EQUITY LENS
Equity Lens Definition: Multnomah County

• The Equity and Empowerment Lens (with a racial justice focus) is a transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs. At its core, it is a set of principles, reflective questions, and processes that focuses at the individual, institutional, and systemic levels by:
  – deconstructing what is not working around racial equity;
  – reconstructing and supporting what is working;
  – shifting the way we make decisions and think about this work; and
  – healing and transforming our structures, our environments, and ourselves.
Basic Racial Equity Lens
(From a Home for Everyone)

• What is the policy, program or decision under review?
• What group(s) experience disparities related to this policy, program or decision? Are they at the table? (If not, why)
• How might the policy, program or decision affect the group(s)? How might it be perceived by the group(s)?
• Does the policy, program or decision improve, worsen, or make no change to existing disparities? Please elaborate. Does it result in systemic change that addresses institutional racism?
• Does the policy, program, or decision produce any intentional benefits or unintended consequences for the affected group(s)?
• Based on the above responses, what are the possible revisions to the policy, program, or decision under review?
• What next step is recommended and how will it be advanced?
NEXT STEPS

• For Fall term, 2016, GDI will deliver campus-wide trainings on the equity lens for decision making and how to implement.
  a) GDI will partner with unit heads, such as Deans and Directors, to work with unit leadership in understanding and applying the equity lens tool.

• The Diversity Action Council (DAC) will review, edit, seek constituency group, executive committee and President approval of the Diversity Action Plan (DAP). The DAP is the implementation guide to the University Strategic Plan. A key component to the DAP is the application of the equity lens tool.

• GDI will distribute/communicate the DAP campus-wide and work with all levels of leadership to implement.
BIG IDEAS
PSU’s Comprehensive Campaign
Campaign Themes

- Creating Futures
- Vibrant Communities
- Thriving Economies
CAMPAIGN LENS

- Strongly supports PSU’s mission
- Aligns with PSU’s strategic plan
- Enhances areas in which PSU is already strong
- PSU lead(s)
- Current Donor Base & Advocates
- Philanthropic Excitement & Potential
- Identified Lead Gift (40-80% of total needed)
• Transforming Lives and Community Through Civic Engagement
• Entrepreneurship
• Sustainability and Smart Cities
• Public Health
• Center/Institute for Race and Inclusion
• Creating the Epicenter of STEM Education Excellence
• Climate Change, Sustainability and Resilience
Transforming Lives and Community Through Civic Engagement
THE IDEA

• **We** can sustain grow civic engagement to strengthen communities by:

  – Educating PSU students to create their own sense of civic identity;
  – Supporting our alumni in civic efforts
  – Creating knowledge to inform the practice of community engagement and maximize its impact
  – Building more vibrant partnerships
The Investment

• Stipends for community scholars
• Endowment and operating funds to support the scholarly work of a Community Engagement Research Academy
• Salaries for leaders to give workshops on effective engagement
• Scholarships and assistantships to support graduate students
• Endowed professorships and new faculty whose work is community facing
• Travel to professional meetings
Entrepreneurship
THE IDEA

• We can enhance the economic future of our students and cement PSU’s role as key source of fresh talent and ideas in our entrepreneurial ecosystem by:

  – Expanding Entrepreneurship curricular and co-curricular pathways
  – Building a ‘mentor center’
  – Invest in PSU student and faculty-generated companies
  – Build on our strong reputation
The Investment

• Name the **Center for Entrepreneurship**
• Funds for **mentor program** to engage community partners and alumni with student entrepreneurs
• Endowing **professorships and new faculty** positions
• Post-graduate **fellowships** for start-ups
• Invest in PSU **student and faculty-generated companies**
• Mobile "**Start It" lab** to recruit top HS and CC students to PSU
Smart Cities: A leadership opportunity for PSU and Metro Portland
THE IDEA

• **We** can make Portland a smart city by:
  – Building on our ISS initiatives
  – Launching a comprehensive set of Smart Cities initiatives
  – Partnering with the city, technology industry, and smart city technology users in businesses and communities
  – Building on faculty expertise
The Investment

• **Seed partnerships** that engage community, faculty and students in cutting edge environmental research and policy

• **Fund laboratories** for developing sensor technologies

• **Recruit a cluster of faculty** from top-flight schools and from industry

• Competitive **fellowships and stipends** for graduate students
Public Health
THE IDEA

- **We** can leverage our partnership with OHSU, lessen health disparities, and promote a healthy community by:
  - Concentrating on public health issues that are complex and require community and interdisciplinary approaches
  - Expanding research and interventions in translational public health
  - Fueling community-engaged public health programs and policy
The Investment

– Endowing professorships and new faculty positions to create health clusters
– Resources for student trainees at every level
– Annual national translational public health conference
– Community-faculty partner grant program
THE IDEA

• We can help address structural racism and inequity that impact humanity, public policy and economic mobility by:
  – Preparing students to promote equity in the workplace and in the broader community
  – Conducting research with community partners
  – Developing models and case studies that can be used in our local community
  – Serving as an incubator and convening place for difficult community conversations
  – Promoting the use of an equity lens to other organizations
The Investment

• Creating and naming a Center/Institute
• Endowing a director position
• Endowing professorships and adding new faculty
• Granting funds to support research with community partners that translate to practical tools and impact
• Providing student scholarships and assistantships to cultivate the next generation of leaders on this topic
Creating the Epicenter of STEM Education Excellence
THE IDEA

• We can make a local and national impact on STEM education by:
  – Increasing number of STEM professionals
  – Graduating a more diverse population of students in STEM fields
  – Increasing the quality of STEM students’ experiences through research opportunities
  – Serving as a national hub for interdisciplinary STEM education and research
The Investment

- Endowment to fully fund a STEM Scholars program
- Funding for summer research opportunities for undergraduate students and public-private partnerships for student internships
- Endowed professorships and new faculty positions in STEM fields
- Endowment for the STEM Institute Director and Activities
Climate Change, Resilience & Sustainability
THE IDEA

- PSU is very well positioned to become a national leader in climate change research, education and partnerships, to find practical solutions that serve not just the city but the world.
  - PSU’s can has a wide spectrum of faculty expertise in climate change
  - Combining research and education with partnerships with government, business and nonprofits to address climate change
  - Portland is now internationally known for its sustainability leadership, the destination of an endless stream of visitors from across the world.
The Investment

- **Endowed professorships** for a climate change cluster
- Endowment for inter-disciplinary applied climate change research and partnerships with business, government, nonprofits
- Endowed **graduate, undergraduate scholarships**
- Endowed **Director for ISS** and key staff
- Sinking fund to establish an international 4-week **summer Climate Change University** at PSU.
- One-time investment to create **climate change curricula** for university and secondary education.
Consolidated Strategic Plan
Sub-Initiatives
ACADEMIC QUALITY TASKFORCE

SPRING 2016

STRATEGIC PLAN:
“We commit to curiosity, collaboration, stewardship…to solve problems…in the Portland region.”
Taskforce on Academic Quality (TAQ)

2015-2016 TAQ

Annabelle Dolidon-Chair Spring (WLL)
J.R. Estes (UNST)
Linda George – Chair F/W(ESM)
Kathi Ketcheson (OIRP)
Yves Labissiere (SCH)
Scott Marshall (OAA)
Anindita Mukarjee (grad student)
Judith Ramaley (CUPA)
Todd Rosenstiel (BIO)
Vivek Shandhas (CUPA)
Angela Strecker (ESM)
TAQ 2014 Charge
“The University agrees to provide support to fund the identification and description of PSU’s aspirational comparators.”

TAQ 2014-2015 modification of Charge
“Identify aspirational comparators of academic quality … by identify aspirational practices – independent of institution type – that promote AQ”

Campus survey
1. What do you think represents AQ in Teaching, Research, Service?
2. Five institutions that embody this?
3. What can PSU do to improve AQ in T, R, S?

TAQ 2015-16
• Analyze campus-wide survey and conduct literature review
• Identify aspirational practices and potential indicators
• Explore case studies to examine implementation of aspirational practices at other institutions
• Preliminary recommendations for implementation at PSU
**External Metrics**

**HECC Indicators**
- Freshman retention rate
- Freshman graduation rate
- Student-faculty ratios

**NWCCU Indicators**
- Total graduated and retained
- Programs completing academic review

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**What do we mean by academic quality?**

Develop Academic Quality construct based on survey:

“What do you think represents academic quality and what should we do to improve?”

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**Faculty Metrics?**

i.e. what do the faculty think is important to measure?

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**Taskforce on Academic Quality**

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**Fiscal Metrics?**

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5 aspirational practices

- Undergraduate research
- Graduate experience
- Writing
- Interdisciplinary teaching and research
- Support for faculty scholarly activities
Why these AP?

FROM THE SURVEY

- Classes should connect concepts from classroom discussion with real-world events and problems.
- Faculty need to encourage students to ask questions and be engaged, getting them to think beyond their comfort zone.
- Classes should provide opportunities for students to engage with the community.
- Smaller class sizes—which gives instructors a greater chance to give feedback on writing.
- Faculty needs to stay current with trends in their field and provide relevant instructional materials.

- Professional development, support for teaching and research
- Interdisciplinary teaching and research
- Undergraduate research, writing, Graduate experience
- Undergraduate research, interdisciplinary teaching and research
- Writing, Graduate experience
AP – Undergraduate research

Undergraduate participation in research improves student understanding, confidence, and career awareness; it helps faculty achieve research agenda.

This AP is aligned with **PSU Strategic Plan** Goal to Elevate Student Success and to uphold Community Engagement and Civic Leadership.

- **Best practices**
  - mentorship, funding for students and research, undergrad research office, journals

- **Implication for faculty**
  - can improve research output by faculty, but may require more time to train and mentor students - could be alleviated by linking URO to course work/existing teaching load
  - interpretation of faculty scholarship would shift - recommend a higher emphasis be placed on scholarly work with undergraduate students

- **Preliminary recommendations for new Ad Hoc committee on Undergraduate Research**
  - Funding for research experiences for students and integration of research into curriculum
  - Funding for an undergraduate research office, and initiatives to coordinate undergrad. Research campus wide.
  - Mapping patterns of undergraduate research at PSU and developing metrics for **dashboard**.

- **TAQ task - Fall 2016**
  - explore indicators (% UG students with volunteer or paid research experience at PSU, % UG with senior thesis projects)
AP – Grad Student Experience

Graduate student success is critical to undergraduate success, improving research capacity and training next generation professionals.

This AP is aligned with **PSU Strategic Plan** Goal to Elevate Student Success and to promote Innovative Research and Scholarship.

- **Best practices** → Addressing financial and professional needs

- **Implication for faculty**
  - Improving conditions for grad students and improving mentor training will likely reduce faculty workload and increase research productivity.

- **Preliminary recommendations for** [Ad Hoc on Grad Student Experience](#)
  - Expand number of GTAs
  - Professional mentor training for faculty
  - Last mile scholarship for graduate students
  - Career center resources expanded to graduate student

- **Metrics for Implementations** – [Dashboard](#)
  - # of GTA awarded per School/Dept.
  - % of faculty trained to be grad mentors
  - Graduation rate of graduate students
  - # of graduate students using Career Services

- **TAQ task - Fall 2016** → Work with Graduate school
AP – Student writing

Improving student writing is a critical learning outcome, highlighted by faculty survey and educational literature. This AP is aligned with PSU Strategic Plan Goal to Elevate Student Success and to support Educational Opportunities.

• **Best practices** → Writing across the curriculum and writing in the discipline

• **Implication for faculty** → Need for investments in GTAs and faculty development in order to target writing improvement.

• **Recommendations** – for UWC
  • PSU should re-institute writing intensive courses that are focused on Writing in the Discipline (WID).
  • Institute regular campus-wide assessment of student writing.

• **Metrics for Implementations** – **Dashboard**
  • Improvement in standardized writing scores for lower and upper division students
  • Increase in the number students completing WID courses
  • Increase in faculty satisfaction with student writing (bi-annual survey)

• **TAQ task – Fall 2016** – Work with UNST and UWC
Interdisciplinary or multidisciplinary degrees better prepare students for today’s world as it combines professional training, critical thinking skills and the possibility to practice problem-solving from different points of views or disciplinary techniques.

This AP is aligned with **PSU Strategic Plan** to “commit to curiosity, collaboration in the Portland region.” It is a potential domain of excellence for PSU as an urban university in a central location in Oregon with many community-based learning opportunities.

- **Best practices**
  - Interdisciplinary programs, certificates and degrees, collaboration between units

- **Implication for faculty**
  - Finding outlets (publications, conferences) for interdisciplinary projects
  - Professional development (interdisciplinary teaching)

- **Preliminary recommendations for Ad Hoc on Interdisciplinary Teaching and Research**
  - Working with the library and ORSP to create an interdisciplinary support system/space for research, grant seeking and publication
  - Launching a new university-wide project like ReThink around interdisciplinarity
  - → Cultural change: Valuing interdisciplinary work and reflecting it in the budget and performance model (SCH as roadblock).

- **TAQ task – Fall 2016**
  
  Reviewing the viability of current interdisciplinary programs and initiatives
  
  Setting-up on ongoing data collection system (maintaining a dashboard)
  
  Exploring the feasibility of a stronger partnership with the library and ReThink-type project
**AP – Faculty activities**

Faculty need to stay current in their research and update teaching material + open to other approaches relevant to their discipline in order to stay engaged. This AP is aligned with **PSU Strategic Plan** Goal to promote innovate research and scholarship and to create educational opportunities.

- **Best practices**
  - Decreasing faculty student ratio
  - Allow flexible time off (sabbatical leaves, courses buy-out) for research
  - Eliminate barriers to external funding
  - At PSU:
    - Project to develop writing support for international faculty
    - Stacking up courses to be able to take time off teaching (junior faculty in Business)
    - Clear letters of hire (template now available)
    - Mentorship program

- **Implication for faculty** ➔ Finding time to write and publish, clear expectations for tenure

- **Preliminary recommendations**
  While the taskforce does not see this AP as a current priority, we recommend keeping track of all efforts and the development of metrics for tenure success ➔ dashboard
RECOMMENDATION: Creation of a standing Senate-appointed committee

Proposed Charge for Academic Quality Committee

• The Academic Quality Committee (AQC), utilizing a centralized dashboard, researches, identifies, and recommends practices that promote and sustain academic quality for faculty and students at Portland State University.

UPDATE : ACADEMIC QUALITY COMMITTEE APPROVED JUNE 2 2016 by PSU Faculty Senate
AQC Role – Flowchart

Bi-Annual Survey of Faculty and Students

Academic Quality Committee

Annual Recommendations to Faculty Senate

PSU AQ Dashboard

Ad Hoc/Taskforces
Proposed features and activities of AQC:

- Joint faculty and administration (OAA) committee
- Conducts and reviews bi-annual survey of faculty and students
- Reports on issues, concerns and potential for actionable ideas
- Conducts research on implementation of best practices and makes recommendations to Faculty Senate
- Maintains a "dashboard" that evaluates progress on implementation of academic quality initiatives

Resources needed: Annual graduate student stipend and fee remission
Have a Great Summer!

Next Meeting:
Thursday, September 8, 2016
2:00 to 5:00 p.m.
ASRC, University Conference Room