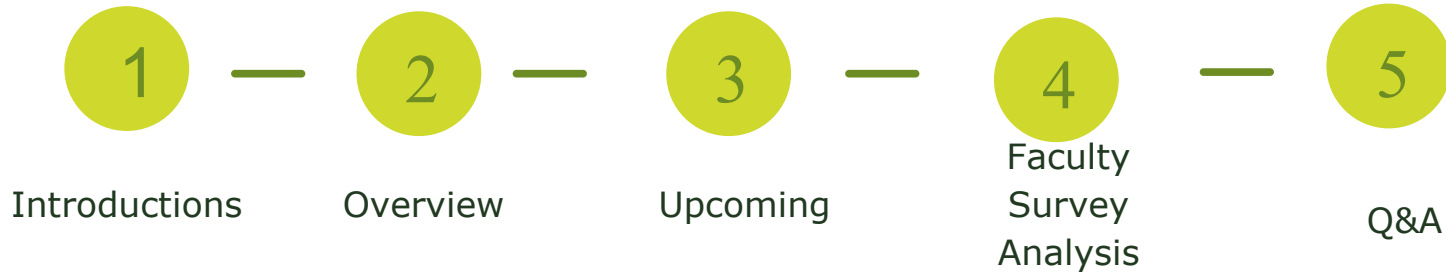
5. Annual report of Advisory Council – received as part of the Consent Agenda

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

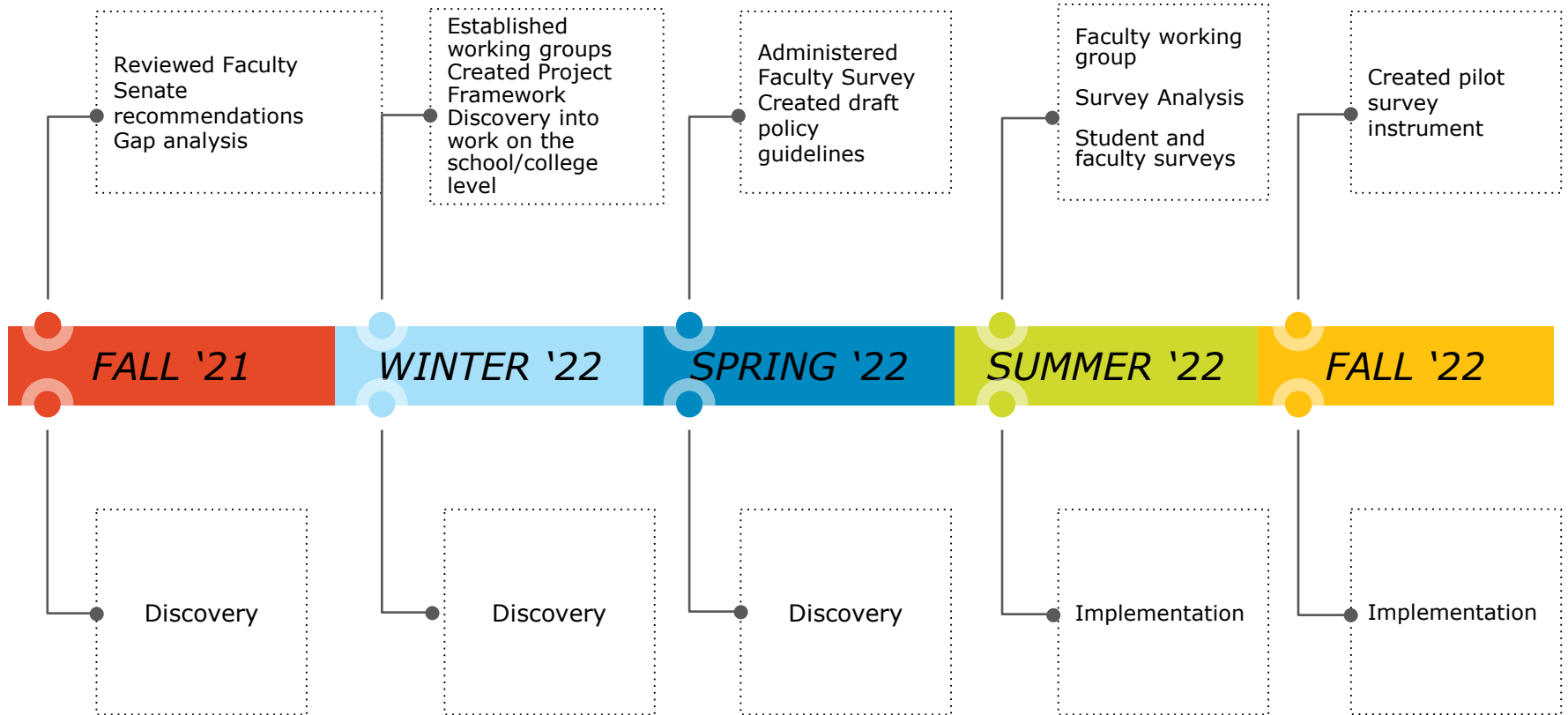
Jones Estes
 Jennifer Kerns
 Raiza Dottin
 Janelle DeCarrico Voegele
 Chris Monsere
 Marie Lo
 Kathi Ketcheson
 Betty Izumi
 Mollie Jansen

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





Jason Erik Washington (1973-2018)

Final Report of the Jason Erik Washington Art Committee



*Memorial to Jason Erik Washington
created and maintained by Washington family members, SW College Street, Portland OR*

To: President Steven Percy

From: Patricia Schechter (chair)
Victoria Calderon
Pedro Ferbel-Azcarate
Jaymee Jacoby
Deena Sajitharan
Cindy Starke
Ed Washington
Kayla Washington
Teresa Niedermeyer (staff)

Date: 15 June 2022

Acknowledgement

The work of the Jason Erik Washington Art Committee unfolds on the historic homelands of several bands of Chinook-speaking people including the Multnomah, Clackamas, and Watlata/Cascade villages. The area is also home to the Kalapuya (Tualatin villages) as well as the Molalla people, who live in the Willamette Valley. As such, we situate our work as part of resistance to ongoing colonial violence, of which biased policing is but one expression. Further, we acknowledge the history of Black exclusion in Oregon, and the racial disparities and racist policies in policing and criminal justice that frame Portland's history and contemporary identity.

Special Appreciation

The committee further acknowledges the work of the Washington family in installing and maintaining a beautiful, colorful, and personal memorial for Jason Erik Washington on SW College Street which has done so much to keep his memory vivid for the community. The committee appreciates the generous and thoughtful engagement of Kayla Washington, as well as the spirited and wise participation of the family's legal counsel, Deena Sajitharan.

Executive Summary

The tragic death of Jason Erik Washington happened in June 2018, on our Portland State University campus and at the hands of campus police. The Washington family, along with PSU students, faculty, and staff rallied around this tragedy and demanded accountability. The committee recognizes this trauma and the settlement with the Washington family as part of a larger PSU narrative of being accountable to racial justice and human rights, at our campus and in our community. The committee recommends that an expanded steering committee vested with decision-making authority develop a Request for Proposals (RFP) in the 2022-23 academic year. This proposal should identify and offer generous support to a well-suited local artist to undertake a creative biographical piece on Jason Washington. We further recommend that the development of the RFP and the creation and installation process be embedded in both PSU's Reimagine Campus Safety initiative and connected to appropriate community groups/organizations, including the City of Portland, as part of an encompassing education, accountability, and memorialization project, consistent with the principles of restorative justice.

The Jason Erik Washington Art Committee Vision Statement

The Jason Erik Washington Art Committee's vision statement is intended to guide the university's binding obligation to remember the life of Jason Erik Washington.

The committee sees the work of remembering as part of institutional accountability for Mr. Washington's death at the hands of campus police in 2018. The committee's vision centers on fostering racial justice and is rooted in an appreciation for the life that Jason Erik Washington lived, the people he loved, and the service to community and country that shaped his life. As part of an educational institution, the committee values the learning that can be afforded by a powerful and sensitive work of art in the on-going activity of memorialization. The committee believes that the process of creating a work

of art, its public display, and structured engagement are all activities that, if planned and managed with intention, can support restorative justice on our campus and healing in our community. Restorative justice demands that the needs of those most harmed by a crime be at the center of a reconciliation or reparative process. The committee sees its work squarely in line with the recent reorientation of PSU, articulated by President Percy, as an institution in which “equity and racial justice [are] the top strategic priority” (23 June 2021) and as centrally featured within the Reimagining Campus Safety initiative (following the report of 2022).

Description of Work and Recommendations

The Jason Erick Washington Art Committee met approximately a dozen times between January and June 2022. We focused on keeping the Washington family’s needs and interests central, while engaging as a group in a learning and discovery process. Most of our meetings took place on zoom but included some in-person gatherings.



walking tour & discussion of campus memorials & art installations

Our early meetings were devoted to getting to know each other, holding space for Kayla Washington to share about her father’s life, and reacquainting ourselves with the physical campus. The wisdom of committee member Mr. Ed Washington was critical in establishing trust and rapport in these early meetings. We next completed a photo inventory of existing campus historical markers and did a “walk around” together stopping at many of our existing memorial sites. (see appendix A) At Pedro Ferbel-Azcarate’s suggestion, we collaboratively drafted a vision statement. Thanks to Maryanna Ramirez at the JSMA, the committee enjoyed a semi-private tour of the Black Lives Matter juried exhibition in Maseeh Hall. Based on Kayla Washington’s recommendations, the museum director made arrangements for four of the BLM artists to speak with the committee. Maryanna’s facilitation was transformative for connecting

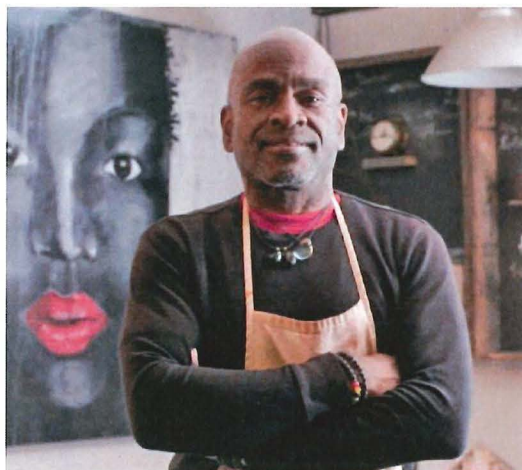
the artists with the committee, and our conversations with them were terrifically enlightening and inspiring.



[Sade DuBoise](#)



[Steven Christian](#)



[Willie Little](#)



[Elijah Hasan](#)

The final section of our work involved calling on other experts and seasoned practitioners of community engagement. At Pedro Ferbel-Azcarate's recommendation, the committee learned about a model local memorial project in NE Portland dedicated to the life of Keaton Otis, who was killed by Portland Police in 2010. Walidah Imarisha, Black Studies faculty member and Director of the PSU Center for Black Studies, gave a thorough presentation. This project greatly impressed the committee by its scope, intentionality, creativity, and respectful community engagement and partnerships. To further our educational process, the committee also made a number of "offline" contacts with the Conflict Resolution Program, Campus Planning, and the School of Art + Design, concerning relevant topics like restorative justice, permitting and placement issues, and social practice in the arts. This report reflects these consultations as well, and some of the salient materials are included in the appendices.

*First Recommendation - **Concept***

The committee demands a formal revision to the settlement agreement between PSU and the Washington family, whose terms severely limit the memorialization and accountability process as we have come to understand it.

*Second Recommendation - **Content***

A sensitive and vivid biographical treatment of the life of Jason Erik Washington is absolutely necessary for a meaningful memorialization of his death. This outcome centers on the Washington family's ongoing work of remembering their family member and their aspirations for the future.

*Third Recommendation - **Context***

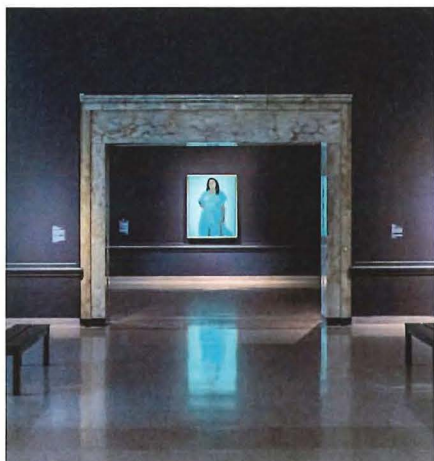
Memorialization of Jason Erik Washington must start with fresh thinking about accountability from a human rights perspective, consistent with best practices in restorative justice. The PSU campus hosts a jumble of historical markers, public art installations, murals, and commemorative pieces in a patchwork that lacks integration, coherent storytelling, or the means for consistent engagement.

*Fourth Recommendation - **Commitment***

A well-funded, self-reflective, and inclusive planning process with robust and highly committed follow-through by PSU are essential to success in this project. This theme was hammered home by all of the artists we spoke with, all of whom shared generously of their own experiences.

Discussion

The committee was struck by the contrast between the scattered memorials on our campus and the power of integrated memory and teaching projects in the United States that have centered on racist policing and gun violence. These recent projects represent community members taking control of their own healing and story-telling. Such projects span from the fine arts to grassroots efforts. All are acts of creative, life-affirming resistance through different forms of expression and varying modes of collaboration. Below are two examples, one for Breonna Taylor and one for George Floyd.



[Promise, Witness, Remembrance](#)



[George Floyd Square, Minneapolis](#)

Here in Portland, the now 12-year-long remembrance project for Keaton Otis (1985-2010) shot by police in the NE neighborhood, is finding fuller public expression. The first phase of a multi-site memorial will be unveiled in the summer of 2022.

Key Concepts

1. **Love for Keaton. Love for Fred**
2. **Love** for those we've lost to police violence.
3. **Love** that fuels intergenerational family connection
4. **Love** that fuels ongoing fights for justice, healing, & Black survivance, inspiring action
5. **Love** for Black imagination & community thriving

credit: Sharita Towne and Walidah Imarisha @JusticeForKeatonOtis (FB) © 2022

In addition to the biographical focus of the Jason Erik Washington memorial, it is abundantly and irreducibly clear to the committee that an isolated object placed on campus will fail to engage the campus over time, nor will it integrate the memory, learning, and accountability required in this situation. As such, the recommended RFP needs to embrace a multisite, integrated, and “embedded” approach. A few suggestions might include, at a minimum:

1. A detailed, permanent, visible, outdoor account of the incident at the site on SW College Street that clearly identifies an accountable narrative for the nine bullets from a gun held by PSU campus police that ended Jason Erik Washington’s life

2. A second outdoor installation, perhaps at the closed (or limited car access) SW Montgomery Street site, that links the shooting of Jason Erik Washington with other incidents in Portland and/or the nation (examples: public artwork like the *kintsugi* embedded street art to be unveiled this summer for the Keaton Otis memorial with support from Portland Bureau of Transportation; a purposefully inclusive multi-use gathering space between dorms and University buildings, identified by PSU for students, staff, and community reflection and/or celebration)
3. A third clearly designated/created gathering point for the community, possibly near or inside Park Mill building, that hosts the fuller biographical art piece about Jason Erik Washington. This gathering point should be equipped with the capacity to continue the work of storytelling, accountability, and remembering in that space, as a living archive.
4. Clear and explicit connections between these sites, through curricular and library connections for students, as well as through the use of digital technology, QR codes, etc., for the campus community and the general public.

In other words, the Jason Erik Washington Art project must choreograph the actual work of remembering as ongoing praxis for the PSU community in order to actively engage in restorative justice. By making at least some of the elements of the memorial amenable to revision and updating, the Washington family retains a hand in keeping their loved one's memory vivid and "evergreen." By creating clear access points for students, faculty and staff, the campus's engagement in the gathering space can accumulate into knowledge, wisdom, and practice that should inform "reimagining public safety" at PSU through a human rights lens. In other words, none of this "ends" but instead actively builds relationships and understanding into the future.

Space and location are critical dimensions of choreographing memorialization. The committee feels strongly about creating a series of engagements that actively grab peoples' attention, some of which must be located in the South Park Blocks, which is the emotional center of campus. As such, the memorial can re-ignite moral investment and active connection for the community. This moral reinvestment will occur only if the message of Black Lives Matter is clearly demonstrated in the articulation of the memorial's components as well as by making clear connections to other racialized tragedies in our city, state, and nation. For example, the South Park Blocks already has two memorial stones touching Japanese history, one to the lives lost in the atomic bombings at Hiroshima/Nagasaki and one to international relations. The Native American Student and Community Center also abuts the South Park Blocks at the southernmost end. There is now a stone in memory of the police riot against PSU students in the 1970s in front of the Benson House. There is an oblique reference in front of Lincoln Hall to "Vanport College" and the new Vanport Building makes more explicit reference to the racism and classism that permitted the flooding of the city of Vanport in 1948. These "touchpoints" can be integrated into a powerful teaching and reflective opportunity for the campus as part of a narrative of restorative justice.

The committee would like to see a specific artistic residency created for the Jason Erik Washington Art Memorial that can be renewed each year (with varying themes/foci

over time) as part of the university's commitment to creating more welcoming spaces and to centering the lives of Black, Indigenous, People of Color as part of campus culture.

Essential Elements of Process

1. The Washington family's interests and needs must remain central throughout
2. A larger group of stakeholders and/or steering committee must take as part of the agenda the work of active and on-going accountability
3. The stakeholder group/steering committee must embark on a real community involvement plan, not just solicit pro-forma "community input," including visioning sessions in multiple formats (i.e., for those who cannot be on committees or attend meetings regularly)
4. The stakeholder group/steering community could include, at PSU, the Center for Black Studies, the Black Studies Department, the Black Student Union, the School of Art & Design, the History Department and other units. Community partners might include the Pacific Northwest Family Circle, Justice for Keaton Otis, Don't Shoot PDX, Imagine Black, etc.
5. Adequate financial resources for the development of the work of the steering committee as well as robust support (compensation, housing, insurance) for the artist whose proposal is accepted.
6. A clearly worded statement from PSU agreeing to a particular plan of action.
7. Concrete written commitments with agencies and institutions empowered to make decisions.

Continuing imperatives

The committee views the memorialization of Jason Erik Washington as an opportunity that should not be missed to reckon with racialized violence in our city and state. In this case, showing leadership on restorative justice would demonstrate PSU's core value of letting knowledge serve the city. Portland State University has the opportunity to show genuine and transformative leadership at a moment when such leadership is so desperately needed.

The committee would like to meet with the President to share reflections and make plans for the immediate future. Of special concern is budget and resources. The committee expects a reliable commitment on this matter up front.

Appendices

- Photo inventory of campus outdoor memorials, art works, and installations
- Overview from campus planning office re: siting and permitting
- Sample job description for Project Manager
- Short bibliography on Art, BLM, & Restorative Justice

Survey of PSU outdoor campus art and memorials

for the Washington Art Installation Committee
by Patricia A. Schechter
Department of History
January 2022

Washington Art Installation Committee 2022



Memorial on College Street



Big Street Art



Vanport Building - New



Lincoln Hall "memory stones"



South Park Blocks Art

"Farewell to Orpheus" Frederic Littman (1968)



"Holon" by Don Wilson (School of Social Work, 1977)



More big art (Tom Hardy, Oregon Landscape)



Stephen Epler Commemoration



Memorials

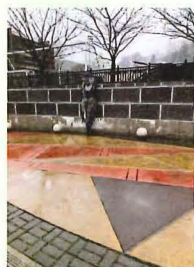
Peace Poles installed by PSU Ambassadors after 9/11



Memorial to Laurie Anne Schmidt from the Center for Science Education



Walk of the Heroines



Important & Recent Civil Rights Monuments & Art

National Memorial for Peace & Justice (2018) Montgomery



The Light of Truth Ida B. Wells National Monument (2021) Chicago



To: Patricia Schechter
From: Bryan Bruckman
Date: 5/23/2022
Re: Jason Washington Art Committee

Publicly displayed outdoor pieces of artwork are subject to an approval and permitting process in the City of Portland. Certain locations, specifically PSU owned property, allow for a more streamlined process. Placing artwork on non-PSU property, such as the South Park Blocks, is possible, but requires a more complicated process of working with the property owner. Recently, PSU has successfully installed signs along the Park Blocks within PSU's property. Some examples of this include the Vietnam protest memorial plaque in front of the Simon Benson House, the Hiroshima Peace Tree by the Millar Library, and the copper beech historically designated tree. Additionally, the Park Blocks have recently been added to the National Register of Historic Places, which further complicates the process of installing something within the Park Blocks. Please see attached map displaying PSU owned property.

The approval process is dependent on the type of artwork being placed. For instance, original art murals have several requirements. PSU resides within the Central City Plan District, where murals are restricted on street facing walls less than 20 feet from the street lot line. Original art murals are defined by the City as "a hand-produced work of visual art that is tiled or painted by hand directly upon, or affixed directly to an exterior wall of a building or structure.". Please see attached information sheet on murals for more information. Exterior plaques are classified as signs by the city and require permits. Signs are regulated by size (total area), height, placement, construction and wiring (if requiring electricity). While signs have several requirements, placement on PSU property has a history of success. Street paintings, which are any large decorative painting applied directly to the street, are only permitted on low-traffic residential streets. Many of the east-west streets on campus are classified as such, including SW College St.

An additional thing to note is the success of student led projects on campus. In the past, the best way to engage the campus community was having the community lead the project. A recent example is "The Courts" skatepark. The project has been student led with administrative support from PSU Campus Planning and is now one of the most lively and activated spaces on campus.



Original Art Murals Information Sheet

What is an Original Art Mural?

A hand-produced work of visual art which is tiled or painted by hand directly upon or affixed directly to an exterior wall of a building or structure.

In addition, Original Art Murals:

- must be maintained for at least two years, and the property owner cannot receive compensation for the display of the mural;
- cannot exceed a height of 30 feet above grade (no other size limits apply); and
- must meet additional standards if located in a Design Overlay Zone or on a noncontributing building in a historic or conservation district.



Artists: Angelina Marino, Gary Herd, Joel Heidel, Marlys Mick: (detail): located at NE 72nd and Sandy



Artist: Bruce Orr: located at NE Williams and Failing

Original Art Murals are not:

- mechanically produced or computer generated prints or images, including but not limited to digitally printed vinyl;
- murals containing electrical or mechanical components; or
- changing image murals.

Original Art Murals are not permitted:

- on sites developed with residential buildings with four or fewer units;
- on sites with historic or conservation landmarks, or contributing buildings in a historic or conservation district; or
- on stormwater facilities.



Artist: Joe Cotter: (detail): located at NE 20th and Everett

Link to more information

For more information on the Original Art Mural program, log onto www.portland.gov/bds/original-art-mural-permits.

How to obtain a permit for an Original Art Mural

- | | |
|---|---|
| <p>1 Submit mural permit to Bureau of Development Services (BDS)
Applicant</p> | <ul style="list-style-type: none"> • Application form and fee. • Site plan and building elevation drawings. • Description of mural and details of installation. |
| <p>2 Schedule a neighborhood meeting
Applicant</p> | <ul style="list-style-type: none"> • Must be at an open and accessible location within the neighborhood boundary. • Scheduled during an evening or weekend only, and not between 10 pm and 7 am. |
| <p>3 Send letter to neighborhood association
Applicant</p> | <ul style="list-style-type: none"> • Letter must be sent at least 21 calendar days before the scheduled meeting to neighborhood association. • Letter must contain a description of the mural proposal, date, time and location of meeting, and building elevation or photograph showing mural location. • Certificate of Mailing verifying the letter was sent is required. |
| <p>4 Post notice of open meeting
Applicant</p> | <ul style="list-style-type: none"> • Applicant obtains posting board from BDS at time of permit submittal. • Notice must be posted at the mural location, at least 21 calendar days before the meeting. |
| <p>5 Notify BDS
Applicant</p> | <ul style="list-style-type: none"> • After neighborhood contact requirements are completed, applicant must notify BDS in order to finalize the permit. • A copy of the letter sent to the neighborhood association announcing the meeting must be provided to BDS with the Certificate of Mailing. |
| <p>6 Issuance of permit
BDS</p> | <ul style="list-style-type: none"> • BDS will issue the mural permit if all provisions of Title 4, Original Art Murals, and the administrative rule are met. • Structural review is required if any element weighs more than 7 pounds per square foot, or in total weighs more than 400 pounds. • BDS review is nondiscretionary; the decision is final, with no local appeal. |
| <p>7 Create the mural
Applicant</p> |  <p><i>Lead artist: Isaka Shamsud-Din</i></p> |
| <p>8 Inspection of completed mural
BDS and Applicant</p> | <ul style="list-style-type: none"> • The permit holder must email a photo of the mural to BDS after completion of the mural. • The photo must be sent within one year after permit issuance, or the permit expires. • Inspections may occur to enforce provisions of Title 4, as needed. |

**SAMPLE OF PROJECT MANAGER SKILL SET FOR ENGAGED MEMORIALIZATION
PROEJCT WITH ANTI-BLACK RACISM/HUMAN RIGHTS PERSPECTIVE**

Ce Scott-Fitts

Biography: Detroit Native Ce Scott-Fitts is an Artist, Poet, Chef, Curator and Arts Administrator. She is the Artist Development Director at the South Carolina Arts Commission (SCAC). Ce was formerly Creative Director and founding staff of McColl Center for Art + Innovation in Charlotte, NC. During her tenure, she established an International Residency Program for North Carolina Artists (South Africa and Ireland), curated Exhibitions and developed the Artist-in-Residence Program. Ce built the Education/Outreach and Artist Services programs which fostered support for local artists as well as connect artists with the local community. In addition, Ce partnered with North and South Carolina Colleges and Universities, Charlotte Mecklenburg Schools, Atrium Health, and Charlotte Area Transit Authority (CATS) to develop and fund Residencies and Public Art Commissions. She was program manager for "Chairs on Parade" Charlotte's largest Public Art project. Over the years, Ce has taught at Central Piedmont Community College, served on selection panels for the NEA, North Carolina Arts Council, and the San Francisco Arts Commission. She was also Co-Chair for the Service Committee of Alliance of Artist Communities, Providence, RI and Chair of Regional Project Grant Committee for the Arts and Science Council, Charlotte NC. Ce serves as co-chair of the Individual Artist Support committee for Grant Makers in the Arts. She is part of SCAC's leadership team, Chair of SCAC's DEAL committee and founder of SCAiA (South Carolina Artists in Action), a statewide initiative that focuses on sustainability and support for South Carolina's Black artists. Ce has exhibited at Museums, Public spaces, and Galleries throughout the Southeast. Her work is held in Public and Private Collections in the US, Japan, and the UK. Ce holds her Master of Fine Arts Degree in Painting from Maryland Institute, College of Art in Baltimore, MD.

C.V.

Ce Scott-Fitts
(704) 737-4742
ceceliascott928@gmail.com

Education

MFA, Painting, Hoffberger Fellow, Maryland Institute, College of Art, Baltimore, MD
BFA, Printmaking, French minor, Wayne State University, Detroit, MI
Catering Certification, Central Piedmont Community College, Charlotte, NC

South Carolina Arts Commission, Columbia, SC

2019-present

Artist Development Director

- Works collaboratively with diverse constituency statewide
- Develops, manages and oversees a portfolio of SCAC programs/projects statewide
- Researches grant and fellowship funding trends
- Manages individual artists grants programs
- Creates and implements new programs and initiatives

- Negotiated loan forms/contracts with artists, curators, lending institutions/galleries
- Supervised program interns as needed
- Initiated and developed collaborative opportunities with other Cultural or Civic organization as well as area Universities and Colleges
- Established a partnership with Charlotte Area Transit System to sponsor 3 artists to create public art for the new Light Rail system
- Participated in the Center's Executive committee and Board of Directors Meetings
- Represented the Center at local public meetings, national and international conferences
- Led and conducted tours for current and potential donors
- Solicited collectors and Foundations for financial support for programs
- Participated in the production of 1-2 annual fundraisers, raising \$200,000- 349,000 each
- Prepared 4-5 course Italian or French dinners monthly for artists, donors, government officials,

Board and staff

- Created and implemented Continuing Education Visual Arts classes
- Hired, evaluated and managing staff of 15 f/t and five p/t teachers
- Developed curriculums, wrote prospectuses for classes and workshops
- Developed outreach programs for incoming artists-in-residence
- Created and maintained an artist email data base
- Conducted portfolio reviews and taught grants writing workshops for artists
- Directed marketing efforts for programs
- Implemented and managed the Center's scholarship programs
- Established an international residency program (South Africa and Ireland) for NC artists and writers
- Researched, developed, and implemented an artist lecture series, *Art Talks* featuring nationally known artists and critics
- Worked as Project Director for the City of Charlotte's largest temporary public art exhibit, *Chairs on Parade*, worked with over 250 participants including artists, public schools, city officials, business and Civic leaders

Community School of the Arts

1997-1998

Arts Reach Director

- Developed and implemented classes for children and adults for 18 Parks and Recreation sites and Spirit Square Art Center in visual art, theater, music, and dance
- Wrote class descriptions and designed brochures
- Managed Artist-in Residence program (Visual Art and Music) at Piedmont Courts Housing Development and Hemby Children's Center, Presbyterian Hospital
- Hired and evaluated staff of 30-50 instructors
- Managed a budget of 85,000

Visual Artist/Art Consultant

1981-present

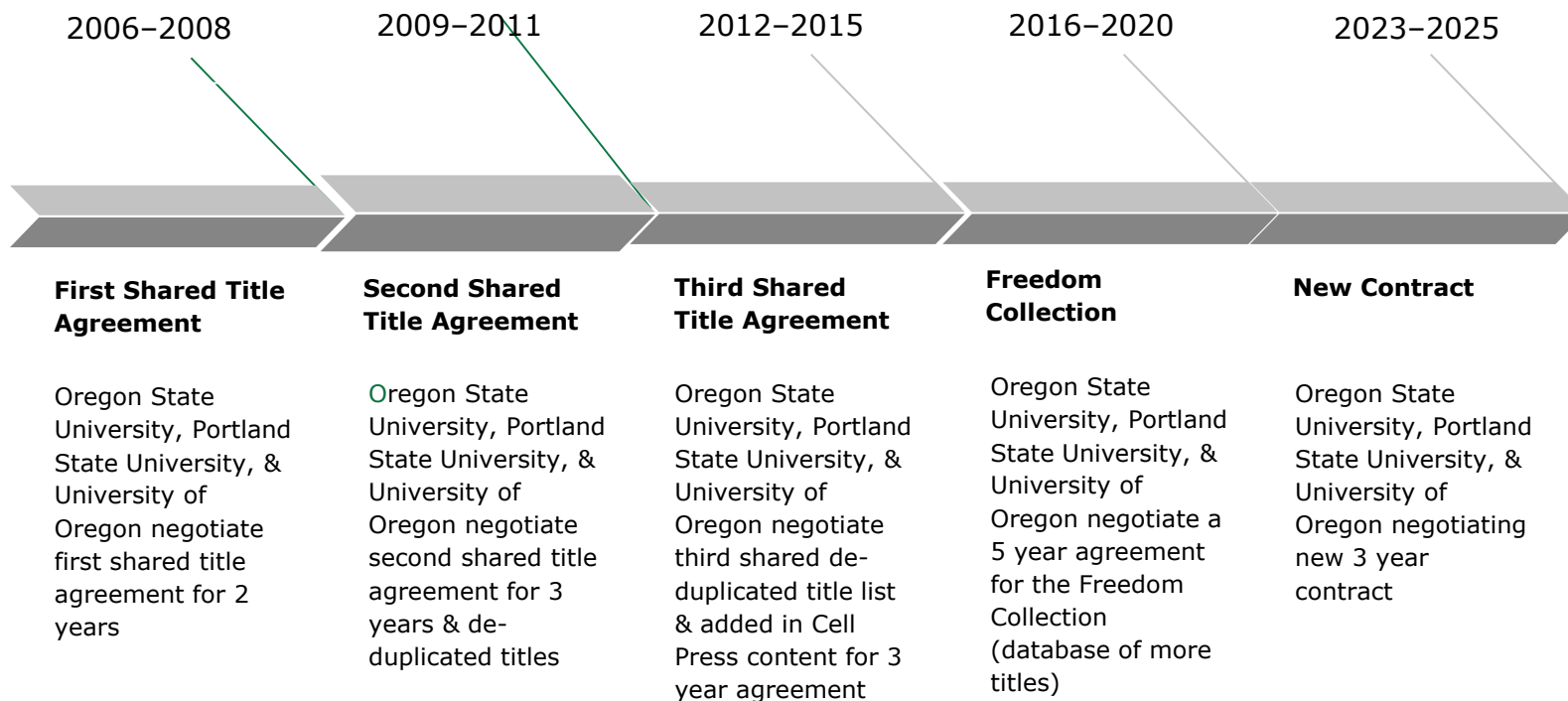
Exhibited regionally and nationally in Alternative spaces, Galleries and Museums. Artwork is held in private and public Collections in the USA, UK and Japan. Art Consultant for Non-Profit organizations, Corporate Clients, and private individuals.

Short Bibliography on Public Art, Black Lives Matter, and Restorative Justice

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- Brooks, Robin. "R.I.P. Shirts or Shirts of the Movement: Reading the Death Paraphernalia of Black Lives." *Biography* 41, no. 4 (2018): 807–30. <https://doi.org/10.1353/bio.2018.0080>.
- Brown, Amelia. "Black Lives Matter Art: Creating Possibilities in Emergencies." *Public Management* 102, no. 10 (2020): 49-53.
- "Chouliaraki, Lilie, Michael Orwicz, and Robin Greeley. 'Special Issue: The Visual Politics of the Human.' *Visual Communication*. 18, No. 3 (2019): 301-09.
- Edwards, Elise M. "'Let's Imagine Something Different': Spiritual Principles in Contemporary African American Justice Movements and Their Implications for the Built Environment." *Religions (Basel, Switzerland)* 8, no. 12 (2017): 256-. <https://doi.org/10.3390/rel8120256>.
- Johnson, Stephanie Anne. "Education, Art, and The Black Public Sphere." *The Journal of Pan African Studies* 12, no. 9 (2019): 41–58.
- McGonigle Leyh, Brianne. "Imperatives of the Present: Black Lives Matter and the Politics of Memory and Memorialization." *Netherlands Quarterly of Human Rights* 38, no. 4 (n.d.): 239–45.
- VanDiver, Rebecca. "Art Matters: Howard University's Department of Art from 1921 to 1971." *Callaloo* 39, no. 5 (2016): 1199-1218. <https://doi.org/10.1353/cal.2016.0154>.

Portland State University Library Overview of Elsevier Negotiation

History of Elsevier negotiations



Subscription Details

Library subscription overview

- Current subscription cost for the Elsevier package: \$5XX,XXX.XX
 - Based on 155 historically purchased titles plus add-on costs for the current database model of additional titles adding up to ~1,600 titles
 - Significant usage occurs on 238 titles (1,000 or more downloads over past 5 years)
 - 658 of titles available have little to no usage
-

Negotiation Proposal

Negotiation goals of all three institutions

- Reduce cost of subscriptions by half
 - Allow for open access deposit into scholarly repositories of all author accepted manuscripts from OSU, PSU, & UO to be published with Elsevier
 - Removal of limitations on interlibrary lending (ILL)
 - End-users' data privacy maintained
 - Open disclosure of contract details
-

Where Negotiations Stumbled

Points on Negotiation Breakdown

- Reduction in cost proposal came with lack of transparency on title pricing and a significant reduction in access
 - Refusal to allow for immediate deposit of author accepted manuscripts from all three OR institutions
 - Refusal of unrestricted ILL
 - Lack of transparency on end-users' data privacy
-

What This Means to the PSU Campus

PSU Available Access in January 2023

- PSU will retain online access to 150 titles subscribed titles from 1997–2022.
 - PSU will retain full back access to titles where backfile access was purchased.
 - PSU will have access to all new Elsevier content published on an open access basis, including: all publications in fully open SCOAP3 journals such as Physics Letters B; 50% of new Cell Press articles and 100% of Cell Press articles older than 12 months; and all articles in any journal with a corresponding author affiliated with one of [these institutions](#) covered by a blanket OA publishing agreement.
-

PSU Available Access in January 2023

- PSU will be able to access closed/subscription Elsevier articles through the [interlibrary loan service](#) (ILL), with most requested articles delivered in one business day.
 - [Discovery of Scholarly Open Access Content](#) This guide provides access information for scholarly open access content which includes Elsevier journal content
 - Oregon Health & Science University will retain access to journals for now
-

What PSU Will Lose in January 2023

PSU will ***not*** have *subscription* access to new Elsevier content published on a closed/subscription basis from January 1, 2023 onward, until a new agreement is reached.

What Reinvestments Will Occur for PSU Faculty

Library Reinvestments

- Reserve 50% of savings to put toward a new agreement with Elsevier (will use as one-time funding of books, reference materials, journal backfiles)
 - Bolster interlibrary loan (ILL) service to reduce turnaround times for article requests
 - Paying post cancellation access fees (maybe)
-

Library Reinvestments

- Expanding the Library APC Fund to cover additional faculty requests
 - Enter into a Transformation Deal to support OA publishing with Wiley Journals
 - Enter into a Read and Publish Deal with Taylor & Francis to support OA publishing with Routledge and Taylor & Francis journals
 - Support PLOS Journals to allow for APC free publishing with these publications

 - 25% of cost covers FY23 budget cut – not a reinvestment
-

9 November 2022

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: December 2022 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 Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

School of Business

Changes to Existing Courses

E.1.a.1

- BTA 520 Introduction to Business Intelligence and Analytics, 4 credits – change prerequisites

E.1.a.2

- BTA 521 Data Visualization, 2 credits – change prerequisite

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

9 November 2022

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: December 2022 Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate.

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

School of Business

Changes to Existing Course

E.1.b.1

- Mgmt 441 Collective Bargaining and Labor Negotiations, 4 credits – change title to Negotiations and Employee Relations; change description

College of Liberal Arts and Sciences

Change to Existing Program

E.1.b.2

- B.A. in Applied Linguistics—Revising core and elective credit requirements; reducing minimum credits from 60 credits to 56 credits

New Course

E.1.b.3

- JSt 336 Gender and Judaism, 4 credits
Investigates issues of gender relating to the practice of contemporary Judaism. Explores a variety of topics including religious and spiritual life, religious leadership, sexuality, life cycle events, new rituals, images of parenting, and varieties of pathways to becoming a parent. Includes experiences of Jews from different denominations and locations around the globe, Jews of color, and LGBTQ and nonbinary Jews.

Changes to Existing Course

E.1.b.4

- JSt 335U Sex, Love, and Gender in Israel, 4 credits – change title to Sex, Love, and Gender: Israeli and Palestinian Experiences; change description

E.1.b.5

- Ling 391 Introduction to Applied Linguistics, 4 credits – change grading option

College of Urban and Public Affairs**Change to Existing Program**

E.1.b.6

- B.A. in International and Global Studies – remove language requirement from major requirement and add B.S. option

Changes to Existing Course

E.1.b.7

- CCJ 365U Criminology and Social Justice Theory, 4 credits – change title to Crime and Social Justice; change description

9 November 2022

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: New Policy Proposal for Graduate Academic Forgiveness

New Policy Proposal

Graduate Academic Forgiveness

Existing Bulletin language:

None.

Proposed Bulletin language:

Graduate Academic Forgiveness allows a PSU student, who returns after an extended absence, to begin a new graduate program with the benefit of excluding previously earned low grades from their PSU cumulative graduate GPA calculation. There must be, at minimum, a three-year break in registration at PSU between the terms considered for Graduate Academic Forgiveness and the student's term of admission to a new graduate program.

If Graduate Academic Forgiveness is approved, courses from the applicable terms will remain on the student's transcript and will be included in attempted hours, but the courses will be excluded from the earned, passed, and GPA hours. A notation on the transcript will identify the courses as excluded from the graduate GPA calculation. A maximum of three terms can be approved for Graduate Academic Forgiveness. Once Graduate Academic Forgiveness is processed and the courses excluded from the graduate GPA calculation, the action is irreversible.

Graduate Academic Forgiveness is applied to all graduate courses in the approved terms, not just those with low grades. Courses approved for Graduate Academic Forgiveness cannot be used toward any current or future graduate degree or certificate requirements at PSU.

A student who has previously been placed on graduate academic probation or disqualification at PSU is not eligible for Graduate Academic Forgiveness for the same program. Graduate Academic Forgiveness cannot be requested after a student has earned a graduate degree or certificate at PSU. A student may receive Graduate Academic Forgiveness only once during their time as a graduate student at PSU, regardless of how many graduate programs they may have participated in.

If Graduate Academic Forgiveness is approved as part of the graduate admission process, the student will be admitted with University Conditional status. After admission, the student must earn a 3.0 graduate GPA or higher in their first 9 letter-graded graduate credits after admission. If the student earns a 3.0 GPA or higher, and has already been approved for Graduate Academic Forgiveness, the approved terms will be excluded from their graduate GPA calculation.

If the need for Graduate Academic Forgiveness is identified post admission, the student must earn a 3.0 graduate GPA or higher in their first 9 letter-graded graduate credits after admission

to their new graduate program before being eligible to apply for Graduate Academic Forgiveness.

Rationale:

When a student who previously earned low grades in graduate courses wants to apply to a graduate program, we have the Special Approval process that provides a holistic review of the applicant's academic history and can make allowances for extenuating circumstances, time since the previous graduate coursework, etc. However, if Special Approval is granted, a student who earned the previous low grades at PSU does not enter their graduate program on a level playing field compared to a student who earned their previous grades at another institution. Grades from other institutions are never included in PSU's cumulative graduate GPA calculation, so these students will begin their program with a "clean slate" in terms of their PSU cumulative graduate GPA. However, for a student who earned the low grades at PSU, those previous grades will be included in their cumulative graduate GPA and will have a negative effect on their graduate GPA regardless of new grades earned. This discrepancy is inequitable and is the driving idea behind the creation of this policy.

If approved, the policy will be effective fall 2023.

Portland State University Faculty Senate Motion
5 December 2022

Responding to the Provost's Program Review and Reduction Process Phase III Report and Calling for a Strategic Budget Process

Motion presented by the Faculty Senate Steering Committee and the Ad-Hoc Committee on Academic Program Review and Curricular Adjustment

Resolved that the Faculty Senate:

Determines that the PRRP Phase III plan as presented does not adequately address key questions, including the range of options being considered by Deans and OAA for the five units under scrutiny; the process for decision making, including the benchmarks for successful proposals; and how such decisions will move PSU forward strategically in resourcing our faculty and academic staff to serve our students.

Recognizes the cost, including time, labor, and emotional toll that the PRRP has taken on our colleagues.

Calls on the administration to engage in a budget process that looks beyond the current budget cycle and aligns resources with strategic priorities by:

- Providing a summary of the overall budget gap that PSU (not just OAA) has faced over the last five years and is projected to face over the next several years.
- Sharing the range of strategies being considered across PSU, arrayed together, including timelines, and the cost to implement each strategy.
- Sharing the anticipated budget savings or revenue generation of each strategy, including budget savings from administrative reorganization, and impacts on core functions of education and research and strategic priorities (racial justice and equity, student success, and community engagement) of each strategy.
- Convening campus for an intentional and participatory process based on the budget and strategy information requested above as well as providing facilitation and the time necessary to discuss ways to move PSU toward a financially sustainable institution that supports our students and curriculum and fulfills our vision. Here we would offer the winter symposium or the Time to Act convenings as examples of venues for such discussions.

Background, rationale, and preliminary discussions

The PRRP Process

Portland State University has been engaged in a Program Review and Reduction Process that began during the fall of 2020. While faculty were interested in a strategic conversation about the ways in which PSU might meet the evolving needs

of our students and community, the PRRP has primarily focused on budget reduction that is not guided by our mission. Phase II of the process involved eighteen academic units being asked to provide narrative reports related to their offerings, plans for growth, and other mechanisms that could address budget issues. After review of the Phase II reports, five units continued into Phase III and were asked to provide an additional report to further explain the plans they have to adjust or improve their programs. The process has been extremely stressful for the faculty in the units in question, and has failed to take a strategic approach to curricular adjustments. Throughout the PRRP, and particularly during Phases II and III, faculty raised concerns about how decisions were being made, what criteria were being used to make decisions, and how the PRRP contributed to strategic decision making for PSU.

During its June 13, 2022 meeting, the Senate passed a resolution endorsing the Academic Program Review and Curricular Adjustments (APRCA) committee's [guiding principles and priorities](#), requesting a written response from OAA with a detailed plan for how the guiding principles will be upheld during Phase III, and asking for the process to pause until Faculty Senate approved the plan provided by OAA.

OAA has submitted a written report regarding Phase III of the PRRP, and Senate Steering Committee and APRCA have reviewed it.

Fall 2022 Budget Context

During Fall 2022, at the same time that the PRRP Phase III is continuing, enrollment at PSU failed to meet projections, which exacerbated an already anticipated budget gap. A range of strategies to address the budget gap, in addition to PRRP, have been discussed: hiring freeze; retirement incentives; recommendations stemming from the [Huron report](#); and investments in efforts aimed at increasing enrollment, retention, or revenue. Faculty are concerned about the seeming lack of connection among these budget-related efforts and the lack of a strategic, goal-oriented approach to the budget decisions. Budget decisions, including administrative, structural, and organizational changes, have curricular and research implications because those decisions represent the resources available to carry out our core functions. Moving forward with any approach without coordination risks undermining our core purposes of education and research and hinders our efforts towards the institutional priorities of racial equity and justice, student success, and community engagement.

Portland State University

Campus Budget Planning Overview

**From Faculty Senate Budget
Committee**

December 5, 2022

Budgetary Vision of PSU

FADM's Vision Statement:

“Finance and Administration supports the people and place that are Portland State University, an institution committed to impacting the community as a vibrant center for learning, scholarship, research, creativity, and community engagement.”

Annual Budget Forecast Standard Guidance Principles:

- Full year of salary increases in accordance with collective bargaining agreements from all unions
- Other cost increases coming from collective bargaining agreements
- Inflationary increases on services & supplies
- Other changes to unit costs

Budget Guidance From GDI through 2024

Based on the 3 year [Time to Act strategic plan](#)

- Capture the ways budget investments & reductions impact BIPOC & LGBTQIA+ communities including administration, faculty, staff, & students
- Actively work to identify & quantify the labor necessary to support PSU in racial equity work or to serve as a BIPOC representative on behalf of PSU
- Expand culturally specific supports to increase the retention of BIPOC students
- Address cultural taxation, invisible, & emotional labor
- Center BIPOC voices & needs
- Target talent development & mentorship programs
- Create an infrastructure that recruits, retains, and advances diverse faculty & staff
- Enrich student learning environments

Guiding Principles from APRCA

- Equitable and Meaningful Engagement of All Stakeholders
- Focus on Student Access, Quality Learning Experiences, and Completion
- Our Work Will Change, Let's Make it for the Better
- Research and Data Informed Decision Making
- Seek Feedback Prior to Decision Making
- Devote Resources to the ReImagining Process
- Transparent Process and Open Communication with All Stakeholders

Where FSBC Sits in Budgeting Process

We Play an Advisory Role in the PSU Budget Process

University Budget

OAA Budget



Learned from the Recent Financial Town Halls

- Student enrollments have been dropping over the past decade
- State funding has increased but not enough to offset enrollment declines
- Emergency financial plan at the onset of the pandemic (supported by administrative pay cuts, systemic personnel attrition, & staff furloughs) saved us from a significant reserve spend down for the past two years
- HEERF (federal pandemic funding) also carried through FY 20, FY21, & FY22
- The general budgetary costs of the University annually increase at a rate that outpaces revenues

What FSBC Hears

- Board of Trustees calling for us to “right-size” the University
- Recognition that changes have to be made and agreement from all parties that changes are needed
- No agreement on what those changes should be

Timeline for FY2023 Budget Decisions

- Preliminary enrollment forecast & scenario planning: Now
- Enrollment forecast updated: Mid-April
- FY2022-23 Tuition Set: Mid-April
- Divisional Base General Fund Budget Finalized: Late April
- Preliminary Unit Budget Submissions Due: May 14th
- BoT F&A approval of FY22-23 operating budget: June 8th
- Final Unit Budget Submissions Due: June 16th
- BoT approval of FY22-23 operating budget: June 18th
- Final Budgets loaded in Banner: July 1

Things FSBC is Tracking for Budgetary Impacts

- Curricular/program changes
- Enrollment efforts
- Hard hiring freeze on what positions?
- HURON based strategic centralization
- Online Fee changes
- Program Review & Reduction
- The [President's Strategic Initiative Plan](#)

What FSBC Notes

- Misalignment between our overall mission and vision and our financial planning; trying to do too much with too little
- Missing an in-depth evaluation and analysis of previous centralization of services and the impacts of those changes
- Huron Report offers insights on how we might rethink staffing and administration but needs further consideration in a broader context
- How can we approach university budget issues more holistically, recognizing how interconnected we are?

What FSBC Recommends

- Can Faculty voice a coordinated vision of the future of PSU - both short term and long term?
- Determining the data points needed to lead us to that future
- Finding the paths across our silos that allow for collaborative and coordinated work
- Open communication on what can be achieved in the short term and what should be longer term goals
- Be willing to commit our resources towards achieving our shared vision

Questions to Faculty Senate?

What questions would you like the FS Budget Committee to raise with the administration?

What priorities should the FS Budget Committee emphasize in its review of key issues and its interactions with administrators?

What suggestions do you have so that the FS Budget Committee can better communicate with faculty?

APRCA Committee Report to Faculty Senate – December 5, 2022

Committee Charge

Faculty Senate created the Ad-hoc Committee on Academic Program Reduction and Curricular Adjustments in October 2020 with the following charge:

- Focus holistically on PSU's collective future
- Ensure faculty participation in meaningful, inclusive, and formative discussions of curricular adjustments related to budget reduction
- Recommend principles and priorities based on PSU's values and mission, with an emphasis on applying a diversity, equity, and inclusion lens, and share these with OAA to guide decision-making
- Plan and implement transparent communications, including but not limited to periodic town hall forums on budget information, regular campus-wide emails, and a website or Google Drive for material, including data on which decisions about reorganizing or eliminating programs are based
- Solicit input and feedback from faculty, including but not limited to implementing surveys and arranging other forums for gathering input and suggestions. Ensure input and involvement from Deans and Chairs/department heads. Facilitate communication with and incorporate input from students, staff, and other stakeholders
- Plan and implement meetings and interactions (preferably with professional mediation), including but not limited to meetings of Colleges/Schools
- Assist, if requested by OAA or AAUP, in contractually mandated retrenchment hearings arising from elimination of positions as per Article 22 of the PSU-AAUP Collective Bargaining Agreement

In April 2021, Faculty Senate extended the charge of the committee to June 2022. In May 2022, Faculty Senate further extended the charge of the committee to June 2023.

APRCA Guiding Principles and Priorities

In February 2021, as part of Phase 1 of the Program Review/Reduction Process (PRRP), the APRCA committee crafted a set of Guiding Principles and Priorities (GPP) to complement the driver and value metrics formulated by the Provost's Program Reduction Working Group. Among other things, the GPP outlines the importance of communication, transparency, and consulting with stakeholders before making decisions.

1. Equitable and meaningful engagement of all stakeholders
2. Focus on student access, quality learning experiences, and completion
3. Our work will change; let's make it for the better
4. Research and data informed decision making
5. Seek feedback prior to decision making
6. Devote resources to the Reimagining process
7. Transparent process and open communication with all stakeholders

Committee Membership

In 2022-2023, the committee had designees representing five key Constitutional committees, including Vicki Reitenauer (Steering), Mitch Cruzan (Budget), Peter Chaille (Undergraduate Curriculum Committee), Natalie Vasey (Graduate Council), and Joan Petit (Educational Policy Committee). The committee also included five members appointed by the Committee on Committees: Jones Estes, Kellie Gallagher, Theresa McCormick, Michelle Swinehart (diversity advocate), and Derek Tretheway. In addition, four consultants were appointed by OAA: Sy Adler, Vanelda Hopes, Amy Mulkerin, and Jeff Robinson. Jones Estes and Vicki Reitenauer co-chair the Committee.

Report to Faculty Senate on December 5, 2022

APRCA has held four meetings in AY 2023 to date, on October 10, October 24, November 7, and November 21, 12:30-1:30 pm, and attended to the following agenda items:

- The [response to APRCA and Steering](#) from the Provost following the [resolution](#) passed by Faculty Senate on June 13, 2022, was sent to APRCA members by the co-chairs in advance of the October 10 Committee meeting. In this response to APRCA and Senate following the resolution, the Provost reported the following:

07-11-22	After the June 13, 2022 Faculty Senate meeting and resolution regarding the PRRP, the Provost sent the five units further clarification about their Phase III Unit Narrative Reports
04-28-22 - 01-15-23	Deans engage with units throughout this period in support of development of Phase III reports; the Provost is also available to meet with units as requested
01-15-23	Phase III Unit Narrative Reports due to Provost and Deans
02-01-23	Complete review of Phase III Unit Narrative Reports by Provost and Deans
02-15-23	By February 15, 2023, the Provost and respective Deans will meet with each of the five units asked to prepare Phase III Unit Narrative Reports to review and seek feedback on proposed responses to those reports
03-01-23	By March 1, 2023, the Provost and respective deans will meet with the APRCA committee and Faculty Senate Budget Committee to seek feedback on proposed outcomes

- At the October 10 APRCA meeting, continuing and new members introduced themselves to each other, discussed the activities of the Committee to date, and identified the agenda for the meeting on October 24: namely, meeting with representatives of the 5 units (Applied Linguistics, Conflict Resolution, International and Global Studies, Leadership for Sustainability Education, and Theater Arts) under scrutiny in Phase III of the Program Review/Reduction Process.
- At the October 24 meeting, representatives from the 5 units shared the status of their progress towards developing Phase III reports and identified the support they seek from APRCA and/or in the PRRP process more generally.
 - Progress varied across units and included, for some units, conversations with their deans, other units, and, in one case, the Provost.
 - The following themes emerged from the sharing by unit representatives:
 - Frustration that changes the units have already been making, in some cases predating the start of the PRRP, have not been acknowledged or given sufficient time to be impactful
 - Frustration that there seems to be a gap in understanding about the curricular offerings of the units in question in OAA
 - Continued lack of clarity about where the bar is for units (i.e., the actual working rubric that will be used to evaluate the Phase III narrative reports and how the bar/rubrics will be equitably applied to the reports), given the continued multiple and mixed messages received over time about the purposes of the PRRP, particularly for units that have shown that they can operate at least in a budget-neutral way (which the provost communicated was the bar to be cleared at earlier points in the process) and, in some cases, that they bring revenue into the University.
 - Ongoing concern that, since the completion of Phase II, the PRRP has caused the loss of credibility for units under continued scrutiny with other units across campus, in that other units are reluctant to collaborate with a unit shortlisted for restructuring or elimination. This has undermined the possibility of meaningful collaboration, despite the stated intention that collaboration across units would be a fundamental feature of PRRP. The PRRP has effectively only been experienced by the original 18 scrutinized units, contrary to the original guiding principles of APRCA
- At the November 7 meeting, the committee debriefed our conversation with the representatives of the scrutinized units and discussed the purpose of APRCA at this stage of the PRRP.
 - One new member wondered whether APRCA's role is to advocate for the scrutinized units, to act as a liaison between OAA and the scrutinized units, or something else. In response, a seasoned member suggested that the role of the committee is to advocate for the process as originally outlined in APRCA's committee charge and guiding principles (see above).
 - One new member indicated that they do not believe that the PRRP, as it has been engaged in by OAA, has reflected strategic thinking about PSU's mission and future. A number of committee members agreed.
 - This information was shared with the Faculty Senate Steering Committee.

- The Faculty Senate Steering Committee shared a draft of the Resolution Related to PRRP Phase III and Budget Planning with APRCA that we discussed at the November 21 meeting. Members offered feedback for Steering and considered co-sponsoring the resolution.
 - APRCA members considered whether the PRRP process had, up to and including Phase III, met the Committee's charge to "focus holistically on PSU's collective future" and to "ensure faculty participation in meaningful, inclusive, and formative discussions of curricular adjustments related to budget reduction."
 - On November 23, reviewing the resolution after feedback was incorporated by Steering, APRCA members voted to co-sponsor the resolution. (Of the 10 voting members of APRCA, 9 cast a vote, with 8 in favor of co-sponsoring the resolution and 1 abstaining.)

APRCA's next meeting is scheduled for December 5, 2022.

Respectfully submitted,

Jones Estes & Vicki Reitenauer, APRCA co-chairs
November 23, 2022