

**Minutes of the Portland State University Faculty Senate Meeting, 2 November 2020
(On-Line 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, Fountain, Fritz, Gamburd, Goforth, Greco, Guzman, Hansen, Harris, Heilmair, Holt, Hunt, Ingersoll, Ito, Izumi, Jedynek, Kelley, Kennedy, Kinsella, Lafferriere, Law, Limbu, Lupro, Magaldi, Matlick, May, Meyer, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Sugimoto, Thanheiser, Thorne, Tinkler.

Senators absent: Gómez, Labissiere, Loney, Smith.

Ex-officio members present: Beyler, Bowman, Boyce, Burgess, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Loikith, Maddox, Percy, Podrabsky, Rosenstiel, Sager, Sipelii, Spencer, Toppe, 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 5 October 2020 meeting was **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 recognized the passing in July of Tom BIELAVITZ, Dean of the Library, after a long illness. He joined PSU in 2006 and served as Assistant University Librarian for administrative services planning and digital initiatives. He became Interim Dean and in July 2019 Dean of the Library. This is a deep loss to the campus community.

GAMBURD also acknowledged the sudden death of Dr. Xander DAVIES on October 22nd. He joined PSU as Assistant Professor in the Department of Curriculum and Instruction in 2018. He was a promising researcher, teacher, and leader, and she joined his other colleagues and students in mourning this unexpected loss.

GAMBURD noted equity summit of the previous Friday, with excellent turnout, inspiring presentations, and engaging activities. Vice President for Global Diversity and Inclusion LAMBERT presented the idea of appreciative inquiry as a positive path to change; there were also helpful suggestions from Dr. Kathy ROYAL and from Lisa JARRETT of the School of Art and Design. Many engaged faculty, administrators, and staff had helped bring about the event. In the closing exercise GAMBURD said that they could count on the support of Faculty Senate. Previous Senate resolution called attention to diversity, equity, and inclusion issues, including a motion last month regarding promotion and tenure guidelines.

GAMBURD said, a survey would be circulated soon soliciting interest in serving on the various ad-hoc committees that had been formed.

GAMBURD called attention to approval of a new copyright policy, the product of about two years' work of the University Policy Committee in consultation with Senate.

2. **Announcements from Secretary**

Following up on the setting up on the informal districts lists recently, BEYLER asked for any corrections that needed to be made. Thought the districts had no formal or official status, it was useful to receive such information regarding the Faculty roster.

3. **Announcement from Vice President for Research and Graduate Studies**

PODRABSKY announced that Research and Graduate Studies [RGS] was accepting nominations for the Annual Research Awards. There is a Presidential Career Award for a senior researcher, an Early Career Research Award, a Non-Tenure-Track Faculty Research Award, Research Administrator of the Year, and Graduate Mentoring Excellence Award. There are also college researcher of the year awards. Previous years' winners are highlighted on the RGS website.

C. **DISCUSSION** – *none*

D. **UNFINISHED BUSINESS** – *none*

E. **NEW BUSINESS**

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

The new courses listed in **November Agenda Attachment E.1** were approved as part of the *Consent Agenda*, there having been no objection before the end of Roll Call.

2. **Ad-Hoc Committee on Academic Program Reductions and Curricular Adjustments** (Steering)

EMERY/INGERSOLL **moved** creation of an Ad-Hoc Committee on Constitutional Definitions of Faculty, Program, and Department [AHC-CDFPD], with charge and composition as given in **November Agenda Attachment E.2**.

GAMBURD noted that the proposed committee's task is not making small, technical fixes, but to research serious questions of shared governance. The current Faculty Constitution definitions have some ambiguity which can lead to subjective interpretations and disparity. It is, furthermore, a document written before the current diversity of faculty we now have teaching at Portland State. We can change the constitutional definition of Faculty if we want, or leave it as it is.

Presently, GAMBURD continued, the definition is someone who is 0.5 FTE or above and has a ranked appointment [that includes the term] professor or instructor; or whose scope of work is primarily curriculum, subject matter, methods of instruction, research, or aspects of student life that relate to the educational process. One group missing from this definition is adjunct faculty who are at less than 0.5 FTE, and who do an increasing portion of the teaching at Portland State. Including adjuncts is something to think about, but is a non-trivial question. Shared governance includes serving on Senate and constitutional committees; these are obligations that go with the right to be a member of the Faculty and to vote in constitutionally convened bodies. If we change definitions of Faculty we need to think about these rights and obligations. Universities handle the question of adjunct participation [in governance] in various ways; it would be desirable to

study the options systematically. What is the rationale for including or excluding various groups from various aspects of faculty governance? How is representation determined? What are the additional contractual or participatory expectations?

GAMBURD added that another thing that needs examination is the definition of “department.” Only about half of our Faculty are actually in departments. Faculty in departments have the right to elect chairs, but the Constitution is silent on other aspects of shared governance and other aspects of what is voted on.

These and other issues had come to GAMBURD’s attention, as also to previous Presiding Officers and the Secretary. As we interpret the Constitution, we would appreciate having additional clarity in our governing documents. The motion is to create an ad-hoc committee to research these issues—clarify principles and priorities for inclusion, look at how other universities define and use these key terms, survey faculty and administrators of various ranks, and considering implications of various definitions for participation in Senate, committees, and departmental governance. The committee would present Senate with options to consider, and advantages and disadvantages of each.

BEYLER reminded Senators that the relevant governance documents are posted to the Faculty Senate website.

INGERSOLL said she is included under the governance definition of Faculty, but always struggles whether to check the “faculty” or “staff” box when that is asked for. She wished to ensure that the academic professionals and researchers group are represented and those voices heard. GAMBURD stated that this could be something that members of the Committee on Committees could provide assurance about, or the motion could be amended to specifically call for that.

WEBB: if an adjunct who is considered faculty were, say, hired in the fall and then participates in a committee, but not hired back for future quarters, are they till part of the committee? They are no longer being compensated, nor have contractual duties. How would that be addressed? GAMBURD: that is a great question. If we want to include people, we need to know how the practical logistics would work

BORDEN: how many positions are on the committee, and have any of them been designated for, say, an adjunct representative or some other representative? GAMBURD indicated where that information is contained in the motion.

KENNEDY said that she sometimes heard from advising colleagues who wonder why they never get asked to be on committees or Senate. They don’t understand why they’re not part of the process. In some cases, it turns out that they started at PSU in a different category and then (say) got a graduate degree and moved within the academic professional categories, but this is not noted [in the records] by their supervisor or by Human Relations. It seems to be a difficult, obscure process. We seem to be missing the voices of people who have moved up in the ranks. She wished the process to be clearer and easier: that would give us more participation. There are a number of advisors who are eager to participate. She believed that examination of this issue is overdue.

BEYLER, responding, noted that for ranked appointments it is quite clear: either someone has a title such as Assistant Professor or Senior Instructor, etc., or not. With academic professionals it depends on the job title and function, and as indicated by

GAMBURD this can be ambiguous, or as indicated by KENNEDY information can be out-of-date or hard to obtain. We might think that in this day and age we can have accurate information all the time, right away, but sometimes that doesn't happen for various reasons. The committee could think of ways to address these problems.

HANSEN noted, in addition to the question of annual vs. term-by-term contracts for adjunct faculty, it also needs to be considered that they are required to be paid for any additional time beyond teaching commitments. There would be budgetary consequences of adjuncts serving in Senate or on committees. GAMBURD agreed that financial follow-ons need to be considered; she believed, however, that we should not let budgetary matters determine who can participate and who can't. We are less inclusive and less nimble if there is a significant portion of our faculty who are not included; however, we can't ask adjuncts to volunteer their time, and the collective bargaining agreement says we need to compensate them for time spent on committees.

ZONOOZY noted that some adjunct faculty do have annual contracts, which could address the previous concern. The issue of inclusion and equity is one of our models, he said, and we should consider how to put that into action.

HOLT wondered if, in view of HANSEN's comments, we should possibly table the issue, to see how it would work—perhaps speak with someone on the administration side. GAMBURD noted that administrators are included in the proposed motion, and the task of the committee is to do research—these are all issues that the committee can look at.

BERRETTINI saw the proposal as coming out of a sense of realism about the state of academia over the last twenty years or so. But he also felt that it was a kind of capitulation—maybe too strong a term to use. We are talking about redefining Faculty based on a propensity towards adjunct teaching, rather than challenging the University not to rely on adjunct teaching as a major form of staffing. The priorities are in different directions. He would be more committed to changing the status of some of the people who are teaching, rather than adding a Faculty Senate component which would entail more work for the very people who are in a precarious position. GAMBURD agreed that this is an important question. She also noted that, alongside the questions regarding adjuncts, there are still ambiguities for those above 0.5 FTE. Researching such philosophical questions can be part of their report.

JEDYNAK: this causes us to think about how the Senate is involved in governance, and how it can be more involved. He hoped that there is the long-term possibility of getting faculty more in charge of the university's governance. We should consider how best to move governance, over the long term, to be more driven by the faculty.

BORDEN concurred with BERRETTINI's comments. Adding more work to contingent, precarious labor is problematic. Part of the task for this committee is to look at other aspects of how Faculty is defined.

CHORPENNIG was worried about creating a binary choice around adding more work to contingent and precarious labor. How do we account for the voice of that labor, because we are still using it unless we change the system? He agreed that the system needs change. But if we are still using that labor and not allowing them a voice, that is also problematic. It doesn't sound as though we are compelling people to serve on Senate,

etc., but offering it as an option. Within the system we've created it would be creating options for people to be heard.

BEYLER noted that while the discussion had been primarily about definition of Faculty—an important aspect of the proposal—the motion also proposed looking into definitions of department and program. These might seem like technical details, but in his view they were significant in terms of a philosophy of shared governance. It was interesting that the Constitution does not contain a definition of these terms; it assumes that everyone knows what they mean, but he was not sure that is the case.

GRECO said it seemed that in different places, Faculty is defined differently. Advisory Council had received questions in which they were asked whether someone could vote on a particular thing or not. It was sometimes unclear. It would be very positive for Senate to decide this, rather than having Advisory Council make ad-hoc decisions.

The creation of AHC-CDFPD with charge as given in **November Agenda Attachment E.2** was **approved** (39 yes, 3 no, 1 abstain, recorded by on-line survey).

F. QUESTION PERIOD – *none*

G. REPORTS

1. President's report

PERCY recognized the Equity Summit held last Friday [October 30th], which several hundred people attended online. As he announced there, promoting equity and justice will be an important commitment of his presidency. He heard loud and clear the need of healing of many types on campus. He thought we created some energy to take action. We've had symposiums before, but lacked follow through: we have to commit to that. He thanked Ame LAMBERT and her team for organizing the summit, and several fantastic speakers who came from outside [PSU]. We also learned much about performers here at PSU. We must create strategies and initiatives to root out institutional bias and racism—be use he equity lens thoughtfully in making decisions and reviewing policies. This includes building greater opportunities to advance learning success for the diversity of our students. He will be working closely with LAMBERT, but this is work for everyone on campus: learning opportunities, professional development, policies and decisions from the departmental level upward. He also thanked Faculty Senate for bringing this issue to promotion and tenure guidelines, showing how important it is to faculty.

He wished to find ways to support this faculty work. The PSU Foundation created a racial equity fund last week. They are looking to add philanthropic dollars to the \$1.5 million committed from campus over the next year. Much of this money will support the work that comes out of the task forces that are being created, coming out of the summit.

PERCY noted the Senate resolution calling for a report from the administration on this topic, and thanked [the PO] for granting an extension until November. Included in this report will be strategies for moving forward, as a starting point for discussion.

PERCY thanked the Emergency Management Team, whose director Emma STOCKER would be speaking later. Previously he barely knew about this group. They are most knowledgeable about the specific areas of campus that might be affected in any particular disaster: student learning, building safety, housing, health fields. Previously their work

had been advance planning, and two or three days of activity for limited incidents. Now they have been working full tilt since last February. They have been studying health authority regulations, state and national guidelines, and the implications for how we proceed. They are unsung heroes.

PERCY acknowledged and concerns many people had about the outcome of the upcoming election and reactions. He called attention to the message that the Provost had sent out with suggestions on how faculty could be helpful in these circumstances.

The Homelessness Research and Action Collaborative, PERCY said, had done a study of housing and food insecurity among PSU students and employees. It includes some stark findings. He urged everyone to look at this study. He was creating a team to work on strategies to improve housing and food security for employees and students.

Regarding enrollment, PERCY reported that we are down 2% or 3% at the start of classes, which was good compared to projections; meanwhile, however, there has been considerable melt with students dropping classes in the middle of the term. So now headcount is down 8% and student credit hours are down 7.7%. State residents are down 4.3%, but out-of-state residents down 18.2%, which hurts us. Probably students want or need to stay close to home. International enrollments are also down. Grad enrollments have held close to steady, and in the current situation this counts as a significant success.

PERCY continued: we had budgeted enrollment to be down 3.5%, even prior to COVID. The Board of Trustees is exploring the broad question of financial sustainability—an item from the Strategic Plan. Every public university board needs to be consider the longer term trends. We have much work to do in regard to setting tuition, recruitment, using remissions to support enrollment, and other ways to be effective in financial sustainability. Academic innovation can be a pillar of financial sustainability: supporting student learning, improving instructional methods, increasing interest in teaching and research that goes along with teaching. We are thinking about a variety of options; faculty will be the ones to decide what makes sense for your unit, department, school, or college. Remote learning has been asked of us, and we might want to think about more fully online programs; new programs to meet career needs or demands in the workforce; collaboration among faculty to create good multi-disciplinary programs.

PERCY recalled the Emergency Management Community Resilience program that he had worked on with several other faculty—a new degree program with no new money, where eight or nine academic units participated. We were using existing resources and, importantly, the interest of people in this work. This program is multi-disciplinary, but faculty continue working in the disciplinary programs that they care about.

He and the Provost were also looking at non-credit learning options, and welcomed hearing thoughts about this in terms of the budget.

PERCY continued to look at developments in the biennial [state] budget. The universities and the HECC [Higher Education Coordinating Commission] are crafting a proposal to go to the governor, who will put some figure for higher education into her budget, and then of course it will go to the legislature. One point we are trying to make to the legislators is that the universities are critical elements of the economic development, vitality, and future of the state. Not only are universities important economically; we are

also leaders in the civic life of our community, region, and nation: improving governance and fighting for social change, doing work in equity and justice. We supply people who will do that work in our area. He was trying to make the case for PSU's unique role.

PERCY continued: to expand educational opportunities to create social mobility, especially for students of color and students from traditionally marginalized backgrounds. Our Students First work is a big part of the effort to expand those opportunities. We will make to the state the argument that to support this work to provide services, support, and quality education to these students, we need more resources.

PERCY thanked GAMBURD, similarly to her predecessors, for being an effective leader of Senate and for eloquent statements to the Board of Trustees.

PERCY echoed earlier comments about the equity summit, and wonderful examples of things faculty are doing in our community. He wished to call out some further examples. Ethan JOHNSON had appeared on OPB and in a *Skanner* article, talking about how professors in the Black Studies Department had been offering aid to Black students who are struggling, and the effective fundraising and ingenuity finding local foundation support for their students. John OTT (HST) has been in the news for his students' exploration of a 16th-century witch-hunting manual. Chris SHORTELL and colleagues in Political Science have been speaking about the election. We can use our engagement capacity and expertise to help our community in difficult times, economic decline, social injustice. Portland's national visibility has been challenging. We can play a role in bringing our community back to health.

HANSEN, asked how much of the enrollment decline was due to decline in high school programs and non-admitted credit hours that don't generate much revenue. PERCY answered that they are trying to figure out the fiscal impact, which is complicated because some of the student credit hours are not tied to regular tuition.

2. Provost's report

JEFFORDS recognized again the passing of Tom BIELAVITZ, the much beloved Dean of the Library, over the summer. Working collaboratively with his family and the library staff and leadership, it has been decided to move forward on a project that he had been working on with Dean Rossitza WOOSTER and the Graduate School: a collaborative work space for graduate students in the library. So in January construction will begin on the Tom Bielavitz Graduate Student Collaboration Hub. There will be a virtual groundbreaking. The PSU Foundation has set up a gift fund for this project.

As PERCY mentioned earlier, JEFFORDS said we are moving on outcomes of the equity summit. She hoped that we would become a model for the rest on the nation on constructive, productive anti-racist and decolonizing conversations and practices. JEFFORDS had decided to dedicate the Winter Symposium to this topic, which will feature some outside speakers and projects going on across campus.

Along these lines, JEFFORDS shared that a project proposed by Judy BLUEHORSE SKELTON and Suzanne ESTES to help build a pipeline for Native American youth to pursue college education, with PSU as a partner, had received funding to move forward.

JEFFORDS said that the Academic Continuity Committee was talking over decisions about spring term. Of course there is much that we don't know, so it is impossible to give a determination yet.

Regarding administrative searches, JEFFORDS announced: posting of a search for Vice Provost for Academic Budget and Planning, with Cliff ALLEN (Dean, SB) as search committee chair; nearing completion of the search for Associate Vice Provost for the Office of Academic Innovation; and beginning of the search process for Dean of the College of Urban Planning and Administration, with Jose COLL (Dean, SSW) as committee chair.

RAFFO asked for a timeframe for the decision about spring term. JEFFORDS said that the committee is discussing it actively, because we need to post a class schedule. She hoped they would have more information by the end of the [calendar] year, particularly prospects for a vaccine, and whether this will affect prospects for in-person instruction. FARAHMANDPUR commented that the Cal State system was planning to continue online in spring 2021. JEFFORDS said she had spoken to provosts at several of their campuses and talked about considerations behind that decision. They wanted clarity for their students. Many of those campuses have similarities to PSU, so we are taking their thought process into account. We are also want to work with the Oregon Health Authority [OHA] and the Governor's office to ensure adherence to state policies.

3. Report from Emma Stocker, Director of Emergency Management

GAMBURD introduced Emma STOCKER, Director of Emergency Management. [For presentation slides see **Appendix G.3.**] As PERCY mentioned earlier, emergency management at PSU had previously activated for winter weather, for example, or small incidents. They had never faced anything like [the pandemic] and the scale-up required for higher education across the country. After the immediate response, stay-at-home orders, and the quickly changing initial situation, they began to plan for fall term.

STOCKER summarized the preparations. Changes to the physical environment was an important part. They took into account updated suggestions from industry and CDC about HVAC building ventilation and filtration. Wherever possible, over the summer they updated building filtration and increased external airflow. They made plans for cleaning all spaces that will be occupied, working with custodial contractors on new protocols and cleaning materials. They also determined what changes were necessary for any face-to-face classes. They are all scheduled as the only thing that occurs in that room on that day, with cleaning between occupancies. They also looked to see that such classes were in buildings with access to larger restrooms and better filtration. There are about thirty classes with some face-to-face component. Most campus services are continuing remote operations. With fewer people on campus, there is less possibility of transmission.

STOCKER continued: PSU ID card access is required for all buildings. This allows us to monitor occupancy. OHA guidelines state that campuses are not open to the public. Many of these changes are also made to comply with CDC guidelines. A personal health checklist is encouraged for everyone who comes to campus. We ask people to take this seriously: if they have a temperature or other symptoms, and what interactions they have had recently. Masks are required indoors at all times, particularly in shared spaces. You will also notice signage about distancing.

STOCKER indicated that they had spent considerable effort building the testing capability at the Center for Student Health and Counseling (SHAC). This is available as a resource to anybody in the PSU community. They have the ability to do rapid testing on site; there is also laboratory-based testing which takes a little longer. We ask everyone who's been on campus and who's had a positive test, develops symptoms, or has an exposure, to connect with SHAC. They have worked with Multnomah County to understand SHAC's role in contact tracing and medical assessment.

In terms of mitigating and managing COVID on campus, STOCKER asked anyone who has been on campus within the last fourteen days and who develops symptoms or has an exposure to report this to SHAC. We can only take action on what we know. SHAC can be thoughtful about the sensitivity of particular programmatic areas: housing, labs, etc. We have a threshold for contact tracing that is more conservative than for public health colleagues at the county level, but we can only take action on information that SHAC hears about. The important take-away message is to take seriously sharing information about yourself or others you know.

STOCKER pointed out the COVID dashboard that displays how testing is going on campus (both rapid and laboratory tests) and on-campus cases. There are 838 students currently living on campus—less than half of normal occupancy. The majority of on-campus housing is more like apartments than traditional dormitories. Most of these now have single occupancy, and in fact housing applications did not exceed that. For the duration of spring and summer, there are students for whom this is their home, so it was an essential service to continue housing operations.

Guidelines for teaching on campus, STOCKER continued, are also given on the website: masks required in classrooms, where to get masks, how to establish distancing in classrooms, etc. County public health offices require taking attendance, for possible contact tracing if needed. At this time no external gatherings are allowed on campus. If faculty are part of a group that wants to hold a face-to-face meeting, it is allowed but we ask that it be reviewed by the campus events group for size, cleaning scheduling, etc.

GRECO said that when she had occasionally gone to her office in FHM, there were students in the atrium not wearing masks. She would tell them to please mask up—if not, no one would be able to access the building. She understood that students needed access, but she didn't want them unmasked in a place she had to go. STOCKER, answering, said that there have been staff walkthroughs, initially three a day and now down to one a day. However, this is observation rather than enforcement. They are planning increased signage and communications.

4. Report from Laura Nissen (SSW), Presidential Futures Fellow

GAMBURD introduced Laura NISSEN to talk about some of her work as the Presidential Futures Fellow, which might help us this year with planning for a (hopefully) post-COVID world. [For slides, see **Appendix G.4.**] NISSEN said that a term new to her, syndemic, includes the intersection of harmful health conditions and the kind of structural inequity and racism that we see. The term seems to her more accurate. In any event it's a post-normal world.

The Futures Collaborative, NISSEN said, was launched in 2019-20 with about thirty members (faculty, staff, students), with the goal of applying futures thinking to higher education in general and PSU specifically. This year there are about thirty-five new members. Their focus is to cultivate future readiness at PSU, asking if we are future-facing enough in our mission. This includes being ready for new complexities, opportunities, risks, and expectations. Are we meaningfully and effectively undoing racism in our structures and practices? Is our pedagogy using best, emergent practices? Are we revising our relevance and commitments to a city and region with changing needs? PSU has been a leader in many of these fields, but our interest is looking at future readiness rather than just what we do well now.

Post-normal, NISSEN said, refers to the space between where we are and where we are going. This year's work for the collaborative will be a reckoning with racism and other isms in our culture, structure, and practices.

Another area, NISSEN said, is the future of work: 85% of the top jobs of 2030 haven't been invented yet. A large category will be what is called knowledge workers. There are changing expectations from and pressures on what education can provide in personalized, accessible, affordable, and flexible life-long learning. The relationship with the regional community, which increasingly competing nationally and globally, requires clarifying an evolving identity and value proposition, not just relying on what it has been historically.

Through winter 2021, NISSEN said, the collaborative will gather inputs on commitments and needs, and then share results in spring 2021 to lay groundwork for planning. Faculty dialogues about future readiness will ask what a future-ready professor really means. In the next twenty to thirty years there will be powerful transitions and transformations. We can learn how other professions are shifting their educational tracks. They will sponsor several dialogue opportunities. She is also sharing an [open channel of resources](#)—resources about the future of higher education.

H. ADJOURNMENT. The meeting was **adjourned** at 5:01 p.m.

COVID Update

11/2/2020

Emma Stocker
Director of Emergency Management
coronavirusresponse@pdx.edu



Preparing the Campus and Our Community

Changes to the Physical Environment

- [HVAC filtration, increased ventilation](#)
- Planned for additional [cleaning](#)

Changes to How We Use Space

- Schedule for F2F classes
- De-densify campus with many services remaining remote / mostly remote
- Reduced occupancy limits
- [Card access](#)

Public Health Measures

- [Personal Health Checklist](#)
- [Masks](#)
- Distancing
- [Building SHAC testing capability](#)
 - Rapid testing on site
 - Lab based testing
- Contact Tracing



Mitigating / Managing COVID on Campus

COVID Reporting [Form](#)

COVID [Dashboard](#)

- Testing for COVID
- “On-campus” cases

University Housing and Residence Life

- 838 students live on campus fall term
 - Less than ½ occupancy
 - All single occupancy rooms - not your typical “dorm”
- Even in spring term, UHRL never closed

[Guidelines for Teaching on Campus](#)

- Masks
- Distancing
- Attendance
- Building occupancy

Gatherings on campus

- State and PSU guidelines
- Any gathering (event, meeting, optional student gathering, etc) must be reviewed by [Campus Events](#) group

Portland state University in a post-Normal World

Update on the Futures Collaboratory Project – November 2020

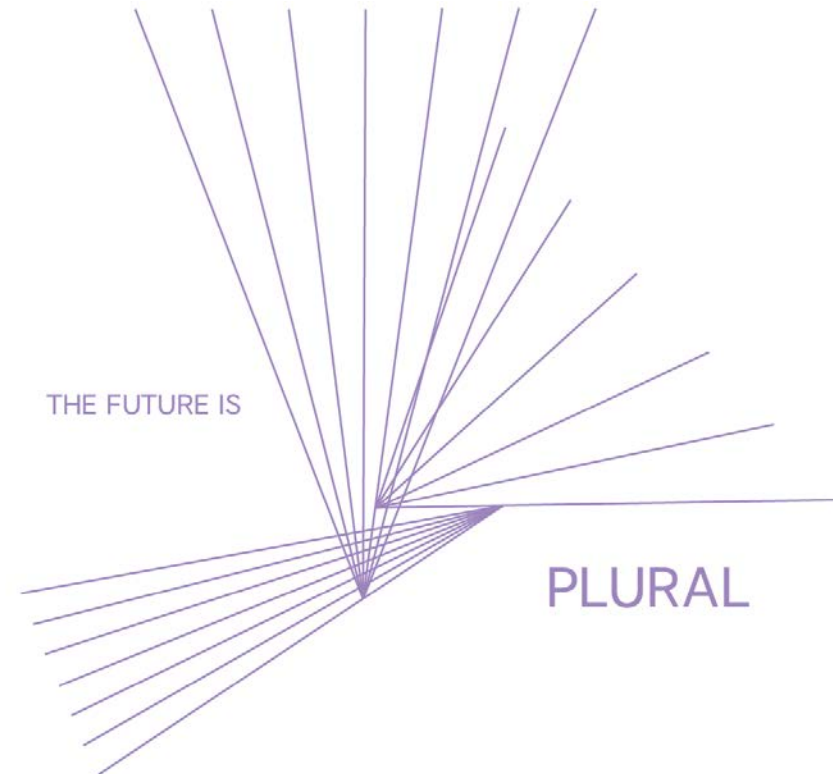
Laura Nissen, Ph.D., LMSW, CADC III

Professor, Presidential Futures Fellow, Portland State University

Portland State University Futures Collaboratory Website:
<https://sites.google.com/pdx.edu/futurescollaboratory/welcome>

PSU Futures Collaboratory

- Launched in 2019-2020 – 30 members comprised of students, faculty and staff.
- Explored, experimented with and applied futures thinking/foresight methods to contemporary issues of higher ed in general and PSU specifically. Learn across topics and issues that intersect with contemporary and emerging challenges. Build foresight “muscle” institutionally.
- Year 2 JUST launched. 35 additional members – names posted soon on our website.



Recommendations from work Last year

Places we recommend greater PSU focus on cultivating “future readiness”

- Mission (are we future facing enough in our overall mission?)
- Structures (are we ready for new complexities, opportunities, risks and expectations?)
- Equity (are we meaningfully and effectively undoing racism in our structures and practices?)
- Pedagogy – teaching, learning and advising (are we utilizing best and emergent practices?)
- Community (are we revising our relevance and commitments to a city/region with evolving needs?)

Looking at this year

- Covid-19 is an accelerator of “post-normal times” - term used in the futures world. Refers to the in-between space between where we were and where we’re going.
- Working focus for this year’s work:
 - Deep reckoning, revisioning and recreation around racism and other isms in our university culture, structure and practices.
 - The future of work (experts suggest 85% of the top jobs of 2030 haven’t been invented yet). This is true for our students as well as us as “knowledge workers.”
 - Changing expectations and pressures of what education can and should be (personalized, accessible, affordable, flexible, lifelong).
 - Relationship with our regional community while increasingly competing on a national (and even global) stage.
 - Continue to clarify our evolving identity and value proposition for the times we live in – not relying on historical norms

Collaboratory Project 2020-2021

- Gather and analyze PSU artifacts from the last couple of years to “prepare” for things across a variety of parts of the university mission
- Compare, map and identify strengths and gaps
- Present to the university community in winter 2021
- Gather input on key commitments and needs for our future from faculty, staff and students
- Share results in spring of 2021 – and lay groundwork for additional university-wide planning

Invitation to faculty dialogues about what “future readiness” means for the professoriate

- Given the covid-19-related complexities of our time, what does it mean to be a “future ready” faculty member? This is related to but different than institutional readiness. Depending on your own situation – you may have 20-30 years of academic career ahead...how do you best prepare for what happens “next?” Are you ready to co-create the university system of the future you most want to be part of?
- Increasing literature about the “professoriate of the future” – what are emerging challenges, opportunities, demands? What can we learn about the way other professions (medicine, law, journalism and others) are starting to shift their educational tracks?
- This winter, we will sponsor a series of gatherings exclusively for faculty to explore, discuss, and consider how a foresight lens can create more agency and readiness for continuing complexity, accelerating change, and ongoing disruption in our higher education ecosystem. Look for an invitation early winter term.
- Practically, what are the best ways to plug into networks for support and evolution in “post-normal times” as a faculty member. Let’s continue to build community focused on this line of thinking – and in the process- hopefully increase our institutional vitality, readiness and agency.

Reminder – Resources

Link to ongoing “OPEN CHANNEL” of resources related to the future of higher education, future of work, future of related equity issues and other topics [available here.](#)