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**Minutes of the Portland State University Faculty Senate, 4 October 2021
(Online Conference)**

Presiding Officer: Vicki Reitenauer

Secretary: Richard Beyler

Senators present: Ajibade, Baccar, Borden, Carpenter, Caughman, Chorpenning, Clark, Clucas, Colligan, Cortez, Cruzan, De La Vega, Donlan, Duncan, Dusicka, Eastin, Eppley, Farahmandpur, Feng, Flores, Gamburd, Goforth, Gómez, Harris, Heilmair, Heryer, Hunt, Izumi, Jaén Portillo, Kelley, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Lindsay, Loney, Luckett, Mikulski, Mudiamu, Oschwald, Raffo, Rai, Reitenauer, Romaniuk, Sanchez, Smith, Taylor, Thieman, Thorne, Tretheway, Tuor, Watanabe, Webb, Wern, Wilkinson.

Alternate present: Jack Miller for Erev.

Ex-officio members present: Beyler, Bowman, Burgess, Chabon, Chaillé, Chivers, Comer, Emery, Estes, Ford, Jeffords, Knepfle, Lambert, Mbock, Mulkerin, Percy, Podrabsky, Read, Recktenwald, Rosenstiel, Shatzer, Toppe, Voegele.

The meeting was **called to order** at 3:03 p.m.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call** was effected using the participants list of the online meeting.
2. **Minutes of 7 June and 14 June meetings** were received as part of the *Consent Agenda*.
3. **OAA response to June Senate actions** was received as part of the *Consent Agenda*.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

REITENAUER thanked Senate members for their presence at our 15th online regular meeting, and their participation to do the work of shared governance. She acknowledged the Secretary and technical support from David BURROW and Pei ZHANG to organize and run the meetings fluidly. She thanked CLARK for again serving as Parliamentarian.

REITENAUER reviewed key Senate accomplishments in the previous academic year. Senate discussed and passed creation of a Race and Ethnic Studies Requirement. We extended the change in the pass / no-pass policy introduced at the start of the pandemic; she noted that this change has been sunsetted and we have reverted to the original policy. There was also a temporary relaxation of GPA requirements for undergraduate admissions, and a recommendation to drop the GRE requirement for graduate admissions. Senate approved a set of changes to the bachelor's degree requirements, including a change in the policy for University Studies clusters.

On the budgetary front, REITENAUER continued, Senate monitored the situation through numerous reports from administration. Senate held a special meeting for the Collective Bargaining Agreement Article 22 process for the Intensive English Language Program. Senate has been working to create a platform where we can collectively think about and navigate through the changes being planned.

REITENAUER pointed to approval of language for promotion guidelines for non-tenure-track teaching faculty. Senate also created ad-hoc committees on diversity, equity, and

inclusion in Promotion and Tenure Guidelines and on the constitutional definition of Faculty. We also continued to build communication and mutual understanding between Faculty and the Board of Trustees.

REITENAUER thanked senators for passing a resolution on academic freedom, its rights and responsibilities, and the necessary conditions. This topic would probably recur in the coming months.

REITENAUER concluded her announcements with some parliamentary procedural reminders, and again thanked senators, ex-officio members, and guests for their presence in this deliberative body to advance our collective work.

2. Announcements from Secretary

BEYLER likewise welcomed and thanked senators for their important work in Faculty governance. The last eighteen months had been an unanticipated, wild experience. Some things had gone well and some things less well. If the latter seemed to be the case, he urged senators to contact him so they could try to solve the problem.

BEYLER reiterated a reminder that participants limit their use of the chat feature to flagging motions, comments, and questions. This made things much easier for the Presiding Officer. Furthermore, chat is not part of the official record. Senate is a deliberative body, and it's important that our official work be perspicuous for the colleagues we represent.

In the same connection, BEYLER noted that he had set up the "district" groups, reviewed their purpose and function, and urged senators to use this and other means to communicate regularly with Faculty in their departments and units. While it's planned, as previously, to send a monthly newsletter, individual senators know best the interests and concerns of their immediate colleagues.

3. Call for nominations for 2021-22 Research Awards (J. Podrabsky, VP-RGS)

PODRABSKY called attention to nominations for university-level research awards: a chance to recognize extraordinary accomplishments of colleagues, and recognize the service of research administrators. Colleges have their own college-level processes.

C. DISCUSSION: CoC and Faculty committee roles, process

REITENAUER briefly reviewed the current change in procedure for selection of Committee on Committee [CoC] members. When meeting in person, tried to caucus as the final meeting of the year concluded; we tried an on-line version of this in the academic year before last. This method was deemed unsatisfactory in certain respects. In consultation with CoC Chairs OSCHWALD (outgoing) and HARRIS (incoming), it was decided to try choosing members in breakout rooms in the first (online) meeting of the year.

Recalling her own participation, REITENAUER said she agreed partly out of wanting to be a team player, partly out of a kind of amusement at its name. She discovered that it had a significant governance function. It appoints the members of all constitutional and many administrative committees, and thus has the duty of discerning how colleagues might most effectively participate in governance in this way. She hoped that this year CoC would examine alignment with the ad-hoc committees, as well as the onboarding of committee chairs and members. We want the choice of CoC members to have intentionality.

HARRIS outlined CoC's anticipated duties of CoC. The main task is to appoint Faculty to constitutional and some administrative committees. Based on feedback from previous years, before undertaking this task she hoped to have a more general discussion of the appointment process, with the goal of ensuring that it is equitable and collaborative. The bulk of the work is in winter and spring, but she intended to meet regularly throughout the year.

BEYLER added: normally a CoC term is two years, but if senators are able to serve for only one year, they should not let this get in their way of participating. For this reason, not all divisions needed to select members now. While the caucuses were meeting, REITENAUER posted a feedback form for groups to make comments and suggestions.

While the breakout rooms were being prepared, WEBB commented that when making committee appointments it would be good to have more information on who is expert on what. LINDSAY observed that CoC is an opportunity to work with representatives from across the University, discussing issues important to the University. It's a relatively large committee, and assignments are subdivided among members. REITENAUER: her time on the committee was eye-opening to see the varied interests of faculty outside of her own department. She had heard from colleagues who wanted opportunities to talk across disciplinary divisions and differences; this was an opportunity to do so. She hoped that CoC would address the question of offering opportunities to those who have expressed interest in serving for several years, but have not yet been assigned to a committee. KINSELLA urged everyone to dig into their reservoir of goodwill, as some committees, particularly those that require distribution from all the divisions, are sometimes hard to staff.

DIVISION CAUCUSES TO CHOOSE MEMBERS OF COMMITTEE ON COMMITTEES

Caucuses chose new members of Committee on Committees as follows.

CLAS-AL: Jaén Portillo, TBD	MCECS: Wern
CLAS-Sci: Caughman, Webb	SSW: Chorpenning
CLAS-SS: Gamburd, Wilkinson	OI: Taylor
COE: De La Vega	SPH: Izumi

Other divisions had continuing CoC members.

D. UNFINISHED BUSINESS – none

E. NEW BUSINESS

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

The new courses, changes to courses, and dropped course listed in **October Agenda Attachment E.1** were approved as part of the *Consent Agenda*, there having been no objection before the end of announcements.

F. QUESTION PERIOD – none

G. REPORTS

1. President's report

PERCY related that at the opening event for the Summer Bridge Program in the Park Blocks, he was excited to see around 300 students from various places in the US and other countries, as well as parents, mentors, and faculty. It was a somewhat emotional experience to see such life on campus again. He thanked everyone for their work to start

the fall term. A few months ago, he thought landing the plane would be in a much quieter environment, but instead we have all kinds of crosswinds. Student learning and the safety of faculty, staff, and students remained top priorities. He recognized that he could not satisfy everyone's ideas, so finding a balance was the major effort. He thanked faculty, administrators, staff, and students who had done their best to deal with the uncertainty and work to bring us back this fall.

PERCY said that last year he asked PODRABSKY to engage in a variety of dialogues on our research agenda. He [PODRABSKY] had finished a draft report, and PERCY hoped that soon they would soon be able to share the findings and work to finalize a plan to advance our research agenda. He hoped to improve the visibility of our use of knowledge to inform practice, improve the world, and enrich teaching.

PERCY had also asked Vice President for Information Technology Kirk KELLY to convene a group think about and plan the future of technology [at PSU] in project management, curriculum, pedagogy, and administrative tasks, and how we can best organize to do that.

A further upcoming initiative, PERCY said, would be creation of the President's Council on Community Engagement and Impact. He had become convinced it was important to identify the nodes of community engagement work on campus. It is all over campus; the purpose of the council will be to see if we can pull nodes of people together to work at a higher level, solve common problems, and learn what others are doing.

Work on racial justice and equity remained a top priority, PERCY said. Last year we spent much time in planning; he thought about this much over the summer. He hoped that with the task forces and other projects underway, this could be a year of action and assessment. We were putting together a report on our work on racial justice and equity, explaining the dialogues we had and our work last year, and laying out the different initiatives across campus this year. Faculty need to be involved in each of these.

We [further] want to ask what we want to do with online learning, PERCY said. The remote learning experience during the pandemic led many people to think about how students want to learn, and how well they learn under which pedagogy. Faculty of course have interest in the appropriateness of online learning. He was not pre-supposing any answer to that question, but believed we need to ask if and where we might want to grow online or in hybrid programs.

Finally, PERCY said, he saw a major opportunity for PSU: climate action. Never before has the impact of climate change become [more evident] in storms, forest fires, floods—events that are supposed to happen every 100 or 50 years, not every other year. We know that our students very concerned about how this affects their lives, in their generation. For them this is not an esoteric theoretical concept; they are worried about what will happen if we do not respond. This response is interdisciplinary, as we saw with the creation of the emergency management and community resilience degree [last year]. It affects every discipline: literature, humanities, social science, equity and justice issues, engineering, social work, business, public health. As President he needed to look where the University might go in a really positive direction. We are already doing much and thinking about it in various schools and colleges. Because of our ethos of interdisciplinary work and community engagement, this could become a unique identifier for Portland State. He

hoped that deans would have discussions in the various schools and colleges. He would ask PODRABSKY about research perspectives. He also hoped for input from Faculty.

PERCY then turned to Vice President for Enrollment Management Chuck KNEPFLE to talk about enrollment. [For slides, see **October Minutes Appendix G.1.**]

KNEPFLE said that from data of about a week ago, new undergraduate student credit hours are about holding steady [compared to the same time last year]; continuing undergraduate students were down almost 13%; new graduate students are up over 9%; and continuing graduate students are down slightly. About six weeks ago, new undergrads were ahead about 15%. We will spend the fall trying to figure out how we went from being ahead to being even. The headcount for this group is up about 5%, but we are not seeing this increase in credit hours. We knew number that overall undergraduate numbers were going to be down this fall, because we have had two or three years of relatively small new student [cohorts] which have to make their way through the population, but we expected around 9-10% rather than 13%. Transfer enrollments are about the same as last year. First-year student enrollments are up.

There was an exciting increase in applications from international students, KNEPFLE said, but actual arrivals and enrollments were less—also something we need to dig into. Thus we have not gotten out of the international student deficit, though we are seeing some good signs in application and admission numbers.

As Vice President [GDI] LAMBERT had noted in a recent message, the incoming new-student class is primarily BIPOC. Another notable feature is that exploratory students (undecided as to major) are up 10-15%; we should look into how to support such students once they arrive on campus.

As mentioned earlier, KNEPFLE continued, we suspended the 3.0 GPA requirement for first-year enrollments. Our Open for Fall, Open for All campaign was designed to generate applications and interest especially for first-year students. We have targeted remissions to middle-income students; when he arrived at PSU, he heard that we were not offering enough financial support to students who did not qualify for Four Years Free and Transfers Finish Free. We are offering a book scholarship for [high school] students in senior inquiry, to do more to recruit them. We also have a pilot program to offer to selected students who identify as DACA a \$10,000 grant to attend; we are working with some community organizations to identify those students. We are also looking at scholarships for Honors-eligible transfer students.

KNEPFLE said that every year [Admissions] looks at our competitors: where a student went if they applied here and were admitted, but did not enroll. Somewhat surprising is that PCC is our primary competitor for both first-year and transfer students. Also significant is that a large percentage of [such] students did not enroll anywhere: 19% of first-year students, and around 43% of transfer students. We should look at how we can make an impact in this area.

In store for the future, KNEPFLE said, is launching [PSU's participation] in the Common Application, rebranding for Four Years Free and Transfers Finish Free, and a establishing new tuition rate for students in the Washington counties right over the river. We are hiring a regional recruiter for southern California. He had heard from many people about

a need to improve the campus visit experience, and he was moving forward with some of those recommendations.

2. Provost's report

JEFFORDS announced that we submitted the year six report for our accreditation process on September 15th, focusing on policies, procedures, and financial reporting. Next year's report is the most significant part of the accreditation process. The year seven report focuses on institutional effectiveness and mission fulfillment. Our areas [of attention] will be student success, equity, financial stability, community engagement, and student learning and achievement. Jeff ROBINSON had agreed to serve as a Fellow in the Provost's Office to help lead faculty input. Brian SANDLIN will continue his outstanding work in OAA to gather accreditation materials, but it is critical that we have faculty input, and ROBINSON will work to ensure faculty engagement. She also appreciated the contributions of Kathi KETCHESON in preparing these reports.

JEFFORDS noted, for those who had not seen the announcement, that Rich CORSI, Dean of MCECS, left PSU at the end of spring for an appointment at the University of California-Davis. Wu-chi FENG, who had been an Associate Dean, would be Interim Dean of MCECS for the coming year. The search committee for the new dean will be chaired by Cliff ALLEN (Dean of SB).

JEFFORDS reviewed some changes in the Office of International Affairs, an issue that we highlighted last spring. The office has a new name: Office of Global Engagement and Innovation. A new organizational chart will be published soon. Sally MUDIAMU will become Deputy Executive Director, reporting to Director Ron WITCZAK; her responsibilities will include oversight of IELP, including international special programs, international partnerships and outreach, and the Center for International English Learning. Julie HAHN, who served so admirably as director of IELP, stepped down over the summer; JEFFORDS expressed appreciation for her extraordinary service to the unit and the University in that role. Kelly GALLAGHER has been appointed as Interim Director for this year. An election [for Director] will occur as soon as new bylaws for the unit are completed. IELP faculty continue their work on curriculum redesign and the recruitment of students for IELP and international special programs.

Related to international issues, JEFFORDS shared that the PSU Confucius Institute was formally closed on July 27th. She acknowledged and thanked all of the participants and contributors to the CI. It became clear, however, that the relationship was no longer as effective for the University as it had been.

JEFFORDS also gave an update on the Summer Bridge Program to provide support for students who had been struggling with learning during COVID in high school, to get a strong start at the University. She thanked Shoshana ZEISMAN-PEREYO for coordinating the program, as well as all the instructors, Student Affairs members, and others who welcomed and provided opportunities for these students to connect and engage on campus. 1057 students participated. They could choose a quantitative literacy or writing and rhetoric course. The average GPA was 3.36 and 3.7 [respectively]. We will continue to assess the impact of the summer bridge experience, JEFFORDS said. We have already announced that it will continue next year. Funding for the program came from the state—allocation from the state's [share of] federal relief funds.

In response to a request from many faculty, JEFFORDS continued, the Office of Academic Innovation developed a series of workshops on trauma-informed pedagogy; they are recorded for those who did not have opportunity to participate [directly].

JEFFORDS encouraged faculty to nominate individuals for honorary degrees.

JEFFORDS related that twenty faculty participated in the retirement transition program offered last year. Some of these positions will be refilled, but there will be salary savings because of the differences between outgoing and incoming salaries; some positions will not be filled. Conversations were underway about the possibility of continuing the program for the coming year.

Regarding the program review and reduction process, JEFFORDS planned to send a message to campus about the process and timeline. She looked forward to continuing to work with AHC-APRCA, following their guidance, and ensuring full Faculty participation. They have provided responses to questions from the college-level meetings in the spring, which will be available on the OAA website. She spoke this morning with the Budget Committee, and offered to meet with that committee regularly.

3. Monthly report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustment

GAMBURD briefly summarized the report, starting with the Article 22 process last year. Senate held a special meeting on March 15th, at which the President presented some budget information. After a comment period, AHC-APRCA and Steering Committee created a report. After announcement of the preliminary plan, and a second comment period, there was another report. At the end of the year, we received the President's final plan. IELP has now been renamed the Center for International Education and Learning, within the new Office of Global Engagement and Innovation.

For 2021-22, GAMBURD said, the committee would update their website, including the questions from the college-level meetings mentioned by JEFFORDS. They looked forward to continuing conversations and updates this year. She understood the plan is for deans to lead college-level conversations. The principles and priorities that AHC-APRCA shared with the campus community last year will be important for these discussions.

4. Report from Community Engagement Task Group, Reimagine Campus Safety Committee

REITENAUER recognized Zachary METTLER for a presentation from the Reimagine Campus Safety Committee [RCSC], which was seeking community perspectives for their report to President PERCY and the Board of Trustees. [For slides, **October Minutes Appendix G.4.**]

METTLER: RCSC is taking a holistic, future-oriented approach. They are working with Oregon's Kitchen Table, a program of the National Policy Consensus Center at PSU, who creates spaces for Oregonians to contribute feedback, ideas, and resources to decision-makers and public projects. RCSC wants to take into account historical and current contexts, build connections on campus through collaboration, and foster a shared responsibility for a welcoming, safe campus, so that people who study at, work at, or visit PSU experience a sense of belonging. The physical and emotional aspects of safety are interconnected. RCSC draws on both qualitative and quantitative data, while recognizing

that no individual experience can represent an entire group's experience. They address behaviors, rather than problematize individuals; seek mechanisms for accountability; and work on approaches to healing around historical and contemporary harms.

The committee's charge, METTLER continued, is to examine existing and alternative models and strategies for campus safety. They will make recommendations for assisting students, faculty, staff, and visitors who are experiencing mental or physical distress, purposeless, and other forms of crisis. They will also consider concerns related to physical space and infrastructure. Additionally, they solicit input to understand the lived experience of PSU community members relative to campus safety. The committee is now in the process of developing recommendations.

The committee, METTLER said, hoped this fall to lean into community conversations to develop specific notes or general themes. They have circulated a survey, and are working with Oregon's Kitchen Table to facilitate occasions and spaces for more in-depth conversations: virtual or in-person, perhaps part of a class, or with student organizations, affinity groups, etc. They can provide planning assistance and resources for discussions.

H. ADJOURNMENT – The meeting was **adjourned** at 5:00 p.m.

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(FacultySecretary@pdx.edu)

ENROLLMENT UPDATE

Faculty Senate - October 4, 2021



Portland State
UNIVERSITY



FALL 2021 – Overall Student Enrollment (SCH)

September 28, 2021	Fall 2021	Fall 2020	% Change
Undergrad - New*	59,627	59,882	-0.4%
Undergrad - Continuing	137,170	157,012	-12.6%
Grad - New	17,224	15,745	+9.4%
Grad - Continuing	19,786	20,281	-2.4%
OVERALL	233,807	252,933	-7.6%

* Undergrad - New includes postbaccalaureate students



First Year Enrollment (headcount)

September 20, 2021	Fall 2021	Fall 2020	Fall 2019
Overall	1,762	1,541	1,738
Resident	1,347	1,183	1,295
Nonresident*	387	341	422

Transfer Enrollment (headcount)

September 20, 2021	Fall 2021	Fall 2020	Fall 2019
Overall	2,478	2,401	2,647
Resident	1,989	1,868	2,070
Nonresident*	451	488	545

* Not including international students



New Student Enrollment Highlights (as of 9/20/21)

- Enrollment (headcount) is up 8% but was up by 13% in mid-August
- BIPOC first-year enrollments:
 - Native American: +0%
 - Black/African-American: +40%
 - Hispanic/Latinx: +17%
 - Pacific Islander: -15% (4 students)
 - Asian: +7%
 - Two or more races: +41%
- Honors enrollments: +31%
- Largest overall increase: CLAS: +12%
- Largest first-year increase MCECS: +20%
- Largest transfer student increase: CLAS: +10%
- First-year exploratory students: +10%





Recruitment

Open for Fall / Open for All

- Suspend the 3.0 GPA required for admission to PSU
- Waive admission application fees through June 15
- Eliminate the GPA requirement for Four Years Free and Transfers Finish Free
- Reduce housing costs for Pell students by \$2500

Other Initiatives

- Target additional remissions to middle income students
- Book scholarship for all enrolling first year students who participated in Senior Inquiry
- Pilot program to offer \$10,000 grants to selected DACA students (\$6600 PSU Remission and \$3400 state grant)
- Scholarship for Honors transfer students (Phi Theta Kappa)





Competitor Analysis - Fall 2020 Admits

First-year

Transfer

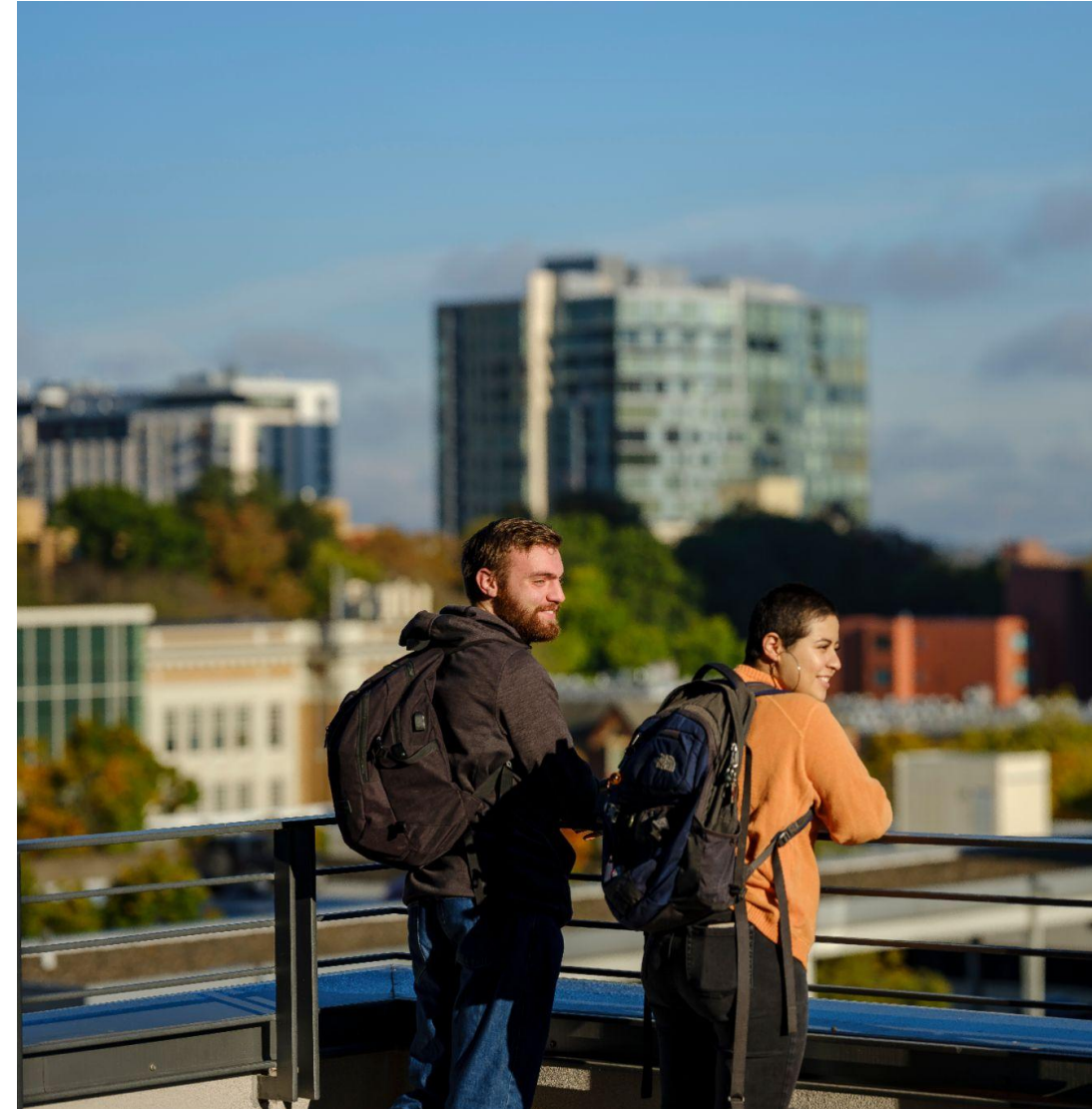
Did not enroll in college	19.0%
Portland Community College	7.6%
Oregon State University	7.5%
University of Oregon	7.5%
Chemeketa Community College	2.9%
University of Portland	1.6%
Western Oregon University	1.6%
Washington State University	1.6%
University of Washington	1.6%
Mt. Hood Community College	1.5%

Did not enroll in college	43.5%
Portland Community College	8.2%
Oregon State University	4.8%
University of Oregon	2.6%
Washington State University	1.4%
Chemeketa Community College	1.3%
Mt. Hood Community College	1.3%
University of Washington	1.2%
Western Oregon University	1.0%
Clackamas Community College	1.0%



Fall 2022 and Beyond

- Common Application
- Coalition for College
- Rebranding for Four Years Free and Transfers Finish Free
- Proactively order PCC transcripts for approximately 500 students for fall 2022
- New tuition rate for Students in contiguous Washington counties
- Regional Recruiter - Southern California
- Implementation of campus visit audit





THANK YOU

Questions?



Reimagine Campus Safety Committee

A Holistic and Future-Oriented approach to an evolving campus experience.



Presenting

Zachary Mettler

- Bachelor's in Architecture and a Master's in Urban and Regional Planning at PSU
- Steering Team Member and Community Engagement Task Group Chair
- Resident Assistant and Academic Mentor in UHRL 3 Years
- Rec Club Member and President 5 Years
- Member of UPSOC for 2nd year

Oregon's Kitchen Table

Oregon's Kitchen Table (OKT), a program of the National Policy Consensus Center at Portland State University, is a space for Oregonians from every corner of the state to contribute feedback, ideas, and resources to decision-makers, public projects, and initiatives.

Selection of Guiding Principles

- Take into account the historical and current contexts in which we operate
- Build connections on campus through collaboration, partnership, and community
- Foster shared responsibility for a welcoming and safe campus
- Make possible conditions where people who study at, work at, and/or visit PSU experience a sense of belonging
- Recognize the interconnectedness of physical and emotional aspects of safety
- Draw from both qualitative and quantitative data that is disaggregated whenever possible, recognizing that no individual experience can represent an entire group's or community's experience
- Address barriers, especially for persons who disproportionately experience multiple forms of harm
- Consider the impact of safety interventions on persons experiencing crises in mental, emotional, and/or physical health on campus
- Focus on addressing behaviors, not problematizing or pathologizing individuals
- Include mechanisms for accountability, including approaches for promoting healing around historical and contemporary harms

RCSC

Initial Charges for Task Groups

Framework for Campus Safety

Examine existing and alternative models and/or strategies for campus safety, including the consideration of addressing scenarios of a threat to safety.

Responding to Individuals in Crisis

Explore and make recommendations for identifying and assisting students, faculty, staff, and visitors to campus who are experiencing mental or physical distress, homelessness, and other forms of crisis.

Physical Environment

Explore concerns and experiences related to the physical and spatial impacts of safety on campus, considering the combination of spaces, infrastructure and subjective experiences.

Welcoming and Belonging

Seek to understand how welcoming and belonging are fostered on campus and intersect with, and impact, safety and security. The task group will also engage with potential relationships and partnerships on campus to investigate opportunities around collaboration.

Community Engagement

Solicit input to understand the lived experiences of members of the campus community relative to campus safety, security, and well-being to help inform the RCSC's decision-making and development of recommendations.

Community Engagement

Community Conversations

- Primarily led by community members
 - ◆ Can have OKT assistance
 - ◆ Funding available for groups
- Personal and intimate discussions surrounding experiences of safety and belonging
- Deeper discussion than can be attained in the survey
- Any notes or general themes would be shared with our team

Survey

- Link to the survey is on OKT's website at:
<https://consultations.oregonskitchentable.org/survey/psu-campus-safety-and-belonging>
- Takes between 15-20 minutes on average
- Mixture of...
 - ◆ Open-ended questions
 - ◆ Prioritizing alternatives
 - ◆ Likert scale responses

Question Prompt → Breakout Rooms

When or where have you felt a great sense of belonging at PSU?

- The RCSC began its process with questions like this; it really helped connect people together and give us all a shared experience of what it can be like at PSU.
- Break Out Rooms to answer and share experiences

How and where can I host a Community Conversations

- Email info@oregonskitchentable.org if you'd like some resources to assist facilitating
- These can occur virtually, in-person as part of a class lesson, as a group homework assignment, with a student organization or any affinity group gathering.
- These don't need to be formal, and can be any size from just 3-4 people to more.
- If you need extra resources, facilitation or planning assistance, or documents to help guide the discussion please contact us

Survey link again, Open today through October!

<https://consultations.oregonskitchentable.org/survey/psu-campus-safety-and-belonging>