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## Faculty Senate Monthly Packet January 2021

Portland State University Faculty Senate

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# Faculty Senate, 4 January 2021



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** (motions or resolutions) 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.

The Constitution specifies that senators may designate an **alternate**. An alternate is a faculty member (but not another senator) from the same Senate division as the 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. The senator must submit the name and contact information of the alternate to the Secretary **prior to** the meeting. A senator who misses more than three meetings consecutively, without providing an alternate, will be dropped from the Senate roster.

Vote on amendment to the Faculty Constitution

[www.pdx.edu/faculty-senate](http://www.pdx.edu/faculty-senate)

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



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

Faculty Senate will meet on **4 January 2021** at **3:00 p.m.**

*This meeting will be held as an online conference. A livestream will be linked to the Faculty Senate website. Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, January 4th**. Other members of the PSU community who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, January 4th**. The **Consent Agenda** is **approved** without further discussion unless any Senator, prior to the end of Roll Call, requests separate consideration for any item.*

**AGENDA**

- A. Roll Call and *Consent Agenda* (see also E.1)
  - 1. Roll Call
- \* 2. Minutes of the 7 December meeting – *Consent Agenda*
- 3. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*
- B. Announcements
  - 1. Announcements from Presiding Officer
  - 2. Announcements from Secretary
- C. Discussion Topic – *none*
- D. Unfinished Business
  - \* 1. Amendment to Faculty Constitution: Academic Appeals Board
- E. New Business
  - \* 1. Curricular proposals (GC, UCC) – *Consent Agenda*
  - \* 2. New program: Grad. Cert. in Holocaust and Genocide/Atrocity Prevention (CLAS via GC)
- F. Question Period
- G. Reports from Officers of the Administration and from Committees
  - 1. President's Report
  - 2. Provost's Report
  - \* 3. Report of Ad-Hoc Committee on Undergraduate Research Opportunities
  - 4. Report from Interinstitutional Faculty Senate
  - \* 5. Notice of moratorium on programs in IGS, WLL (EPC)
- H. Adjournment

**\*See the following attachments.**

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

A.2. Minutes for 12/7/20

D.1. Constitutional amendment: AAB

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

E.2. Grad. Cert. in Holocaust and Genocide/Atrocity Prevention (CLAS via GC) – *summary*

G.3. AHC-URO Report

G.5. Notice of moratorium on programs in IGS, WLL (EPC)

# PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2020-21

## Steering Committee

Michele Gamburd, Presiding Officer

Vicki Reitenauer, Presiding Officer Elect • Isabel Jaén Portillo, Past Presiding Officer

Elected members: Jill Emery (2019-20) • Jon Holt (2019-20) • José Padín (2020-22) • Steven Thorne (2020-22)

Ex-officio (non-voting): Richard Beyler, Secretary • Rowanna Carpenter, IFS • Yves Labissiere, Faculty Trustee

### College of the Arts (COTA) [4]

Berrettini, Mark	FILM	2023
Borden, Amy E.	FILM	2022 *+
Heilmair, Barbara	MUS	2023
Magaldi, Karin	TA	2021

### The School of Business (SB) [4]

Hansen, David	SB	2021
Loney, Jennifer	SB	2022 +
Raffo, David	SB	2023
Sanchez, Becky	SB	2022

### College of Education (COE) [4]

Farahmandpur, Ramin	ELP	2022 +
Guzman, Andres	COE	2021 *
Kelley, Sybil	ELP	2023
Sugimoto, Amanda	C&I	2021

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

Anderson, Tim	ETM	2021
Chrzanowska-Jeske, Malgorzata	ECE	2021 +
Duncan, Donald	ECE	2022
Dusicka, Peter	CEE	2023
Feng, Wu-chang	CMP	2022

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

Clark, Michael	ENG	2023
Cortez, Enrique	WLL	2023
Greco, Gina	WLL	2021 +
Holt, Jon	WLL	2021
Limbu, Bishopal	ENG	2022
Thorne, Steven	WLL	2022 +

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

Cruzan, Mitch	BIO	2023
Eppley, Sarah	BIO	2022
Fountain, Robert	MTH	2021
Goforth, Andrea	CHE	2023
Jedynak, Bruno	MTH	2022 +
Lafferriere, Beatriz	MTH	2022 +
Thanheiser, Eva	MTH	2021

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

Ajibade, Jola	GGR	2023
Fritz, Charlotte	PSY	2021
Gamburd, Michele	ANT	2022 +
Meyer, Claudia	SPHR	2021
Padín, José	SOC	2023
Reitenauer, Vicki	WGSS	2022 +

### Library (LIB) [1]

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

Izumi, Betty	CH	2021 *
Labissiere, Yves	CH	2022 +

### School of Social Work (SSW) [4]

Chorpenning, Matt	SSW	2023
May, Edward	SSW	2021
Oschwald, Mary	RRI	2022 +
Smith, Gary	SSW	2023

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

Clucas, Richard	PS	2023
Erev, Stephanie	PS	2023
Ito, Hiro	ECN	2021 *
Kinsella, David	PS	2022 +
Tinkler, Sarah	ECN	2021 *

### Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023
Lupro, Michael	UNST	2021 +
Newlands, Sarah	UNST	2021

### All Other Faculty (AO) [9]

Broussard, Scott	ACS	2021
Flores, Greg	ACS	2022
Gómez, Cynthia	DMSS	2023
Harris, Randi	OAI	2022 +
Hunt, Marcy	SHAC	2023
Ingersoll, Becki	ACS	2021
Kennedy, Karen	ACS	2022
Law, Anna	ACS	2023
Matlick, Nick	REG	2021

### Notes:

\* Interim appointment • + Committee on Committees • Total positions: 60 • Status: 27 July 2020

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

### Administrators

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

### Faculty Committee Chairs

Boyce, Steven	Budget Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Coleman, Cornelia	Honors Council
Comer, Kate	University Writing Council
Cruzan, Mitchell +	Budget Committee (co-chair)
Epstein, Joshua	General Student Affairs Committee
Estes, Jones	Academic Quality Committee
Ginley, Susan	Undergraduate Curriculum Committee
Goodman, Julia	Faculty Development Committee (co-chair)
Hendricks, Arthur	Educational Policy Committee (co-chair)
Loikith, Paul	Graduate Council
Millay, Lea	Library Committee
Nadeau, Jay	University Research Committee
Parnell, Will	Faculty Development Committee (co-chair)
Sager, Alexander	Educational Policy Committee (co-chair) [also IFS]
Shatzer, Liz	Scholastic Standards Committee
Spencer, Randy	University Studies Council
Watanabe, Suwako	Academic Requirements Committee
TBD (December 2020):	ACIC

**Senate Officers and Other Faculty Officers**

Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Advisory Council (2020-22); IFS (Jan. 2020-Dec. 2022)
Emery, Jill	Steering Committee (2019-21)
Gamburd, Michele +	Presiding Officer; Advisory Council (2019-21)
Jaén Portillo, Isabel	Past Presiding Officer
Labissiere, Yves +	Advisory Council (2019-21); IFS (Jun. 2019-Dec. 2021); BoT
Padín, José +	Advisory Council (2020-22); Steering Committee (2020-22)
Reitenauer, Vicki +	Presiding Officer Elect
Sager, Alexander	IFS (Jan. 2021-Dec. 2023) [also EPC co-chair]
Sanchez, Becky +	IFS (Sep. 2019-Dec. 2020)
Sipelii, Motutama	President, ASPSU
Thorne, Steven +	Steering Committee (2020-22)
Voegele, Janelle	Advisory Council (2020-22)
Webb, Rachel	Advisory Council (2019-21)
Zonoozy, Khalil	Adjunct faculty representative

**Notes**

+ Also an elected senator

Status as of 24 December 2020

**Minutes of the Portland State University Faculty Senate Meeting, 7 December 2020  
(Online Conference)**

**Presiding Officer:** Michele Gamburd

**Secretary:** Richard Beyler

**Senators present:** Ajibade, Anderson, Berrettini, Borden, Broussard, Carpenter, Chorpenning, Chrzanowska-Jeske, Clark, Clucas, Cortez, Duncan, Dusicka, Eppley, Erev, Farahmandpur, Feng, Flores, Fritz, Gamburd, Goforth, Gómez, Greco, Guzman, Hansen, Harris, Holt, Hunt, Ingersoll, Ito, Izumi, Jedynek, Kelley, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Loney, Lupro, Magaldi, Matlick, Meyer, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Smith, Sugimoto, Thanheiser, Thorne, Tinkler.

**Alternates present:** George Colligan for Heilmair, Candyce Reynolds for Kelley.

**Senators absent:** Fountain, May.

**Ex-officio members present:** Beyler, Bowman, Boyce, Burgess, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Knepfle, Loikith, Maddox, Percy, Podrabsky, Rosenstiel, Sager, Sipelii, Toppe, Voegelé, Watanabe, Webb, Wooster, Zonoozy.

**A. ROLL CALL AND CONSENT AGENDA.** The meeting was **called to order** at 3:00 p.m.

1. **Roll call**
2. **Minutes** of the 2 November meeting were **approved** as part of the *Consent Agenda*.
3. **Modification of procedure** to allow Presiding Officer to move any agenda items was **approved** as part of the *Consent Agenda*.

**B. ANNOUNCEMENTS**

**1. Announcements from Presiding Officer**

GAMBURD called attention to the announcement in *Currently* that Greg HINCKLEY and Mary CHOMENKO HINCKLEY made a \$1 million gift to support the University's choral music program.

She welcomed guests from the PSU Board of Trustees, Greg HINCKLEY, Margaret KIRKPATRICK, and Christine VERNIER, who would be speaking later.

GAMBURD announced that staffing of the recently created ad-hoc committees had reached completion. There had been a great response to the interest survey, with many more people responding than positions available.

The Dean of Student Life asked GAMBURD to announce a proposed revision to the Code of Student Conduct, which was now open for comment. The changes are mostly in response to the US Department of Education making changes in Title IX regulations.

Michael CLARK has agreed to serve as Parliamentarian.

**2. Announcements from Secretary**

BEYLER urged senators to communicate with their district, department, or unit colleagues about Senate discussions and actions, using the monthly newsletter or

otherwise. He also noted that, as we are meeting remotely, we will still meeting during inclement weather, barring power outages.

**C. DISCUSSION** – *none*

**D. UNFINISHED BUSINESS** – *none*

**E. NEW BUSINESS**

**1. Curricular proposals** – *Consent Agenda*

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

**2. New program: Graduate Certificate in Real Estate Investment and Finance**  
(SB via GC)

EMERY/MAGALDI **moved** approval of the Graduate Certificate in Real Estate Investment and Finance, a new program in SB, as summarized in **December Agenda Attachment E.2** and proposed in full in the [Online Curriculum Management System](#).

GAMBURD recognized Gerald MILDNER, who summarized: the program makes a package of our real estate education focus on finance available for students who want just this relatively small piece, as well as for existing master's students using their electives.

The **Graduate Certificate in Real Estate Investment and Finance**, as summarized in **Attachment E.2**, was **approved** (52 yes, 0 no, 0 abstain, recorded by online survey).

**3. Extending emergency P/NP guidelines to Spring 2021** (Steering)

GAMBURD introduced the next item as providing clarity as to the continuation—whether yes or no—of the current emergency modifications to the University's Pass/No-Pass guidelines. Steering Committee phrased the motion in the affirmative as a way to bring the discussion to the floor; this was not an endorsement one way or the other by Steering.

RAFFO/GÓMEZ **moved** continuation of the current temporary modifications to the Pass/No-Pass policy through the Spring 2021 term, as specified in **Attachment E.3**.

Before opening the floor to general discussion, GAMBURD wished to call on three persons to provide background. She first recognized Registrar Cindy BACCAR.

BACCAR presented information on the effects of the modifications so far [see **Appendix E.3**]. From Spring 2019 to Spring 2020, the number of sections with a pass option almost doubled; similarly for Fall term. We have also been more lenient in how pass courses can be applied to major requirements and prerequisites. The number of discrete pass registrations increased dramatically from Spring 2019 to Spring 2020; for Fall 2020, there is a less dramatic increase. There are similar results for the number of students choosing the pass option. The rate of I, X, and M grades has not significantly increased. The number of students on academic warning, academic probation, or dismissal decreased from 2019 to 2020, though the precise reasons for this are hard to know.

TINKLER asked if there was data relating to financial aid status or social demographics. Are there groups selecting P/NP disproportionately? She was concerned about how transcripts would appear in students' future job or graduate school applications.



BACCAR said that they had not looked at subgroups in this way, but that the issue raised by TINKLER was part of the concern behind [having the Senate discussion].

ZONOOZY said that in his experience, many students who took an incomplete did not end up completing it, unless the professor pursues them about it. If the modified P/NP policy can help avoid this, it's a point in its favor. BACCAR observed that the number of incompletes went up slightly [in Spring 2020] but that they can't be sure of the cause.

LAW, Interim Vice Provost for Advising and Career Services, made some observations. While the current changes provide flexibility, they also create confounding situations for students in certain majors, especially those requiring coursework from multiple colleges or departments. Students can be unsure of what their choices are. If some departments don't accept previous Pass classes for major requirements, that creates unevenness. Another concern that advisors are hearing from students is about the policy that a C-minus or better is required for a Pass: this does not seem to have universal adherence. Students might assume that they don't have to achieve a C- to pass. It might create problems for [applications for] graduate programs with selective admissions standards. Also, certain departments required a B grade or better to consider a student to be successfully prepared for the next course, so an instructor might not give a Pass unless the grade is a B [or better].

BACCAR noted that students cannot replace a D or F grade by repeating a course using the Pass option. This has been another point of confusion. Overall, the relative decline in numbers [of P/NP registrations from Spring to Fall] seemed to suggest that students were being more savvy about when to use this option or not.

FARAHMANDPUR: how many students are taking all of their classes P/NP? BACCAR did not know, but said they could look into it.

HANSEN: is there a cap on the number of Pass credits that can be used for graduation requirements? BACCAR: ordinarily yes, but that is a policy that has been temporarily changed. P/NP courses taken under the current modifications don't count towards that limit. HANSEN: so if we continue until Spring, we will need to continue to change the limit. BACCAR: they will continue filtering out those courses. DUNCAN understood this to mean, rather than changing the limit, not counting Pass courses [since Spring 2020] against the limit. BACCAR: correct, we ignore them in enforcing the limitations.

SIPELII: this policy impacts students directly. Many students are not aware of the long-term repercussions. Most of his [student government] team are generally supportive, but some had major concerns, particularly the graduate students. COVID is affecting all students, but in different ways, and some more than others. Extending the policy would be a way for PSU to be empathetic to students who are most impacted. Fall term has been very stressful for many, and even with prospects of a vaccine the future is still unknown. He would like to provide cushions of support for students who choose to continue their education now. Students knowing about the P/NP option did not feel stressed as much; however, many students did not understand the long-term effects, especially those in pre-professional tracks or who are applying to grad schools. He would urge professors and advisors to elaborate in class: this is an option, and these are the possible consequences. ASPSU thus supports extending the P/NP option, but with the caveat that students be better informed about what is involved in the decision.

SMITH: does the policy have to be university-wide, or can individual programs make their own decisions? BACCAR: it is a delicate balance. Certain aspects, especially at the undergraduate level where students take courses from many disciplines, have to be university-wide. Departments don't have to offer courses with the P/NP option. If it's critical for a program pathway, for example, they might decide not to. Her advice is to have a general policy, but let control [over specific courses] live with departments.

SIPELII said that most of the students he had heard from [with concerns] were graduate students. It seemed that graduate students were struggling more, because generally they had less access to financial assistance or had more obligations to family. However, they also have stricter academic guidelines.

LABISSIERE: can we disaggregate data to see which students are accessing this accommodation? We meant it as a accommodation for our most vulnerable students. BACCAR said she could ask the data team if could break down the data for various subcategories. It was meant for all students, but perhaps some groups are using it more.

CHORPENNING thanked SIPELII for sharing the student perspective. We are talking about what our students are going through, what they are struggling with: perhaps being sick, working from home, getting kids through school remotely, and so on. As we consider this motion we should consider our students' experience.

REITENAUER: if students now use the P/NP option, and down the road reconsider that decision, can they petition to go back to a letter grade? It seemed that a big concern is that students might make an error in determining which courses to take P/NP. BACCAR thought normal petition processes could handle that. Of course, the faculty member would need to have kept the grade calculation or be able to re-calculate the grade.

LUPRO observed that, relative to the number of courses with the P/NP option, the number of students availing themselves of it had declined from spring to fall. That says to him that students are not abusing this, but using it if they find themselves in a state of emergency (which is still officially the case). They also have the option to use letter grades. In his experience, students choose [P/NP option] because they need to, not because they didn't want to receive [letter] grades. He was concerned that if we didn't extend this through spring term it would have a bad effect on retention.

SIPELII, responding: the less help PSU offers, the more students will drop out. At the beginning of the term, he was in a difficult spot because so many students came to him asking for help, but the only help he had to offer was from the general student emergency fund. When ASPSU sent out an email about this, they had to close applications after about fifteen minutes because so many students responded. For many students, it's not just academic issues: they have family to take care of, lost jobs, and so on. He has many friends who have decided to take a gap year because it is overwhelming to be a student right now. If it's a choice between family and education, most will choose family.

NEWLANDS: what do we know about how P/NP credits transfer to other institutions, in particular other Oregon public universities? BACCAR: we don't have a clear picture. We don't know what their policies are going to be. But across the nation many schools adopted this sort of policy. We are making notes in the transcript to let readers know why

there may be unusual numbers of Pass grades. However, we can't control, nor will we know, how forgiving they're going to be.

The **motion** to extend the modified P/NP policy through Spring 2021 term, as specified in **Attachment E.3**, was **approved** (46 yes, 8 no, 1 abstain, recorded by online survey).

GAMBURD thanked senators for their thoughtful discussion of this issue. She observed that Senate would need to consider some of the detriments of this policy if we keep it in place for much longer. Hopefully there will be a vaccine and soon things can begin to return to something like the old normal. She believed that if we then want to continue or make further changes, they should go through a full curricular approval process.

#### **4. Extending charge of AHC on Interdisciplinary Teaching and Research (Steering)**

CORTEZ/MAGALDI **moved** extension of the charge of the Ad-Hoc Committee on Interdisciplinary Teaching and Research [AHC-ITR] through the end of the 2020-21 academic year, as specified in **Attachment E.4**.

GAMBURD: Steering proposed that AHC-ITR should look at some recommendations by the Ad-Hoc Summer Research Committee on Academic Program Examination / Reorganization. AHC-ITR accepted this request, but asked for additional time.

The **motion** to extend the charge of AHC-ITR through the end of academic year 2020-21, as stated in **Attachment E.4**, was **approved**, as specified in **Attachment E.3**, was **approved** (52 yes, 0 no, 1 abstain, recorded by online survey).

#### **5. Proposed amendment to Faculty Constitution: Academic Appeals Board**

AJIBADE/BROUSSARD **moved introduction** of the **amendment to the Faculty Constitution** stated in **Attachment E.5**, establishing the Academic Appeals Board [AAB] as a constitutional committee. BEYLER indicated, procedurally, that today there would be discussion; a vote would take place at the next meeting.

OSCHWALD said that the question of moving AAB into the Faculty Constitution had come up during the summer. In this proposal, the task of the committee has not changed much. The rationale for making it a constitutional committee is that it be more formally and routinely staffed. The wording of the proposal has been looked at by the Committee on Committees [CoC] and the current makeup of AAB.

LUPRO asked for a clarification of the composition: did the Dean of Student Life appoint the consultant only, or also appoint other members? The intention was that CoC appoints the Faculty members, but he was not sure about the wording. BORDEN believed the wording was satisfactory. BEYLER: the Constitution states that Faculty members of constitutional committees, other than ex-officio positions, are appointed by CoC; also in constitutional language, consultants are not members; thus here, clearly, Faculty members of the committee are to be appointed by CoC.

#### **F. QUESTION PERIOD – none**

## G. REPORTS

### 1. Presentation by members of PSU Board of Trustees

GAMBURD recognized Greg HINCKLEY, Margaret KIRKPATRICK, and Christine VERNIER to give a presentation from the PSU Board of Trustees. [For slides see **Appendix G.1.**] HINCKLEY briefly introduced himself: retired in 2017 as president of Mentor Graphics, director of two companies, member of the MCECS Advisory Board for more than fifteen years, and currently a student in the Biology Department.

HINCKLEY said that GAMBURD had reached out to hear from the Board about their goals and priorities. He suggested looking at goals that were established by the Board for President PERCY upon his appointment. Generally these goals relate to student success; enrollment practices that might alleviate the tuition pressure faced by students; and diversity, equity and inclusion. GAMBURD also wished to hear the Board's response to the report on shared governance submitted by Steering Committee in June. To this end, he proposed quarterly meetings with the Senate, to which GAMBURD agreed.

He first wished to discuss tuition pressure and student enrollment. The driver affecting tuition, HINCKLEY said, is a cost increase of approximately 4% annually, consistent with many universities and colleges. We must find ways to raise tuition [revenue] other than an across-the-board increase. Enrollment is key: student success efforts, recruitment, and expanded certificate education.

HINCKLEY noted the 2019 budget before COVID-19 was around \$600 million. (He chose this point of reference as most descriptive of a steady state.) \$316 million, about one half, goes towards educational disciplines. Net tuition is then revenue from tuition less institutional grants provided to students. PSU's endowment is not rich, so most of our institutional aid takes the form of tuition remissions. Expenses to deliver education have been increasing about 4% annually for several years, in line with other institutions. Our funding sources for education are almost exclusively the state and net tuition.

Therefore, HINCKLEY continued, we need net tuition to increase about 4% annually. Because of recent enrollment declines, however, it has averaged only 1.4% annually since 2015. Despite tuition increases, since enrollment drops we do not realize the full amount of the increase. We are now likely at a point where across-the-board tuition increases are met with an offsetting reduction in enrollment.

HINCKLEY said we must identify more imaginative and innovative sources of educational revenue while targeting increasing enrollment. Examples could be more aggressive recruitment of out-of-state students, more strategic use of remissions, improved retention and graduation, and more extended use of differential tuition.

The role of the board, HINCKLEY said, or more specifically the Finance and Administration Committee, is to oversee the integrity of the University's financial operations, physical plant, long-term economic resources, and allocation of resources. We're seeking to increase net tuition revenue for long-term financial stability; this will depend principally on enrollment growth. Nonetheless, we will need a balanced approach with some tuition increases, enrollment changes, improved student retention, and more strategic remissions, while maintaining our commitment to access and affordability.

VERNIER briefly introduced herself. She had been a member of the Board since its inception in 2013. Her day job is with Vernier Software and Technology, which makes educational materials for science teachers. She and her husband have been PSU donors for many years, mostly creating scholarships for first generation, STEM, and social work students; they also recently made a donation for the remodeling of Science Building One.

The focus of the Academic and Student Affairs Committee, of which VERNIER is chair, currently is student success. This year the committee is looking at each of the four pillars identified by the Provost. In November they talked about the persistence initiative, specifically how to retain students who face barriers such as housing and food insecurity. The Board has asked for metrics: where we are now and where we want to be. One goal is to increase the full-time freshman retention rate from the current 75.4% to 77.3% by 2023 and to 80% by 2028. This would help enrollment significantly and also help our students. The committee heard about the new position of student success advocate. At the January 11<sup>th</sup> meeting they will discuss the academic success initiative, and then move to other pillars later in the year. VERNIER was impressed by the efforts of Provost JEFFORDS, Vice Provost TOPPE, the Student Affairs Office, and many on campus who are working to help students and making a difference in their lives.

KIRKPATRICK briefly introduced herself. She joined the Board in 2013. She is a retired lawyer, having been in private practice then general counsel and senior vice president of Northwest Natural Gas. She initially chaired the Academic and Student Affairs Committee, and then took over as Vice-Chair of the Board about a year and a half ago.

KIRKPATRICK stated that a board's most important responsibility is appointing and overseeing the performance of the president, setting goals, and evaluating the president based on success with those goals or lack thereof. Shortly after the appointment of President PERCY, she and HINCKLEY met with him about his goals. Diversity, equity, and inclusion came to the top of the list, so a goal included in his contract is to work with the Vice President for Diversity, Equity, and Inclusion and the campus leadership team to advance equity at PSU, including publication of a new DEI plan and actions to implement it. The Board's future evaluation of the President will include looking at work done in this area.

Regarding governance in general, KIRKPATRICK noted an apt statement from the Association of Governing Boards, that boards govern under the prevailing socio-economic and cultural conditions of their times, which often present novel challenges. That is certainly the case now: the time of COVID, political and economic challenges, and at the forefront for many of us racial and social justice issues.

She along with HINCKLEY were involved in recruiting Dr. Ame LAMBERT as VP-GDI, and along with VERNIER had attended the recent equity summit. They have been collaborating with the administration and PSU Foundation on funding for DEI work.

KIRKPATRICK said that two Board positions will become open this summer. In recommending candidates to the Governor they will consider gender balance, racial and ethnic diversity, and expertise needed for the Board to fulfill its responsibilities.

KIRKPATRICK also reported that there are plans to establish a Board Governance Committee. Board governance had previously rested with the Executive and Audit

Committee, but in view of the challenges facing the University a separate committee seems to be needed. One purpose will be to see that the Board is adequately educated and trained on matters relevant to the governance of the University, including shared governance. This is not something intuitively obvious to someone coming from a non-academic background; it is not something you see in law firms or corporations. They will also be doing training on diversity, equity, and inclusion.

PADÍN thanked the trustees for their sharing their views on these important issues. He wished to ask about Oregon House Bill 2864, which was passed in 2017 and which became effective on January 1<sup>st</sup>, 2018. This bill required each community college and public university to establish a process for recommending and providing oversight for implementation of cultural competency standards. Does anyone know where that plan is for PSU, in relation to that piece of education? LAMBERT, responding: she had been apprised of this shortly after she arrived, and they were working on it. There will be a preliminary document to submit at the end of the year.

## **2. President's report**

PERCY, thanking the Board members for their presentation, said that they were working to create a higher level of common knowledge and working among the Board, Senate, and administration.

He thanked the PSU Foundation and everyone who contributed to the annual Day of Giving, which exceeded their record by a large amount. They raised about \$290,000 for emergency funds—campus wide, and for various academic and student affairs units.

PERCY announced that he had asked Jason PODRABSKY to remain as Interim Vice President for Research and Graduate Studies for this academic year. He had asked him to work with faculty and deans on a plan to advance research at PSU, overcome obstacles, and take advantage of opportunities.

PERCY thanked faculty and staff for their tremendous work to keep the University moving and to keep education going in the fall term. It's been difficult. He expressed special appreciation to those who were parents with children, overseeing their education at home, or who had to engage in other kinds of caregiving, at the same time as carrying out educational responsibilities here and keeping up research and scholarship. For the break he wished everyone replenishment and joy with friends, families, and loved ones, and a brighter and safer New Year.

## **3. Provost's report**

JEFFORDS noted that a significant portion of the Day of Giving contributions were made by PSU faculty and staff.

She reported that the Academic Continuity Committee was continuing to talk about our forward path in instruction and what spring term activities will look like. They are also talking about—she almost hesitated to say it—what the post-vaccine situation might be.

## **4. Administration response to Faculty Senate resolution on diversity, equity, and inclusion at PSU**

PERCY reminded senators of the motion addressed to the administration [**June 8<sup>th</sup> Agenda Attachment E.2**]. He knew that it rightly presented work we needed to do,

responding to sadness, experience of violence, and protests. Today begins an effort to move us forward seriously at Portland State towards ending racism and advancing social justice. One element of the resolution asked for a report to Senate [**December Agenda Attachment G.4**; for presentation slides see **December Minutes Appendix G.4**].

PERCY first wished to highlight some things that have [already] happened. Very important is the recruitment of LAMBERT as VP-GDI. She has, PERCY stated, amazing talent, energy, wisdom, and advocacy to help guide us in this work. She worked diligently in the summer even before coming to campus. He has faith in her ability to lead us in this work to make PSU a better place.

PERCY continued: we invested \$1.5 million of campus money over three years to get this work going. PSU Foundation is working to create a parallel funding source to support this work in the form of a racial justice and equity fund with \$50,000 in seed money; he is making regular contributions. We will be working with the philanthropic community to generate more money. As KIRKPATRICK stated earlier, racial justice and equity will be his top priority among the set of responsibilities towards the Board. He will be working with LAMBERT and many others to make this happen.

PERCY and the vice presidents and members of the Executive Council are engaging in the intercultural education program brought by LAMBERT, a commitment of 18 to 20 hours in which you begin to assess yourself and learn how to grow from that starting point. He will be accountable to the Board, vice presidents and members of the Executive Council will be accountable to him for their work in the area of global diversity and inclusion. Each of them has set one or more goals for this academic year.

PERCY also noted that they are exploring how PSU can create better connections with Native American tribes and Indigenous peoples, and better appreciation of their cultures, values, and experiences. We can all recognize the harm and damage that white people have conveyed. Ted VAN ALST, as a Presidential Fellow, has written a report on strategies to explore greater connections with Native American tribes and Indigenous people, and will be having a public presentation on the report.

Another Presidential Fellow, Lisa HAWASH, has been looking at how we can use the equity lens in a more meaningful way. This was a commitment in our strategic plan, but we need to do more work. At the same time as Faculty Senate is looking at expectations for diversity, equity, and inclusion in promotion and tenure guidelines, the administration is doing a similar project for unclassified unrepresented employees—developing these expectations as part of the annual review process.

PERCY expressed appreciation once again for the great work done in 2018 by the African-American, African, and Black Student Success Task Force and the Asian-American, Asian, and Pacific Islanders Student Success Task Force. These findings were neglected because of the presidential leadership change. He appointed Presidential Fellows to work on both of these reports: see if they need to be brought up to date, and have further community consultation. These updates will be coming early in the next year. He has pledged to look at the recommendations to try to move forward with implementation as quickly as possible.

This work is formative and will be a long-term commitment, PERCY said. He looks forward to working with Faculty Senate. He encouraged everyone to think about these factors within their own departments and programs, working with students and in committees. Don't wait for campus-level people. Get involved, suggest changes.

JEFFORDS stated that Academic Affairs is doing considerable work to advance the DEI priorities of the institution. Much of work is also taking place in units, programs, departments, student affairs, and she did not mean to slight or disregard any of that in focusing on OAA. She has added diversity, equity, and inclusion as a responsibility for all direct reports to the Provost; this includes formally re-writing position descriptions to include this responsibility and accountability.

Among many new initiatives, JEFFORDS said, is one that will be an important conversation for Faculty Senate: a proposal is under consideration for an ethnic studies degree requirement. A group of faculty and staff are working on bringing this forward for Senate consideration. This could be a wonderful opportunity for the institution to think about how students can be exposed to and learn about these issues.

JEFFORDS noted that several deans are considering creating leadership positions to advance DEI work. The College of Education already has a DEI coordinator, Andres GUZMAN. The School of Public Health has created a position of Associate Dean for Diversity and Inclusion.

The Winter Symposium, JEFFORDS announced, will focus on this topic, including bringing forward those from the Equity Summit organized by LAMBERT.

We will integrate DEI considerations into the planning and design of the Vernier Science Center, JEFFORDS said.

JEFFORDS further announced that the Dean of CLAS and the Director of the School of Gender, Race, and Nation have agreed to a cluster hire of multiple faculty members in the school, and that this has been approved and position advertisements will be going out.

JEFORDS noted that the President had previously committed \$65,000 in supplemental funding for special initiatives in the Black Studies Department, and has also provided targeted funding for the Equity Summit and other initiatives. The annual MLK celebration this year will be planned jointly by GDI and BST, and will give an opportunity to celebrate PSU scholars who are doing work on Blackness in Oregon. Engaging SGRN as a resource for the campus and wider community is a key piece of our ability to move forward on DEI commitments.

LAMBERT thanked everyone who invested time and energy into the Equity Summit on October 30<sup>th</sup>. The goal was co-creation; another goal was to create an event where BIPOC folks and specifically Black folks felt seen and valued. We want to lean into a cultural wealth approach. One piece of feedback that had stuck with her the most is that people said they felt seen—that was intentional. They hoped to release some hope and inspiration, and be both cognitive and affective.

As mentioned by JEFFORDS, at the Winter Symposium the aim will be to put things in front of campus to get some feedback. LAMBERT asked the task forces to think about a three-year time span, and recommendations that will be most impactful in the short term.



LAMBERT discussed some of her own planned activities over the next few years. We hope to create a space that amplifies the excellent work that is happening across campus—a nexus hub for idea generation, starting with our internal work and also thinking about working externally. PERCY has tasked GDI to work with ASPSU, the Student Fee Committee, Student Affairs, and the Smith Memorial Union on translating [into action] a proposal from students for a Dreamer Center. Something else they hope to start soon is an annual showcase of faculty work by and for the BIPOC community, supporting a vibrant intellectual, social, and cultural BIPOC life at PSU. There is great stuff happening, but we are decentralized and need to provide more macro-level opportunities.

The technical pieces of this work, LAMBERT believed, are relatively easy to identify and implement. They are necessary but insufficient. We will do all the technical things we can think of, aiming for quick wins. But we also want to lean to the adaptive parts of our challenge, which are harder to identify and which require changes in beliefs, roles, values, relationships, and approaches to work. President PERCY mentioned the 25-hour intercultural program; that's really about creating a lens for a shared understanding and creating a common foundation. Adaptive parts of the work will take longer, will be harder, will require everyone at the table.

Even before she started officially in August, LAMBERT said, she had heard over and over that there had been lots of talk and that we needed to move into action. She was delighted that there were many items we're now acting on. We actually still need to do more talking, however, but with different, deeper conversations. She understands the feeling of "no more rhetoric, no more sloganeering." But we need transformational learning opportunities.

LAMBERT continued: we need to tackle the barrier that is Portland polite culture. In talking with folks, especially minorities, over the last four months, she saw that many people are not okay but don't feel that they can speak up. It takes a lot of energy to the person who seems to be disrupting the harmonious veneer. While folks are not saying anything, the toxic stuff is still going somewhere; it can build up and come vomiting out, and then others are not able to handle it. We are then no longer in a productive place; it becomes too hot for learning, growth, and constructive engagement. How do we create spaces where we can have conversations that can be hot but not destructively so? Quoting MLK: "True justice is not the absence of tension, it is the presence of justice."

LAMBERT, as an example, discussed a class she was invited to, two jobs ago, on the gender binary. In the class were about two-thirds male identified folks about one-third female identified. She was invited to talk about dominance in some way, but the students were not interested in having the conversation. She asked the students what they did want to talk about, and they settled on women in front-line [military service], which announcement had just been made. The conversation went down a rabbit hole about "leave no man behind" becoming "leave no man and no woman behind"—this would be confusing because men are socialized to protect women, and lead to risky decisions and greater casualties. The few women in the room were perplexed. She was listening and trying to engage, but said: if you leave this class and say we had a conversation about gender equity or justice, that would be wrong, because what we have talked about is men's reaction to women, and not about women at all.

LAMBERT continued: whenever we talk about racial justice, it's possible to have conversations where the community that is supposedly the positive target is ground rather than figure. We want to ensure that the communities involved are figure and not ground. Corresponding to the earlier example, if the conversation is about BIPOC folks resisting, acquiescing to, or simulating whiteness, it's still about whiteness and not about BIPOC folks. That's true for all of us in any area where we're minoritized; your image and what you know is through the lens of dominance; it takes a long time to figure out how to define yourself for yourself.

LAMBERT drew an analogy to beta testing: the BIPOC folks are the beta testers of racial justice, saying this is not working, there's a bug. The creators of the system, or those who are benefiting from it, have access to the levers to change it. We need to be aware of who is leading where, who has access, and who sees issues in the most robust light. Engaging everyone means leaning into cultural wealth. Minoritized communities don't just need stuff, they also bring stuff. She recognized the gravity of what we are doing: creating something (racial justice and equity), with full participation for minoritized communities writ large, that has not yet existed. We will be countercultural and swim upstream. We need spaces for inspiration, imagination, innovation. With limited resources and in the middle of the pandemic, it's hard, but her sense in coming here was this was a place we could innovate for this work. We need spaces for refeeding, imagination, innovation. We will sometimes fail, but we have to persist long-term.

LAMBERT thanked Faculty Senate for leadership, recognition of the power they have to make change, and the various actions they have taken. Because this is primarily a commuter campus, students get to know PSU through the classroom and therefore through faculty. So engagement with faculty really matters: the work that faculty do with minority students, and support for minority employees.

LAMBERT said that students, in a meeting last week, said they wanted mandatory implicit bias training for faculty and staff (as now for students). She said that she thought that if students build something, faculty will come. However, she also realized that she wanted a list of things that faculty are doing to show students. Ultimately, until students feel they have a different experience, it doesn't matter what we do. LAMBERT looked forward to partnering with Senate, and said she would be back for further discussion.

*The following reports were **received** as part of the Consent Agenda:*

**5. Quarterly Report of Educational Policy Committee**

**6. Midyear Report of Intercollegiate Athletics Board**

**H. ADJOURNMENT.** The meeting was **adjourned** at 5:18 p.m.

# Temporary P/NP Policy Impacts

## # of Sections Offering Optional Grading

	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
<b>UG</b>	695	1,261	867	1,650
<b>GR</b>	91	481	88	440
<b>Total</b>	786	1,742	955	2,090

## # of Discrete P/NP Course Registrations

	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
<b>Total</b>	858	8,647	874	4,793

## # of Unique Students Selecting P/NP Option by Level

	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
<b>UG</b>	675	4323	666	2,658
<b>GR</b>	21	536	29	247
<b>PB</b>	14	107	22	80
<b>NA</b>	12	41	17	31
<b>Total</b>	722	5,007	734	3,016

## Grading Outcomes for P/NP Registrations

	<u>Spring 2020</u>	<u>Fall 2020</u>
<b>Pass</b>	6,537	*
<b>No Pass</b>	1,388	*
<b>Incomplete</b>	317	*
<b>Grade of X</b>	161	*
<b>Missing Grades</b>	244	*
<b>Total</b>	8,647	*

## I, X, M Grade Comparisons

	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
<b>I – Incomplete</b>	833	986	944	*
<b>M – Missing</b>	1,144	1,463	1,687	*
<b>X – No Basis for Grade</b>	442	540	389	*
<b>Total</b>	2,419	2,989	3,020	*

## Academic Standing Comparisons

	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
<b>Academic Warning</b>	303	132	575	*
<b>Academic Probation</b>	174	122	129	*
<b>Academic Dismissal</b>	71	55	57	*
<b>Total</b>	548	309	761	*

# *Board of Trustees - Faculty Senate Presentation*

Board Chair Greg Hinckley, Board Vice-Chair Margaret Kirkpatrick and ASAC Chair Christine Vernier

December 7, 2020

December 7, 2020 Board Presentation - Faculty Senate

## Academic Year 2020-2021 Board priorities, concerns, and initiatives

- Collaboration between the Board of Trustees and the Faculty Senate
- Tuition Pressure & Student Enrollment
- Student Success
- Diversity, Equity and Inclusion



# Collaboration between the Board of Trustees and the Faculty Senate

# Tuition Pressure & Student Enrollment



Outline

# *A Goal to Increase Net Tuition Revenue*

- Definitions
- Problem Statement
- Next Steps

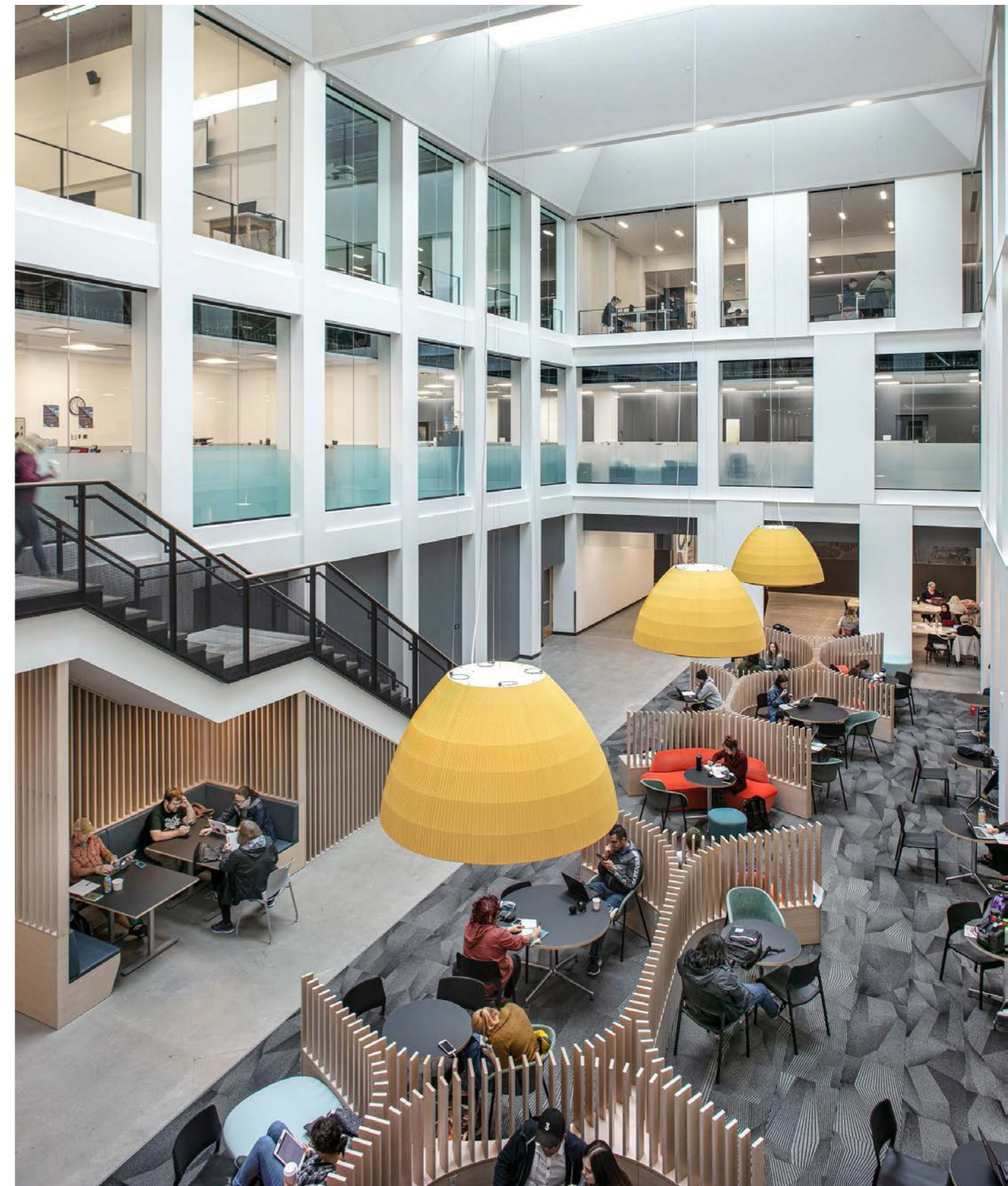




## Definitions

# *Major Components of 2019 \$604 M All Funds Budget*

- **General Fund:** PSU's core operations funded primarily by tuition, & state appropriations. (\$316 M)
- **Auxiliary Funds:** Housing, Parking, Self supporting activities (\$103 M)
- **Restricted Funds:** Research grants and financial aid (\$135 M)
- **Other:** Designated Operations, Service Departments and Other Education and General Funds (\$50 M)

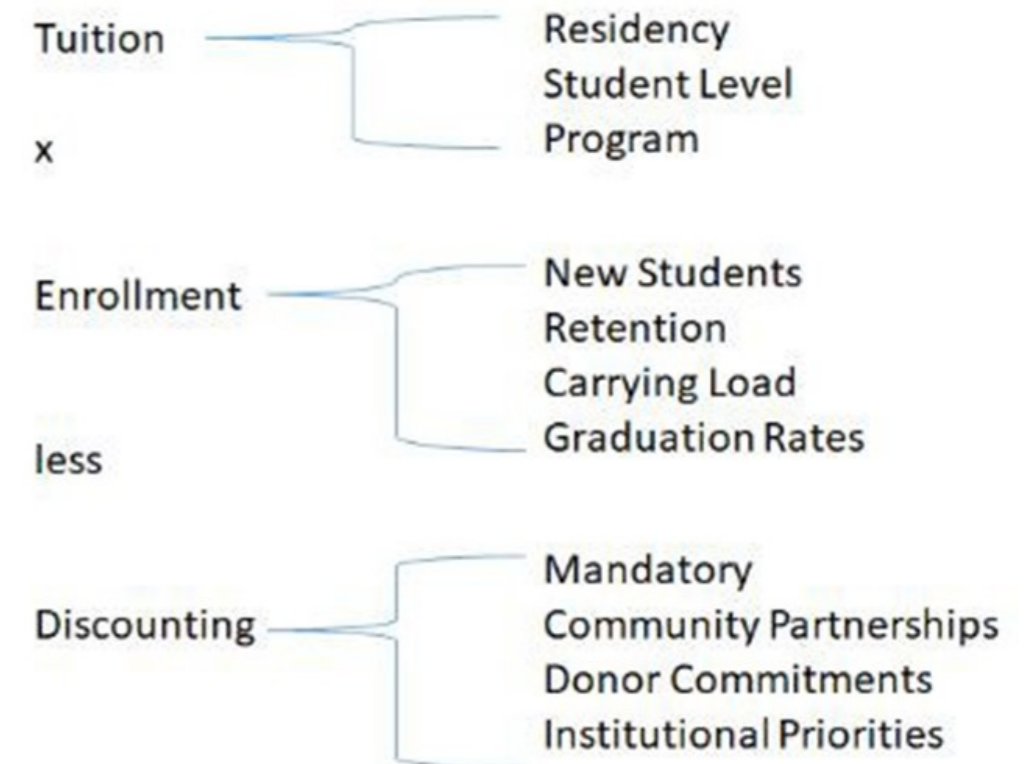


Definitions

**Net tuition revenue** is the amount of **revenue** from **tuition, net** of all institutional grant aid provided to students

**Annual Change** in net tuition revenue depends upon overall impact of changes in tuition rates, enrollment and discounting

Net Tuition Revenue =



 Problem Statement

*Net Tuition revenue needs to increase by approximately 4% annually.*

For 2015-2019

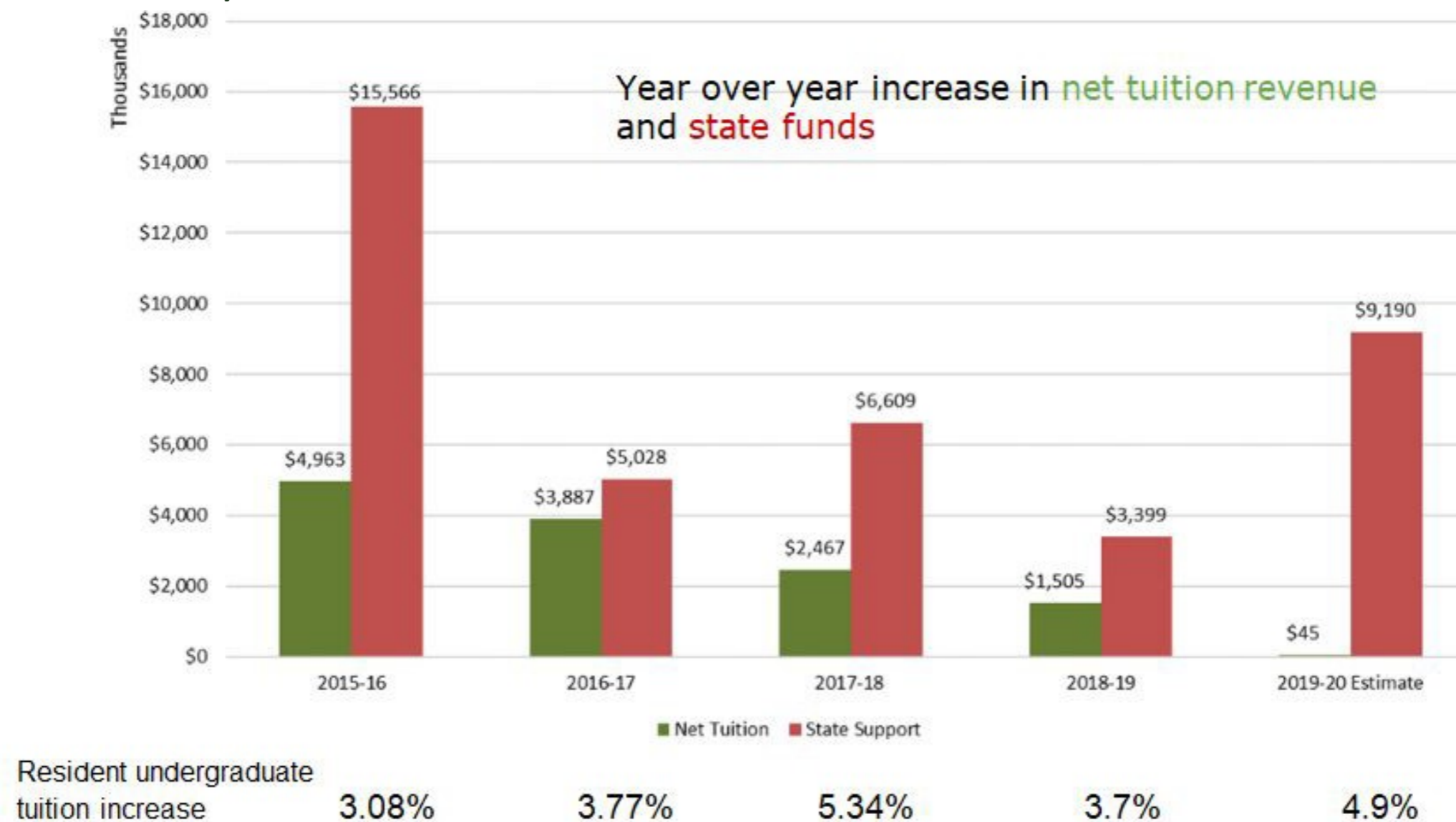
- Expenditures in General Fund increased 16% (average of 4% annually)
- Net Tuition Revenue increased only 6.7% (average of 1.4% annually-and with a downward trend)
- State Funding increased 47% (average of 11.75% annually)\*-not sustainable

\* State funding increased an additional 10% for 2020



How has PSU covered cost increases in recent years?

PSU now at a point where increasing tuition rates only offset loss of revenue from enrollment declines. **Increased year over year funding from the state** in addition to budget reductions have been used to cover inflationary costs



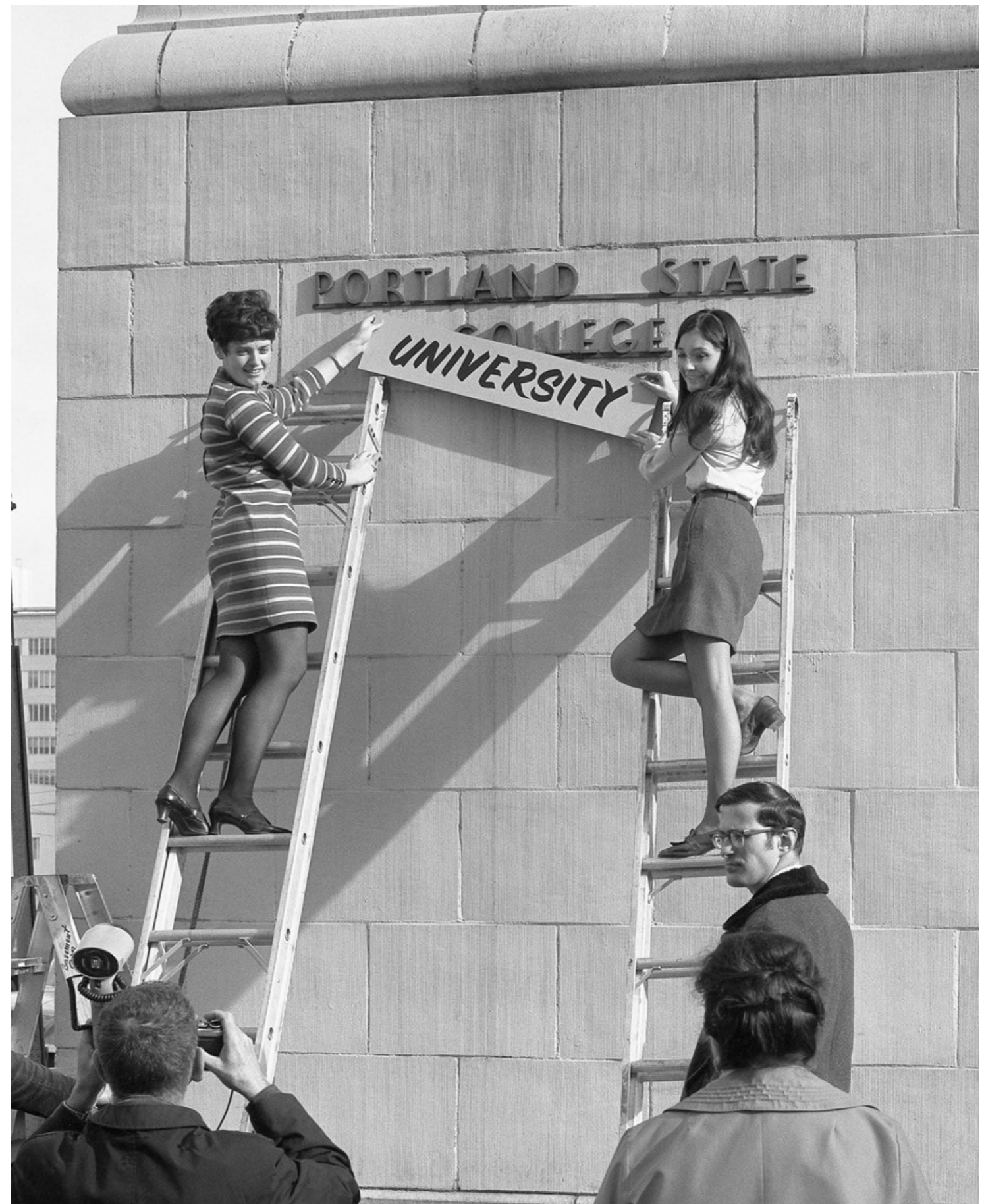
Next steps – long term

*LONG TERM PSU will need to increase net tuition revenue year over year in order to cover cost increases*

**Goal** - Set by Board through F&A committee Charter:

**“...oversee the integrity of the University’s financial operations, physical plant, long-term economic health and allocation of resources.**

**Strategy:** Developed by University Leadership





## Summary

- Board Goal for PSU. **LONG TERM** increase in net tuition revenue commensurate with cost increases
- Long term financial stability can only be achieved through an increase in net tuition revenue which will depend principally upon enrollment growth
- Balanced Approach- tuition increases, enrollment changes, student retention, remissions
- Commitment- access and affordability



# Student Success



December 7, 2020 Board Presentation - Faculty Senate

# *Academic and Student Affairs Committee*

1

**Deep Dive:  
Students First Pillar -  
Persistence  
(November 13, 2020)**

2

**Deep Dive:  
Students First Pillar -  
Academic Success  
(January 11, 2021)**

3

**Deep Dive:  
Students First Pillar -  
Student Experience  
(April 5, 2021)**

4

**Deep Dive:  
Students First Pillar -  
Affordability  
(June 7, 2021)**

# *Diversity, Equity and Inclusion*



## ***OVERSIGHT OF ADMINISTRATION***

Appoint President;  
 establish annual presidential goals;  
 evaluate President's performance based on  
 their success in meeting the goals.

**DEI GOAL** - *"The President will use good faith efforts to, together with the Vice President of Global Diversity and Inclusion and the campus leadership team, plan and implement initiatives to advance equity at PSU, including the publication of a new Diversity, Equity and Inclusion plan and to initiate action to implement it."*

**President's success in meeting this goal will be a key area of focus in annual evaluation.**



## *BOARD OF TRUSTEES*

Boards “govern under the prevailing political, socioeconomic, and cultural conditions of their times, which often present novel challenges.” AGB, An Anatomy of Good Board Governance in Higher Education.

### Recent Actions

- Set President’s DEI Goal
- Assist in recruitment of Dr. Lambert
- Equity Summit
- Collaborate with Administration and Foundation on funding for DEI work



## *Next Steps*

- **Establish Board Governance Committee; schedule trainings**
- **Assess Board composition and performance; identify candidates to fill vacancies**
- **Meet regularly with Faculty Senate and Steering Committee.**



Thank you for your time.

Questions?

# ***A TIME TO ACT***

**Campus Leaders Respond to the Faculty Senate  
Resolution on Diversity, Equity and Inclusion at PSU**



**December 7, 2020**

**Stephen Percy  
Susan Jeffords  
Ame Lambert**

**PORTLAND STATE UNIVERSITY**



# ***FACULTY SENATE RESOLUTION***

***“develop and present to the Faculty as soon as possible an updated plan with short and long-term strategies to support underrepresented faculty and staff, and remedy PSU’s diversity, equity, and inclusion problem to adequately serve our students, faculty, staff, and communities, including a protocol for its implementation.”***

***“take urgent action regarding the unsustainable situation and needs of the departments and programs of the School of Gender, Race and Nations.”***





# ***PRESIDENTIAL STRATEGIES: ADVANCING RACIAL JUSTICE AND DIVERSITY, EQUITY AND INCLUSION AT PSU***

Hiring Dr. Ame Lambert - VP for Global Diversity and Inclusion

Investing \$1.5 million over three years to support DEI

Philanthropy - Racial Justice and Equity fund seeded with \$50K

Racial Justice and Equity the President's # 1 priority

Executive Council are engaging in the Intercultural U Program



# ***PRESIDENTIAL INITIATIVES***

Exploring Greater Connections to Native American Tribes and Indigenous Peoples—Presidential Fellow

Expanding Utilization of an Equity Lens at PSU—Presidential Fellow

DEI Goals and Expectations for Unclassified, Unrepresented Employees



# ***APPRECIATING AND RESPONDING TO TASK FORCE REPORTS ON STUDENT SUCCESS***

During 2017 and 2018, reports were submitted by the **African American, African and Black Student Success** and **Asian-American, Asian and Pacific Islander Student Success** Task Forces. Unfortunately, the recommendations of these Task Force reports remained unexplored as the result of campus leadership transition. The President and campus leadership team are committed to immediate review of the findings and recommendations of the updated Task Force reports and to respond to them in a timely manner.



# *Provost Initiatives*

1. The Provost is adding DEI responsibilities to all positions that report directly to the Provost as part of annual performance reviews.
2. A proposal for an ethnic studies degree requirement is under consideration. The proposal suggests two course expectations that would be required of all PSU undergraduate students. One course would focus on the experiences and histories of ethnic groups and systemic racism within the United States and the other would explore international perspectives.



## ***Provost Initiatives continued***

3. The deans are considering appointment of leadership positions to further DEI work. Some schools, such as the College of Education, had previously appointed a position of Coordinator of DEI. Others, such as the School of Public Health, have created new positions such as an Associate Dean for Diversity and Inclusion.
4. The annual Winter Symposium in 2021 will be conducted this year in partnership with the VP for Global Diversity & Inclusion to move forward topics from the Equity Summit.
5. OAA will integrate DEI work into the planning and design of the Vernier Science Center.



# ***Advancing the School of Gender Race and Nations (SGRN)***

1. The Dean of CLAS and the Director of SGRN have agreed to a cluster hire of multiple new faculty members in the School.
2. The President has committed \$65K in supplemental funding for special initiatives in Black Studies. He has also provided targeted funding for the Equity Summit and other initiatives.
3. The Annual MLK celebration will be jointly planned by GDI and Black Studies. The 2021 celebration will include a panel of PSU scholars exploring Blackness in Oregon and a holistic look at the life of the Rev. Martin Luther King, Jr.



# A Time to Act

**Bold Commitment to  
Advancing Racial Justice and  
Equity**

**Dr. Ame Lambert**





# *Galvanizing Energy and Ideas to Promote DEI and Racial Justice*

**This element is focused on generating dialogue and engagement to create new strategies to advance equity and justice.**

**Equity Summit** convened on October 30, 2020. More than 500 people gathered virtually to discuss DEI and racial justice at PSU.

- Goal #1. See if we could [not] say Black Lives Matter once, but have BIPOCs feel like they mattered by centering and celebrating blackness [cultural wealth] throughout the day
- Goal #2 Release some hope [we better deliver on].
- Goal #3 See what emerged from community engagement and co-creation
- Five task forces engaged in meaning making of summit outcomes, grounded in prior recommendations.
- Will present ideas for feedback at the winter symposium





# ***THE RACIAL JUSTICE AND EQUITY NEXUS - CENTER FOR IDEA GENERATION, EXPLORATION, AND ASSESSMENT***

The heart of any university is its **intellectual core.**

- We will link the campus commitment to racial equity and justice to our intellectual core through the *Racial Justice and Equity Nexus*.
- Harnessing the brilliance in our community and amplifying individual efforts across disciplines and affinities



# *INITIATIVES FOR BIPOC COMMUNITIES*

- In response to a student proposal delivered to the Board of Trustees in the Winter term of 2020, the President commissioned GDI to work on a phased implementation plan to create a **Dreamer Center at PSU**.
- Working with the BIPOC community, GDI will host an annual celebration and showcase of work by, and for, the BIPOC community.

***Things to tend to as we do the work  
(As time allows)***

***Ensuring we are doing  
technical AND adaptive work***

***Especially as we lean into action***



<b>Technical</b>	<b>Adaptive</b>
Easy to identify	Difficult to identify (easy to deny)
Often lend themselves to straightforward solutions	Require changes in values, beliefs, roles, relationships, and approaches to work
Often can be solved by an authority or expert	People with the problem do the work of solving it
Require change in just one or a few places; often contained within organizational boundaries	Require change in numerous places; usually crossing organizational boundaries
People are generally receptive to technical solutions	People often resist even acknowledging adaptive challenges
Solutions can often be implemented quickly - even by edict	“Solutions” require experiments and new discoveries; they can take a long time to implement; cannot be implemented by edict.

- I know that folks are so done with lots of talk and no action, and we are acting. AND we actually really, really need a lot more conversations
    - [Just have to be] deeper conversations; beyond rhetoric
    - Transformational learning opportunities
    - Must tackle the barrier to this work presented by “Portland Polite” culture
      - promotes toxic silence and vomit
      - Harmony and/or comfort cannot be the superordinate goal
- True Justice is not the absence of tension, it is the presence of Justice

~MLK Jr.



# ***KEEP THE FIGURE/GROUND [CENTERING] CHALLENGE IN MIND***

- Women on the front lines
- Everyone needs to be in the work [equity ambassadors everywhere], but the work might look different depending on positionality and task at hand.
  - Looking at structures that create inequity and addressing them
    - Beta testers analogy
  - Designing the future of BIPOC communities
    - The need to define oneself for/by oneself
- Who is leading when? Who has full access to what communities? Who can see the matter in the most robust way?
- Cultural wealth Vs. Deficit thinking



# ***ACKNOWLEDGING THE GRAVITY OF WHAT WE ARE TRYING TO DO***

- Trying to create something that has never existed
  - Deliberately being countercultural/swimming upstream
- Doing it with limited resources and bandwidth and under extraordinary circumstances
  - Refueling and sustaining
- We really need to create spaces for inspiration, imagination, innovation and execution
  - E.g. scaling priming, wise feedback, location of demographic questions
  - Need to experiment with some things, will fail at some things
  - Have to persist, have to be ready to give up some things
  - We have to believe it is worth the cost, because the work is not cost free.





# *GRATEFUL FOR YOUR LEADERSHIP*

I appreciate the recognition of the power you have to make change.

- Resolution
- P&T Committee
- Program prioritization work
- Academic freedom

A campus like ours where students mostly engage in the classroom: that is their lens on PSU.

- The experiences minoritized students have with faculty really matter.
- The work of faculty search committees really matters as gatekeepers who help determining if our faculty will look more like our student body.
- The experiences minoritized faculty have in their departments really matter.
- Students just asked for mandatory diversity training. I want to be able to list all the things faculty are doing to grow their capacity in this area.



**Questions?**

**Comments?**

**I Look Forward to  
Partnering with You!**



**Proposed Amendment to the Constitution of the Portland State University Faculty**  
Introduced in Faculty Senate, December 2020 - Submitted to a vote, January 2021

**Creating the Academic Appeals Board (AAB)**

The following shall be inserted into Article IV Section 4 as item 4.a; other committee listings shall be renumbered accordingly:

**Academic Appeals Board.** This committee shall consist of up to six faculty who have the capacity to represent undergraduate and graduate student concerns, up to three students, and one consultant appointed by the Dean of Student Life. The committee shall:

1. Hear appeals from students who claim to have received a prejudiced or capricious academic evaluation.
2. Advise and make recommendations to the Provost regarding the outcome of students' appeals.
3. Act in liaison with other committees as needed.
4. Report to the Faculty Senate at least once each year.

---

*Above this line text for the Constitution*

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These ten senators endorse this document and approve the AAB becoming a constitutional committee:

Amy Borden, Ramin Farahmandpur, Michele Gamburd, Gina Greco, Bruno Jedynek, Michael Lupro, Rick Mikulski, Mary Oswald, Vicki Reitenauer, Steve Thorne.

**Rationale**

In its current status as an Administrative Committee, the AAB hears appeals from students who claim to have received prejudiced or capricious academic evaluation and makes recommendations on cases to the Provost. However, to allow for a broader range of faculty representation and participation, and ensure that representation on the committee is achieved, it is requested that the AAB become a Constitutional Faculty Senate Committee.

3 December 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: January 2021 Consent Agenda

The following proposals have been approved by the Graduate Council and are recommended for approval by the Faculty Senate. You may read the full text for proposals, as well as Faculty Budget Committee comments on program proposals, at the [Online Curriculum Management System \(OCMS\) Dashboard](#).

### **School of Business**

#### **New Courses**

##### E.1.a.1

- MTax 529 Federal Tax Procedure, 2 credits  
Reporting requirements; audits; appeals function; assessment procedures; tax litigation, particularly in the U.S. Tax Court; collections and spousal relief; penalties. Prerequisite: Admission to the Master of Taxation or the Graduate Certificate in Taxation program.

##### E.1.a.2

- MTax 538 Taxation of Real Estate Transactions, 2 credits  
Overview of participants and professional services often involved in real estate transactions; basic sales structures, deeds, titles, financing arrangements, closings; remedies and foreclosure; federal tax provisions applicable to both residential and commercial transactions, including non-recognition provisions; credits, such as low-income housing and rehabilitation credits. Prerequisite: MTax 530 and admission to the Master of Taxation or the Graduate Certificate in Taxation program.

### **College of Education**

#### **New Courses**

##### E.1.a.3

- ELP 585 Principal Leadership: Linguistically and Culturally Diverse Students and Families, 4 credits  
Promoting the success and well-being of each student, teacher/leader through administrative practicum experiences, supported by faculty supervisor and principal mentor. Explore theories, law, and research; ensure equitable protocols, opportunity and access, responsive practices, create an inclusive school community. Concepts relevant to English Language Learners: language acquisition; the nature/role of culture/cultural groups; planning, implementing, managing instruction; assessment; professionalism; advances in ESL field; public policy; technology. Prerequisite: Admission to Principal License Program.

##### E.1.a.4

- ELP 586 Principal Leadership: High Leverage Practices to Promote Inclusion and Equity, 4 credits  
Examines school administrators' roles and responsibilities in supporting special education services, programs, teachers and staff. Understand special education law and

\* 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.

\*\*Documentation for prefix requests can be found in the additional documents tab of the OCMS.

implications for working with students, families and district leadership. Explore school-wide systems, interventions and processes to address the support needs (e.g. academic, behavioral and social/ emotional) of all students, particularly those students with Individualized Education Programs. Includes 30 hours of clinical practice. Prerequisite: Admission to the Principal License Program.

#### E.1.a.5

- ELP 587 District Leadership: Professional Capacity, Community, Engagement, 3 credits  
In this course, candidates apply leadership strategies that develop the professional capacity of school personnel and members of school community to teach, support students, and lead with a focus on equity and wellness; foster a professional community of teachers and professional staff to promote a system of support and continuous improvement to ensure equitable outcomes for students; and engage families and community in culturally-responsive ways that promote each student's academic success and well-being. Taken concurrently with ELP 509 District Administrative Practicum II. Prerequisite: Admission to Professional Administrator License Program. Co-requisite: ELP 509.

### **Changes to Existing Courses**

#### E.1.a.6

- ELP 569 Introduction to Educational Administration, 4 credits –change title to Principal Leadership: Introduction and change description

#### E.1.a.7

- ELP 570 Human Relations and Educational Foundations, 4 credits – change title to Principal Leadership: Human Relations and Educational Foundations and change description

#### E.1.a.8

- ELP 571 Teaching, Learning, Curriculum, 4 credits – change title to Principal Leadership: Teaching, Learning, Curriculum and change description

#### E.1.a.9

- ELP 572 Human Resource Development and Organizational Change, 4 credits –change title to Principal Leadership: Human Resource Development and Organizational Change and change description

#### E.1.a.10

- ELP 573 Educational Leadership Project I, 1 credit –change title to Principal Leadership: Project I and change description

#### E.1.a.11

- ELP 574 Education Leadership Project II, 1 credit – change title to Principal Leadership Project II and change description

#### E.1.a.12

- ELP 575 Educational Leadership Project III, 1 credit – change title to Principal Leadership: Project III and change description

\* 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.

\*\*Documentation for prefix requests can be found in the additional documents tab of the OCMS.

## E.1.a.13

- ELP 576 Education, Community, Society, 4 credits – change title to District Leadership: Instructional Equity and change description

## E.1.a.14

- ELP 577 District and School Staff Supervision and Evaluation, 4 credits – change title to District Leadership: Professional Capacity and Engagement of Staff and Community and change description

## E.1.a.15

- ELP 578 Communication and Conflict Management in Educational Organizations, 4 credits – change title to District Leadership: Mission, Vision, and Values of Ethics and Equity and change description

## E.1.a.16

- ELP 579 Curriculum, Instruction, and Assessment Leadership, 4 credits – change title to District Leadership: Continuous Improvement, Operations and Management and change description

## E.1.a.17

- ELP 580 District Policy, Operations, Facilities, and Finance, 4 credits – change title to District Leadership: Equity, Instruction and Care for Students, change description, and change credit hours from 4 credits to 3 credits

## E.1.a.18

- ELP 581 U.S. and Oregon School Law and Policy, 4 credits – change description, change credit hours from 4 credits to 3 credits, change title to District Leadership: Ethical Management and Levers for Improvement

### **College of Liberal Arts and Sciences**

#### **New Courses**

## E.1.a.19

- \*CR 549 Intro to Holocaust and Genocide Studies, 4 credits  
Introduction to Holocaust and Genocide Studies presents the historical context of the Holocaust, including timelines and events, as a means to understand how the definitions and understandings of genocide and atrocity have developed in response. Diverse stories of subsequent atrocities will be presented, and students will have the opportunity to draw parallels between the past and current events in the world, enhancing a robust and complex understanding of genocide. We will focus on genocide prevention, offering models of successful prevention noting key precursors to genocide/atrocities.

## E.1.a.20

- CR 550 Holocaust and Genocide/Atrocity Prevention Synthesis, 4 credits  
Students will have the opportunity to integrate their certificate learning into a project that prepares them to apply knowledge in their works as educators, activists, policy makers, social justice advocates, and/or ngo/international-development workers. This course will be run as a one-term seminar, inviting students into conversation with one another about their research interests, and/or their career goals that incorporate learning from

\* 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.

\*\*Documentation for prefix requests can be found in the additional documents tab of the OCMS.

coursework. This course may be taken for credit up to two times. Prerequisites: CR 546, GRN 520, and 8 approved elective credits.

#### E.1.a.21

- \*SpHr 573 Perspectives on Disability, 4 credits  
Introduces students to perspectives on disability and ableism. Students will examine definitions of disability and the history of disability, particularly as it relates to communication and clinical practice. We will investigate the influence of media on perceptions of disability and discuss how models of disability influence approaches to service provision, communication choice, intervention, and education. These issues will be examined within the framework of how ableism has evolved and is expressed within society.

### **Changes to Existing Courses**

#### E.1.a.22

- \*Ling 576 Corpus Linguistics in Language Teaching, 4 credits – change description and prerequisites, change title to Corpus Linguistics

#### E.1.a.23

- Wr 579 Researching Book Publishing, 4 credits – change description and repeatability

### **University Library**

#### E.1.a.24

- \*\*Addition of Graduate-level to the existing ULIB prefix

### **School of Social Work**

### **Changes to Existing Course**

#### E.1.a.25

- SW 566 Partnering with and Practicing in Child Welfare, 3 credits – change title to Child Welfare Seminar: Practice and Policy, change description, change credit hours from 3 credits to 1 credit, and change repeatability

### **College of Urban and Public Affairs**

### **Changes to Existing Course**

#### E.1.a.26

- \*PS 595 Research Methods for Political Science, 4 credits – change title to Topics in Specialized Research Methods for Political Science, change description, and change repeatability

### **Drop Existing Course**

#### E.1.a.27

- \*PS 541 World Politics, 4 credits

\* 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.

\*\*Documentation for prefix requests can be found in the additional documents tab of the OCMS.

3 December 2020

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: January 2021 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 Faculty Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Dashboard](#).

### **School of Business**

#### **Change to Existing Program**

##### E.1.b.1

- Undergraduate Certificate in Social Innovation and Social Entrepreneurship – adding an additional option to two core requirements

#### **New Course**

##### E.1.b.2

- BA 100 Summer Business Institute, 1 credit  
The Summer Business Institute is a unique opportunity for high school students to explore the world of business with Portland State business faculty and local business leaders. The institute will provide an overview of the functional areas of business and business practices in Oregon with an emphasis on diversity and inclusion and social responsibility. The institute is specially designed for Black, Indigenous, people of color, and those with culturally diverse backgrounds. This course is repeatable for up to 2 credits.

### **College of Liberal Arts and Sciences**

#### **Change to Existing Programs**

##### E.1.b.3

- Minor in Applied Linguistics – Reducing the core requirement to 4 credits and increasing the elective requirement to 24 credits

##### E.1.b.4

- B.A./B.S. in Biology – Clarification of allowable grading options, revising elective options, adding a required course

#### **New Courses**

##### E.1.b.5

- ChLa 360 Bilingualism in U.S. Latinx Communities, 4 credits  
Due to the constant contact between English and Spanish in the U.S., a natural bilingual context flourishes in which new linguistic innovations emerge. Even though these two languages coexist, the political, economic, and social capital that English represents

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



accords it a dominant status over Spanish. From an interdisciplinary perspective, this course critically analyzes Spanish-English bilingualism through sociohistorical, sociopolitical, and sociocultural lenses with the goal of dismantling monolingual ideologies and empowering speakers of multilingual discourses.

#### E.1.b.6

- Comm 342 Media and Cultural Industries, 4 credits  
An overview of the mass media & cultural industries. Students will examine a range of issues, such as the institutional, social and technological histories of media and cultural industries, the influence of economic factors in shaping content, and issues governing regulatory policy. Special emphasis will be given to media's role in society, the concentration of ownership, the impact of new communication technologies, and increasing convergence of particular media with one another.

#### E.1.b.7

- Comm 442 Sport, Media and Culture, 4 credits  
An in depth examination of the interrelationship between sports and media in contemporary (western) society, and how that interrelationship reinforces social values, sometimes challenges social norms, and draws on the cultural identification of class, race, and gender to identify sports values with cultural values. Drawing on theories of political economy, media studies, and cultural studies, we will examine media's role in telling the story of sports and, in telling that story, shaping and reinforcing cultural values and developing material impacts on peoples' lives. Prerequisite: Upper-division standing.

#### E.1.b.8

- \*CR 449 Intro to Holocaust and Genocide Studies, 4 credits  
Introduction to Holocaust and Genocide Studies presents the historical context of the Holocaust, including timelines and events, as a means to understand how the definitions and understandings of genocide and atrocity have developed in response. Diverse stories of subsequent atrocities will be presented, and students will have the opportunity to draw parallels between the past and current events in the world, enhancing a robust and complex understanding of genocide. We will focus on genocide prevention, offering models of successful prevention noting key precursors to genocide/atrocities. Prerequisite: CR 301U, Hst 380U, JSt 380U, or BSt 214.

#### E.1.b.9

- Eng 381 Topics in Translation Studies, 4 credits  
Students will develop analytical frameworks to understand translation and its implications for textual interpretation. Students work with case studies that highlight the role of translation throughout history; they also examine how methods from Translation Studies enrich the study of literary and non-literary texts alike. Those with second-language competency can optionally develop skills to produce translations of their own. Course may be repeated for credit with different topics. Up to 8 credits of this course number can be applied to the English major. This is the same course as WLL 381.

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

## E.1.b.10

- Hst 384 Ottoman World, 4 credits  
An overview of Balkan and Middle Eastern history from late-medieval to early modern times (c. 14th-18th centuries). Major themes include the rise of the Ottoman Empire, the Ottomans and the early modern world (c. 1500-1800), evolution of the Ottoman state, law and religion, economy and society, and popular culture and lifestyle.

## E.1.b.11

- \*SpHr 473 Perspectives on Disability, 4 credits  
Introduces students to perspectives on disability and ableism. Students will examine definitions of disability and the history of disability, particularly as it relates to communication and clinical practice. We will investigate the influence of media on perceptions of disability and discuss how models of disability influence approaches to service provision, communication choice, intervention, and education. These issues will be examined within the framework of how ableism has evolved and is expressed within society. Prerequisite: Upper-division standing.

**Changes to Existing Courses**

## E.1.b.12

- Bi 370 Mushrooms, 4 credits – change description and prerequisites

## E.1.b.13

- Hst 314U Ancient Near East and Egypt, 4 credits – change description

## E.1.b.14

- Hst 315U Greek History, 4 credits – change description and change title to History of Ancient Greece

## E.1.b.15

- Hst 316U Roman History, 4 credits – change description

## E.1.b.16

- Hst 320U East Asian Civilizations, 4 credits – change description and Banner title

## E.1.b.17

- Hst 321U Early Modern East Asia, 1300-1800, 4 credits – change description

## E.1.b.18

- Hst 322U Modern East Asia, 4 credits – change description

## E.1.b.19

- Hst 324 United States Civil Rights Movements, 4 credits – change description

## E.1.b.20

- Hst 327U U.S. History 1890-1932, 4 credits – change description

## E.1.b.21

- Hst 328U U.S. History, 1932-1960, 4 credits – change description

## E.1.b.22

- Hst 329U U.S. History, 1960-Present, 4 credits – change description

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

E.1.b.23

- Hst 330U Native Americans of Eastern North America, 4 credits – change description and Banner title

E.1.b.24

- Hst 331U Native Americans of Western North America, 4 credits – change description and Banner title

E.1.b.25

- Hst 337U History of American Cities, 4 credits – change description

E.1.b.26

- Hst 338U Oregon History, 4 credits – change description

E.1.b.27

- Hst 339U The Environment and History, 4 credits – change description

E.1.b.28

- Hst 340U Women and Gender in America to 1848, 4 credits – change description and Banner title

E.1.b.29

- Hst 341U Women and Gender in the United States 1848-1920, 4 credits – change description

E.1.b.30

- Hst 342U Women and Gender in the U.S. 1920 to the Present, 4 credits – change description

E.1.b.31

- Hst 344U Culture, Religion, Politics: Jews and Judaism in America Since World War Two, 4 credits – change description

E.1.b.32

- Hst 345U Colonial America, 1607-1756, 4 credits – change description

E.1.b.33

- Hst 346U The American Revolution, 1756-1800, 4 credits – change description

E.1.b.34

- Hst 347U Antebellum America, 1800-1850, 4 credits – change description

E.1.b.35

- Hst 348U Slavery, the American Civil War, and Reconstruction, 1850-1877, 4 credits – change description

E.1.b.36

- Hst 349U United States Indian Policy, 4 credits – change description

E.1.b.37

- Hst 350U English History from 1066 to 1660, 4 credits – change description

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

## E.1.b.38

- Hst 351U English History from 1660 to the Present, 4 credits – change description

## E.1.b.39

- Hst 352U European Women's History to 1700, 4 credits – change description and Banner title

## E.1.b.40

- Hst 354U Early Medieval Europe: 300-1100, 4 credits – change description and Banner title

## E.1.b.41

- Hst 355U Late Medieval Europe, 1100-1450, 4 credits – change description and Banner title

## E.1.b.42

- Hst 356U Renaissance and Reformation Europe, 1400-1600, 4 credits – change description and Banner title

## E.1.b.43

- Hst 357U Europe from Reformation to Revolutions, 4 credits – change description and Banner title

## E.1.b.44

- Hst 358U Europe from National Unification to European Union, 4 credits – change description

## E.1.b.45

- Hst 359U Early Modern France, 4 credits – change description

## E.1.b.46

- Hst 360U The French Revolution and Napoleon, 4 credits – change description

## E.1.b.47

- Hst 363 History of the British Empire, 4 credits – change description

## E.1.b.48

- Hst 376U History of Imperial Russia, 1700-1917, 4 credits – change description

## E.1.b.49

- Hst 377U History of the Soviet Union and Post-Soviet Russia, 4 credits – change description and Banner title

## E.1.b.50

- Hst 387U History of Modern Science, 4 credits – change description

## E.1.b.51

- \*Ling 476 Corpus Linguistics in Language Teaching, 4 credits – change description and prerequisites, change title to Corpus Linguistics

## E.1.b.52

- WLL 381 Topics in Translation Studies, 4 credits – add cross-listing with Eng 381

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

**Drop Existing Courses**

## E.1.b.53

- Hst 332U History of the North American Fur Trade, 4 credits

## E.1.b.54

- Hst 336U Lewis and Clark and the American West, 4 credits

## E.1.b.55

- Hst 367 History of Food in Latin America, 4 credits

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

## E.1.b.56

- B.A./B.S. in Political Science – Revising requirements for the International Development Option to lower the minimum credits from 60 credits to 48 credits to bring the option in line with the other options within the major

## E.1.b.57

- Undergraduate Certificate in International and Global Studies – Revising requirements for the Global Studies option and increasing the minimum credits for that option from 20 credits to 24 credits

**New Course**

## E.1.b.58

- Intl 367 The Global Drug Trade, 4 credits

Explores the nature of the global drug trade, and its impact on the environment, nation-states, economies, populations, and international relations. Also examines different perspectives to understanding the drug trade, such as the global health approach to drugs, and the arguments for legalization. Students will also examine how drugs have been securitized as an issue, and the pros and cons of this approach. This class will place the drug trade in the context of other major global issues, such as how the drug trade fuels migration.

**Changes to Existing Course**

## E.1.b.59

- \*PS 495 Research Methods for Political Science, 4 credits – change title to Topics in Specialized Research Methods for Political Science, change description, and change repeatability

**Drop Existing Course**

## E.1.b.60

- \*PS 441 World Politics, 4 credits

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

3 December 2020

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Graduate Certificate in Holocaust and Genocide/Atrocity Prevention

The following proposal has been approved by the Graduate Council and is recommended for approval by the Faculty Senate.

You may read the full text of the program proposal, as well as Faculty Budget Committee comments, online at the [Online Curriculum Management System \(OCMS\) Dashboard](#).

**PROPOSAL SUMMARY FOR  
College of Liberal Arts and Science**

**Graduate Certificate in Holocaust and Genocide/Atrocity Prevention**

**Certificate Type**

Graduate Certificate: Admission to graduate status required

**Effective Term**

Fall 2021

**Overview of the Program**

The graduate certificate in Holocaust and Genocide/Atrocity Prevention (H-GAP) will teach students about historic and current genocides and atrocities, and build foundational knowledge of best practices for identifying threats of atrocities and for implementing strategies to prevent future atrocities. Building upon historic examples of the Holocaust and other atrocities that have shaped the language and scope of the field, students will explore emerging scholarship about how identity issues, climate change, political trends and migration patterns impact the risks of genocide and mass atrocities; and about how to maximize the role of civil society actors, local governments, and international bodies in effective prevention efforts.

Situated within the discipline of Conflict Resolution, and in partnership with the School of Gender, Race and Nations, this certificate represents multiple interdisciplinary perspectives, working together to prepare educators, activists, policy makers and change agents in genocide and atrocity prevention. The field of Conflict Resolution offers theories and practices that support constructive engagement, strategic communication, and empowered collaboration — all essential tools for effective prevention.

**Evidence of Need**

The need for this program was established through conversations with the National Higher Education Leadership Consortium of Directors of Centers in Holocaust, Genocide and Human Rights Studies, which recognized Portland State University as the only such center in the State of Oregon (see attached map). As such, the H-GAP Certificate is one of the few academic programs on the west coast of the United States, and would be the only graduate level certification in the Pacific Northwest. This is especially important in the wake of the State of Oregon mandating Holocaust and genocide education in all middle and high school classrooms starting in the Fall of 2020 (<https://thehill.com/homenews/state-watch/453224-oregon-to-require-schools-to-teach->

about-holocaust), and the longer-standing Oregon mandates for both Native American Studies and Ethnic Studies.

### **Course of Study**

Minimum Credits: 20

#### Required Courses (12 credits)

CR 549 Introduction to Holocaust and Genocide Studies, 4 credits

GRN 515 Constructions of Power and Knowledge: Gender, Race and Nation, 4 credits

CR 550 Holocaust and Genocide/Atrocity Prevention: Synthesis, 4 credits

#### Electives (8 credits)

A student will take a minimum of 8 credits offered below. All courses must be taken at the graduate (500- or above-) level. Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling certificate requirements.

#### *Approved Elective Courses:*

GRN 520 Critical Methodologies, 4 credits

Hst 510/JSt 510: The Holocaust, 4 credits

CR 527: Nationalism & Ethnic Conflict, 4 credits

BSt 514: Racism, 4 credits

BSt 550: Top: Race and Sustainability, 4 credits

GRN 530: Social Justice Pedagogy, 4 credits

GRN 550: Seminar in Gender, Race, and Nations, 4 credits

WS 571: Global Feminisms, 4 credits

PS 510: Genocide: Trauma, Law, and Politics. 4 credits

## **Undergraduate Research Opportunities Committee**

### **Final Report**

**December 17, 2020**

**Committee:** Shelby Anderson (Chair), Kelly Clifton, Sahan Dissanayake, Brenda Glascott, Mau Nam Nguyen, Jason Podrabsky, Todd Rosenstiel, Sonja Taylor, Derek Tretheway

*“What is undergraduate research? An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.”*

Council on Undergraduate Research  
(<https://www.cur.org/who/organization/mission/>)



## Executive Summary

The 2018-2020 Undergraduate Research Opportunities Committee (UROC) was charged by faculty senate with exploring: 1) Current undergraduate research practices at Portland State University (PSU); 2) New initiatives, or development and improvement of, current practices to engage more undergraduates in research including students and mentors from disciplines perceived as overlooked in this area, such as the humanities; and 3) Activities and structures to sustain successful undergraduate research related practices over time at PSU.

The UROC synthesized information from a variety of sources and identified numerous strengths and challenges in undergraduate research opportunities at PSU. This effort made clear that there is already significant engagement with diverse undergraduate research opportunities at PSU. But the institution as a whole is not adequately supporting undergraduate research efforts. Most of what is taking place hinges on the work of a few highly effective PIs, or small research centers and groups, who operate independently with little outside support or connection to other teams working on similar projects, problems, and target student populations.

The committee identified six interrelated needs and associated recommendations that must be addressed to support and expand undergraduate research opportunities:

- 1) Improve student access, experience, and outcomes, particularly for BIPOC students, first generation students, and students from other underrepresented groups.
- 2) Centralize information and communication about UR at PSU to reduce faculty staff redundancies in effort, aid with recruitment, and create new opportunities
- 3) Address faculty workload issues around undergraduate research
- 4) Help students and faculty prepare for research and mentoring
- 5) Raise awareness of undergraduate research opportunities at PSU
- 6) Address undergraduate research funding deficits

PSU has an opportunity to distinguish ourselves from regional community colleges and universities through our undergraduate research offerings, to promote opportunities for our diverse student population, and to improve student success through engagement with undergraduate opportunities. But, to accomplish this, PSU must address the deficits and obstacles to undergraduate research identified by this committee.

## 1.0 Current State of Undergraduate Research at PSU

This report documents the Faculty Senate's ad hoc Undergraduate Research Opportunities Committee's (UROC) findings about the current state of undergraduate research at PSU and our recommendations for expanding this high-impact practice at PSU. While Portland State University sponsors a wide range of undergraduate research opportunities, the university could increase the impact of these opportunities -- and use them as a way to attract new students -- by increasing the coordination of undergraduate research and addressing the obstacles identified by faculty and university leadership.

Undergraduate research is a nationally recognized way to positively impact retention and graduation, and to create long-term opportunities/careers for students; several studies have demonstrated the impact undergraduate research experiences can have on BIPOC student success (see Collins et al. (2017) and Hurato et al. (2009)).

There is an opportunity for PSU to identify as *the* undergraduate research university in Oregon. This would be a powerful driver for recruitment, increase our retention and graduation rates, and support BIPOC students in achieving their academic and career goals.

## 2.0 Committee Charge and Overview of Activities

Between Fall 2018 and Fall 2020, the UROC was charged by the Faculty Senate with exploring:

1. Current undergraduate research practices at Portland State University (PSU);
2. New initiatives, or development and improvement of, current practices to engage more undergraduates in research including students and mentors from disciplines perceived as overlooked in this area, such as the humanities; and
3. Activities and structures to sustain successful undergraduate research related practices over time at PSU.

The UROC reviewed best practices in undergraduate research at other institutions and organizations (e.g. Council on Undergraduate Research) and researched the state of undergraduate research at official PSU comparator universities to inform our assessment of PSU undergraduate research practices. We then drew on various sources of data to better understand the status of undergraduate research at PSU. Source of information included previous research carried out by the Academic Quality Committee (AQC). We collated data on undergraduate research activities through analysis of Honors College data, exit data from various programs (e.g. Honors, REU, ISS), and information on undergraduate engagement with the annual PSU research symposium.

We initiated a survey of university leadership (administration, research PIs, leaders of centers and institutes) to assess the state of undergraduate research from the perspective of different units and to add leadership perspectives on undergraduate research to available data on faculty perspectives. We also sought to incorporate feedback from areas of scholarship not well-

represented on committee. Efforts in this area included requesting additional Senate members from humanities and arts (none were assigned); inviting feedback from college and unit heads across university through May 2019 presentation to the Academic Leadership Council; and conducting direct outreach to the College of the Arts (COTA). We coordinated with the student success effort out of the Provost's Office to collect data on student perspectives and experiences with undergraduate research by adding relevant questions to a student survey administered by the Provost's office.

In addition to the targeted information collection efforts outlined above, we solicited feedback on the final draft report from the Undergraduate STEM working group, and from the general faculty via an open workshop held in December 2020.

### 3.0 Best Practices in Undergrad Research

Undergraduate research is a powerful way to engage students in their education and is identified by the Association of American Colleges and Universities (AAC&U) as a high-impact practice, or activities demonstrated to increase student retention and engagement. The Council on Undergraduate Research (CUR) defines undergraduate research as “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline” (Mission). Undergraduate research experiences provide students with a strong connection to faculty and discipline and develop students' communication and analytical skills, preparing them for careers and/or graduate education. Over the last thirty years, more universities and colleges have recognized the significance of undergraduate research for student retention and achievement.<sup>1</sup>

Faculty are the sponsors of undergraduate research experiences, typically by involving students in their research, mentoring undergraduate projects such as theses, or by developing and teaching course-based undergraduate research experiences (CUREs). CUR has identified best practices for supporting -- and expanding -- faculty and student engagement with undergraduate research (CUR 2018). The basic conditions for supporting faculty in sponsoring undergraduate research include:

- Building mentoring of undergraduate research into faculty workload, so that this activity isn't taken on as an overload or ““add-on' to a normal teaching load” (Morrison et al. 7).
- “Rewrit[ing] tenure, promotion, and other review documents to clearly value mentoring and CURE development” (7)
- “Honor[ing] faculty-student collaboration with internal, targeted research funds” (7)
- Provid[ing] reassigned time for research-based curricular revision” (7)
- Establish[ing] prominent awards/chairs to honor mentoring” (8)
- Institutionaliz[ing] best practices in training, mentoring, and CURES (8)

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<sup>1</sup> According to Morrison et al. (2019) undergraduate research was first embraced by private liberal arts colleges (1). Karukstis's (2019) history of the undergraduate research “movement” tracks its origins to innovative approaches to teaching the sciences at public universities in the late 19th and early 20th centuries. The National Science Foundation's Undergraduate Research Participation Program (1958-1981) catalyzed integration of undergraduate research experiences in the sciences. The Council of Undergraduate Research was founded in 1978 “to support and promote undergraduate student-faculty collaborative research and scholarship” (48). Joyce Kinhead has explained that “[f]aculty members, intellectually stimulated by their own research and intrinsically interested in their own students' development, have been largely responsible for driving undergraduate research” (qtd. In Karukstis 47).

- Integrat[ing] undergraduate research into mission statements and strategic plans (6)

One of CUR's recommended best practices includes creating "a central office of undergraduate research, which oversees campus-wide undergraduate research that include but are not limited to on-campus research symposia, summer research, student workshops, mentorship training, and disbursement of funds for student travel" (5). Such an office should be directed by a research/scholarship-active faculty with expertise and interest in undergraduate research.

#### **4.0 Undergraduate Research Opportunities and Issues of Diversity, Equity, and Inclusion**

Barriers to college success and completion affect Black, Indigenous, and Latinx students populations more acutely than their counterparts. Undergraduate research is a powerful high impact practice for rectifying one of the major factors fueling these persistence and completion gaps: the students' sense that they do not belong.

Black and Latinx students are much more likely to leave STEM majors than their white counterparts which also increases the likelihood of leaving college without a degree. Riegle-Crumb et al. (2019) report that "we see that both Latina/o and Black students have significantly higher rates of switching (about 37% and 40%, respectively) compared to White students (29%). Latina/o STEM majors (20%) and Black STEM majors (26%) are also significantly more likely to leave school without a degree compared to White STEM majors (13%)."

This is not only a problem in STEM. According to Riegle-Crumb et al. (2019), "Black and Latina/o students in both business and social science majors are significantly more likely than their White peers to leave school rather than persist to earn a degree in their chosen field." In the humanities, however, Black students are less likely than their white counterparts to switch majors.

Significant graduation completion gaps persist. For example, a 2017 National Student Clearinghouse study showed "a 24-percentage point gap in the completion rates of black and white students (42.7 percent and 66.8 percent, respectively) and 17.5-percentage points gap between Hispanic and white students (49.3 percent and 66.8 percent, respectively)" among traditionally aged students. The completion gap for students who start college at age 25 or older "was 12.3 percentage points (29.7 percent and 42.0 percent, respectively) between black and white students" and "9.1 percentage points between Hispanic and white students (32.9 percent and 42.0 percent, respectively)" (Shapiro et al.).<sup>2</sup>

Scholars offer a number of theories to explain the persistence and completion gaps, but most theories include the impact of students feeling unwelcome or like they do not belong. Similar barriers can affect first-generation students, low income students, and women students.

Undergraduate research experiences have been shown to increase BIPOC students' sense of belonging. In their literature review, Collins et al. (2017) find that undergraduate research

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<sup>2</sup> Asian-identified students had a completion rate 1.2% higher than white students.

experiences affect “underrepresented minority students” by “increas[ing] the academic and social integration of these students through engagement activities, including intensive faculty interactions (Clewell, Cohen, Deterding, & Tsui, 2005). For example, Hurtado et al. (2009) found that URM students engaging in undergraduate research experienced developmental benefits that extended beyond the research setting (e.g., into the classroom) through enhanced self-efficacy; access to key resources (e.g., professional development activities, support from staff); collaborative relationships with peers, graduate students, and faculty; and immersion in competitive social networks that fostered motivation to work harder and perform better.”

Increasing availability of and access to undergraduate research experiences will not only target closing persistence and completion gaps, but will also increase the likelihood of underrepresented groups going on to graduate school and professional careers. Thus, specific investment in recruiting and retaining students from under-represented groups in a variety of undergraduate research experiences is necessary and important for fostering future diversity across disciplines. See Section 7.0 for recommendations aimed at fostering diversity, equity, and inclusion for undergraduates through research opportunities.

## 5.0 Comparator Institutions

As part of our efforts we explored how our comparator institutions are engaged in undergraduate research. We used the list of 43 institutions that PSU as identified as a comparators and searched their websites for information related to undergraduate institutions including whether they (1) highlight undergraduate research, (2) have an undergraduate research office, (3) conduct a undergraduate research symposium, (4) have grants and funding to support undergraduate research. We summarize the key quantitative data below and then describe a selected few examples. The full data set is available in Appendix A.

Among our 43 comparator schools

- 27 (63%) have an undergraduate research office
- 29 (67%) conduct an undergraduate research symposium/conference
- 19 (44%) Recognize undergraduate research (best student/poster etc.)
- 23 (53%) Provide some type of grants or funding to support undergraduate research
- 38 (88%) highlight undergraduate research on their website

## 6.0 State of Undergraduate Research at PSU

In 2017, the Academic Quality Committee (AQC) conducted a survey of PSU faculty that included questions specifically aimed at understanding faculty engagement with, and perspectives on, undergraduate research at PSU. There were a total of 415 respondents to the survey (41% of the total 1007 faculty): 27% full professor, 26% assistant professor, 25% associate (about 50% of the population), approximately 15% instructors and senior instructors (about 35% of the population), and approximately 50% female and 50% male (equivalent to the population representation). The survey included all colleges and schools with varying levels of representation in respondents (between 25-50%). Large programs and departments were well represented, while some small programs were not well represented (AQC 2017).

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The survey identified faculty workload and criteria for promotion and tenure as the critical barriers to engaging with undergraduate research (George and Dolidon 2017); specifically, mentoring of undergraduates is not valued in promotion and tenure, which adds to the faculty experience of undergraduate mentoring as “add-on” work. Inadequate funding support, lack of undergraduate preparation, and lack of access were also reported as minor barriers to engaging with undergraduate research (George and Dolidon 2017). There was a high level of faculty support for working to reduce workload barriers to faculty engagement with undergraduate research, and for targeting university fundraising activities in support of undergraduate research (George and Dolidon 2017). The survey identified only moderate to low support for funding an undergraduate research office, or funding campus-wide initiatives that coordinated undergraduate research.

To build on the work already carried out by the AQC, the URO committee undertook a series of meetings with university leadership. The goal of these meetings was to collect data on obstacles and opportunities for Undergraduate research at PSU from the perspective of those most engaged with research/undergraduate research (see Appendix B for discussion questions). The committee gathered information from the Academic Leadership Committee, Build Exito, the Transportation Research and Education Center (TREC), the Honors College, the Institute for Sustainable Solutions (ISS), Homelessness Research and Action Center (HRAC), the Digital City Test Bed center, Louis Stokes Alliance for Minority Participation (LSAMP), McNair, S-STEM faculty, Research Experiences for Undergraduates (REU) PIs, and Provost Office staff focused on student success and other aspects of the student experience. These meetings generated valuable discussions about existing undergraduate engagement with various programs across campus, as well as the obstacles to undergraduate research across the university.

Discussions with research-oriented centers and groups reinforced the results of the 2017 AQC survey, as did the workshop on undergraduate research opportunities we hosted in December 2020, and online responses to our draft report (see Appendix D for more details): the primary obstacles faculty and staff face in terms of engaging undergraduates with research are 1) workload, and 2) lack of tangible recognition for mentoring undergraduates (e.g. in tenure and promotion and compensation for TT faculty, for review and promotion, workload, and compensation for NTTFs, etc.) (see Table 1). Other challenges identified by multiple programs include issues recruiting students, connecting students to appropriate mentors, student preparedness for research, and faculty preparedness for mentoring (Table 1). Recent research on PSU student preparedness for careers identified a need for more internships, lab opportunities, and real-world experiences in their fields (Klein 2020: 7).

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**Table 1. Summary of Relevant PSU Programs (See Appendix C for program details)**

<b>Program/Center</b>	<b>Undergraduates in Program 19-20 AY</b>	<b>Undergrad Funding Available (yes/no)?</b>	<b>Faculty Mentor Funding Available (yes/no)?</b>	<b>Program Identified Obstacles to UR at PSU</b>
Build Exito	Yes (~400 students)	Yes	Yes	Retention, longevity of program post-NIH funding
Digital City Test Bed Center	No, plan for engagement in future	No, but potential	No	Lack of funding, faculty time, and tendency to prioritize graduate students when opportunities are limited
HRAC	Yes, but primarily grad students right now	No, but potential at small scale	Not directly, although funding available for faculty through research program	Faculty workload, undergraduate preparation for participation
ISS	Yes, internships and fellowships	Yes	Yes, but dormant (faculty fellows program)	Not enough faculty/faculty engagement; partner needs not aligned with undergraduate timelines, abilities, etc.; program access to students
TREC	Yes, through internships and grants to faculty that engage undergrads in research	Yes, internships, fellowships, involvement in TREC-funded faculty projects	Yes, through TREC “grant”	Faculty workload, student preparation, recruitment
Honors	Yes, (720-820 past five years)	Very limited. Can award 16 \$250 grants for research expenses or travel related to research.	No	Faculty workload, program capacity, funding for student research and student travel
LSAMP	Yes	Yes	No	Recruitment, funding, mentoring and training (of faculty mentors), hard to identify appropriate PSU mentor
McNair	Yes	Yes	No	Some fields harder to find mentor (e.g. humanities), mentor/PI concerns about student preparedness, undergrad timeline and research timeline don’t match

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MCECS Undergraduate Research and Mentoring Program (URMP)	Yes, 7 students in AY19/20. 9 students in AY18/19. 13-14 students/year from AY 08/09 to AY17/18.	Yes, \$500-1000/term	No	Limited.reduced funding. Annually funding from AY08/09 to AY16/17 was \$30-35k with 50% funding coming from the Semiconductor Research Corporation Educational Alliance. Funding is now 100% MCECS Dean's office. AY19/20 funding was \$12.5k. \$20k allocated in AY20/21.
Computational Modeling Serving the City (REU)	Yes, 8/year (16 in altREU)	Yes, \$6000 stipend for summer	No	General lack of support and leadership, obstacles to summer REU students engaging in campus life
Application of Microscopy and Microanalysis in Multidisciplinary Research (REU)	Yes, 10 undergrads/year	Yes, \$4000 stipend for summer program plus a small amount of operational budget to support student research training activities	No	

While several programs work cooperatively (e.g. LSAMP, McNair, and Build Exito), most of the programs operate independent of one another. There is a lack of connection between researchers/research centers and other university programs or administrative offices (e.g. transfer experience efforts at the Provost's office not connected to research programs that work with transfer students, or with student success programs). More coordinated efforts around undergraduate research opportunities would positively impact the effectiveness of recruitment efforts, especially for BIPOC and first-generation students who are the least likely to seek out these opportunities without direct recruitment (e.g. Carpi et al. 2017; Lopatto 2007; O'Donnell et al. 2015).

In an effort to further understand the extent to which undergraduates are currently engaged in research at PSU, we collated information from a variety of disparate sources. Summary data from the library on student engagement in research week symposium presentations and/or undergraduate honors theses indicates increasing engagement in the Honors College and presentation of research between 2013 and 2018 (from 89 to 145 theses). Every Honors College student presents their thesis research publicly at the Honors College Thesis Symposium (held quarterly). There is relatively low engagement in oral presentations at the university's Student Research Symposium during research week, open to all undergraduate and graduate students (Table 2).



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**Table 2. Library data on student research projects**

	<b>Undergraduate Honors Thesis</b>	<b>Student Research Symposium Presentations*</b>	<b>Student Research Symposium Posters*</b>
2019	146	9	29
2018	145	9	24
2017	145	12	26
2016	128	11	14
2015	98	11	16
2014	89	1	10
2013	n/a	19	13

\* Presentation and Posters include both undergraduate and graduate students and many posters/presentations have multiple contributing authors including faculty members

A survey of undergraduate interest and involvement in internship opportunities conducted in 2018 (Rochester and Carlson 2018) provides additional, indirect, data on undergraduate research opportunities at PSU. Out of 2009 surveyed students, 13% had participated in an internship for academic credit, while 14.1% had participated in paid internships (Figure 1). The majority of internships involved volunteering with an organization to learn professional skills and experience (27.4%), with smaller numbers of students shadowing health professionals, conducting research in a lab, clinical setting, or in direct collaboration with a faculty member (Figure 1). Of the lab research experiences, 64.3 % of the students engaged with on-campus labs, 23.3% worked in off-campus labs, and 12.4 % worked in both on and off campus lab settings. Of the students who did an internship (N=931), the majority learned of the opportunity on their own (43.8%) (Figure 2); from a professor or instructor (29.0%) and from a friend or relative (24.5%) were the next most common responses (Figure 2).

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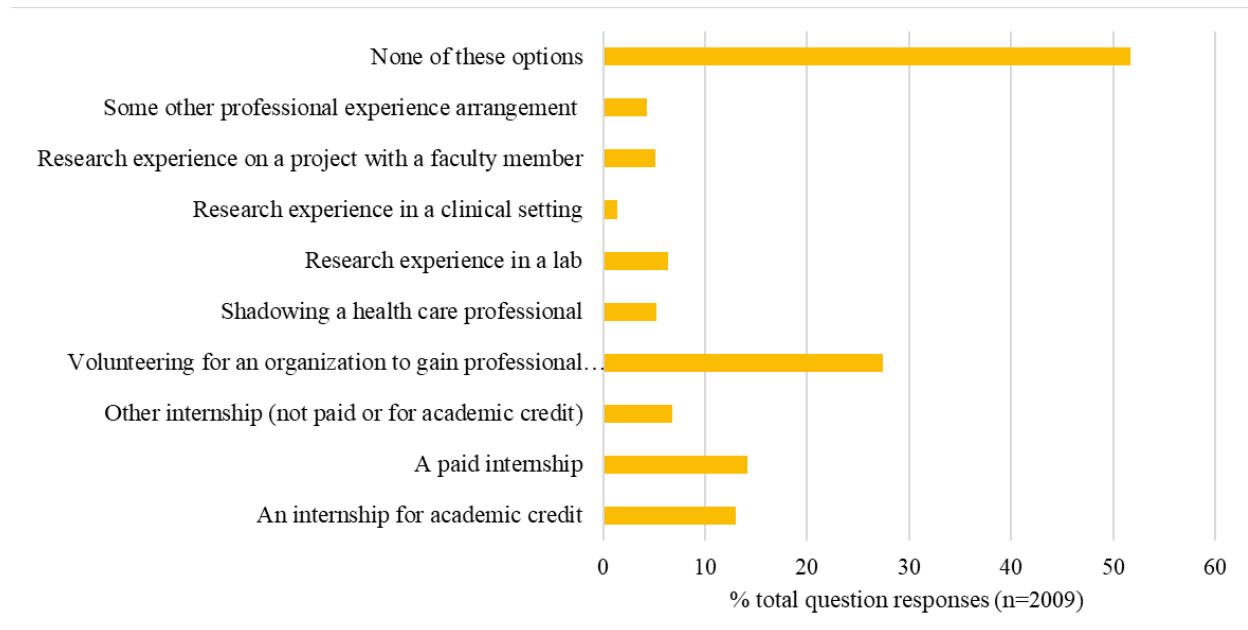


Figure 1. Student responses to the question “During all your time at Portland State University, have you participated in any of the following activities/arrangements in order to gain professional experience? This does not include experience in a capstone course. Select all that apply” (Rochester and Carlson 2018)

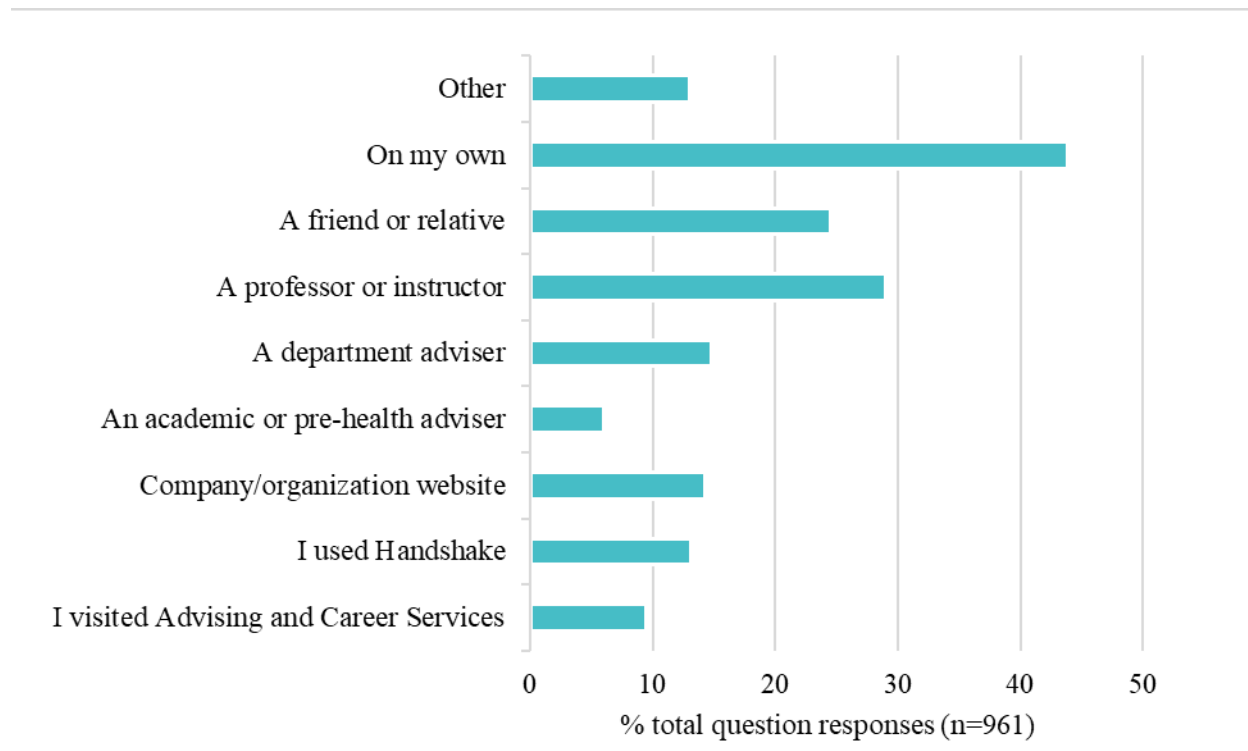


Figure 2. Student responses to the question “If student participated in any activities/arrangements: How did you learn about these opportunities? (select all that apply). (Rochester and Carlson 2018)

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Students who participated in the programs that track or assess participant outcomes benefited from their undergraduate research experience. For example, ISS 2018-2019 participants reported a variety of positive outcomes (ISS 2019):

*“The stipend had a major impact on my ability to participate in the internship. Far too often, internships are unpaid or underpaid, and interns are left with little income to pay for living expenses or school, or even transportation to their internship site.”*

*“The research skills I developed and the experiences I gained while working on this project are things that I feel will be helpful in both graduate school and in any career I decide to pursue after I complete my program.”*

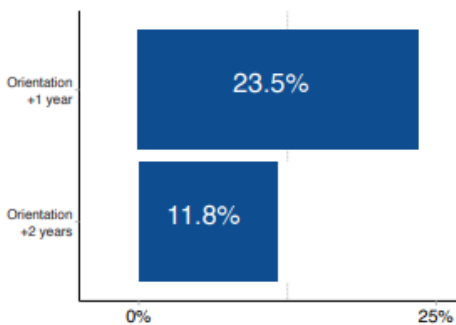
[Build Exito](#) supports undergraduate researchers from historically excluded groups in biomedical research careers. The PSU Build Exito program has encouraging retention and graduation rates, with 54% of 2015 matriculates graduating, and 35% of 2016 matriculates graduating. The majority of 2017, 2018, and 2019 matriculate degrees are still in progress (Exito 2019). Engagement in the program has positively changed student scholarly identity (Figure 3).

### Scholar attitudes about science identity improve over two years

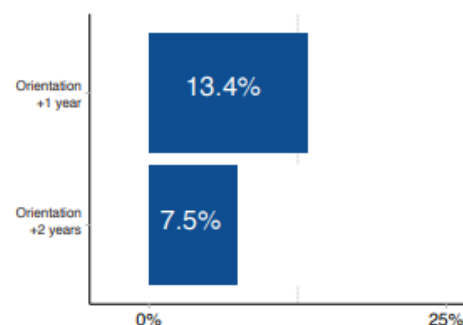
Figure 2: Percentage of Cohort 1 and 2 scholars that selected either **Strongly disagree** or **Disagree somewhat** in their second and third years in EXITO (n=68)

To what extent are the following statements true of you? (scale of 1 - 5, Strongly disagree to Strongly agree)

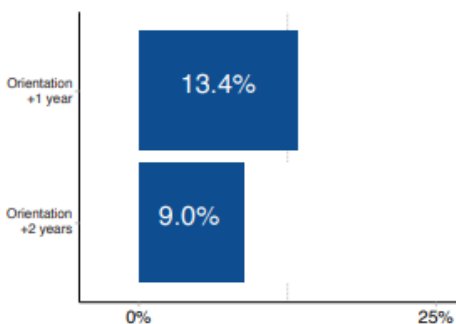
I have a strong sense of belonging to a community of scientists  
(Strongly disagree and disagree somewhat answers)



I feel like I belong in the field of science  
(Strongly disagree and disagree somewhat answers)



I think of myself as a scientist  
(Strongly disagree and disagree somewhat answers)



I derive great personal satisfaction from working on a team that is doing important research  
(Strongly disagree and disagree somewhat answers)

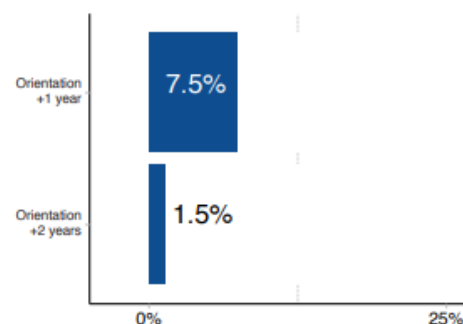


Figure 3. Build Exito scholars attitudes about science identity. (EXITO Evaluation Team, 2019 Yearly Report; reproduced with permission)

### Embedded Undergraduate Research Opportunities in UNST

In addition to the programs we surveyed (Table 1), undergraduate research training and experiences are embedded in the University Studies curriculum. Freshman Inquiry and the dual credit counterpart Senior Inquiry both have undergraduate research experience embedded in their coursework. This is sometimes a formal research paper and sometimes an action research project. Students from Senior Inquiry have participated in the PSU research symposium and the program is currently looking into contributing to PSU scholar on an annual basis. Sophomore inquiry courses sometimes offer embedded research experience, most notably the sophomore inquiry courses attached to the Build Exito program, which serve as a gateway course. It would be productive to suggest partnerships with Build Exito that would broaden the scope/offering of gateway courses by incorporating some of the undergraduate research focused content into additional sophomore inquiry courses. Little is known about the undergraduate research experience in the junior cluster courses as they are primarily taught through departments. However, the junior clusters are an area of interest/focus for the current interim executive director of UNST and there could be opportunities for partnering on a more intentional practice of embedding undergraduate research experiences at the junior level. Several capstones incorporate embedded research experiences and a detailed list of research-based capstones was compiled many years ago, but it is no longer current. It would be fruitful to investigate more and possibly provide capstones with information about developing CURE projects in their classes. In sum, the foundation for a rich, meaningful, embedded undergraduate research experience is present in UNST and making that experience more intentional and weaving it more explicitly through all levels is an opportunity that our institution should invest in.

### Current Efforts to Promote DEI in Research for Undergraduate PSU Students

Many of the existing programs centered on undergraduate research are specifically aimed at recruiting and retaining first-generation, Black, Indigenous, Latinx, and other students of color at PSU. LSAMP, McNair, S-STEM in biology, Build Exito, and the REUs all seek to provide opportunities for students from diverse backgrounds in STEM and other fields. Some of these programs already work closely together, but for the most part they operate without support from other programs and offices at PSU that are also connecting with/recruiting BIPOC students (e.g. outreach to community colleges, summer bridge programs, transfer student advising, and support for BIPOC students with these important on-going programs that support).

### Student Perspectives on Undergraduate Research Opportunities at PSU

We are currently lacking information on research engagement and opportunities from the *student perspective*. To amend this, we are working with the Provost's office to include several questions about undergraduate research on the annual student success survey. The committee questions did not make it onto the Spring 2020 survey, due to Covid; the Provost's office plans to coordinate the next survey with the committee to include questions on student experience and undergraduate research. We do have some data from Klein's (2020) recent survey of alumni to ascertain how their PSU experience prepared them for their chosen careers; this study indicated a need for better connections between course work and careers, and the need for more research opportunities for undergraduates.

## Summary of Findings

PSU undergraduate research strengths include:

- Diverse, first generation PSU student population brings new insights and knowledge to research
- Undergrads are already engaged in research across disciplines.
- PSU faculty and staff across a variety of programs and disciplines already have considerable experience with undergraduate research
- There is incredible potential at PSU to grow existing programs and opportunities through relatively short-term efforts (e.g. increased advertising of opportunities, connecting people/programs with advisors, etc.)

PSU undergraduate research weaknesses include:

- There is a lack of support for faculty who engage, or want to engage, with undergraduates in research. Faculty workload is a critical obstacle to working with undergraduates on research.
- There is a lack of tangible recognition for faculty mentoring of undergraduate researchers, and this further contributes to workload issues
- Existing funding or structures (Build Exito, UNST, REUs) may not always be around
- Undergraduate recruitment for opportunities is challenging
- The traditional mentorship model of research (for undergraduates and graduates) limits opportunities to a small number of students, increasing existing inequities for students from underrepresented groups. PSU has several programs focused on improving access to undergraduate research experiences, and/or on recruiting and retaining students from diverse backgrounds (e.g. LSAMP, McNAIR, Build Exito, S-STEM in Biology, etc.); however, it is also apparent that much more could be done in this area at PSU to support and engage students from underrepresented groups in research.
- Undergraduates are not always prepared to engage with research opportunities, and/or research activities do not always match undergraduate timelines (e.g. skill development, time to graduation, etc.). These timelines are especially compressed at PSU because of the high percentage of transfer students..
- Faculty are not always prepared to mentor undergraduates in research (e.g. more accustomed to working with graduate students)

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- There is a lack of leadership and centralization in undergraduate research related activities, knowledge, and resources at PSU. PSU does not have a single place (online or in person) for students and faculty to find information and opportunities related to undergraduate research. This significantly undermines student and faculty ability to participate, collaborate, and leverage existing undergraduate research resources into new opportunities; it is particularly difficult for transfer students to connect with opportunities if they are not already part of a “bridge” program (e.g. through LSAMP).
- There is a lack of awareness across the campus of undergraduate research opportunities already available

To summarize, there is already significant engagement with diverse undergraduate research opportunities at PSU. But the institution as a whole is not supporting (or only minimally supporting) undergraduate research efforts; most of what is taking place hinges on the work of a few highly effective PIs or small research centers and groups who operate independently with little outside support or connection to other teams working on similar projects, problems, and target student populations. This is a missed opportunity for PSU to support student outcomes and to share with prospective students and donors what we do at PSU that differentiates us from regional community colleges and other higher ed institutions in Oregon. Note that our findings and recommendations (below) align with, and build on, those made by the AQC in 2016 and 2017, following their survey of faculty perspectives on research (Mukerjee 2016).

## **7.0 Recommendations: Elevating Student Success through Focus on the High Impact Practice of Undergraduate Research**

The above weaknesses can be conceptualized as falling into six interrelated *needs* that must be addressed to support and expand undergraduate research opportunities at PSU. Specifically, there is a need to:

- 1) Improved student access, experience, and outcomes, particularly for BIPOC students, first generation students, and students from other underrepresented groups.
- 2) centralize information and communication about UR at PSU to reduce faculty staff redundancies in effort, aid with recruitment, and create new opportunities
- 3) Address faculty workload issues around undergraduate research
- 4) Help students and faculty prepare for research and mentoring
- 5) Raise awareness of undergraduate research opportunities at PSU
- 6) Address funding deficits

Two overarching issues stand out as both barriers to, and opportunities for, elevating student success through research opportunities at PSU: 1) the need to further support diversity, equity,

and inclusion in undergraduate research; and 2) the need for coordination, organization, and centralization of undergraduate research-related information and activities.

Promoting Diversity, Equity, and Inclusion through Undergraduate Research Opportunities:

We recommend that the following steps be integrated into PSU's approach to undergraduate research:

- Regular cultural competency and mentorship training with a DEI focus for faculty
- Targeted recruitment of first-gen, Black, Indigenous, Latinx, and other students of color into undergraduate research experiences
- Recruitment and retention of more faculty of color
- Institutionalization of proactive mentorship models, such as CUREs. In traditional mentorship models, students usually seek out mentors. Thus, the model inherently supports the students with the highest social capital, who are already fairly capable at negotiating the university experience.
- Expand CURE offerings at PSU. CUREs embed research in classes, going beyond teaching research skills to incorporating in-depth research experiences into the curriculum. Education research shows that this model increases both opportunities for students and student persistence, particularly persistence of under-represented students.
- Coordinate undergraduate research opportunities with the PSU Office of Global Diversity and Inclusion

Coordination, Organization, and Centralization

We strongly recommend building on existing faculty/staff expertise and experience with undergraduate research, by expanding or drawing on existing recruitment, training, and program structures to develop new opportunities for our undergraduate students. If a centralized office or program is established, it should be staffed and led by research-active faculty rather than staff and must include faculty and activities across the university, including the humanities and arts.

See Table 3 for our specific recommendations on how to accomplish the goal of expanding and sustaining undergraduate research opportunities at PSU.

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**Table 3. URO Committee Recommendations**

<b>Deficit Addressed:</b>	<b>Lack of Centralized Communication</b>	<b>Faculty Workload/ Recognition</b>	<b>Improved Student Experience/ Outcomes</b>	<b>Student/Faculty Preparedness for Research/ Mentoring</b>	<b>Raise Awareness</b>	<b>Funding</b>
<b>Recommended Short-Term (immediate-2 year) Actions:</b>						
Develop an undergraduate research mission statement that aligns with the PSU Strategic Plan mission and vision	X		X		X	X
Include undergraduate research into Strategic Plan and university mission	X		X		X	X
Create or provide expanded access to existing workshops and trainings for faculty about best practices for mentoring undergraduate research.		X		X		
Leverage Research Week to do the following: Add workshops on research methods & ethics for student; engage various undergrad research focused entities in Research Week (where this is already happening, make the collaboration more visible to university); create student awards for undergraduate research (e.g. best poster, best presentation, most innovative, etc.) community)	X		X	X	X	X
Create awards for faculty mentors of undergraduate research at department and college/university level; align schedule for awards with research symposium in Research Week		X			X	



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<b>Deficit Addressed:</b>	<b>Lack of Centralized Communication</b>	<b>Faculty Workload/ Recognition</b>	<b>Improved Student Experience/ Outcomes</b>	<b>Student/Faculty Preparedness for Research/ Mentoring</b>	<b>Raise Awareness</b>	<b>Funding</b>
<b>Recommended Short-Term (immediate-2 year) Actions:</b>						
Centralize information about existing undergraduate research and research opportunities (e.g. establish web page, create a university calendar or research events that includes undergraduate research opportunities)	X	X	X		X	
Increase awareness of the importance of undergraduate research by profiling students and faculty involved in undergraduate research in campus communications and through other marketing efforts					X	X
Incorporate undergraduate research into Student Success conversation			X		X	X
Improve communication between college advisers, transfer program(s), and undergraduate research programs (this will become easier if there is a centralized place for undergraduate research)	X		X			
Conduct additional workshops soliciting faculty/student input on undergraduate research issues as part of longer-term planning for an undergraduate research office/resource (See mid/long term actions).	X		X			
Host several PSU-wide undergraduate researcher events each summer, when there are a large number of REU, Build Exito, McNair, and LSAMP students on campus for research programs	X	X	X		X	

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<b>Deficit Addressed:</b>	<b>Lack of Centralized Communication</b>	<b>Faculty Workload/ Recognition</b>	<b>Improved Student Experience/ Outcomes</b>	<b>Student/Faculty Preparedness for Research/ Mentoring</b>	<b>Raise Awareness</b>	<b>Funding</b>
<b>Recommended Short-Term (immediate-2 year) Actions:</b>						
Reduce barriers for REU and other summer research program participants at PSU (e.g. housing, gym access, building/lab access) to improve experience and outcomes for participants and ease faculty/mentor workload		X	X			
Highlight undergraduate research (students, mentors, programs) in marketing and fundraising activities	X	X			X	X
Work with OAI to incorporate undergraduate research into program assessment activities, and to create a centralized sharing space for faculty models of undergraduate research (e.g. CUREs, embedded research at different levels of curriculum)		X	X			
Collaborate across PIs, teams, and centers to do targeted recruitment of first-gen, Black, Indigenous, Latinx, and other students of color into undergraduate research experiences.	X		X		X	
Develop cultural competency and mentorship training with a DEI focus for faculty			X	X		
Coordinate undergraduate research opportunities with the PSU Office of Global Diversity and Inclusion	X		x			
Recruit and retain more faculty of color			X	x		
Create a standing committee on undergraduate research (or, explicitly address this via new Senate Research Committee)	X					

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<b>Deficit Addressed:</b>	<b>Lack of Centralized Communication</b>	<b>Faculty Workload/ Recognition</b>	<b>Improved Student Experience/ Outcomes</b>	<b>Student/Faculty Preparedness for Research/ Mentoring</b>	<b>Raise Awareness</b>	<b>Funding</b>
<b>Recommended Mid-Term (3-4 year) Actions:</b>						
Build mentoring of undergraduate research into faculty workload, so that this activity isn't taken on as an overload or in addition to teaching load, e.g. X number of undergraduate research credits/advises = 1 course buyout. Could accumulate over time.		X				
Create mini-grants, grants, or course buyouts for faculty to develop undergraduate research experiences and to incentivize on-going experiences. Potential sources of funding: OAI, RGS, Provost		X				X
Expand CURE offerings at PSU; provide faculty with course buy-outs to create CURES. Potential sources of funding: OAI, RGS, Provost		X				X
Create/enhance undergraduate identity as scholars, E.g. ePortfolios (also a high impact practice) and the pebblepad workbook tool, badges for undergraduate research attached to ePortfolios		X	X	X	X	
Explicit partnership between general education programs and departments around undergraduate research as a way to elevate student success; Support faculty work groups and collaborative projects			X			

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<b>Deficit Addressed:</b>	<b>Lack of Centralized Communication</b>	<b>Faculty Workload/ Recognition</b>	<b>Improved Student Experience/ Outcomes</b>	<b>Student/Faculty Preparedness for Research/ Mentoring</b>	<b>Raise Awareness</b>	<b>Funding</b>
<b>Recommended Mid-Term (3-4 year) Actions:</b>						
Offer reassigned time to HON, UNST, and other interested units to learn about and adapt structures from Build Exito. E.g. Offer Sophomore Inquiry instructors the opportunity to adapt their SINQ into a gateway course for Build EXITO (explore possibility of funding through Exito for curriculum development)		X	X	X		
Independent study opportunities (counting as undergraduate research opportunities in arts/humanities) and research credit count as Junior cluster requirements (something we talked about as a possibility in UNST leadership meeting, need departmental collaboration).		X	X			
Improve messaging/communication around undergraduate research at PSU. Make it part of our brand/message about PSU					X	X
Designate funding for undergraduate involvement in research. University leadership direct Foundation to fundraise for undergraduate research.		X	X			X

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<b>Deficit Addressed:</b>	<b>Lack of Centralized Communication</b>	<b>Faculty Workload/ Recognition</b>	<b>Improved Student Experience/ Outcomes</b>	<b>Student/Faculty Preparedness for Research/ Mentoring</b>	<b>Raise Awareness</b>	<b>Funding</b>
<b>Recommended Long-Term (3-5 year) Actions:</b>						
Create an office/program for undergraduate research, housed outside of a particular college/program.	X	X	X	X	X	?
“Rewrite tenure, promotion, and other review documents to clearly value mentoring and CURE development” (Morrison et al. 7)		X				
Adapt and expand BUILD Exito model.	X		X			
Office of Undergraduate Research and Honors collaborate on matching students with labs and other research sites	X		X			
Scaffold FRINQs and SINQs to support CURE in SINQ. Currently the BUILD EXITO Frinq is structured to get students ready for the BUILD EXITO Sinq that contains an undergraduate research experience.	X		X	X		
Office of Undergraduate Research and Honors collaborate on enrichment workshops and 1 credit courses related to research practices and research and careers		X	X	X		
Build undergraduate research into unit missions, assessment plans, and program review		X		X		
Have % of IDC go to departments for undergraduate research		X	X			
Ask programs/departments to set targets and a plan for hitting target, for supporting undergraduate research (e.g. through number of students involved)			X			

## **8.0 Summary**

PSU is well positioned to be a nationally recognized institution for undergraduate research. We have a history and thriving culture of engaging undergraduates in a variety of research opportunities. Many disciplines and programs on campus have an applied focus, meaning that there is an emphasis on applying skills/degrees to specific careers and gaining real world experience while in school. We also have many students entering university after several years in the workforce; these undergraduates are a valuable asset to research activities and bring unique strengths to their research engagement. As a result, there is an ethic of “hands-on” learning across campus. As a result, PSU has an opportunity to distinguish ourselves from regional community colleges and universities through our undergraduate research offerings, to promote opportunities for our diverse student population, and to improve student success through engagement with undergraduate opportunities. But, to accomplish this, PSU must address the deficits and obstacles we identified. Considerable progress can be made simply by improving support, communication, and coordination across existing programs, projects, and efforts. Tangible recognition of existing staff and faculty efforts would do much to leverage the excellent work around undergraduate research opportunities already happening across our campus.

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## **Appendices**

Appendix A: Summary of Information on Undergraduate Research at Comparator Institutions

Appendix B: Leadership survey questions

Appendix C: Current Undergraduate Research Opportunities and Resources at PSU

Appendix D: Faculty/Staff Workshop and Report Data

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**Appendix A: Summary of Information on Undergraduate Research at Comparator Institutions**

<b>Institution</b>	<b>Undergrad Research office</b>	<b>Undergraduate symposium/conference</b>	<b>Awards/ Recognition</b>	<b>Grants/ Funding</b>	<b>Google</b>
California State University-Fresno	1 <u>Division of Research and Graduate Studies</u>	1 <u>Hosted the 2019 CSU Symposium, focusing on teaching and learning</u>	1 <u>2017 Awardees</u>	1 <u>up to \$1,000 grants/semester for students, required to work with faculty mentor</u>	1 <u>FSU</u>
Cleveland State University	1 <u>Office of Research</u>	1 <u>Symposiums through different departments</u>	1 <u>Undergraduate Research Award Program</u>	1 <u>Funding</u>	1 <u>CSU</u>
Eastern Michigan University	1 <u>Office of Undergraduate Research &amp; Creative Activity</u>	1 <u>Annual symposiums</u>	0 n/a	1 <u>Funding</u>	1 <u>EMU</u>
Florida International University	1 <u>Office of Research</u>	1 <u>19th annual symposium</u>	0 n/a	1 <u>Undergraduate Research Opportunity Program for first/second year and transfer students</u>	1 <u>FSU</u>
George Mason University	1 <u>Office of Student Scholarship, Creative Activities, Research</u>	0 n/a	1 <u>OSCAR Student Excellence Award</u>	1 <u>Funding</u>	1 <u>GMU</u>
Georgia State University	0 n/a	1 <u>Undergraduate Research Conference</u>	1 <u>Faculty Undergraduate Research Award</u>	1 <u>University Assistantships, stipend of \$2,500/yr</u>	1 <u>GSU Honors College</u>
Indiana University-Purdue	1 <u>Center for Research &amp; Learning</u>	1 <u>Summer Poster Symposium</u>	1 <u>Annual Awards</u>	1 <u>Funding programs</u>	1 <u>IUPU</u>

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University-Indianapolis					
Kent State University	1 <u>Office of Student Research</u>	1 <u>2019 Symposium Winners</u>	0 n/a	0 n/a	1 <u>KSU</u>
Montclair State University	0 n/a	1 <u>Student research symposium</u>	0 n/a	0 n/a	0 n/a
Morgan State University	1 <u>Student Research Center</u>	1 <u>2019 Annual Symposium</u>	0 n/a	0 n/a	1 <u>MSU</u>
North Carolina A&T State University	1 <u>Office of Research Undergraduate</u>	1 <u>NC Annual Symposium</u>	1 <u>Awards to top presenters at symposium</u>	1 <u>Project funding</u>	1 <u>NCSU</u>
Oakland University	1 <u>Michigan Center for Undergraduate Research</u>	0 n/a	1 <u>Provost Undergrad Research Award</u>	0 n/a	0 n/a
Oregon State University	1 <u>Office of Undergrad Research, Scholarships and the Arts</u>	1 <u>Summer Undergraduate Research Symposium</u>	1 <u>2018 Undergraduate Excellence</u>	0 n/a	1 <u>Office of Undergrad Research, Scholarships and the Arts</u>
Rowan University	0 n/a	0 n/a	0 n/a	0 n/a	1 <u>College of Science &amp; Math</u>
Rutgers University - Newark	0 n/a	0 n/a	0 n/a	0 n/a	1 <u>Newark Rutgers</u>
San Diego State University	1 <u>Office of Undergraduate Research</u>	1 <u>Creative Collaborations Conference</u>	0 n/a	1 <u>Funding</u>	1 <u>Office of Undergraduate Research</u>
San Francisco State University	1 <u>Office of Research &amp; Sponsored Programs</u>	0 n/a	0 n/a	n/a	0 n/a

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Tennessee State University	0 n/a	1 <u>Annual symposiums</u>	0 n/a	0 n/a	0 n/a
Texas A&M University - Corpus Christi	0 n/a	0 n/a	0 n/a	1 <u>Funding through competition</u>	1 <u>TAMUCC</u>
Texas Southern University	1 <u>Office of Research</u>	0 n/a	0 n/a	0 n/a	<u>Office of Research</u> 1 <u>Research</u>
The University of Texas at Arlington	<u>Office of Undergraduate Research</u> 1 <u>Research</u>	0 n/a	0 n/a	1 <u>Funding</u>	1 <u>UTA</u>
The University of Texas at El Paso	<u>Campus Office of Undergraduate Research Initiatives</u> 1 <u>Research Initiatives</u>	1 <u>Symposium</u>	<u>2019 best poster awards</u> 1 <u>awards</u>	1 <u>Fellowship assistance</u>	<u>Campus Office of Undergraduate Research Initiatives</u> 1 <u>Initiatives</u>
The University of Texas at San Antonio	<u>Office of Undergraduate Research</u> 1 <u>Research</u>	<u>Research &amp; Creative Inquiry Showcase</u> 1 <u>Inquiry Showcase</u>	<u>2019 Research &amp; Creative Inquiry winners</u> 1 <u>winners</u>	1 <u>Scholarship</u>	<u>Office of Undergraduate Research</u> 1 <u>Research</u>
University of Central Florida	<u>Undergraduate Research Division of Teaching &amp; Learning</u> 1 <u>Learning</u>	<u>Showcase of Undergraduate Research Excellence</u> 1 <u>Research Excellence</u>	<u>2019 showcase winners</u> 1 <u>winners</u>	1 <u>Funding</u>	1 <u>UCF</u>
University of Houston	<u>The Honors College Office of Undergraduate Research</u> 1 <u>Research</u>	<u>Undergraduate Research Day</u> 1 <u>Research Day</u>	awards listed on Undergraduate Research day link 1 <u>Research day link</u>	0 n/a	<u>The Honors College Office of Undergraduate Research</u> 1 <u>Research</u>

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University of Illinois - Chicago	0 n/a	0 n/a	0 n/a	1 <u>Funding</u>	1 <u>UIC</u>
University of Massachusetts - Boston	<u>Office of Research &amp; Sponsored Programs</u>	0 n/a	0 n/a	1 <u>Funding</u>	1 <u>UMB</u>
University of Massachusetts - Lowell	0 n/a	0 n/a	0 n/a	0 n/a	<u>Undergraduate Research Opportunities &amp; Collaborations</u>
University of Memphis	0 n/a	<u>Works in Progress Symposium</u>	1 <u>Symposium awards</u>	0 n/a	1 <u>UM</u>
University of Missouri - Kansas City	0 n/a	1 <u>Annual symposium</u>	0 n/a	0 n/a	1 <u>UMKC</u>
University of Missouri - St. Louis	0 n/a	1 <u>Symposium</u>	0 n/a	0 n/a	1 <u>UMSL</u>
University of Nebraska at Omaha	<u>Office of Research &amp; Creativity</u>	0 n/a	0 n/a	1 <u>Funding up to \$2500</u>	<u>Research &amp; Creativity Fair</u>
University of New Mexico - Main Campus	<u>University of New Mexico Office of Vice President for Research</u>	<u>Undergraduate Research Opportunity Conference</u>	awards listed on undergraduate research opportunity conference link	1 <u>Funding</u>	1 <u>UNM</u>
University of New Orleans	0 n/a	0 n/a	0 n/a	0 n/a	<u>College of Science Undergrad</u>

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					<u>uate</u> <u>Research</u>
University North Carolina at Charlotte	1 <u>UNCC</u>	1 <u>Undergraduate Research Conference</u>	1 <u>Conference Themes Winner</u>	0 n/a	1 <u>UNCC</u>
University of North Carolina at Greensboro	1 <u>UNCG</u>	1 <u>Research &amp; Creativity Expo</u>	1 <u>Awardees</u>	1 <u>Funding</u>	1 <u>UNCG</u>
University of Oregon	0 n/a	1 <u>Symposium</u>	1 <u>Awards</u>	0 n/a	0 n/a
University of South Florida - Main Campus	1 <u>USF</u>	1 <u>Undergraduate Research Conference</u>	1 <u>Conference Awardees</u>	0 n/a	1 <u>USF</u>
University of Toledo	1 <u>Toledo Honors</u>	1 <u>The Scholars Celebration</u>	0 n/a	1 <u>Funding</u>	1 <u>Toledo Honors</u>
University of Wisconsin - Milwaukee	1 <u>UWM</u>	1 <u>Symposium</u>	1 <u>Senior Excellence Research Awards</u>	1 <u>Programs/Funding Opportunities</u>	1 <u>UWM</u>
Wayne State University	0 n/a	1 <u>Conference</u>	0 n/a	1 <u>Funding</u>	1 <u>Wayne</u>
Wichita State University	0 n/a	0 n/a	0 n/a	1 <u>Funding</u>	1 <u>Wichita</u>
Wright State University - Main Campus	0 n/a	1 <u>Symposium</u>	0 n/a	0 n/a	1 <u>College of Science &amp; Mathematics Research</u>
<b>Total</b>	<b>27</b>	<b>29</b>	<b>19</b>	<b>23</b>	<b>38</b>
<b>Percentage</b>	<b>62.79</b>	<b>67.44</b>	<b>44.19</b>	<b>53.49</b>	<b>88.37</b>

*Details on Comparator University Programs***Fresno State University**

- There are undergraduate research grants (up to \$1,000 each) available for students to apply. Students can design their own projects or work on professors' projects.
- Course-based Undergraduate Research Experiences (CUREs) are offered in the College of Science and Mathematics.

**Cleveland State University**

- There are undergraduate research grants for students. Funding of \$20,000 is available for this program, and about 20 proposals will be funded a year. Students obtain funding to offset the costs associated with doing research undertaken in a CSU credit-bearing courses.
- Summer research program: Sixty-five proposals were funded across six colleges in Summer 2019.

**Eastern Michigan University**

- Undergraduate research stimulus program: Students earn \$2000 to work on a project and faculty mentors receive \$500 to support the work. Any student participating in a mentored research or creative project with tenure-track faculty may apply.
- Honors undergraduate fellowships: Students are awarded \$1500 to work on special projects including mentored research and creative projects. Applicants must be members of the Honors College.

**George Mason University**

- The Undergraduate Research Scholars Program at George Mason pairs high achieving undergraduate students with faculty mentors to undertake original research or creative projects. It provides each scholar with a stipend for the semester or summer to enable them to participate in a research project and funds to the faculty mentor to cover materials, such as posters, lab supplies, and equipment.

**Kent State University**

- There is an office of undergraduate research.
- Undergraduate students who travel to conferences to present their research can obtain up to \$500 per award. Conference attendees can obtain up to \$250 per award.
- There is an annual undergraduate research symposium.
- Summer undergraduate research experience: \$2,800 stipend and on-campus housing if needed. Faculty may be provided with a \$400 stipend.

**Montclair State University**

- The STEM scholars program gives students the chance to do research in their freshman year in the Science, Technology, Engineering and Mathematics (STEM) fields.

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- All students in the STEM scholars program take a seminar course each semester together. The seminars focus on professional development and networking within the STEM fields, field trips to different types of STEM professions and a guest speaker series. The final semester includes a STEM Scholars research project. The program also comes with a \$2,000 scholarship spread over four semesters.
- They also define undergraduate research as follows: *An undergraduate research experience is an important complement in pursuing an education in the science and mathematics disciplines. It provides students with experiences useful in focusing and refining academic and career decisions, developing problem-solving skills, and integrating what is learned in the classroom. Student researchers develop and demonstrate skills such as the ability to work in a group and be a part of a team, meeting deadlines, oral and communication skills through presentations at local and national professional conferences, and preparing manuscripts for publications.*



**Appendix B: Leadership Survey Questions***Questions for University Leadership:*

We would appreciate your thoughts, from the perspective of your college or unit, on the following topics:

1. How do you define undergraduate research?
2. What does undergraduate research look like in your college or unit?
3. How does undergraduate research benefit students? Faculty? PSU?
4. What is PSU doing well with respect to undergraduate research?
5. What could PSU do to improve undergraduate research opportunities?
6. What are some obstacles to increasing undergraduate research at PSU?
7. What models outside of PSU provide good examples for how to promote undergraduate research?

## **Appendix C: Overview of Current Undergraduate Research Opportunities at PSU**

### **REU Site: Computational Modeling Serving the City**

Christof Teuscher teuscher@pdx.edu (Principal Investigator, Department of Electrical and Computer Engineering)

Jay Gopalakrishnan (Co-Principal Investigator, Department of Mathematics and Statistics)

<https://www.teuscher-lab.com/reucomputing/>; [https://teuscher-lab.com/altreu/?fbclid=IwAR3sZS11aNDuuqjCEkAjqLNT0\\_sNmG7Et1yvurdWoi6hLCKoP6yhoJihkyk](https://teuscher-lab.com/altreu/?fbclid=IwAR3sZS11aNDuuqjCEkAjqLNT0_sNmG7Et1yvurdWoi6hLCKoP6yhoJihkyk)

The focus area of our Research Experiences for Undergraduates (REU) site is computational modeling to serve and enhance the Portland metropolitan region as it grows and evolves. Students will be involved in cutting-edge, multi-disciplinary research projects and trained in computational thinking across different disciplines and communities. In doing so, they will gain an understanding of the potential and limits of these tools and how they can serve diverse urban communities. Portland State University (PSU), with its newly-funded Portland Institute for Computational Science (PICS), has developed a reputation as a national model for urban universities that enhance their region by working with partners to solve problems.

### **REU Site: Application of Microscopy and Microanalysis in Multidisciplinary Research**

Jun Jiao jiaoj@pdx.edu (Principal Investigator, Department of Physics)

Erik Sanchez (Co-Principal Investigator, Department of Physics)

<https://www.pdx.edu/research-experience/>

This REU Site program focuses on the applications of microscopy and microanalysis in multidisciplinary research and provides opportunities for undergraduate students to participate in cutting-edge research projects. The participant recruitment is emphasized on underrepresented minorities, women, veterans of the US armed forces, students with disabilities, and nontraditional students.

### **Biology S-STEM: Shortlidge Biology Education Research Group**

Erin Shortlidge, eshortlidge@pdx.edu

<https://www.shortlidgegroup.org/research>

Aim is to better understand best practices in teaching and learning in biology and other STEM fields. Currently studying the factors that influence experiences and outcomes from CUREs (Course-based undergraduate research experiences) for students, instructors, and faculty.

**Build Exito**

Carlos Crespos, [ccrespo@pdx.edu](mailto:ccrespo@pdx.edu)

Thomas Keller ([kellert@pdx.edu](mailto:kellert@pdx.edu))

<https://www.pdx.edu/exito/>

EXITO is part of a major NIH initiative to develop, implement, and evaluate innovative research training models for undergraduates historically underrepresented in biomedical research careers. As the research-intensive partner, Oregon Health and Sciences University provides crucial guidance and expertise.

**ISS (Institute for Sustainable Solutions)**

<https://www.pdx.edu/sustainability/institute-for-sustainable-solutions>

Building practical solutions for more livable and sustainable cities.

**TREC (Transportation Research and Education Center)**

<https://trec.pdx.edu/>

An interdisciplinary research center that supports collaborative research and education on transportation related projects.

**The Louis Stokes Alliance for Minority Participation (LSAMP)**

<https://www.pdx.edu/alliance-minority-participation/>

The Louis Stokes Alliance for Minority Participation (LSAMP) at Portland State University. LSAMP is dedicated to supporting the success of underrepresented Science, Technology, Engineering, and Mathematics (STEM) majors. With support from the National Science Foundation and PSU Provost's Office, we provide mentorship, activities, events, and opportunities for students at Portland State University and Portland Community College.

**The Ronald E. McNair Scholars Program**

<https://www.pdx.edu/mcnair-program/>

The Ronald E. McNair Scholars Program works with motivated and talented undergraduates who want to pursue Ph.D. degrees. It introduces juniors and seniors who are first-generation, low-income, and/or members of underrepresented groups to academic research and to effective strategies for getting into and graduating from Ph.D. programs.

## **Maseeh College of Engineering & Computer Science Undergraduate Research & Mentoring Program**

<https://www.pdx.edu/engineering/undergraduate-research>

The Undergraduate Research and Mentoring Program funds paid undergraduate research opportunities for students majoring in all Maseeh College undergraduate disciplines: Civil Engineering, Computer Science, Computer Engineering, Electrical Engineering, Environmental Engineering, and Mechanical Engineering. Additional opportunities may be available to students majoring in Chemistry and Physics.

## **Honors College**

<https://www.pdx.edu/honors/>

The culminating experience for every Honors student is an undergraduate research or creative experience that produces an undergraduate thesis. Thesis research is conducted in students' majors or minors – one of the messages throughout Honor's curriculum is that research is embedded in fields and disciplines and that to participate in research, a student has to "apprentice" in that field or discipline. The first two years of the Honors curriculum is built to provide students with foundation skills in advanced academic literacies and in methods in the natural sciences, social sciences, and humanities to prepare them to undertake undergraduate research in their junior and senior years. The junior year is when students begin to practice undergraduate research in seminars, internships, and research experiences for credit. Senior year is when the students undertake their research project and write their thesis.

## Appendix D. Faculty/Staff Workshop and Report Data

What does undergraduate research look like in your discipline?

- working in a research group in collaboration with fellow undergrads, but with responsibility for a specific aspect of a larger project
- Lab work (and literature and computational research during pandemic)
- in our program undergraduate research usually takes place through collaboration with McNair, Build EXITO, the University Honors program, or in fewer instances, through a student's initiative which may be supported by our program-specific Honors option
- students doing honors theses and McNair; in theory could be also working on research projects as RAs/collaborators (but i have not done this)
- Extensive reading of primary sources and secondary scholarship to shape interpretations of primary sources.
- I think it has great potential. Some faculty try to use course teaching to include certain research projects.
- Most often like hands-on laboratory or field work; occasionally computer work that can be performed remotely after training; e.g., image analysis, statistical analysis
- I'm not aware of many undergraduate researcher in Physics, less than 10 in the last 4 year. We have physics education research, crystallography, biophysics, and a number of experimental equipment designs under NDA.

What obstacles have you faced with engaging undergraduates in research?

- the undergraduates are just volunteers, they don't get any academic credit for their work, which in my research group typically ends up in a talk at the Oregon Academy of Science, or a paper as first author or co-author, the students are therefore restricted by courses they have to take for credit in order to fulfill BS graduation requirements
- Scheduling, financial support
- I've mentored several students in undergraduate research through McNair, the University Honors program, and my program-specific Honors option. None of these provide buyout to support this time, although one (McNair) provides a small stipend. This means this mentoring happens on top of an already heavy workload.
- funding; time
- Time and student preparation to read at advanced levels required for certain types of sources.
- Barriers to publishing research based on class... could get around if students are not research subjects, but part of the process.
- Being able to fund students is huge! So many of our students have to work. Faculty have to use outside grant funding to fund undergraduates, need institutional support to fund, maybe through ties and help students gain awareness. Build collaborative partnerships to increase funding opportunities. This could be difficult in humanities, arts, etc. The less funded research should still be considered valuable.
- What do students know about how to find undergraduate research opportunities? How do they figure out where to go? Students sometimes struggle finding these opportunities and we need to do more to make sure students know the importance of undergraduate research and how to go about getting opportunities. Students might be told no when they are looking for advisors in

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honors thesis experience and that can be discouraging. Faculty say no often because of workload considerations... especially in this time of COVID it is almost impossible, but in normal times still seems impossible.

- Implement CUREs. Please include the importance of these in the course.
- NTTFs are discouraged from doing research and not factored into pay or time and this makes a loss for students because they don't have opportunities to engage in research opportunities. The more people involved in undergraduate research the better, but what is NTTF? There are research specific and teaching specific. Can undergraduate research be encouraged for P&T for NTTFs?
- As a NTTF, I do not have any paid time to allocate to working with undergraduates. Nonetheless, many students in my department are desperate to find advisors for undergraduate honors theses as well as the occasional one-off project that is more suited to my own areas of expertise than any of our tenure track faculty. Consequently, I have supervised 2 independent study projects, 1 EXITO student, and 4 honors theses between 2018-2020. I declined 2 requests to supervise honors theses starting this Fall because I will be on leave in Winter and so would not be able to see projects through. Under normal circumstances, I would have taken on those 2 more. At the same time, while TT faculty may officially have time in their contracts for doing research, there is little reward for them to pursue research opportunities with undergraduates. Unless you can ramp up a large lab where postdocs assist in supervising PhDs who assist in supervising MS/BS students, it is impractical for many TT faculty to engage with undergraduates. Undergraduate engagements are often shorter term and do not as reliably result in publications or grants to the same degree as graduate student supervision does. Undergraduates are less prepared than graduate students (as noted several times in the report) because, hello, they are undergraduates! They haven't done research before! They need a lot of assistance, time, and direction. There is little incentive for TT to engage in this extra work that does not help them build their CV & get closer to tenure or promotion. Personally, I love working with undergraduate students and the projects I've worked on have been a highlight of my time at PSU! But, it has also resulted in a lot of long hours and overworking both during the academic year on top of teaching 3-courses in a term and/or during summers when I am technically off contract. But my only option besides overworking is to tell students no, which sucks a lot for them, especially those in honors college who feel that they have been promised the opportunity to develop a thesis by the university despite that the university does not actually take any material steps to ensure faculty availability or reward for their critical role in the honors thesis process. Also, it sucks for me, because working with undergraduates and getting some kind of intellectual outlet for doing research is very important to me! Even though it's not officially what I'm hired for, I cannot teach my classes in up to date ways and feel enthusiastic about it if I'm just a robot repeating the same lectures I gave the year before. I need continued intellectual stimulation and development just like TT faculty do, and undergraduate research projects provide just that kind of opportunity! Last, a simpler issue: the honors thesis process is too short. It is so hard to help a student learn how to do research, plan that research, carry out that research, and also write it up in a mere 20 weeks. The honors thesis really needs to be a year-long project, not just 2 quarters. And the summer term for it should be on the extended 10-12 week calendar not the condensed 8-week calendar. It's super stressful.
- The amount of guidance students obtain is limited. Not all students are interested.

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- The primary obstacles have been 1) funding to support inclusion of diverse students who can't volunteer their time (owing to needing to work or family commitments), 2) limitations on my time, 3) limitations on graduate students' time (GAs often serve as the primary research mentors on a day-to-day basis). And of course lately 4) Covid-19 and associated limitations.
- I think there are at least three obstacles: little interest among the student population, little knowledge about research opportunities, and few opportunities.

What would help mitigate challenges to working on research with undergraduates?

- accept successful completion of courses such as PH 401 undergraduate research and PH 402 independent research as an elective that does count towards the required and elective courses for a BS in Physics
- Financial support for undergraduate research.
- It would certainly help to have some protected time for this work with undergraduates. It would also be helpful to have an infrastructure at PSU for supporting undergraduate researchers.
- more training/support around working on research with undergrads; grant \$ to support this work, more time/buy out as the mentorship may take more time
- Targeted skill training at lower levels. the earlier students are asked to learn to read and work with academic scholarship and to develop the specialized tools necessary to work with complex cultural materials the better.
- Course releases and/or summer stipends for faculty supervising honors thesis projects that showed that the university valued the work required to support undergraduate research opportunities.
- Support NTTF to be PIs on grants by default, without needing exceptions from variously supportive chairs/unit leads, so that they could potentially fund work with undergraduates.
- Small research funding
- Building research into UNST requirements such as the Junior Cluster - in the same way that Erin Shortlidge (Biology) et. al's NSF S-STEM project has done.
- Centralized funding and discipline-specific mentor/mentee training.
- More interest would help. I wish we could generate more. We are trying to do that through the physics club, but it is difficult. We could use some help, some good ideas about that, specifically. Also, we could use more opportunities. It'd be great if we could work the research into courses, so that students don't need to seek out research opportunities, but experience them just by taking classes. I mean the intro classes. Some of that happens in upper-division courses.

How can we promote diversity, equality, and inclusion in undergraduate research opportunities?

- things are already good in that respect, the undergrads approach the faculty member about joining a research group, and it is up to her or him to accept these students - nothing can be forced here
- Financial support, help with outreach.
- By investing in the colleges, schools, and programs that serve BIPOC, first-generation, and other underrepresented students.

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- Build EXITO is a GREAT opportunity; paid opportunities; more targeted recruitment of under-represented students for these opportunities
- Recruitment to bring students here, and support programs to help keep them.
- Provide material support (course releases or pay) to faculty who work with undergraduate students from minority backgrounds.
- Updated required trainings for faculty -- not just in terms of how to mentor but also how to teach -- and some kind of oversight process. We have so many undergraduate courses that are decades behind best practices in terms of broadening participation. And our courses are the gateways to research for students. Why would students get more involved in school (i.e. by doing research) if the academic culture feels so unwelcoming and exclusionary?
- Small research funding
- Building it into required coursework.
- For STEM students, by adding capacity to our LSAMP Program, which involves a more sustainable model than EXITO. This is how OSU (who has its own LSAMP program) has made great strides in improving retention, graduation, and success of diverse STEM students... specifically through investments from multiple university units that have allowed this program to scale its work to serve more students. California LSAMP has a line item in the state budget; they use the state funds to extend the same services to DACA STEM students.
- Direct appeal. We have to heavily recruit from the populations we need. I don't see why we cannot overwhelm the system with brute force statistics. A surprising number of problems can be solved that way.

Looking at the report, what do you see as the strengths and weaknesses of undergraduate research at PSU?

- Students can't afford unfunded research/internship opportunities
- lack of recognition of research by undergrads in the PSU system, degree requirements, etc.
- Generally agree
- I'm thrilled that some of us are dedicated to supporting undergraduate research. It's an important pipeline for creating a future academic workforce that -- ideally -- reflects the diversity of student populations.
- For me, the weaknesses are discipline-based. The natural and social sciences have a more obvious path to undergraduate research experiences, provided funding and workload issues are addressed. In the humanities, it is different. I cannot imagine at this time getting time or funding to work with one or more students on research projects involving the close study of cultural artifacts, which would involve considerable time spent working with students on just reading the evidentiary material. Nor do I see a path to taking time out of regular course loads to design a course in which humanities research would be the primary goal.
- The report looks good on the whole, but I would suggest more focus on how NTTF and adjuncts fit into this picture -- and how we can be fairly compensated for work that goes beyond our current job descriptions. Together, we (NTTF and adjuncts) teach a majority of undergraduate credit hours and so we have a lot of contact with undergraduate students making us easy points of contact for them because they already know us! Also, because



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our research expectations are reduced for promotion and tenure, we might be less fussed about undergraduate 'preparedness' for research and more ready to meet students where they are. Like, I haven't needed my undergraduate honors thesis students to perform at the graduate level so that I could get a publication out of it to list on my CV. I could work through the thesis as more of a learning opportunity for them, putting their needs before my own. They may not know what they are doing already -- I mean this is the point of undergraduate research, of course they are unprepared! -- but they are great learners, they are inquisitive, they are dedicated, they are hardworking, and they ask good questions. It's so much fun to help them learn to develop a research project!

- We see the value of undergraduate research.
- R2 schools are in a tough spot. Cannot draw the big researchers to the school, but cannot really lean on being a small college to attract the other pool of exceptional students. The strength of PSU is our urban location and diversity.

What should be the top three priorities for supporting and expanding undergraduate research opportunities at PSU?

- making achievements of undergrads count towards the electives that fulfill the requirements towards a BS in Physics
- Financial support for students, financial support for mentors, teaching credit for mentoring.
- 1. Address faculty workload, 2. Improve access to research opportunities for BIPOC, first-generation, and underrepresented students, and 3. Centralize information and communication about undergraduate student research.
- funding, equity strategies, faculty training/support
- access, workload, and coordination
- Grapple with the complex faculty workload & incentive issues.
- Encourage faculty CUR development; Match-making with community demands;
- Expand research, expand opportunity, expand interest.

Other Comments:

- As a member of the faculty that is from an "underrepresented" group, I know it was undergraduate research that laid the foundations for my PhD, and eventual hiring in a tenure-track position.

To: Faculty Senate Steering

From: Educational Policy Committee

Date: December 2, 2020

The Education Policy Committee acknowledges the receipt of the Request to Place the following International and Global Studies programs on Moratorium:

Program Title: B.A. in International and Global Studies – African Studies (IGAF)

Program Title: B.A. in International and Global Studies – European Studies (IGEE)

Program Title: B.A. in International and Global Studies – Middle East (IGME)

Program Title: Certificate in Contemporary Turkish Studies (CTSC)

We have two comments:

First, per the **Procedure to Impose a Moratorium (Suspension) on Admission to a Program**, approved by the faculty senate on May 5, 2020, programs placed in moratorium are to be reviewed annually, no later than January 1 of each calendar year to determine if the moratorium is to be continued. A Moratorium is to remain in place for a maximum of three years after which the program must be reinstated. If a decision is made to eliminate the program, it is necessary to follow the **Procedures for the Elimination of Academic Units**.

Second, the EPC is committed to reviewing Moratoriums for programs across campus at a minimum annually, both to ensure that suspending programs does not turn into *de facto* program elimination and to assess the impact of program suspensions. We think it is particularly important to reflect on how programs interact and to consider the cumulative effects of suspending and eliminating programs on our larger educational mission.

To: Faculty Senate Steering

From: The Education Policy Committee

Date: May 28, 2020

The Education Policy Committee acknowledges the receipt of the Request to Place the French MA Program on Moratorium.

We have two comments:

First, per the **Procedure to Impose a Moratorium (Suspension) on Admission to a Program**, approved by the faculty senate on May 5, 2020, programs placed in moratorium are to be reviewed annually, no later than January 1 of each calendar year to determine if the moratorium is to be continued. A Moratorium is to remain in place for a maximum of three years after which the program must be reinstated.

We note from the Request that the reinstatement of the MA is contingent on funding for GTAs. If a decision is made to eliminate the program, it is necessary to follow the **Procedures for the Elimination of Academic Units**.

Second, the EPC is committed to reviewing Moratoriums for programs across campus at a minimum annually, both to ensure that suspending programs does not turn into *de facto* program elimination and to assess the impact of program suspensions. We think it is particularly important to reflect on how programs interact – e.g., how graduate programs affect undergraduate programs, how programs across Departments provide opportunities for students – and to consider the cumulative effects of suspending and eliminating programs on our larger educational mission.