

Minutes of the Portland State University Faculty Senate, 6 February 2023

Presiding Officer: Rowanna Carpenter

Secretary: Richard Beyler

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

Senators absent: Greenwood, Hunte, Lafrenz, Raffo.

Ex-officio members present: Beyler, Bowman, Bull, Burgess, Chabon, Chaillé, Chivers, Collenberg-Gonzales, Comer, Estes, Ford, Harris, Herrera, Jeffords, Labissiere, Lambert, Lubitow, Mulkerin, Podrabsky, Reitenauer, Sager, Sanchez, Toppe, Wooster.

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

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call.**
2. **Minutes of 9 January meeting**, with the correction that PERLMUTTER was present, were **approved** as part of the *Consent Agenda*.
3. **OAA response to January Senate actions** was **received** as part of the *Consent Agenda*.
4. **Procedural: Presiding Officer may move any item** – *Consent Agenda*

As PERCY was out of town, CARPENTER read written comments from him as part of her announcements (item B.1), in lieu of the President's report (item G.1).

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

CARPENTER said that in response to the December resolution [2022.12.05 E.3] President PERCY had agreed to provide the budget information requested and plan with Senate a convening to discuss that data and priorities moving forward. Conversations about priorities and opportunities were also underway in the various Faculty committees. She urged senators to attend the upcoming presidential search forums.

CARPENTER read a written statement from PERCY—who was attending a Big Sky Conference meeting—in lieu of his regular report. PERCY stated they have created a planning committee for the budget symposium, consisting of Vice President for University Relations and Chief of Staff Kevin NEELY, Presiding Officer Rowanna CARPENTER, Presiding Officer Elect Lindsey WILKINSON, Budget Committee Co-Chairs Jill EMERY and Jennifer ALLEN, Vice Provost for Academic Budget and Planning Amy MULKERIN, and Senior Internal Communications Manager Anny RUBY. He also announced that a search for the Vice President for Research is underway, timed so that the new President will have a chance to consult on candidates.

2. Announcements from Secretary - none

3. Presidential search update

The PO called on PSU Trustee Benjamin BERRY, Chair of the Presidential Search Advisory Committee, for an update. As had been communicated to campus, the first of the three finalists had withdrawn. BERRY said this was not uncommon in high-level searches. He reiterated that [the committee] is enthusiastic about the all the candidates invited to campus. He encouraged everyone to attend the forums and submit feedback. Answering a question from KELLY, Caitlyn PHIPPS said that curriculum vitae and other materials from the candidate would be posted about 24 hours before their visit.

DONLAN: Would whoever had withdrawn be replaced by another finalist? BERRY: The committee focused on top-level candidates, of whom there were [originally] three, now two. He believed the campus would be excited to see these candidates.

CARPENTER recognized Lynn SANTELMANN (LING), who asked about the timing of the campus forums on Tuesday and Thursday mornings, the most popular time for teaching. PHIPPS responded that the candidates had about twenty meetings on their agenda; they knew that there would be many people on campus on Tuesday and Thursday, but that it would be impossible to find a time to suit everyone's schedule.

4. Update on Summer Scholars Program

CARPENTER reminded senators that when the Summer Scholars Program, originally the Summer Bridge Program, had been created, Senate asked to be updated when there was information about how the students were doing. Shoshana ZEISMAN-PEREYO and Andrea GARRITY would now provide that update.

JEFFORDS made some framing remarks: the creation of the Summer Bridge Program was connected to a change in the admissions policy during the pandemic, authorized by Faculty Senate. There would be a later conversation about that policy; Academic Requirements Committee would be coming forward with a recommendation. She wished to clarify that although the topics are related, the conversation about the admissions policy was distinct from this current discussion of the summer program.

As context GARRITY noted that with the admission policy change, the percentage of students admitted with GPAs between 2.5 and 2.99 doubled between 2020 and 2021. [For presentation slides, see **February Minutes Appendix B.4.**] In terms of outcomes, GPA declined across all groups, but particularly the 2.5-2.99 GPA group. Retention rates remained generally the same. Looking at students enrolled in the summer program vs. those who were not, we saw differences in persistence rates.

ZEISMAN-PEREYO noted that students enrolled in the summer program, who came in with a high school GPA below 3.0, were retained at basically the same rate as first-years generally. This group was very diverse, more so than the incoming first-year class (generally). They are continually doing assessment through peer mentors, faculty partners, the scholars themselves. In feedback last summer, 90% of the scholars said the course improved time management, 83% study skills, almost 95% understanding of college expectations, and almost 91% understanding of their own strengths, interests, and values. They also surveyed scholars four weeks after the program. 82% agreed or strongly agreed that they belong at PSU, 69.5% that they fit in, 82% that they feel

comfortable here, 85% that they've made at least one friend they will keep in touch with, and 84% that they have a good idea of how to build connections.

Other outcomes this fall, according to ZEISMAN-PEREYO, were a 84.6% course completion rate, 2.7 GPA, 12% rate of academic warning, 91% fall to winter persistence rate for first-year and 93% percent for transfer scholars. They have increased outreach during the academic year with a cross-departmental retention team, special events, a financial support specialist, and priority registration. 50% of the scholars requested financial aid assistance, and 40% used priority registration.

In changes for 2023, ZEISMAN-PEREYO said, the program has been reduced from our weeks to three, which should help attendance, and the credits from five to four. They are then creating a one-credit workshop for fall, winter, or spring. They have made the difficult decision, reducing administrative hurdles, to provide free housing only for those students who are going to have a [housing] contract for the academic year. They are working with University Studies to pilot a new freshman inquiry course.

ROMANIUK asked about the format of the Exploring Pathways course. ZEISMAN-PEREYO: The idea is to expose scholars to ways of knowing within a pathway. This year they will do the course three days a week for the three weeks. Faculty are recruiting from disciplines with the pathway. ROMANIUK: Is there advising participation? ZEISMAN-PEREYO: It would be good to get pathway advisors to participate a little within the course and in the one-credit workshops.

RAI asked about the structure of the Academic Success course, and whether they intended to follow retention rates over two and three years. ZEISMAN-PEREYO said the course works on empowerment and motivation strategies and study skills. They have students reflect on UNST goals. There is a lot of introspection, but they also talk about campus resources. She added that she would like to follow retention rates in later years.

CHIVERS: The shift to three days a week for three weeks seems to mean the same amount of contact time [in Exploring Pathways], for fewer credits. ZEISMAN-PEREYO said the credits will stay the same for this course; the other one will have fewer.

WATANABE asked about examples of support that students need. ZEISMAN-PEREYO: it's mixed. Some students need to know how to manage holds on their account. Some want advice on courses to take next term.

C. DISCUSSION

1. Discussion of Intercollegiate Athletics Board report (January meeting)

CARPENTER noted that athletics often comes up in the context of budget discussions. The Intercollegiate Athletics Board functions as faculty governance for our athletics program; therefore, it seemed appropriate for the IAB chair, David BURGESS, and Athletic Director John JOHNSON to present to Senate and be able to answer questions.

BURGESS gave an overview of our student athletes and of the fiscal year 2022 budget. [The IAB mid-year report was repeated as **February Agenda Attachment C.1**; for presentation slides, see **Minutes Appendix C.1**.] There are about 300 student athletes, with majors in every unit and identifying many different populations. 62% are from out of state, and 10% are international students.

In FY22, BURGESS said, the real dollar expenditure was \$12.2 million, with \$3.9 million in fee and tuition remissions. Revenue streams are in four areas: external, student fee, E&G [education and general budget], and central reserves. External funding comes from Oregon Lottery funding, which is meant only for sports programs; NCAA and Big Sky Conference contributions; and game guarantees, which are mostly non-conference football games. 26%, or \$3.1 million for AY22, comes from the Student Fee Committee. They use a funding model based on enrollment and game attendance. As enrollment has declined, money from student fees has declined. 23% or \$2.8 million is E&G support, in two categories: \$2.2 million direct funding for athletics, and \$587,000 for the Peter Stott Center. The direct funding has been about the same for fifteen to twenty years. In FY15 and 16 there was an experiment to reduce E&G funding in hopes athletics would find revenue in other areas, but after two years this was deemed unsustainable and disruptive. The ratio between athletics expenditure and total institutional expenditure at PSU is 1.7%. The average in the Big Sky Conference is 3.4%.

\$2.5 million or 21% is central reserve funding, BURGESS said. This has been higher than normal for a couple of years largely because of the pandemic. Events revenue has not been there as usual. In FY22 it was anticipated that athletics would have a \$3 million cash deficit, but this was reduced to \$2.5 million. With the exception of a couple of years, there's a history of a negative cash balance. With outliers removed, the average cash deficit is about \$280,000 per year.

BURGESS reviewed expenditures: 45% goes towards labor, 41% general operations and events, 14% student aid. The latter is about \$1.7 in real dollars, mainly scholarships towards room and board—thus much of it going back into our own dorms. 79% of student athletes get direct athletic aid; the other 21% rely on normal aid, help from their parents, or their own funds. Athletic aid covers about 68% of the full cost of attendance, meaning that 32% comes from other sources. About 15 of 300 athletes are on full scholarship.

In answer to a question from CARPENTER, BURGESS summarized the functioning of IAB. There are five faculty and three student members, and consultants from the Athletics and FADM. IAB reports to both Faculty Senate and the President. The Board monitors but does not decide or approve the athletics budget: its role is advisory. JOHNSON said that the IAB is a sounding board from the perspective of the institution. They want athletics to be incorporated within and be an assistance to the University.

CRUZAN asked about data for athletes' retention, persistence, GPAs, etc., compared to the student body at large. BURGESS: The average GPA [for athletes] is 3.34. 18% have a 4.0 GPA, 44% are 3.5 GPA or above. Student athletes have higher retention and graduation rates than the general student population.

RAI asked about alumni support. BURGESS was still waiting for information on FY22. Possibly due to the pandemic, there didn't seem to be much funding from donations. In the past there was a range, but around \$1 million for athletics from donors and the Foundation. JOHNSON had researched comparisons with other Big Sky Conference and west coast institutions. Information for the few years before the pandemic included monies for classroom, etc. With estate gifts, we may not see the money for a while. They are developing fundraising principles to help not only athletics but the institution as a

whole. He noted that athletics is not a major: every athlete is a major somewhere else on campus. In fundraising they want to work as a team.

INGERSOLL said that athletes bring positivity. They contribute to persistence and retention. They are bring a higher percentage of BIPOC students. They include students who wouldn't be at PSU if we didn't have an athletic program.

ZEISMAN-PEREYO asked if a deficit is normal with universities' athletic programs. JOHNSON, referring to the Athletic Futures study, compared PSU to other Big Sky schools, other Division I schools in the region, including football vs. non-football since that has been part of the discussion. Historically we are at the bottom or second from the bottom [in Big Sky] for institutional aid to athletes. All Big Sky schools, and 60-75% across the country, support athletics with university and student funds. There are only about ten schools nationally that get the big numbers you see on TV. There are about 300 Division I schools like us that use university support to make it work. We are near the bottom in the percentage of institutional funds that we spend [on athletics].

D. UNFINISHED BUSINESS – none

E. NEW BUSINESS

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

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

2. Bulletin language on definition of student credit hour (EPC)

ANDERSON, on behalf of EPC and co-chair JANSSEN, said that Registrar BACCAR had brought to their attention that we didn't have sufficient clarify around definition of credit hours, particularly with curricular innovations. For the sake of accreditation and other reasons, it would be helpful to have this clarified and documented, with higher visibility across campus. There had been through discussion between EPC and the Registrar's Office; they now wished to seek formal Senate approval.

RAI/EMERY **moved** approval of the language for definition of the student credit hour to appear in the *Bulletin* as specified in **February Agenda Attachment E.2**.

FINN liked the clarification about what we as faculty needed to provide, but felt the language was still confusing from the student perspective. It could lead students to think we are creating a hard cap of expectations. ANDERSON thought that it would be hard to simplify any further. There was, for example, variation across disciplines in internships, etc. BACCAR: What's currently in the *Bulletin* is minimalistic. They are always being asked to interpret it. The goal is be more explicit. We don't want to hide it from students. The material on pages 4-5 [in the proposal] is meant for faculty behind the scenes. FINN was concerned that the previous definition was in terms of student effort. With different modalities there's been a lot of ambiguity, which he realized they were trying to address. He found that students sometimes still had the [mistaken] notion that asynchronous classes [require] less effort. He wanted to make sure this was clearly called out.

CARPENTER: Was he proposing that we ask for further clarification rather than voting

on this today? FINN thought should note this as a community and move forward. He thought it likely there will be iterative changes. ANDERSON in the interest of clarity welcomed any questions or comments before we moved to a vote.

The *Bulletin* language on definition of the credit hour as stated in **February Agenda Attachment E.2** was approved (42 yes, 4 no, 3 abstain, vote recorded by online survey).

F. QUESTION PERIOD

1. Question to Provost

The question to the Provost appeared as February Agenda Attachment F.1. A written version of the response appeared as March Agenda Attachment F.1.

JEFFORDS, answering the question about the mentoring program, said that the invitation was shared with PSU faculty and staff in order to expand opportunities for students, particularly BIPOC students. The invitation was just that: a request and not a requirement. Many staff, in particular have expressed a desire to have opportunities to engage with students in supporting their learning journeys, especially for staff who don't, on a regular basis, have many interactions with students. As of last week, 62 people had signed up for the program, reflecting broad interest across the PSU community. They recognized that not everyone has time to participate. No one should feel pressured to participate, to volunteer, to engage in this process. They recognized that many people have schedules that would not permit them to participate in this. They are not pressuring anyone to participate. They will seek ongoing feedback as this program goes forward, both for mentors and mentees, so that we can assess the impact of these efforts. They will continue an assessment process and a learning process as we seek to increase student persistence and graduation, goals that we all share. They want to ensure that we consider all the avenues we can for supporting students, and they believe that this is one that could be a strong contributing factor going forward.

LAMBERT reiterated from the last meeting that the pieces around labor were outside her scope, but the program is one that she initiated, so she welcomed these questions. If any tomatoes needed to be thrown, it should be in her direction. She took responsibility for the work that she does. She said that this will be the fourth in institution where she had oversight of a mentoring program for students all backgrounds, [but] prioritizing minoritized students. It is a third institution where she would had the honor of helping it start from scratch. That is context from past experience, but recognizing that this this institution is different, we will learn, we will assess things as we go along. If she were only interested in reaching out to minoritized folks, she could do a targeted recruitment. But the invitation specifically says that you do not have to be minoritized to mentor students. It went out to all members of the campus community because there is room for all members of the campus community to participate.

From past experience, LAMBERT said some [faculty and staff] were already doing this work and welcomed the opportunity to connect to the institutional apparatus and be recognized for work they're already doing. There were [also] minoritized folks who work in programs with low diversity, and saw this as an opportunity to have regular contact with minoritized students. Some students might want an affinity mentor. There were also minoritized folks for whom identity is not their main thing, not the way they lead, but

who found this to be an accessible gateway to contribute to diversity, equity, and inclusion efforts. Overwhelmingly at her three previous institutions, LAMBERT said, the folks who've engaged have been staff, faculty, and administrators from dominant groups looking for a tangible way to engage.

LAMBERT believed that equity is a multiplier: doing one thing delivers many ancillary benefits. In past she had seen people looking for something, wanting to do something concrete. They wanted to understand better the things that are impacting the experiences of minoritized folks on campus. These programs as a great feeders for each other, for people wanting to engage across campus. Another ancillary benefit is that it's like ethnographic research. As you take on additional students, the second year student is able to also mentor the first year student, and so on. You start to learn these different things about your mentees. It can lead to wider institutional conversations.

They are doing a soft launch, LAMBERT said. There were seven pairs connected last week; the mentors got together Friday for two hours, for a rich conversation about managing expectations for students. There are Vice Presidents and the President is a mentor. It is an opportunity for administrators, staff, faculty to be in the same space. She believed that as we emerge from the pandemic, folks are feeling a kind of a drift. She felt a need for places where to perform unofficially, where she could focus on serving as nothing else. From past experience she felt that the program would benefit not only students, but also the person who is mentoring. It's always reciprocal,

LAMBERT appreciated the concern about exploitation of minoritized employees. She co-signed what the Provost had said. Minoritized folks say no all the time. Equity and justice work is often undervalued. She was often in conversation with minoritized employees about how this work aligns with their values. Because they've had hard experiences they want to make sure that their lives of those who come after them are a little different. They are always making decisions about how to balance work in a way that is meaningful and purposeful. Something like mentoring is purposeful to everybody that engages without crossing over to the line of exhaustion. It [aids in] understanding systems. [But] minoritized folks also [sometimes] tell her no. It is always an invitation. She respected when people don't have capacity, or the project at hand is not a priority.

RUTH said the question was primarily for JEFFORDS as someone who could speak to labor issues. The question was with reference to the degree to which we are exploiting adjunct faculty. We're not treating them in a way where they should be volunteering their labor in any way. We have ever fewer faculty who should be able to do something like this; they then have additional service in their departments, etc., with fewer full-time and more contingent faculty. The question spoke to issues we have around service and our exploitation of contingent faculty. CHIVERS, who originally asked the question and asked her [RUTH] to join in, said that in her department there are three part-time faculty for every full-time faculty member. There would unlikely be much bandwidth to volunteer. We all agree, RUTH said, that racial and social justice is important, that we want inclusive student success. But she wanted to hear about the labor issue. JEFFORDS responded that the labor issues raised by the question are complex. At a Budget Committee meeting this morning, they discussed the increasing proportion of contingent faculty, as brought up by CRUZAN. She hoped the issue would receive in-depth discussion at the budget symposium.

CHIVERS saw LAMBERT's presentation to the Board of Trustees about the percentage of our student body that identifies as BIPOC or minoritized. What proportion of our full-time and part-time faculty do? LAMBERT said they are working to get updated data. The last numbers put us a little over 30%, the largest proportion in the state. The 2020 cohort [of new faculty] was majority BIPOC; this year's is half-and-half.

G. REPORTS

1. President's report

As PERCY was out of town at a conference, brief written comments were read by CARPENTER as part of the Presiding Officer's announcements (item B.1).

2. Provost's report

JEFFORDS wished to update Senate on the Program Review and Reduction Process [PRRP]. She had discussed it with BC this morning. The process is coming to a close. She acknowledged and expressed gratitude to all units who participated, especially those in Phase III. The reports were exceptional, comprehensive, deliberative, thoughtful, and reflective. In a number of cases they provided models that will help across the institution as we think through financial challenges. She would meet in person with all the units. She looked forward to talking with APRCA [Ad-Hoc Committee on Program Review and Curricular Adjustment] and other relevant Senate bodies. She was meeting regularly with the deans, talking across colleges there are not any unintended consequences from outcomes based on the reports. They are on track to complete the process this month. She hoped to give a more precise update on outcomes at the next Senate meeting.

JEFFORDS was aware of many questions relating to recent presentations and the Board's Finance and Administration Committee meeting. She would be sending a message about the budget tomorrow, but wished to highlight a couple of things. It's clear, she said, that enrollments are declining. That is similar to many comprehensive, especially regional institutions. That is the state to which we need to adapt. As the President has said, we continue to do everything we can to enroll new students, and to retain and increase the persistence and graduation of students who are enrolled. Having these projections doesn't mean we stop working, but it's important to be realistic about possible outcomes. What would it mean for us to operate as a smaller institution?

JEFFORDS said she knew there was a great deal of stress, with people having fewer colleagues in their units to do the work, and that this is creating difficult circumstances for many members of this community. She looked forward to the conversations being hosted jointly with Senate leadership to talk jointly about to address those circumstances. We need to focus on enrolling and graduating new students, she said. Some opportunities are in new cross-disciplinary degree programs drawing on multiple strengths at PSU. We should focus on flexible modalities. Students have told us clearly that they have multiple reasons for choosing different modalities. We want to be respectful of ways they can most effectively access their education. We hear from students a strong interest in exploring career options; this is a place where we have a real opportunity to serve our students. Only together can we craft a future of sustainability as an institution.

Big numbers in budget reports seem daunting, JEFFORDS said, but she wished to highlight that we have accomplished a good deal. This last academic year we had savings

of about \$3.5 million through multiple methods. Some came through the retirement transition program. She thanked AAUP and Senate for their partnership in developing that program. There have been new faculty hires in areas that have expanding enrollments. We are developing new degree programs that can attract new students: business technology and analytics, interior design, sustainable apparel design, and human services. We are participating in a strategic hiring freeze. We continue the support service review, and will soon be sharing more the report on particular developments.

3. Monthly report of AHC-APRCA

REITENAUER, also on behalf of co-chair ESTES, summarized the report of the Ad-Hoc Committee on Academic Program Review and Curricular Adjustment [**February Packet Attachment G.3**]. They had two meetings last week, with JEFFORDS joining as guest to talk about the timeline of the final phase of PRRP. The reports of units in Phase III have been submitted to the Provost, but as yet were not public, hoping to keep some confidentiality and not putting plans under discussion at risk. Steering Committee now invited the units to share at least some of what it in their reports, if they wish.

Moti HARA, chair of the Educational Leadership and Policy Department, described its three programs: Education Administration, Post-Secondary Adult Education, and Leadership in Sustainability Education. They are also home to a First Nations Administrators and Knowledge Keeper Program. In PRRP they took the opportunity to reclaim who we were and our mission as a department: preparing educational leaders to the best ability, for the next generation. The Phase II and III narratives were developed collaboratively, resulting in a strategic document describing initiatives already completed, currently in place, and planned for the months and years ahead.

HARA said they are establishing a pipeline for each of the three program areas. Their main operation is at the master's level, but they want to expand to the undergraduate level, and retool certificate programs tailored to students' needs, especially workforce development. They want to convey opportunities directly to students, thinking carefully about modalities. It was reaffirming to hear JEFFORDS and Dean COLL call it a very strong report, because they took a lot of time and effort putting it together. It is a roadmap for sustainability. They would be happy to make the report public. They are moving forward with curricular planning at the master's, undergraduate, and doctoral level.

Priya KAPOOR, Chair of the Department of International and Global Studies, said they are primarily a BIPOC, queer, foreign-born faculty. They stand for interdisciplinarity, involving scholars in history, communication, geography, political science, economics, international development, and in the past sociology, anthropology, and English. They have experienced a deficit of budget attrition, retirement and non-replacement of faculty, and diminishing administrative staff. The charge that Faculty Senate wanted them to have was to own the process. She wanted to change the narrative of deficit to a narrative of agency. They have worked hard at and are proud of their report.

KAPOOR said that the focus was on majors; elective enrollment was not as much of an issue. Directed to make do with existing resources, they had to strategically map interests and existing faculty resources towards the goal. They want to make the degree is adequately flexible. They have reduced core credits and opened up to more non-departmental courses. They have created a BS track. Much of their curriculum connects

to the Race and Ethnic Studies Requirement. They have dropped five certificates and two tracks, leaving two major tracks, a minor, and three certificates. This is a story of creativity and collaboration. Despite diminishing numbers of faculty, certain departments can be good stewards of certain academic areas. Black Studies has voted to adopt the African Studies certificate. Political Science has agreed to adopt the Middle East Studies Certificate and other certificates. They have voted to merge with the Political Science Department, with whom they have traditionally shared students and faculty hires. They are exploring, for future consideration, the option of creating a School of Global Studies.

Lynn SANTELMANN, Chair of the Department of Applied Linguistics, said that they were asked they would fulfill goals with no additional resources for the foreseeable future. They were also asked to consider possible reorganizations with Anthropology, Communication, Speech and Hearing Sciences, and World Languages. In the Phase II report, they suggested joint degrees with World Languages, a degree in computational linguistics, an interdisciplinary applied language science program, and working across the university to strengthen student success through discipline-specific language education.

SANTELMANN said that after conversations with JEFFORDS and Dean ROSENSTIEL, they selected to pursue further, first, a joint bachelor's degree with Computer Science. It's an area of growth in both fields (see Chat GPT) with increasing demand for scholars and workers; it would combine the strengths of the departments to create a program unique in the Pacific Northwest. It makes efficient use of current courses and resources and is truly interdisciplinary. Over the summer they will work with CS on specifics.

The second direction, SANTELMANN said, was to meet with World Languages and Literature to explore closer connections, possibly creating a larger unit of World Language, Literature, and Linguistics. They hope that with some time and resources, they can develop programs and structures that leverage the strengths of both departments to increase students' understanding and skills for a multilingual world. They have continued work to streamline and update their undergraduate curriculum, allowing more courses from other departments and adding a course related to diversity, equity, and inclusion. They appear to have stabilized their undergraduate enrollment for now.

REITENAUER thanked the chairs who cared to speak for sharing their reports. On behalf of APRCA, she looked forward to coming to a close with PRRP and supporting our units.

DONLAN asked if there was anything faculty senators could do assist in their further efforts. KAPOOR wouldn't attempt to answer specifically, but said they all currently want to see the end of this two-year process. There have been gains, and she wanted to change the narrative to one of gains, but there have been several losses as well. More than anything else, she wanted faculty across campus to know the details of PRRP and take more interest in the faculty who have gone through it.

SANTELMANN said there are likely to be further changes coming up. Faculty Senate needs to work toward having every unit on campus begin to think strategically. It was clear, from meetings she had been in over the summer, that units in Phase III and even Phase II were thinking very differently from people who hadn't had to go through that. It's not an equitable process to make only some units go through that.

H. ADJOURNMENT – The meeting was **adjourned** at 5:09 p.m.

February 6, 2023

Summer Scholars Programs

Presented by Andrea Garrity, MS Soc., Director of Student Success &
Shoshana Zeisman -Pereyo, Ed.D., Executive Director, Student Learning Initiatives

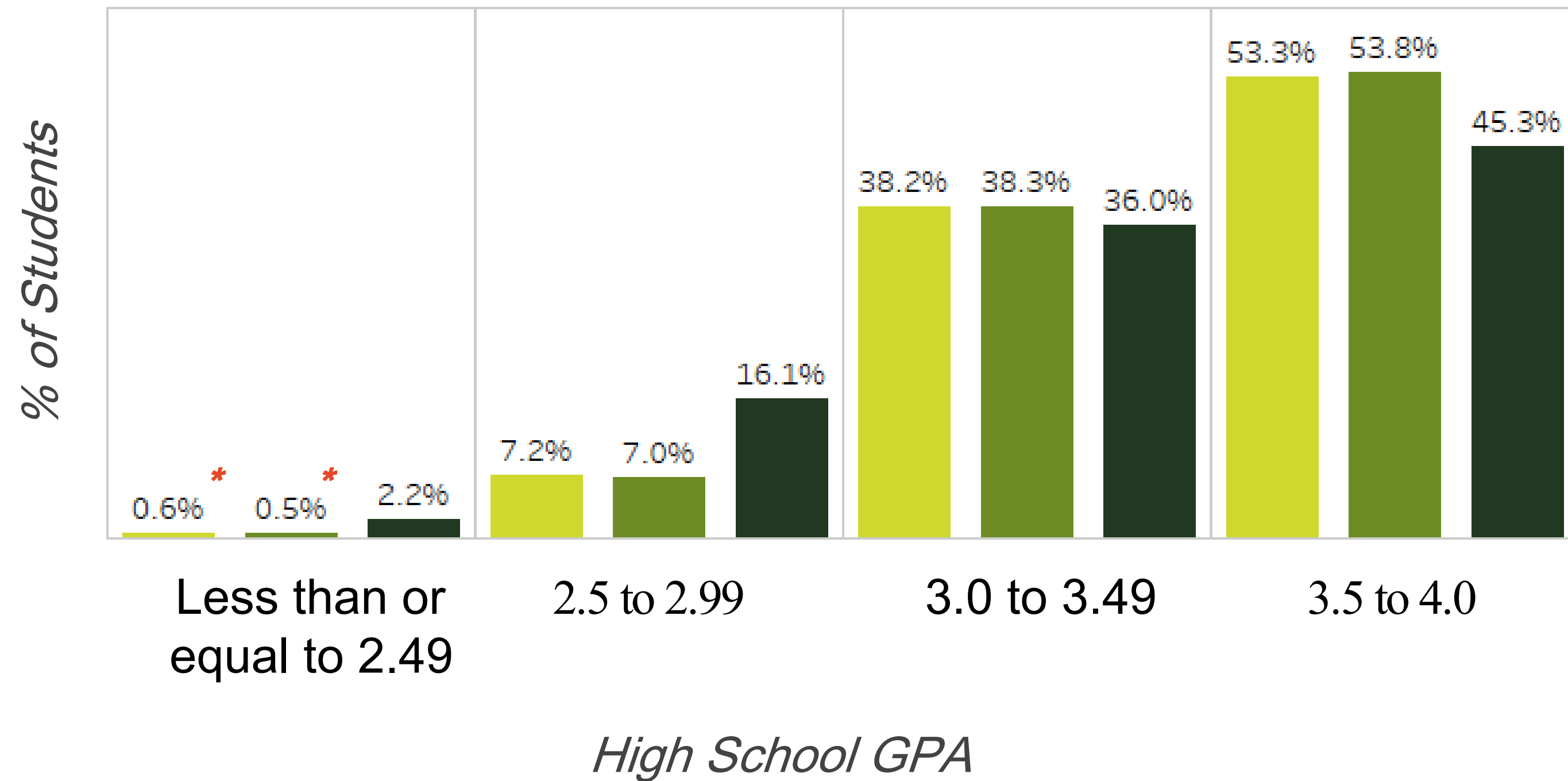


Outcomes of Fall 2021 New FY Students

High School GPA Below a 3.0

HIGH SCHOOL GPA

High School GPA Range by Cohort Year



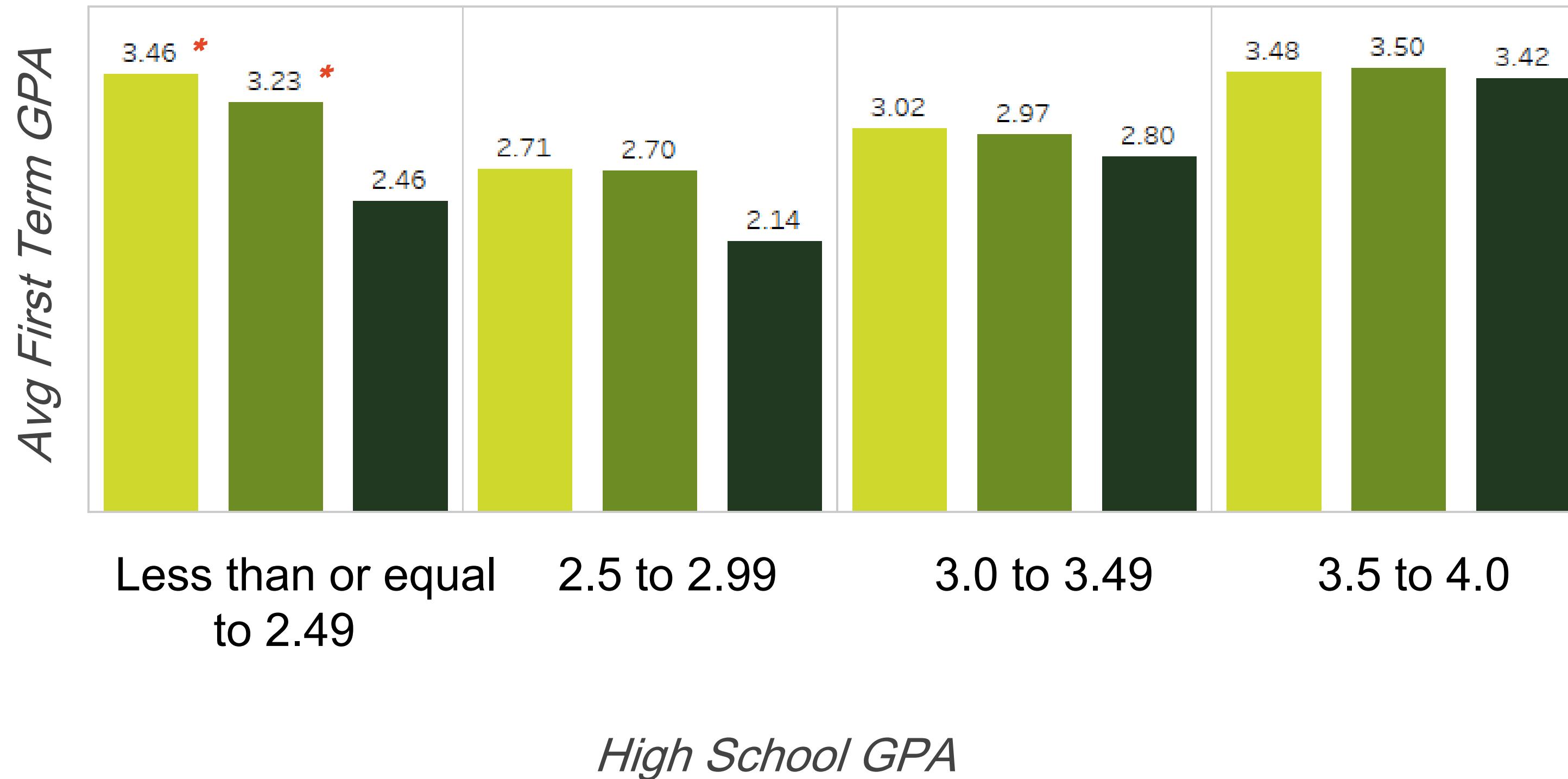
The percentage of new fulltime first-time students with a 2.5 to 2.99 high school gpa more than doubled in the Fall 2021 cohort year.

- Fall 2019 (1,603 students)**
- Fall 2020 (1,464 students)**
- Fall 2021 (1,626 students)**

* Small N, interpret with caution

HS GPA & FIRST TERM GPA

Average First Term GPA by High School GPA & Cohort Year



In general, students in the Fall 2021 cohort had lower average first term GPAs regardless of their high school GPA, compared to the Fall 2019 and Fall 2020 cohorts.

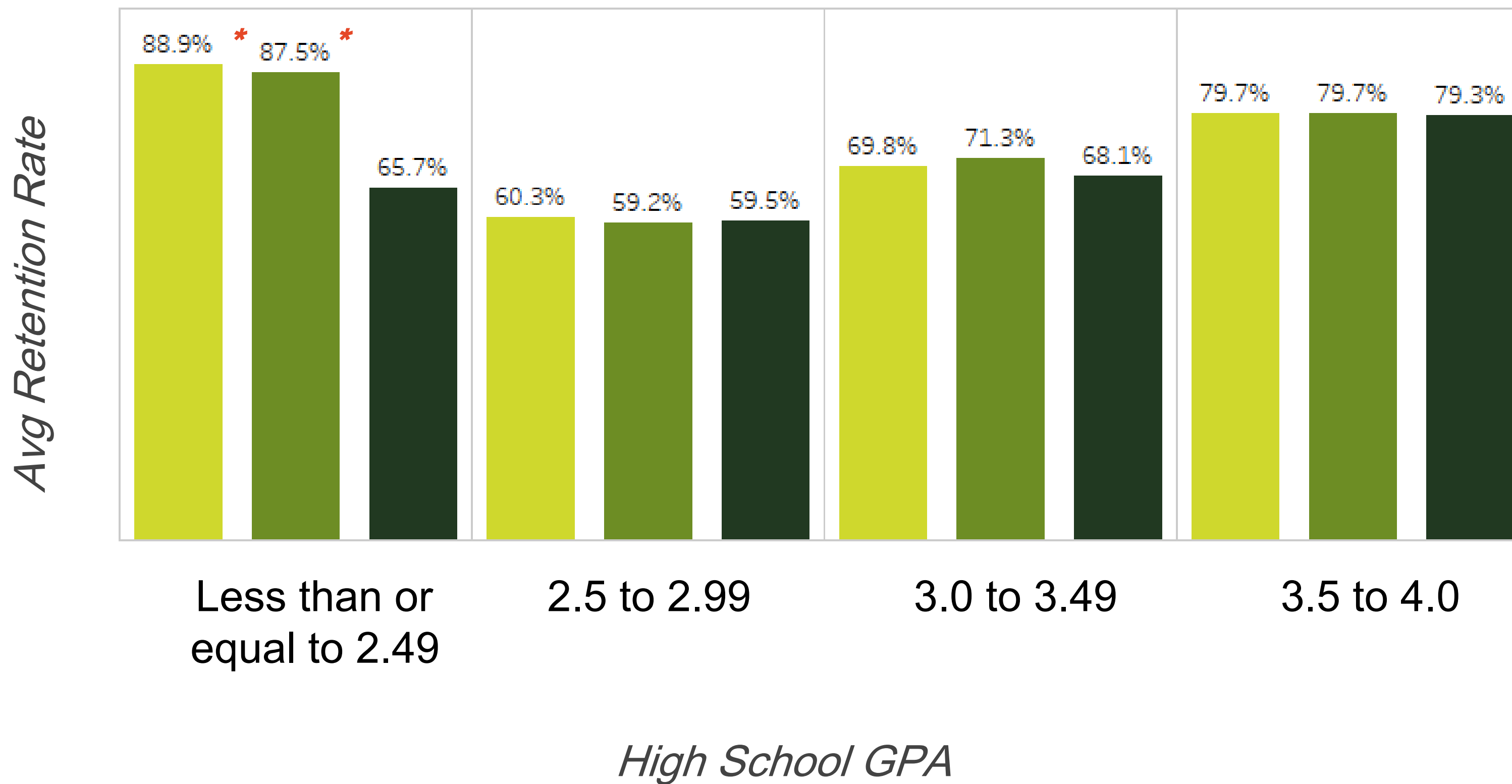
The largest gap in first term GPA between cohorts was seen in students with a 2.5 to 2.99 high school GPA.

- Fall 2019 (1,603 students)**
- Fall 2020 (1,464 students)**
- Fall 2021 (1,626 students)**

* Small N, interpret with caution

ONE YEAR RETENTION RATE

Average Fall to Fall Retention Rate
by High School GPA & Cohort Year



Students in the Fall 2021 cohort retained from Fall to Fall at very similar rates to both the Fall 2019 and Fall 2020 cohorts.

Fall 2019 (1,603 students)
Fall 2020 (1,464 students)
Fall 2021 (1,626 students)

* Small N, interpret with caution

Findings 2021-2022 AY

Bridge Course	# Students	1YR Retention Rate	Diff
Not Enrolled in Bridge	175	54.3%	
Enrolled in Bridge	122	68.9%	14.6%



SBSP 2022 Cohort



Summer Bridge Scholar Demographics 2022

43.3%

Hispanic or
Latinx

10.2%

Black or
African
American

7%

Asian American
or Pacific
Islander

56.7%

First-Generation
College Student



UNST 194 Student Assessment

THIS COURSE HELPED ME....

- Improve my skills in managing multiple commitments and timelines - 90%
- Improve my study skills - 83.4%
- Improve skills in understanding college expectations - 94.7%
- Deepen my understanding of my strengths, interests, and values - 90.7%
- Provide skills and knowledge that I will use in other contexts - 94%

% of agree and strongly agree, n=151

Connection to PSU

I FEEL LIKE...

- I belong at PSU - 82.1%
- I fit in at PSU - 69.5%
- I am comfortable at PSU - 82.1%
- I have made at least one friend through the SBSP that I will keep in touch with in the fall - 85.4%
- I have a good idea of how to find and build connections at PSU - 84.1%

% of agree and strongly agree, n=151



SPSB 2022 Fall Outcomes

- 84.6% Fall term completion rate
- 2.77 average fall term GPA
- 31 scholars on academic warning (12%)
- **91% fall-to-winter persistence rate (first- year)**
- **93% fall to-winter persistence rate (transfer)**



AY Engagement & Additional Support

Retention team

- An cross department team working together to support the scholars
- 2 events in winter term
- Multiple points of contact - targeted, engaged, and positive
- Student Success Advocacy and Financial Support Specialist to provide proactive and holistic support

Priority Registration

- Scholars filled out form to receive priority registration
- 50% of scholars requested Financial Aid assistance
- 40% of scholars requested supported in registering for classes
- All scholars who asked to be connected with services, resources, or other units were connected through email, text, or phone call



Changes for 2023



Changes 2023

Changes for Summer 2023:

- Reduce the program from 4 weeks to 3 weeks: August 28th - September 14, 2023
- Courses will include the following:
 - UNST 199: Academic Success (2 credits) - TWR 10:00 - 11:50
 - UNST 199: Exploring Pathways @ PSU (2 credits) - TWR 1:00 - 2:50
- 1 credit workshop during the fall, winter and spring terms
- Housing: Only available to those with AY contracts, out of state students, and those outside of the Portland metropolitan area
- FRINQ FIG for some scholars

Other Components:

- Peer Mentors
- Engagement activities
- Introduction to campus and resources
- Early orientation and registration
- Priority Registration





THANK YOU



PSU Athletics' Budget FY 2022

Total Real Dollar Expenditure:

\$12,176,530

David Burgess, IAB Chair; 5-3434
Jan, 2023

PSU Athletics' Budget FY 2022

Total Valuation:

Total Real Dollar Expenditure:

\$12,176,530

+

Tuition and Fee Remissions:

\$3,940,437

PSU Athletics' Budget FY 2022

\$12,176,530

What are the main revenue streams that make up this total for FY22?

PSU Athletics' Budget FY 2022**\$12,176,530**

External Funding	\$ 3,668,177	30%
Student Fee Committee	\$ 3,115,627	26%
E&G Support	\$ 2,827,526	23%
Central Reserve Funding	\$ 2,563,922	21%

Jan, 2023

PSU Athletics' Budget FY 2022

External Funding	\$ 3,668,177	30%
Student Fee Committee	\$ 3,115,627	26%
E&G Support	\$ 2,827,526	23%
Central Reserve Funding	\$ 2,563,922	21%

- Oregon Lottery (1.17mil)
- NCAA and Big Sky Conf. (1.02mil)
- Game Guarantees (988k)
- Sponsorships and Royalties (249k)
- Ticket Sales (234k)

Jan, 2023

PSU Athletics' Budget FY 2022

External Funding	\$ 3,668,177	30%
Student Fee Committee	\$ 3,115,627	26%
E&G Support	\$ 2,827,526	23%
Central Reserve Funding	\$ 2,563,922	21%

Controlled and managed by the student fee committee; based on student enrollment and game attendance formula

Declining enrollment's impact



SFC History

Year	Allocation	YOY Change
2012	3,906,150	
2013	3,796,759	-2.8%
2014	3,702,909	-2.5%
2015	3,438,094	-7.2%
2016	3,373,536	-1.9%
2017	3,505,559	3.9%
2018	3,589,443	2.4%
2019	3,669,903	2.2%
2020	3,503,213	-4.5%
2022	3,353,818	-4.3%
2023	3,115,627	-7.1%

Jan, 2023

PSU Athletics' Budget FY 2022

External Funding	\$ 3,668,177	30%
Student Fee Committee	\$ 3,115,627	26%
E&G Support	\$ 2,827,526	23%
Central Reserve Funding	\$ 2,563,922	21%

- Budgeted Direct E&G Funding: **\$2,240,516**
- Indirect E&G Funding; mainly Peter Stott Center support: \$ 587,010

PSU Athletics' Budget FY 2022

- Budgeted Direct E&G Funding: **\$2,240,516**
- Indirect E&G Funding; mainly PSC support: \$ 587,010

University E & G Support for Athletics - FY 14 through 23

Report Type	Fiscal Year	Athletics' E&G Support Exp(millions)	% of University Total E&G Rev. Going to Support Athletics	PSU's Total E&G Rev. (millions)
Budget	FY23	2.42	0.70%	343.5*
Actuals	FY22	2.24	0.68%	330.0
	FY21	2.39	0.71%	336.7
	FY20	2.41	0.72%	335.4
	FY19	2.37	0.68%	349.4
	FY18	2.29	0.68%	335.1
	FY17	2.26	0.69%	326.3
	FY16**	1.41	0.45%	317.0
	FY15**	1.13	0.39%	293.7
	FY14	2.28	0.80%	283.5

% of Total E&G Rev budgeted to athletics has remained relatively constant in recent years

* FY23 All Funds Budget; Total Revenue

** Lower amounts in FY15 and 16 reflect the attempt to make the dept. more self-supporting which was found not to be sustainable. The E & G funds were restored as a strategic investment in FY17.

Jan, 2023

Context: (FY 2019) How does PSU compare to other Big Sky Schools?

Total Institutional/Governmental Support*
Compared to
Total Institutional Expenses**

When comparing PSU to the median average, it ranks third in terms of total institutional expenses at \$438 million. In terms of institutional/government support, Portland State ranks seventh in the conference. Portland State allocates the lowest percentage of its total institutional expenses to athletics, with only 1.73%. Portland State is the only institution to allocate less than two percent to athletics.

Big Sky Revenue – Institutional Support v. Total Institutional Expenses (FY2019)			
Institution	Total Institutional Expenses*	Institutional/Government Support*	Pct
Portland State University	\$ 438,221,588	\$ 7,602,641	1.73%
California State University – Sacramento	\$ 442,852,925	\$ 18,463,686	4.17%
Eastern Washington University	\$ 194,721,404	\$ 11,283,329	5.79%
Idaho State University	\$ 223,859,759	\$ 6,871,380	3.07%
Montana State University	\$ 410,675,938	\$ 9,677,073	2.36%
Northern Arizona University	\$ 527,722,364	\$ 16,095,019	3.05%
University of Idaho	\$ 375,434,196	\$ 10,332,914	2.75%
University of Montana	\$ 281,885,348	\$ 6,885,199	2.44%
University of Northern Colorado	\$ 189,054,675	\$ 10,626,904	5.62%
Weber State University	\$ 223,841,742	\$ 7,394,100	3.30%
Average (Mean)	\$ 330,826,994	\$ 10,523,225	3.43%
Average (Median)	\$ 328,659,772	\$ 10,004,994	3.06%
Rank	3	7	10

*Data from the Knight Commission on intercollegiate Athletics

* Includes E&G funding, lottery funds, and tuition & fee remissions

** Academic spending; includes functional classifications of expenditures for instruction, research, public service, academic support, student services, institutional support, operations and maintenance, and scholarships and fellowships.

PSU Athletics' Budget FY 2022

External Funding	\$ 3,668,177	30%
Student Fee Committee	\$ 3,115,627	26%
E&G Support	\$ 2,827,526	23%
Central Reserve Funding	\$ 2,563,922	21%

The anticipated reserve funding was set at \$3,007,569; Athletics reduced the needed amount by \$443,647

PSU Athletics' Budget FY 2022

Cash balance history

Cash Balance History	Cumulative Cash Balance	Change from Prior Year	Additional Support from University per Board to clear negative cash	HEERF Reimbursement
2012	\$124,643	\$124,643		
2013	(\$479,131)	(\$603,774)		
2014	(\$1,434,954)	(\$955,823)		
2015	(\$4,256,152)	(\$2,821,198)		
2016	(\$3,766,409)	\$489,743		
2017	(\$3,891,995)	(\$125,586)		
2018	(\$4,053,907)	(\$161,912)		
2019	(\$4,179,484)	(\$125,578)		
2020	(\$5,054,425)	(\$874,941)		
2021	\$0	\$42,605	\$5,011,821 **	\$184,229
2022	\$0	(\$2,601,440)	\$2,601,440	\$0
2023 (estimated)	\$0	\$0	\$3,000,000	\$0

10 Year Average

(\$765,587)

(\$279,153) Avg with outliers removed

**(In the Board minutes of June 8th 2021 meeting F&A Comm)

Jan, 2023

PSU Athletics' Budget FY 2022

Total Real Dollar Expenditure:

\$12,176,530

- Where does this money go?
 - 45% Labor Expenses
 - 41% General Operations
 - 14% Direct Aid To Students

PSU Athletics' Budget FY 2022

- 45% Labor Expenses

How Many Employees (Fall 2022*)

• Administration	4
• Coaches	39 (11 were part-time)
• Staff	21
• Temp. hourly wage agreement	35
• Student employees (event staff)	41

* Nov 2022, employee census file
Jan, 2023

PSU Athletics' Budget FY 2022

Total Real Dollar Expenditure:

- 45% Labor Expenses
- 41% General Operations
- **14% Direct Aid To Students**

These scholarship funds are mainly granted for room and board expenses

\$1,687,895

Jan, 2023

PSU Athletics' Budget FY 2022

Number of Student Athletes (Fall 2021)

273

Unit of Primary Major:

❖ CLAS	34%
❖ SB	24%
❖ SOPH	19%
❖ CUPA	10%
❖ COTA	5%
❖ MCECS	5%
❖ COE	3%
❖ SSW	1%

BIPOC*:

❖ American Indian	2%
❖ Asian	6%
❖ Black	25%
❖ Hisp/Lat	17%
❖ Pacific Islander	10%

Legal Sex:

❖ Male	57%
❖ Female	43%

*Duplicated; students are counted in each group they identify with.
Jan, 2023

PSU Athletics' Budget FY 2022

Number of Student Athletes with Direct* Athletic Aid (Acad Yr 2021-22)

215 (79%)

Average percent of full cost of attendance covered by direct athletic aid:

68%

Percent of student athletes with full cost of attendance scholarships using only direct athletic aid:

8%

* Includes tuition/fee remissions and athletic scholarships

Jan, 2023