A Message from President Wiewel

Diversity is central to the educational experience at Portland State. Thus we are proud to have the most diverse student body of any university in Oregon. We know, because our students tell us, that the diversity in our classrooms enriches their educational experience and helps create a campus climate where everyone feels welcome. We also know that building the diversity of our faculty and staff results in learning experiences — both inside and outside of the classroom — that help give our students the knowledge and skills they need to thrive in an increasingly diverse society.

Diversity is also important to Portland State because it supports our aspirations. For example, one of my top five priorities as President is to achieve global excellence by distinguishing Portland State nationally and internationally through the accomplishments of our faculty, the reputations of our programs, and the preparation of our students for the global economy. Diversity is a necessary component of the Portland State experience if we are to achieve this outcome.

This is an exciting time for Portland State and for our region. As the diversity of our population grows, so does the intellectual vitality of our campus and of the urban environment that surrounds us. I look forward to working with you all as Portland State continues its mission to be a “partner in diversity” with our local and regional communities.

Wim Wiewel
President, Portland State University
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I. Executive Summary
I. Executive Summary

With students, faculty, and staff from over one hundred countries and all fifty states, representing a broad spectrum of religions, ethnicities, tribes, sexualities, abilities, ages, identities, experiences, and genders, Portland State University (PSU) is Oregon’s most diverse campus. It is also Oregon’s largest, and has a special responsibility to serve as an exemplar for the rest of the state by seeing that diversity is represented in all facets of its enterprise. To that end, PSU renews its commitment to diversity through this Diversity Action Plan (DAP).

PSU has been making a good faith effort to develop a diversity program since 1997 when the campus underwent a climate assessment. There have been several attempts to prepare a comprehensive DAP, but this is the first campus wide effort. While the goals of the original endeavor still underpin PSU’s desire for progress, the world has changed significantly since 1997 and it is time the university had a DAP that addresses the challenges we face today while supporting the vision we share for our future. These challenges are made evident by the changing demographics of our community. For example, according to a recent Coalition of Communities of Color\(^1\) report, the Latino community in Multnomah County has grown threefold since 1990, and now comprises 11% of the total county population.

The Coalition of the Communities of Color has also authored a series of reports\(^2\) developed in partnerships with PSU that provide detailed statistical information and recommendations regarding other communities of color in Multnomah County. These reports include:

- Communities of Color in Multnomah County, An Unsettling Profile
- The Latino Community in Multnomah County, An Unsettling Profile
- The Native American Community in Multnomah County, An Unsettling Profile

The Urban League of Portland has also published a report regarding the state of black Oregon\(^3\) that provides detailed information and recommendations. As the world becomes more diverse, so too must PSU, and it is incumbent upon us to see that our programs keep pace with these demographic changes. This DAP is an expression of that desire.

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1. [http://www.coalitioncommunitiescolor.org/docs/LATINO_REPORT.pdf](http://www.coalitioncommunitiescolor.org/docs/LATINO_REPORT.pdf)
2. [http://www.coalitioncommunitiescolor.org/research/research.html](http://www.coalitioncommunitiescolor.org/research/research.html)
This document is the work of nine subcommittees with membership from a representative cross section of the campus community. These groups were convened by the Diversity Action Leadership Team to address the President’s charge to create a new DAP that focuses on identifying opportunities to promote success for underrepresented students, faculty, and staff. Because the Leadership Team recognizes “what gets measured gets done,” each subcommittee was required to identify accountability metrics for their area of expertise.

In the areas (such as the curriculum) where the University has an established method of data collection, the committees created objectives and assigned metrics to them — some with targets, some without. When a committee suggested the implementation of a new data collection program because there was no baseline from which to infer improvement or decline, the recommendation was called an outcome. It is expected that data collection will begin for these outcomes and that subsequent updates of the DAP will use data collection from the first year as a baseline going forward. Finally, regardless of whether it is an objective or an outcome, each committee recommendation requires action — which in turn requires resources. Therefore, each subcommittee was required to estimate the resources that would be needed to achieve each outcome or objective.

Because outcomes have no baseline data associated with them, sections with only outcomes, such as C, are not listed in this executive summary. Only sections with objectives and their metrics have been included here and are listed below:

**Section A: Produce graduates who can be leaders in a global community**

**Objective 1:** Increase proportion of PSU students who go abroad.

**Metric 1:** Increase 6% from current levels by 2015, increasing by 3% every five years.
Data source: Office of International Affairs

**Resources needed 1:** 1.0 FTE study abroad advisor, 1.0 FTE clerical support for faculty-led study abroad.
Home department: International Affairs

**Resources needed 2:** Scholarships for study abroad (2015 goal). Home department: International Affairs

Faculty-led programs: $14,000 ($500 x 28 students)
Traditional programs: $14,000 ($1000 x 14 students)
Increase by 2% every two years
Section B: Ensure that diversity is incorporated into the curriculum

**Objective 1:** The Center for Academic Excellence assessment team will work with academic units to advance their programmatic, diversity learning goals.

**Metric 1:** Move each academic unit along the learning assessment continuum.
Data source: The Center for Academic Excellence Assessment Module

**Resources needed:** 1 FTE for additional Assessment Associate
Home department: Center for Academic Excellence

Section D: Create more robust communication channels to bring the world to the campus and the campus to the world

**Objective 1:** Continue the “U Belong” at PSU campaign and highlight new video profiles of diverse faculty, students, and staff.

**Metric 1:** Annual increase in the number of new videos and profiles published on the Web site
Data source: Office of Global Diversity and Inclusion

**Objective 2:** Expand the “U Belong” campaign to include student stories in other languages targeted at Native American and international students.

**Metric 2:** Annual increase in the number of video “hits” from outside the United States
Data source: Office of University Communications

**Objective 3:** As resources allow, produce more “U Belong” videos generally, and make sure they stay in frequent rotation with the other videos featured on the home page of the PSU Web site.

**Metric 3:** Annual increase in the number of “U Belong” videos produced and the frequency with which they are viewed on the PSU Web site
Data source: Office of University Communications
Resource 1 for Metrics 1-3: $100k in UCOMM for video production  
Home department: Office of University Communications

Objective 4: Increase the number of courses with diversity themes that are produced either wholly or in part for the online environment.

Metric 4: Number of new courses that are offered online  
Data source: Center for Online Learning

Resource 1: 1.0 FTE for an Instructional Designer to work on diversity projects  
Home department: Center for Online Learning

Section E: Endorse a campus-wide cultural competency training plan

Objective 1: Implement a core training program for all staff, faculty, and student employees in order to help ensure that all employed members of the campus community know how to engage with others in ethical and legal ways that promote professionalism and respect.

Metric 1: 80% of University employees have completed the training by July 1, 2013  
Data source: Office of Global Diversity and Inclusion

Resource 1: Software has been purchased for this program.

Section F: Recruit and Retain Diverse Faculty and Staff

Objective 1: Increase efforts and innovative strategies to attract and accept faculty and staff applications from historically underrepresented or marginalized communities to a level that reflects the demographics of those communities.

Metric 1: AAP workforce data
Data source: Office of Equity and Compliance

**Resource 1:** 1.0 FTE Diversity Faculty Recruiter and 1.0 FTE Diversity Staff Recruiter  
Home Department: Academic Affairs and Human Resources

**Objective 2:** Foster a campus community that celebrates differences, and is welcoming and inclusive toward faculty and staff from historically underrepresented or marginalized communities.

**Metric 2:** Workforce retention data and climate/culture audit  
Data source: TBD

**Resource 1:** Dedicated staff in each area: Academic Affairs, FADM, Enrollment Management, Research, and Advancement  
Home department: Global Diversity & Inclusion

**Objective 3:** Supplement promotion and tenure standards to include “diversity efforts” as a measure to achieve promotion and tenure status.

**Metric 3:** Satatisfaction survey or other measurement  
Data source: TBD

**Resource 1:** TBD  
Home department: Academic Affairs and Global Diversity & Inclusion

**Section G:** Recruit and retain a greater number of historically underrepresented, historically underserved and international students

**Objective 1:** Identify and increase strategic initiatives that support historically underrepresented student access and success.
Metric 1: Increase overall undergraduate (UG) — new freshmen (FR) and transfers (TR) — underrepresented student enrollment.
Data source: Office of Institutional Research and Planning

Metric 2: Meet or exceed underrepresented first time FR and TR goals for student retention rate goals of 75% (FR) and 82% (TR).
Data source: Office of Institutional Research and Planning

Resource 1: 1-2 FTE Admissions Counselors for Diversity Recruitment and Outreach to work with Asst. Director for Diversity Recruitment
Home Department: Enrollment Management & Student Affairs

Objective 2: Identify and increase strategic initiatives that support the access and success of Latino/a students.

Metric 1: Meet or exceed new UG FR and TR Latino/a student enrollment goal of 181 FR and 341 TR by Fall 2013.
Data source – Office of Institutional Research and Planning

Metric 2: Meet or exceed FTF and TR goals for Latino/a student retention rate goals of 75% FR and 85% TR by Fall 2013.
Data source: Office of Institutional Research and Planning

Resource 1: 1-2 FTE Admissions Counselors for Diversity Recruitment and Outreach to work with Asst. Director for Diversity Recruitment
Home department: Enrollment Management & Student Affairs

Objective 3: Identify and increase strategic initiatives that support international student enrollment.

Metric 1: Meet or exceed new UG FR and TR international student enrollment goal of 80 FR and 100 TR by Fall 2013.
Data source: Office of Institutional Research and Planning
Resource 1: 1.0 FTE International Admissions Counselor, 1.0 FTE Community College and Transfer Student Counselor to work with Assistant Director for Community College and Transfer Partnerships
Home department: Enrollment Management & Student Affairs

Objective 4: Identify and increase strategic initiatives that support access for Certified Veteran Students.

Metric 1: Meet or exceed overall Certified Student Veteran enrollment (undergraduate and graduate) goal of 1,000 by 2013.
Data source: Office of Institutional Research and Planning

Resource 1: 1.0 FTE Veteran Student Services Coordinator
Home department: Enrollment Management & Student Affairs

Objective 5: Identify and increase strategic initiatives that support Native American student enrollment by coordinating recruitment strategies with tribal colleges, universities and tribal education departments to increase the number of student applicants from tribal nations.

Metric 1: Increase new UG FR and TR Native American student enrollment commensurate with high school graduation levels of the districts locally and nationwide by Fall 2013.
Data source: Office of Institutional Research and Planning

Resource 1: 1.0 FTE International Admissions Counselor, 1.0 FTE Community College and Transfer Student Counselor to work with Assistant Director for Community College and Transfer Partnerships
Home department: Enrollment Management & Student Affairs

Section H: Develop and support relationships with community, alumni and other partners

Objective 1: PSU should increase its emphasis on recruiting and graduating more students of color. The eventual goal should be to have a student body that is representative of the region’s demographics.

Metric 1: Increase in diversity of student body and graduation rates of students of color
Data source: Office of Institutional Research and Planning
Resource 1: TBD
Home departments: Enrollment Management, University Advancement, Office of Institutional Research and Planning

Objective 2: Given PSU’s commitment to incubating and accelerating the creation of new businesses, every effort should be made to enroll and graduate more immigrant students, particularly those with an interest in business.

Metric 2: Increase the diversity of the student body in the School of Business.
Data source: Office of Institutional Research and Planning

Resource 1: 10 FTE managing diversity in the School of Business.
Home department: School of Business

Objective 3: Work with the PSU Office of Advancement to develop a systematic approach to tapping our international alumni base for targeted giving, mentoring and employer facilitation.

Metric 3: Increased giving from international students and their families.
Data source: Office of Advancement

Resource 1: TBD
Home department: University Advancement

Objective 4: Work with the Office of Business Affairs to increase the number of contracts with Minority, Women and Emerging Small Business (MWESB) firms.

Metric 4: Annual increase in the number and amount of MWESB contracts
Data source: PSU Office of Business Affairs
Resource 1: .25 FTE in FADM
Home department: FADM

Objective 5: Develop and support relationships with community, alumni, tribes, and other partners.
II. The Charge of the Committee
II. The Charge of the Committee

**Diversity and PSU’s Mission:** To implement Portland State University's diversity goals in order to distinguish it as a leading center of global excellence.

The President of Portland State University (PSU) and the Executive Committee charges the Diversity Leadership Team (DLT), chaired by the Chief Diversity Officer, with developing a campus wide process for a strategic diversity action plan that fosters a positive campus climate for all members of the Portland State Community. This **Diversity Action Plan** (DAP) will have measurable benchmarks focused on identifying opportunities to promote success for underrepresented students, faculty, and staff. The plan should also promote an environment of inclusiveness, excellence, and shared responsibility among all members of the campus community. The DLT formed subcommittees to work on different sections of the plan depending on their area of expertise. These subcommittees were the main authors of this plan. Membership of the DLT is as follows:

<table>
<thead>
<tr>
<th>Global Diversity &amp; Inclusion</th>
<th>Academic Affairs</th>
<th>University Advancement</th>
<th>Finance &amp; Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Diversity Officer</td>
<td>Vice Provost for Academic Personnel &amp; Leadership Development</td>
<td>Vice President for University Advancement</td>
<td>Associate Vice President FADM</td>
</tr>
<tr>
<td>Executive Director of Diversity &amp; Inclusion</td>
<td>Dean, School of Business</td>
<td></td>
<td>Associate Vice President for HR</td>
</tr>
<tr>
<td></td>
<td>Vice Provost for Enrollment Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vice Provost of International Affairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research &amp; Strategic Partnerships</th>
<th>General Counsel</th>
<th>Chief of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Vice President for Research</td>
<td>General Counsel</td>
<td>Associate Vice President for Communications</td>
</tr>
</tbody>
</table>
III. The Plan
III. The Plan

A. Preface: In 1998, U.S. President Bill Clinton was the keynote speaker at Portland State University’s (PSU) commencement ceremony. The President, speaking before a packed house at the Rose Garden Arena (including a graduating class of 2,000), chose racial and ethnic diversity as the topic of his speech. Soon afterwards, PSU’s President, Daniel Bernstine, convened a Commission on Campus Climate and Life (CCCL). In 1999, the Commission issued a report, and in 2001 the University’s Diversity Action Council (DAC), following the recommendations of the CCCL report, wrote PSU’s first Diversity Action Plan (DAP).

PSU hired its first Chief Diversity Officer in response to the DAC’s recommendation for diversity to be elevated as an institutional priority. For this to happen, the DAC felt PSU needed a Chief Diversity Officer that could advocate for the implementation of diversity goals at the executive leadership level. The Chief Diversity Officer was hired in September 2010 and has been assessing the PSU culture this past year through conversations and interviews. This assessment will help support the work of the DAP by identifying opportunities to promote success for underrepresented students, faculty, and staff.

PSU’s DAC continues to represent members of the entire PSU community. Its charge is to:

- advise and report to the President and Provost on issues related to diversity;
- develop and work to implement a Diversity Action Plan that includes specific action steps to increase diversity of students, faculty, and staff;
- support curricular and pedagogical changes to incorporate diversity and equity;
- foster research on issues related to diversity and equity;
- create a welcoming and safe place for persons who represent diversity;
- strengthen linkages with communities of diversity in the region;

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4 The Final Report of the Commission on Campus Climate and Life is included here as Appendix 1.
• promote significant structural changes at PSU to support service to diverse constituents;
• recommend to the President and the Provost the allocation/redirection of resources that support diversity initiatives and commitments;
• design and oversee an assessment process to monitor progress on implementing the Diversity Action Plan;
• promote activities throughout the campus effectively addressing issues related to diversity; and
• recognize and honor exemplary actions that contribute to a supportive campus climate.

The 2001 plan was reviewed in October 2005, January 2007, and August 2008 but has not been updated until now. In brief, the four major goals of the 2001 DAP were:

**Goal 1:** Enhancing the institutional environment, curriculum, and scholarship

**Goal 2:** Increasing numbers of students from underrepresented groups

**Goal 3:** Increasing numbers of persons from underrepresented groups in faculty, classified staff, and administration

**Goal 4:** Strengthening connections with diverse communities in the region

Although these four goals still underpin PSU’s diversity planning efforts, much has changed since 2001. It is time the University had a DAP that addresses the challenges we face today and supports the vision we have for our future.

**B. Vision Statement:** At Portland State we aspire to be a national model in developing leaders for a diverse global community. Our success to date reflects:

• a welcoming and supportive campus environment that attracts and nurtures all people and perspectives, and
• a faculty, staff, and administration who demonstrate their commitment to the educational value of diversity in ways that are respectful and culturally responsive.
C. The Context for this Diversity Action Plan

Portland State is Oregon’s only public, urban research university. The PSU motto “Let Knowledge Serve the City” links the University and its institutional development to the community. This symbiotic relationship, plus the fact that Portland is recognized as one of America’s most livable cities, has contributed to the University’s explosive growth. Since the last DAP was written in 2001, PSU has become Oregon’s largest and most diverse university.

Table 1 lists some of the key data that have influenced this DAP. For example, over the past 10 years the percentage of white non-Hispanics living in the Portland metropolitan region has decreased over 12%. Conversely, the percentage of Hispanics has increased by 6.2%. Because PSU has realized only a 5% increase in our Hispanic enrollment during this time, this suggests the need for an increased effort in recruiting Hispanic students if the institution is to reflect the demographics of its community. Another example of how these data can inform our planning is the notable increase we see in the number of international students attending PSU; this is a desirable outcome and evidence of our successful recruiting efforts in this area.

D. Table 1: Contextual Data

<table>
<thead>
<tr>
<th>Category</th>
<th>2001-2002</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Head Count</td>
<td>18,620 (All) 13,601 (UG)</td>
<td>28,522 (All) 22,257 (UG)</td>
</tr>
<tr>
<td>Research Expenditures</td>
<td>$28.3 million</td>
<td>$58.2 million</td>
</tr>
<tr>
<td>Number of Alumni</td>
<td>83,627</td>
<td>122,500</td>
</tr>
<tr>
<td>Gender Comparison</td>
<td>Men: 44.4%</td>
<td>Men: 45.9% - 13,080</td>
</tr>
<tr>
<td></td>
<td>Women: 55.6%</td>
<td>Women: 54.1% - 15,442</td>
</tr>
<tr>
<td>Ethnicity Comparison</td>
<td>White Non-Hispanic: 66.4%</td>
<td>White Non-Hispanic: 65.2%</td>
</tr>
<tr>
<td></td>
<td>Asian/Pacific Islander: 8.9%</td>
<td>Asian/Pacific Islander: 8.5%</td>
</tr>
<tr>
<td></td>
<td>Hispanic: 3.8%</td>
<td>Hispanic: 5.8%</td>
</tr>
<tr>
<td></td>
<td>Black Non-Hispanic: 2.7%</td>
<td>Black Non-Hispanic: 3.1%</td>
</tr>
<tr>
<td></td>
<td>Native American: 1.2%</td>
<td>Native American: 1.2%</td>
</tr>
<tr>
<td></td>
<td>Multiple Ethnicity: 0.9%</td>
<td>Other/Unknown: 9.7%</td>
</tr>
<tr>
<td>Physical Size of Campus</td>
<td>39.145 acres</td>
<td>50 acres</td>
</tr>
<tr>
<td>Overall Budget (Unrestricted Funds)</td>
<td>133,361,000</td>
<td>268,465,000</td>
</tr>
<tr>
<td>Number of International Students</td>
<td>5.5% - 1,026</td>
<td>6.5% - 1,859</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>67.8% (freshmen)</td>
<td>70% (freshmen)</td>
</tr>
</tbody>
</table>
Graduation Rate

<table>
<thead>
<tr>
<th>City of Portland Demographics</th>
<th>28.8% of freshman from 1995 graduate in 6 years</th>
<th>34% of freshman from 2005 graduated within 6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male: 49.5% Female 50.5%</td>
<td>Male: 49.5% Female 50.5%</td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic: 84.6%</td>
<td>White Non-Hispanic: 72.2%</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino: 3.2%</td>
<td>Hispanic or Latino: 9.4%</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander: 5.3%</td>
<td>Asian/Pacific Islander: 7.6%</td>
<td></td>
</tr>
<tr>
<td>American Indian: 1.2%</td>
<td>American Indian/Alaskan Native: 1.0%</td>
<td></td>
</tr>
<tr>
<td>Black Non-Hispanic: 7.7%</td>
<td>Black Non-Hispanic: 6.3%</td>
<td></td>
</tr>
<tr>
<td>Other race: 1.2%</td>
<td>Two or more races: 4.7%</td>
<td></td>
</tr>
<tr>
<td>Exports (Oregon)</td>
<td>2001: $8.9 Billion</td>
<td>2010: $17.7 Billion</td>
</tr>
</tbody>
</table>

E. Why Portland State Values Diversity

As a public university in a state that has embraced affirmative action since 1975, PSU is under a legal as well as an ethical and social obligation to federal, state, and local laws and regulations regarding affirmative action. Although these laws and regulations are aimed at diversifying PSU’s workforce, its fundamental principles of fairness apply to the entire campus community.

Besides its legal, ethical, and social obligation, PSU has an obligation to prepare its students to thrive in today’s world. That means preparing them to be adaptable thinkers who can quickly sort through and synthesize a variety of ideas and concepts, and demonstrate their understanding of the connections between them. Providing such a liberal arts education is an institutional imperative in which diversity plays a major role.

Moreover, PSU values diversity and inclusion because they help us find and nurture the best talent (Tapia, 2009) so we can meet the needs of an increasingly diverse workforce. Diversity is also a business necessity for PSU if the institution is to accurately reflect the demographics of its community. In this case, the diversity of our campus gives PSU a competitive advantage as it competes for students from around the country — and the world.

Furthermore, diversity is congruent with PSU’s learning objectives, which state: *Students need the capacity to become engaged citizens in order to meaningfully participate in and contribute to local, national, sovereign tribal nations and international communities. In order to do this, students need the capacity to communicate across differences to address longstanding and persistent*
real-world issues/challenges related to class, culture, ethnicity, gender, gender identity, gender expression, language, race, and sexual orientation.

Diversity is also important to PSU and the role it plays in sustaining the financial health of the Portland metropolitan region. For example, as a Pacific Rim city, a large portion of Portland’s economic activity involves exports. In fact, Oregon’s exports have nearly doubled since PSU’s original DAP was written in 2001. Such an economy relies on a workforce that understands and appreciates the value of diversity and can work effectively across cultures. Another element of this is the large number of foreign nationals that are choosing to attend Portland State. When they arrive, besides adding richness to the campus community by bringing a different world view, their tuition helps stabilize PSU’s budget and keep the cost of higher education affordable for Oregonians. Also, because our international students tend to stay in PSU’s residential housing, they help contribute to the overall livability of the downtown core.

As PSU continues its dramatic trajectory of increased research expenditures, diversity will play a role here as well. This is particularly true in the health sciences given the significant health disparities amongst ethnically and racially diverse populations.

**Percent of Adults Reporting Poor/Fair Health, Poor Mental Health by Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Poor or Fair Health</th>
<th>Poor Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>22%</td>
<td>38%</td>
</tr>
<tr>
<td>American Indian/NA</td>
<td>23%</td>
<td>38%</td>
</tr>
<tr>
<td>Asian American</td>
<td>11%</td>
<td>27%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18%</td>
<td>33%</td>
</tr>
<tr>
<td>White</td>
<td>13%</td>
<td>33%</td>
</tr>
<tr>
<td>Men</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td>37%</td>
</tr>
</tbody>
</table>

Source: Kaiser Family Foundation 2007, 2008

Finally, diversity is important to PSU’s commitment to advancement, community development, and sustainability. As one of our graduate students in the Leadership for Sustainability Education program stated, “The sustainability movement is getting much funding and attention. The equity portion often pales in comparison to the environment and economic portion. Portland State is often considered one of the sustainability leaders of the nation, and I believe we have a unique opportunity to reframe what we consider to
be ‘green’ to be inclusive and to work toward ending oppression so that we may all work together to create a world that is environmentally sustainable, socially just, and that will last for generations to come.” Hope Yamasaki.

F. Diversity and Accountability at Portland State University

Management consultant Peter Drucker, in his 1954 book *The Practice of Management* coined the phrase “what gets measured, gets done.” Although intended for the corporate environment, this saying can be applied to any organizational development effort and pertains to this DAP. Of course the challenge is determining exactly who is responsible for tracking, analyzing, and reporting these metrics, and seeing they do so in a thoughtful and timely fashion. This begs the question: How frequently should the Diversity Action Plan be reviewed and updated…and by whom?

One approach to a DAP review could be to have the Diversity Action Council (DAC) provide oversight for this effort. This is consistent with the charge of the DAC (see Section A). Furthermore, as a standing committee with adequately diverse representation from across campus, the DAC is a natural oversight body. Also, because they are a group that self-identifies as diversity champions, their commitment to this work is unquestioned. Finally, because enough of their members are involved with data collection efforts on campus, in the aggregate, they are qualified to serve as an expert body when it comes time to report and evaluate the progress of the DAP.

Regardless of which body reviews the DAP, the review process should occur at regular intervals so the metrics assigned to each objective can be analyzed and adjusted to reflect changing conditions and circumstances at the University. At a minimum, each section (called “goals” in the original DAP) should be revisited, new data sources should be identified, and new demographics should be analyzed each time the DAP is renewed.

One of the challenges of selecting metrics for this Diversity Action Plan is that it contains content areas for which the University has only recently begun to gather data. In other areas, data collection has been done on an ad hoc basis but has yet to be routinized. For example, one part of Section 8 concerns diversity and PSU’s relationship with its community partners. Although these relationships are very important to PSU, we have only recently begun to track them in a systematic way and archive this data centrally. As a result, we are without a proper baseline for some of the metrics we plan to establish in the future; this Diversity Action Plan is the first time we have tried to establish this baseline. In cases where we have no baseline, we have used the term “outcome.” Achieving these

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outcomes will require us to establish the desired baseline. In turn, this will make it possible for us to convert the outcomes into objectives and establish actionable metrics in subsequent updates of this DAP.
IV. The Objectives and Desired Outcomes of the Plan
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For the purpose of engaging the PSU community and completing the plan, President Wiewel convened a leadership team comprised of senior staff to structure the DAP effort. These individuals were chosen because they were familiar with the administrative workings of the institution and have the authority to mobilize the campus community quickly. In turn, they sub-divided the report into eight sections and convened a subcommittee to address each section. Each subcommittee was assigned a chair with particular expertise in the area under discussion. Each chair was empowered to select a committee and was given six months to generate a draft section report. Section reports were then incorporated into this final report with subcommittee findings divided into two categories: desirable outcomes and campus objectives.

We have differentiated desirable outcomes from campus objectives because desirable outcomes may or may not have an accountability metric associated with them depending on whether data is routinely collected in this area, whereas all campus objectives – because they are routinely tracked for other reporting purposes – will have a metric associated with them. What follows is the final report of each of the eight subcommittees, their outcomes and objectives, and wherever feasible, performance metrics and estimates of the resources needed to achieve them.

Section A: Produce graduates who can be leaders in a global community

**Introduction:** At PSU, we believe “no culture, and no university-educated individual within a culture, can function without understanding the current level of interdependence among cultures.” In PSU’s learning outcomes, this is the rationale for requiring that students be taught to think broadly about communities ranging from the local to the global. Accordingly, a well educated PSU student is able to appreciate the richness of world cultures, understand the process of globalization, and has developed the skills and attitudes to function as a global citizen.

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6 This quote is taken from the Internationalization strand of the Institutional Assessment Council’s Web site at: http://www.iac.pdx.edu/content/internationalization
The subcommittee recognizes, that as a practical matter, for this learning outcome to be realized PSU must increase its capacity over time to meet internationalization goals and metrics by providing resources (e.g., the capital campaign, community/University partnerships). Finally, the subcommittee notes that study abroad should be explicitly stated as a goal of our internationalization efforts, and that there should be greater awareness of the role returning students as well as international students studying at PSU can play in ‘internationalizing’ the curriculum.

**Beyond Learning Outcomes:** Reviewing the University’s learning outcomes helped inform the subcommittee’s discussion of the elements of the PSU educational experience that could contribute to producing graduates who can be leaders in a global community. These discussions generally fell into one of three categories: study abroad experiences; working with the international students who come to PSU; and strengthening ties with international partners. Study abroad is an area that has been growing — and shows great potential for further growth — at PSU. With the overall goal of expanding and improving this element of the PSU enterprise, the subcommittee suggests the following:

- Increase duration/quality of time spent at study abroad destinations.
- Provide clearer guidelines and consistent expectations for pre-departure and post-return experience.
- Sustain/expand PSU’s offering of a comprehensive information session on programs abroad and funding opportunities available to students.
- Strengthen relations with academic programs abroad **strategically** to improve and expand exchange programs at locations with comparable learning standards and expectations.
- Improve curricular coordination with study abroad programs and partner international institutions.
- Find ways to help financially ($1 incidental fee charge dedicated to scholarships — University of Texas and/or Kennesaw State model).

**Objective 1:** Increase proportion of PSU students who go abroad.

**Metric 1:** Increase 6% from current levels by 2015, increasing by 3% every five years
Data source: Office of International Affairs

**Resources needed 1:** 1.0 FTE study abroad advisor, 1.0 FTE clerical support for faculty-led study abroad
Home department: International Affairs

**Resources needed 2:** Scholarships for study abroad (2015 goal)
Home department: International Affairs
Faculty-led programs- $14,000 ($500 x 28 students)
Traditional programs $14,000 ($1000 x 14 students)
Increase by 2% every two years

Over the past 10 years, the number of international students has increased greatly at PSU. This has been part of a two-pronged strategy to diversify the campus and increase tuition revenues (since international students pay higher tuition). However, if PSU is to continue increasing its international student population, the committee believes the University will need to address the following:

- an increased need for meaningful exchanges between international students and non-international students, and for international students with each other (across languages/cultures)
  - the need for more extracurricular activities tailored to international students
  - curricular activities, which means training faculty to work with international students
  - engaging visiting international students more in local university life (through part-time employment, translation services, language tutoring, volunteer opportunities, extracurricular activities, etc.)
- strengthening academic support (esp Writing Center) for international students
- adding “international” to the University Studies content areas.

**Strategy:**

1. Increase the number of orientations, especially for graduate students.
2. Strengthen international student programming.
   - International student mentors: increase stipend from $100 to $300; aim for one mentor for every five students (=400 mentors needed); increase funds for programming (currently at $10k) such as field trips, intercession activities.
3. Strengthen “front door” of ISS and ISP: 1.0 Program Assistant (currently work study, inadequate expertise).
4. Increase international floors in dorms.
5. Provide intercultural training for units.
6. Strengthen Writing Center.
7. Augment assessment and retention efforts in cooperation with Enrollment Management.
8. Provide dormitory housing for visiting faculty.
9. Make International Visiting Scholar program year-round.
Outcome: PSU will increase its support services for international students.

Section B: Ensure that diversity is incorporated into the curriculum

Introduction: Diversity has been a significant part of Portland State’s curricula since its inception as a college for returning veterans. Diversity continues to inform many of the departmental and curricular structures, from the radical inception of women’s studies and black studies on campus in the early 1970s to the establishment of a doctorate in Sociology in 2008 which specifically focuses on issues of social inequality and health. Portland State has made diversity a central component of its entire undergraduate general education program, University Studies. Most recently, diversity has been adopted by the faculty senate as a campuswide learning outcome.

The rationale for making diversity a centerpiece of undergraduate education is clear:

“Students need the capacity to become engaged citizens in order to meaningfully participate in and contribute to local and national tribal nations and international communities [by learning to] communicate across differences to address longstanding and persistent real-world issues/challenges related to class, culture, ethnicity, gender, gender expression, language, race, ability, and sexual orientation.”

Today, Portland State assesses how undergraduate students are learning about diversity throughout their coursework, in their broad-based general education experiences, their in-depth intellectual explorations within their majors, and the experiences they have outside the classroom through their Enrollment Management extra- and co-curricular activities. Diversity is embedded in the curriculum of two-thirds of all majors on campus as well as in the general education programs. Almost half of all academic units have assessed their diversity learning outcomes in the last three years.

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7 Rationale for Campus-Wide Learning Objectives – on the Web at: http://iac.pdx.edu/content/rationale-undergraduate-cwlos
The assessment of diversity within University Studies provides an important template for assessment across campus more generally. The University Studies curriculum is developed through an approval process that requires faculty to explain how diversity will be addressed in their course. When new diversity curriculum is approved, the student learning experience is assessed through surveys, evaluations and the review of student work samples. Assessment data is then shared with faculty who are encouraged to use it improve their course and its curriculum.

The Center for Academic Excellence (CAE) is now leading an effort to expand the assessment of diversity across campus. The CAE has developed a template that allows assessment fellows to work with departments to place programs on a continuum and rate their progress in helping students to better understand diversity on three levels: early stage, mid-level, and established. Units that are in the “early stage” category are natural candidates for assistance. The objective of the University is to provide these units with assistance so they can move their units (and all units) along the continuum towards “established.”

To ensure that all undergraduates are engaged with diversity curriculum in their general education work, the University Honors program adopted a new core curriculum in 2011-12 focused around the urban identity of the institution. This curriculum is deeply infused with readings and engaged learning experiences that highlight the diversity of the urban experience.

In graduate studies, six of the seven colleges have at least one program in which diversity is an explicit component of the curriculum. Additionally, diversity is often emphasized as a curricular strength in the colleges and schools that are required to maintain separate accreditation for professional licensure programs. For example, the School of Business Administration has been operating an externally funded diversity initiative called "Pathways to the Future" since 2005. The innovative way this program is integrated into the school’s curriculum has helped increase awareness among PSU business students and faculty of diversity issues within industry, while building knowledge of demographic trends, and understanding of how industry responds to diversity issues.

This is just one example — among many — of the opportunities PSU affords students to explore diversity-related issues through its curriculum. That said these opportunities should result in verifiable learning, and in particular, the committee would like to see this demonstrated at the unit level.

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8 Diversity Coverage in University Studies by Rowanna Carpenter is included here as Appendix 2
Objective 1: The Center for Academic Excellence assessment team will work with academic units to advance their programmatic, diversity learning goals.

Metric 1: Move each academic unit along the learning assessment continuum.  
Data source: The Office of Institutional Research and Planning

Resources needed: 1 FTE for Assessment Associate  
Home department: Center for Academic Excellence

(Note: Because of shared governance issues, this section cannot be adopted until the subcommittee has discussed with the Faculty Senate)

Section C: Create an environment that is welcoming, inclusive, and diverse

Introduction: We know civility and diplomacy are characteristics of successful communities. At Portland State University, we honor these characteristics and strive to inculcate them into our community to make it as welcoming as possible to every individual. Whether we connect with people online, in writing, in person or in the classroom, we desire that each member of the PSU community embody the professional qualities of friendliness, warmth, and openness to difference.

First impressions (such as those gathered at new student, faculty, or staff orientations) are particularly important since they represent a vast assortment of transactions and interactions, and are an opportunity to demonstrate the University’s respect for every person. Even after the first impression, however, such experiences should continue throughout the time an individual is a part of the PSU community.

To manifest this desire for inclusivity, Portland State University commits to the following:
1. The Office of Institutional Research and Planning along with Human Resources, the Office of Academic Affairs, and Enrollment Management & Student Affairs will develop and implement a method for assessing campus climate, deliver the instrument campuswide, and then share its results with the Portland State community.

   **Outcome:** The assessment instrument is created and administered with data reported by December 2013 via campuswide communication.

2. The Office of Global Diversity and Inclusion, along with Human Resources and Enrollment Management & Student Affairs, will engage the campus community in a conversation about how we collectively define multicultural competence. This effort will be designed to attract as wide a variety of PSU community members as possible.

   **Outcome:** This definition project will be staffed and propagated, and a final definition will be shared with the campus by July 1, 2013.

3. The Office of the Dean of Students, the Office of Human Resources, Finance and Administration, the Office of Academic Affairs, and the Office of Global Diversity and Inclusion will assemble a committee to identify the Portland State University policies that relate to campus environment and that define standards about community respect and civility. The committee will assess these policies to ensure consistency in language.

   **Outcome:** The committee will report its findings and make recommendations to the University Policy Committee by July 1, 2013.

4. The Office of Human Resources, the Office of the Dean of Students, and Campus Public Safety will appoint a committee to review employee, student, and visitor policies to ask the questions:
   i. What first impression does each policy create?
   ii. Is that impression inclusive?
   iii. Whom might we be excluding with these policies?
   iv. Do the policies impact campus community members’ sense of inclusion and value at Portland State University?

   **Outcome:** The committee will report its findings in a report to the University Policy Committee by July 1, 2013.

5. The Office of Global Diversity and Inclusion, along with the Office of Academic Affairs, will develop a resource pool of advocates, scholars, researchers, leaders, and practitioners in the area of multiculturalism, diversity, and social
justice. This pool of campus leaders will agree to serve as resources who will provide leadership, expertise, knowledge, and support of training and orientation programs to the campus community.

**Outcome:** The resource pool of advocates, scholars, researchers, leaders, and practitioners in the area of multiculturalism, diversity, and social justice will be identified by July 1, 2013.

6. The Department of University Communications and the Office of Global Diversity and Inclusion will establish a Web resource to serve as a hub for information and engagement around diversity efforts on campus. This Web resource will ensure that communication about diversity efforts is streamlined, cogent, and integrated with other communication systems on campus. This Web resource will contain information about University personnel who have agreed to serve as resources to the campus community in this area (number 5, above), and will house the specific metrics as outlined in the Diversity Action Plan.

**Outcome:** Web resource will be fully functional by July 1, 2013.

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**Section D: Create more robust communication channels to bring the world to the campus and the campus to the world**

**Introduction:** Depending on the constituency, Portland State University uses a variety of channels to communicate its commitment to diversity. Since education is the University’s primary mission, communicating with students in a way that grabs and holds their attention is one goal. Similarly, while being careful to recognize the many communication strategies PSU has already enacted, we aim to provide our faculty, staff, and community partners with additional channels of
communication that are relevant and robust. With this intent, it is crucial that any communication be appropriate (correct language, style, technology) for the target audience.

Membership on this subcommittee was a representative cross section of PSU faculty and staff with particular expertise in one or more aspects of campus communications. The committee began its work by defining the scope of its charge and the boundaries of its audience. It defined its target group as current students, alumni, the larger campus community (faculty and staff), and the external community (to include businesses, government, and non-governmental organizations). A communication strategy for each constituency was discussed, and the recommendations and assessment metrics that follow are matched to each group.

**Students:** With 30,000 students now attending Portland State — both synchronously and asynchronously — it is a challenge to maintain continuous contact with this group in a way that is meaningful to them and efficient for the University. In addition, students have a hierarchy of communication needs as they progress from recruitment, through admission, through retention to graduation. Each phase of the student experience requires a different communication approach. When students are being recruited to attend PSU, traditional snail mail can be a very effective mode of connecting to a prospect. However, when they matriculate to PSU, it is necessary to communicate with them much more frequently and assertively. Email, University Web sites and the portal are principle modes PSU uses under these circumstances. When students graduate and become alumni, the mode changes yet again to include periodic direct mailings and phone calls.

The subcommittee determined that other elements of a successful communications strategy for students should include:

- the use of appropriate visual and textual language;
- leveraging technology to communicate amongst diverse student groups;
- offering more content in different languages as part of our diversity efforts;
- creating content in which students can “see” themselves and others like themselves; and
- using more video as a shorthand for connecting with the visual proclivities of PSU’s student body.

**Objective 1:** Continue the “U Belong” at PSU campaign and highlight new video profiles of diverse faculty, students, and staff.

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9 The Diversity Action Subcommittee on Communications defines “robust communication” as using all possible channels of communication to transmit important information to all PSU stakeholder groups.
**Metric 1:** Annual increase in the number of new videos and profiles published on the Web site  
Data source: Office of Global Diversity and Inclusion

**Objective 2:** Expand the “U Belong” campaign to include student stories in other languages targeted at Native American and international students.

**Metric 2:** Annual increase in the number of video “hits” from outside the United States  
Data source: Office of University Communications

**Objective 3:** As resources allow, produce more “U Belong” videos generally, and make sure they stay in frequent rotation with the other videos featured on the home page of the PSU Web site.

**Metric 3:** Annual increase in the number of “U Belong” videos produced and frequency with which they are viewed on the PSU Web site  
Data source: Office of University Communications

**Resource 1 for Metrics 1-3:** $100k in UCOMM for video production  
Home department: Office of University Communications

**Objective 4:** Increase the number of courses with diversity themes that are produced either wholly or in part for the online environment.

**Metric 4:** Number of new courses that are offered online  
Data source: Center for Online Learning

**Resource 1:** 1.0 FTE for an Instructional Designer to work on diversity projects  
Home department: Center for Online Learning

**Alumni:** With over 130,000 alumni, PSU has a significant opportunity to make our mission known around the world. Now that no distinction is being made between non-dues-paying and dues-paying alumni, and all PSU alumni are now members of the Alumni Association, communication with this ever-expanding group will be extremely important to PSU’s future.
The communications needs of alumni differ from current students, and this Diversity Plan should acknowledge the differences. For example, alumni do not need access to some of the communication channels the University maintains, such as the Portal. However, it will be extremely important to maintain current mailing addresses, email addresses and social media connections such as Facebook and Twitter if PSU is to adequately communicate with its alumni.

**Outcome:** Establish (or strengthen) alumni sites on Facebook and Twitter. To the extent possible, target these at different ethnic and language groups.

**Outcome:** Gradually move the Alumni magazine fully online and create a plan for how it might be better used as a recruiting tool for domestic and international students.

**The larger campus community (faculty and staff):** Now that all faculty and staff have been migrated to Google Calendar and are in the process of doing the same for Web mail, the integration of internal communications is much improved. In addition, the Office of University Communications has recently upgraded the University’s Web presence by moving to a more current version of its open source content management system, Drupal. Finally, a new emphasis has been put on producing compelling videos that tell the University’s story from a wide range of perspectives.

Of course more can always be done to enhance internal communications, but at this point — when it comes to Diversity and our internal channels of communication — it is more a question of continuously improving our existing channels than it is providing more channels themselves. For example, more can be done to make PSU’s Web presence more ADA\(^\text{10}\) compliant for the disabled members of our community. Furthermore, the diversity efforts we are already making and measuring (with NECSE and other types of data) can be better communicated to faculty and staff.

**Outcome:** Make PSU’s Web presence more ADA-compliant and continuously improve its overall content and quality.

**The external community (to include businesses, government and non-governmental organizations):** With the creation of the Strategic Partnerships\(^\text{11}\), the University has made a new commitment to investing in partnerships with a targeted purpose. This will require communication channels of its own. For example, we may want the videos the University has created to

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\(^{10}\) ADA – the Americans with Disability Act of 1990: [http://www.ada.gov/pubs/adastatute08mark.htm](http://www.ada.gov/pubs/adastatute08mark.htm)

\(^{11}\) Strategic Partnerships is contained within the Office of Research and Strategic Partnerships, under the leadership of V.P. Jonathan Fink and A.V.P. Erin Flynn
feature a particular external partnership to run in more frequent rotation on the University’s home page. In addition, for the University to optimize service to this constituency it must first know whom and where these partners are and have a systemic understanding of the nature of the partnership; this has been an ongoing challenge. With the development of the University’s Partnership Map — currently maintained by the Center for Academic Excellence — PSU has a mechanism for tracking and displaying these partnerships. The challenge has always been keeping this resource up to date.

**Outcome:** Identify partnerships and create targeted communications campaign.

**Outcome:** Continuously update the University’s Partnership Map.

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**Section E: Endorse a campus-wide cultural competency training plan**

**Introduction:** Portland State is committed to building a multi-culturally competent, just, and inclusive community. With individuals from over one hundred countries and all fifty states, representing a broad spectrum of religions, ethnicities, abilities, ages, identities, orientations, experiences, and genders, Portland State is Oregon’s most diverse campus. Our environment is enriched by this diversity as it contributes a wealth of alternative ideas about how to approach problems, create new knowledge, express ourselves creatively, and learn together in new ways. Our desire to maximize the contributions of the many cultures represented on our campus requires all of us to endeavor to educate ourselves about how to communicate, work, and live together effectively and with respect.

To this end, Portland State University has committed to the following:

1. The Office of Global Diversity and Inclusion will work with Human Resources and the Office of Academic Affairs to develop a voluntary training program for faculty and staff members who seek to become leaders on diversity issues. The training will focus on preparing participants with the skills and abilities to promote and advocate more effectively for diversity on campus, to increase their knowledge, and to become more multi-culturally competent.
Outcome: Pilot program developed and assessed by July 1, 2013

2. Fundamental to any effort to increase cultural competency is a shared understanding of multicultural competence among all members of our community. To this end, the offices of Human Resources, General Counsel, and Global Diversity and Inclusion will institute a core training program for all staff, faculty, and student employees. This training will ensure that all employed members of the campus community know how to engage with others in ways that promote professionalism and respect.

   Objective 1: Implement a core training program for all staff, faculty, and student employees in order to help ensure that all employed members of the campus community know how to engage with others in ethical and legal ways that promote professionalism and respect.

   Metric 1: 80% of University employees have completed the training by July 1, 2013.
   Data source: Office of Global Diversity and Inclusion

3. Human Resources and the Office of Global Diversity and Inclusion will research the feasibility of incorporating the accelerated voluntary multicultural competency training program (number 1 above) within the existing core training program (number 2 above), and will make recommendations for implementing an expanded core version.

   Outcome: Feasibility report and recommendations delivered to the Chief Diversity Officer by July 1, 2014

4. The division of Enrollment Management & Student Affairs will review orientation and training programs for recognized student leaders in its programs to ensure that information is included about the diversity of the University community, and that effective training exists concerning inclusive communication and other skills needed to work toward a safe and just campus climate.

   Outcome: Feasibility report and recommendations completed and delivered to the Vice President of Enrollment Management & Student Affairs and the Chief Diversity Officer by July 1, 2013
5. The Office of Global Diversity and Inclusion along with the Center for Academic Excellence will develop a resource pool of advocates, scholars, researchers, leaders, and practitioners in the area of multiculturalism, diversity, and social justice. This pool of campus leaders will serve as resources, providing leadership, expertise, knowledge, and support of training and orientation programs for members of the campus community to access. This group will strive to fill in the learning gaps left from training, and will be able to articulate elements of the trainings to make them specific to individual questions. They may be called upon to assist with the development, implementation, and assessment of a multi-culturally competent, inclusive community.

**Outcome:** Group has been formed. Date TBD.

**Outcome:** Web site has been created with contact information and professional biographical information. Date TBD.

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Section F: Recruit and retain cross-culturally sophisticated faculty and staff

**Introduction:** Because PSU is a recipient of federal funds, we are considered a federal contractor and thus subject to various laws and regulations regarding prohibited discrimination as well as affirmative action requirements. PSU “take[s] affirmative action to hire and advance minorities and women as well as qualified individuals with disabilities and covered veterans.” Thus equal opportunity for all potential employees, regardless of age, color, disability, marital status, national origin, race, religion or creed, sex or gender, gender identity or gender expression, sexual orientation, veteran status, or any other basis in law, is a bedrock principle for all recruiting and hiring practices at PSU. That said, PSU’s desire to have a more diverse workforce is not congruent with its current faculty and staff demographics. If our institutional goal of having a truly diversified workforce is to be realized, special efforts must be made to search for qualified applicants from underrepresented groups.

Oregon’s minority communities are growing at a rapid rate, particularly the Latino/a communities. Also, as we increase our workforce diversity we must nurture a supportive environment that can sustain our changing demographics. Furthermore, one
of PSU’s goals is to increase international student populations. These three factors lead us to conclude that our staff and faculty community have to prepare for the coming changes in culture, learning styles, and demographics. The recruitment of cross-culturally sophisticated faculty and staff is more critical than ever if we want to prepare our students for the global space in which they will compete and live.

Unlike most of the other diversity action planning subcommittees, this group was intentionally not comprised of a representative cross section of the campus community. Instead — in deference to the complexity of this area — Academic Affairs agreed to convene a committee of senior academic and administrative staff who were already familiar with the recruiting and hiring process. Initially, the subcommittee consisted of members of the Provost’s Executive Committee. This proved to be a cumbersome arrangement given that group’s workload, so the subcommittee was transferred to the Council of Assistant Deans. In addition, two faculty members and a doctoral student have contributed to the draft. The following discussion, recommendations, and metrics result from the deliberations of this group.

**Objective 1:** Increase efforts and innovative strategies to attract and accept faculty and staff applications from historically underrepresented or marginalized communities to a level that reflects the demographics of those communities.

**Strategy:**

a) Develop a plan to handle targeted recruiting of cross-culturally competent faculty by working with search committees and HR contacts.
   a. Hire a consultant.
   b. Develop a Contact Database of cross-culturally sophisticated faculty at higher-education institutions across the U.S. Fund a work-study student to assist with preliminary Web-based research, data-entry, and communications. Follow-up as needed.
   c. Hire a Web developer, and build a PSU-specific social media database — Diversity Network (similar to LinkedIn).
   d. Launch the Diversity Network and invite external faculty in the Contact Database to opt in to the new social media network. Follow-up as needed.
   e. Develop a communication plan to promote the new, virtual Diversity Network.
f. Review vacancy job descriptions and meet with departmental search committees to clarify knowledge, skills, and abilities. Field questions and mentor search committee members on cultural competency needs for selecting diverse candidates, as needed.

g. Develop a list of potential faculty candidates from the Diversity Network and Contact Database.

h. Contact prospective candidates and invite them to apply for the targeted faculty vacancies.

i. Offer coaching to applicants to guide them through the application and interview processes, as needed.

b) Develop a plan to target job fairs and graduating seniors at institutions with Ph.D. programs to increase visibility for faculty opportunities.

c) Deans’ and chairs’ performance should measure key competencies and deliverables, including their efforts in diversity hiring and fulfillment of diversity goals.

d) Review all Human Resource policies and practices to ensure that they measure key competencies and deliverables, including their efforts in diversity hiring, inclusion, and fulfillment of diversity goals. Are there any policies, procedures, and practices in need of revision to enable them to reflect inclusionary tactics within the selection process? Review annually.

e) All faculty performance should measure key competencies and deliverables, including their efforts in diversity hiring and inclusion. Are they mentoring minority faculty? Are they increasing the number of opportunities for minority faculty and staff members to participate in special projects?

f) Each school is to develop strategies for utilizing culturally-competent criteria to retain, advance, and promote a multicultural workforce.

g) Each school is to introduce double-loop learning processes to gather feedback from diverse candidates to improve the hiring process across the institution.

Metric 1: AAP workforce data
Data source: Office of Equity and Compliance

Resource 1: TBD
Home department: Office of Equity and Compliance

Objective 2: Foster a campus community that celebrates differences and is welcoming and inclusive toward faculty and staff from historically underrepresented or marginalized communities.
Strategy:

a) Each school should hold a networking event/mixer at least once a year to recognize their diverse faculty and increase cultural sensitivity and readiness. Invite community partners. Are existing faculty and staff reaching out to newly hired faculty and staff from historically underrepresented or marginalized communities?

b) Each school should have a representative from the Diversity Action Council (DAC) on the MLK committee or another committee celebrating the heritage of an underrepresented group. If a group does not exist, start one.

c) Form partnerships with local community resources to embrace entrance of new culturally-competent faculty and staff into the broader PSU community.

d) Invite culturally-competent new faculty to be guest lecturers at appropriate classes.

e) Each school should make a diversity calendar available to students, so as to promote campuswide support for diversity and inclusion.

f) Hold campuswide focus groups, at least annually, and introduce incentives to foster a culture of collaboration and inclusion.

g) Encourage positive interactions among diverse groups, and facilitate dialogue and respect for differences that foster inclusive practice.

h) Each school should proactively disseminate success stories of faculty and staff achievements from underrepresented and marginalized communities.

i) Each school should develop informal and formal mentoring relationships to nurture newly hired personnel.

j) Office of Global Diversity and Inclusion, in partnership with other groups, to hold regular town-hall meetings to continue the dialogue and foster learning about equity, diversity, and inclusion.

k) Continue to document complaints and find ways to educate the community about equity, diversity, and inclusion.

Metric 2: Workforce retention data and climate/culture audit
Data source TBD

Resource 1: TBD
Home department: TBD

Objective 3: Supplement promotion and tenure standards to include “diversity efforts” as a measure to achieve promotion and tenure.
Strategy:

a) Among the criteria measuring whether faculty are eligible for promotion and tenure should be the faculty member’s contribution to the support and enhancement of diversity goals, diversity education, diversity in the curriculum, serving on committees that work on diversity, work in the underserved communities outside of PSU, mentoring of students and other junior faculty from underrepresented groups.

b) Increase funding sources for new learning opportunities, including travel for conference presentations or participation, and new course development.

c) Increase the number of cross-culturally competent faculty approved for tenure.

Metric 3: Satisfaction survey or other measurement
Data source: TBD

Resource 1: TBD
Home department: TBD

Section G: Recruit and retain a greater number of historically underrepresented, historically underserved and international students

Introduction: At Portland State, we honor, respect, embrace, and value the unique contributions and perspectives of all students on our campus. We believe that the rich diversity in age, culture, disability, gender, gender identity, national origin, military background, marital status, social class, ethnicity, religion, sexual orientation, and diversity of thought that students bring to our campus enriches the vibrant learning environment we strive to cultivate. We are committed to serving the greater Portland area, Oregon, and the world by educating students to be leaders in an increasingly multicultural and global society.
The Division of Enrollment Management & Student Affairs will provide collaborative leadership of this important commitment by focusing on the following objectives.

**Objective 1 Background:** As Oregon’s most diverse university, we have the responsibility of providing access to a high quality higher education for the people of our region. We reflect our commitment to excellence through the student body we attract and the programs we offer to ensure their successful journey through college. Maintaining a diverse student body ensures the continuing relevance of the University in an increasingly multicultural and international environment, and further enhances the rich academic experience of all students on our campus.

**Strategy:**

1. Enrollment Management and Student Affairs (EMSA) in collaboration with the Office of Global Diversity and Inclusion (OGDI) and external partners will enhance and strengthen college recruitment programs at PSU to create and ease pathways into the University for underrepresented students.
2. EMSA in collaboration with the OGDI and external partners will enhance and strengthen outreach efforts at PSU to create and ease pathways into the University for underrepresented students.
3. EMSA in collaboration with the OGDI and external partners will enhance and strengthen strategic partnerships with local and out of state organizations to help underrepresented students identify pathways into the University.
4. Diversity and Multicultural Student Services (DMSS) will develop student success programs targeted towards success of specific underrepresented student populations.
5. Queer Resource Center, DMSS, and other partners will support targeted training programs to ensure that faculty and staff members have the skills and knowledge to serve students from underrepresented populations effectively.
6. With DMSS and Student Activities and Leadership Programs, identify and support targeted leadership and engagement opportunities for underrepresented students to provide mentorship to incoming and potential students.
7. With the Office of International Studies, DMSS will identify barriers to underrepresented students taking advantage of campus engagement opportunities and make recommendations about incentives and pathways to increase this population’s use of the programs and services.

**Objective 1:** Identify and increase strategic initiatives that support historically underrepresented student access and success.
Metric 1: Increase overall undergraduate new freshmen and transfer unrepresented student enrollment.
Data source: Office of Institutional Research and Planning

Metric 2: Meet or exceed underrepresented first time freshmen and transfer goals for student retention rate goals of 75% (freshmen) and 82% (transfer).
Data source – Office of Institutional Research and Planning

Resource 1: 1-2 FTE Admissions Counselors for Diversity Recruitment and Outreach to work with Asst. Director for Diversity Recruitment
Home department: Enrollment Management & Student Affairs

Objective 2 Background: Hispanic/Latino students are the fastest-growing and the most populous minority group in the Portland Metropolitan area and in the state of Oregon. This population has also been found to be more likely to face a host of barriers that impede their academic success — from attaining entrance into college through to graduation. In 2009, President Wiewel convened a task force to study the specific needs and aspirations of this population, deepening Portland State’s commitment to the success of these students.

Strategy:

1. Admissions, Registration and Records (ARR), in collaboration with Diversity and Multicultural Student Services (DMSS) and the Office of Global Diversity and Inclusion (OGDI), will enhance and strengthen college recruitment programs at PSU to create and ease pathways into the University for Latino/a students.
2. Admissions, Registration and Records (ARR) in collaboration with DMSS and OGDI, will enhance and strengthen outreach efforts at PSU to create and ease pathways into the University for Latino/a students.
3. DMSS in collaboration with OGDI will enhance and strengthen strategic partnerships with local organizations to help Latino/a students identify pathways into the University.
4. Division of Enrollment Management & Student Affairs will develop, expand, assess, and support student success programs targeted towards the success of Latino/a students.
5. DMSS in collaboration with OGDI, will work with campus partners that have expertise in diversity and cultural competence to identify and support targeted training programs to ensure that faculty and staff members have the skills and knowledge to serve Latino/a students effectively.
6. ARR will identify and support admissions, orientation, and student success programs that are offered in Spanish as well as English.
7. DMSS will identify and support the needs of the GANAS program and La Casa Latina to enhance the retention of Latino/a students.

**Objective 2:** Identify and increase strategic initiatives that support the access and success of Hispanic/Latino students.

**Metric 1:** Meet or exceed new UG FR and TR Hispanic/Latino student enrollment goal of 181 FR and 341 TR by Fall 2013.
Data source: Office of Institutional Research and Planning

**Metric 2:** Meet or exceed FTF and TR goals for Hispanic/Latino student retention rate goals of 75% FR and 85% TR by Fall 2013.
Data source: Office of Institutional Research and Planning

**Resource 1:** 1-2 FTE Admissions Counselors for Diversity Recruitment and Outreach to work with Asst. Director for Diversity Recruitment.
Home department: Enrollment Management & Student Affairs

**Objective 3 Background:** Portland State graduates must be informed citizens of the United States and the world, well prepared to participate in our civic and political institutions. This requires knowledge of world events as well as curiosity about and familiarity and comfort with customs, attitudes, and perspectives different from their own. We must prepare our students to understand their responsibility to make ethical decisions and responsible choices, to weigh the consequences of their actions for themselves and others across the globe, and to act toward the development of a more just, peaceful, and sustainable world.

**Strategy:**

1. Enrollment Management and Student Affairs (EMSA), in collaboration with the Office of Global Diversity and Inclusion (OGDI) and external partners, will support and enhance recruitment efforts and educational partnerships in high schools and secondary schools in targeted locations around the world.
2. Admissions, Registration and Records (ARR), in collaboration with Diversity and Multicultural Student Services (DMSS), will develop partnerships and cultivate agreements with targeted community colleges and sponsoring agencies to enhance pathways for international students.

3. ARR in collaboration with the Alumni Association will develop the outreach capabilities and work with current students and alumni to identify and sustain partnerships for recruiting international students.

4. ARR will develop and enhance print and online recruitment materials for international students.

5. The Office of International Affairs will identify, support, and enhance programs targeted at building a positive community, adjusting to life in the United States or easing pathways through the University for international students.

6. The Office of International Affairs will examine University policies and OAR guidelines to identify policies that negatively affect international students, assessing and advocating for alternative options.

**Objective 3:** Identify and increase strategic initiatives that support international student enrollment.

**Metric 1:** Meet or exceed new UG FR and TR international student enrollment goal of 80 FR and 100 TR by Fall 2013. Data source: Office of Institutional Research and Planning

**Resource 1:** 1.0 FTE International Admissions Counselor, 1.0 FTE Community College and Transfer Student Counselor to work with Assistant Director for Community College and Transfer Partnerships

Home department: Enrollment Management & Student Affairs

**Objective 4 Background:** Portland State University was founded as the Vanport Extension Service to support veterans returning from WWII, and since our beginning in 1946, we have not wavered in our commitment to serving student veterans. Our commitment to easing pathways into and through the University for veterans is an important priority.

**Strategy:**

1. With Admissions, Registration and Records, identify, support and enhance targeted recruitment and orientation efforts for veterans.

2. With the Women’s Resource Center, Student Veteran Services Workgroup, Student Health and Counseling and Student Activities and Leadership programs, identify and support opportunities to target leadership and engagement opportunities for veteran students.
3. With Student Veteran Services Workgroup, Student Health and Counseling, Student Activities and Leadership Programs and the Women’s Resource Center, identify, support, and enhance targeted outreach programs and support services for veterans.
4. Through Student Financial Aid and Scholarships, ensure student veterans have the necessary financial support to enhance retention and student success.
5. Through the Disability Resource Center in partnership with veteran-serving programs on campus, ensure seamless system of services to enhance retention and student success.

**Objective 4:** Identify and increase strategic initiatives that support access for Certified Veteran Students.

**Metric 1:** Meet or exceed overall Certified Student Veteran enrollment (UG and GR) goal of 1000 by 2013.
Data source: Office of Institutional Research and Planning

**Resource 1:** 1.0 FTE Veteran Student Services Coordinator
Home department: Enrollment Management and Student Affairs

**Objective 5 Background:** The Coalition of the Communities of Color in partnership with Portland State University has published a recent report entitled, The Native American Community in Multnomah County: An Unsettling Profile, which states, “Among our graduating students only 54% enter higher education. This level is worse than our best rate of 70% reached in 2001.12,”

**Objective 5:** Identify and increase strategic initiatives that support Native American student enrollment by coordinating recruitment strategies with tribal colleges, universities and tribal education departments to increase the number of student applicants from tribal nations.

**Metric 1:** Increase new UG FR and TR Native American student enrollment commensurate with high school graduation levels of the districts locally and nationwide by Fall 2013.
Data source: Office of Institutional Research and Planning

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12 [http://www.coalitioncommunitiescolor.org/research/research.html](http://www.coalitioncommunitiescolor.org/research/research.html)
Resource 1: 1.0 FTE International Admissions Counselor, 1.0 FTE Community College and Transfer Student Counselor to work with Assistant Director for Community College and Transfer Partnerships
Home department: Enrollment Management & Student Affairs

Objective 6 Background: Portland State University has had a longstanding commitment to serving the population of our region. As the needs of our students continue to evolve, our methods of identifying areas of need and targeting initiatives for the academic and interpersonal success of our students must also develop.

Strategy:

1. Diversity and Multicultural Student Services (DMSS) in collaboration with the Office of Global Diversity and Inclusion (OGDI) will identify and support programs and services that support entrance to and pathways through the University for first generation students.
2. Enrollment Management & Student Affairs (EMSA) will research needs of LGBT, disabled and older student populations on campus and make recommendations for initiatives to track and support success of these students by 2013.
3. EMSA will research areas to expand data collection to assist in future targeted assessment and programming efforts.

Outcome: Deliver report with recommendations about future data collection to OIRP by July 1, 2013.

Section H: Develop and support relationships with community, alumni and other partners

Introduction: As an urban-serving university with a national reputation for community engagement, Portland State University strives to include a community and alumni perspective in all of its major planning activities. Diversity planning is a good example of this. The committee began its work by defining the scope of its charge and the boundaries of its audience. It
defined its target group as all Alumni, the Campus Community, and the External Community (to include businesses, government, and non-governmental organizations). Once this definition was agreed upon, no formal deliberative method was used to address the charge. Instead the committee engaged in spirited informal discussions that led to the revelation of a wide range of interconnected themes. Further discussion reduced these themes to a handful of key themes and then recommendations (based upon these themes) were developed that had the potential to be assessed on a regular basis, using data routinely collected by PSU and others.

**Diversity Subcommittee Themes:**

- The Value of Diversity
- First Generation College Students
- Intentional matchmaking between employers and minority students
- The Value of Immigrants to the Economy
- Education Partners
- Alumni
- MWESB (Minority, Women & Emerging Small Businesses)
- Capstones

**The Value of Diversity:** Diversity is critically important to our industry and civic partners. Employers (private and public) understand the value of a diverse workforce and believe that diversity of background, experience, and opinion in the workplace produces the best results. Employers want and need a workforce that reflects the true demographics of Portland and Oregon. This is an especially pressing need for health care and social services.

Our business and civic partners are looking to PSU to produce qualified, diverse graduates who can be successful employees. Our partners also want PSU’s student body to reflect the region’s demographics. For example, while the largest growing minority group is Latino/a (currently 11% of the population) it represents only 5% of the PSU student body. This is an area where PSU can help its partners by proactively recruiting Latino/a and other students of color and helping them succeed. This can be a challenge in Portland, which is not always viewed as a welcoming place for minority students and professionals. In fact, it can be challenging to recruit high-level professionals of color to the Portland region. Nevertheless, PSU’s partners want us to make recruiting and graduating more minority students prepared to work in the region and the state — to help diversify the workforce — a priority.
Objective 1: PSU should increase its emphasis on recruiting and graduating more students of color. The eventual goal should be to have a student body that is representative of regional demographics.

Metric 1: Increase in diversity of student body and graduation rates of students of color
Data source: Office of Institutional Research and Planning

Resource 1: TBD
Home department: TBD

First Generation College Students: Many Latino/a, Native American, African American and Asian students at PSU are the first in their family to attend college. PSU can support their success through the following actions: conduct more comprehensive student and parent outreach that includes a welcoming student success Web site in Spanish and making more of an effort to include family and parents in the orientation process.

Mentoring is another intervention that has proven to help first generation students succeed; PSU could do much more in this area. For example, our alumni base is large enough to support clubs and chapters for different groups of color. Were these groups to be formed, PSU could draw on their membership for mentors.

Outcome: Form Latino, Native American and Asian clubs/chapters of Alumni Association to draw on minority alumni for mentoring.

Outcome: Institutionalize the “matchmaking” function between alumni mentors with first generation students.

Outcome: Host an annual mentor’s banquet to recruit new mentors and recognize existing mentors.

Intentional matchmaking between employers and minority students: PSU has an opportunity to build and institutionalize relationships between PSU’s Chief Diversity Officer and the diversity officers of major employers in the region. This type of institutional connection would help promote job shadowing, better position PSU to match our minority students with alumni, and help develop internship programs for our minority students with business and civic partners. Connecting PSU’s diversity efforts with the diversity efforts of major employers in the region would also make it easier for PSU to build relationships with
mentors and businesses earlier — even prior to graduation — perhaps as early as the junior year. Undoubtedly, this would help our minority students transition more easily to the workforce.

**Outcome:** Develop a systematic approach to intentional matchmaking between PSU and employers interested in mentoring, interning, or hiring minority graduates.

**Outcome:** Chief Diversity Officer should establish formal relationships (e.g., establish Memorandum of Understanding (MOU)) with other diversity offices in key regional businesses and industries. This should include the “cluster” industries supported by the Portland Development Commission.

**Value of Immigrants to the Economy:** Engineering and technology companies founded by immigrants represent a significant percentage of all tech start-ups in the United States. Given PSU’s capacity as an incubator of new businesses, every effort should be made to attract immigrant students and retain them in the Portland Metro region to start new businesses.  

**Objective 2:** Given PSU’s commitment to incubating and accelerating the creation of new businesses, every effort should be made to enroll and graduate more immigrant students, particularly those with an interest in business.

**Metric 2:** Increased diversity of the student body in the School of Business
Data source: Office of Institutional Research and Planning

**Resource 1:** TBD
Home department: TBD

**Education Partners:** The relationship of PSU with the K-12 system and the Community Colleges is a critical one to all partners, especially with the advent of the Oregon Investment Board and the Cradle to Career initiative. Aligning these efforts

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13 The mission of the Portland State Business Accelerator (PSBA) is to incubate and accelerate start-up technology and science companies while creating a living laboratory for the University community. The Web site for the PSBA can be found here: [http://www.psba.pdx.edu/](http://www.psba.pdx.edu/)

14 18% of all tech start-ups in Portland are founded by immigrants compared with 52% in Bay Area, 44% in New York and 36% in Chicago
so they result in a greater number of minority students enrolling and graduating from PSU should be one outcome of this Diversity Action Plan. How best to do this — through expanded articulation agreements; through more robust dual enrollment programs; through increased outreach by PSU students to high school and community college students; or through some other mechanism — has yet to be determined. However, the Diversity Action Plan should acknowledge the importance of this effort.

Outcome: This Diversity Action Plan should make an explicit commitment to supporting the objectives of the Cradle to Career initiative.

PSU Alumni: The importance of alumni support has already been mentioned in this report; it is both an important and underutilized area of our endeavor. That said, PSU has a wonderful opportunity to engage international alumni as ambassadors for PSU who can also assist with connections to industry and philanthropy. In addition, PSU could do more to raise targeted funds from alumni of color for diversity scholarships. As has also been mentioned, alumni are also a natural source of mentors as well as facilitators of employer/employee matchmaking.

Objective 3: Work with the PSU Office of Advancement to develop a systematic approach to tapping our international alumni base for targeted giving, mentoring and employer facilitation.

Metric 3: Increased giving from international students and their families
Data source: Office of Advancement

Resource 1: TBD
Home department: TBD

MWESB: The Minority, Women, and Emerging Small Business (MWESB) community is a natural ally with PSU. To the extent possible and feasible we should try to increase our purchasing and contracting activities with this group. We should also try to establish stronger ties with them in order to promote more internships and greater employment opportunities for our students.

Objective 4: Work with the Office of Business Affairs to increase the number of contracts with MWESB firms.

Metric 4: Increase in the number and amount of MWESB contracts
Data source: PSU Office of Business Affairs

**Resource 1**: TBD
Home department: TBD
V. Metrics
V. Metrics

Measurement and accountability for the outcomes of this report were deemed sufficiently important to warrant its own subcommittee. This subcommittee was asked to provide oversight and consultation on the assignation and proper use of metrics for the DAP. It was comprised of staff from the Affirmative Action Office, University Studies, the Office of Institutional Research and Planning, and other administrative units familiar with campus data collection efforts. In order to ensure the metrics used by the committee were collectible, the subcommittee on metrics suggested the use of data that is gathered by these units on an annual basis for other reporting purposes.

There are three types of data the University routinely tracks: Enrollment data, Faculty and Staff data and Learning Outcomes data. In most cases, the metrics group suggested the subcommittees use metrics that could be found in one of these categories. In some cases, for example the subcommittee dealing with Community Partnerships, it was not possible to use these data. In these cases the metrics group asked subcommittees to develop metrics that could serve as a baseline, with the understanding they would be tracked for subsequent DAPs.

The following is a list of the data that is collected on an annual basis at PSU and were primary sources for this plan.

- Affirmative Action Plan
  - Workforce, by gender, race and ethnicity
- PSU’s Annual Fact Book
  - Employees & Students, by gender & race
- IPEDS
  - Students/Faculty/Staff/ by gender, race & ethnicity
- VETS 100A
  - Workforce, by protected Veteran Status
- HERI (Higher Education Research Institute)
  - Surveys of Faculty Campus Climate
- NSSE
  - Diversity, Campus Climate-Students (ability to customize)
- Entry Student Survey — Freshman Inquiry
- Exiting Student Survey/Freshman Inquiry
- Retention Studies
- OIRP, Graduate Rates: Freshman/Transfers
VI. Conclusion
VI. Conclusion

With the creation of this action plan, Portland State University renews its commitment to diversity as a core tenet of its enterprise. This DAP represents the work of nine subcommittees and many hours of collaborative effort. Its strength lies in its alignment with other PSU planning efforts, the clarity of its objectives and outcomes, and its accountability measures. Unlike its predecessor, this plan has been constructed so it can be reviewed and updated with the necessary frequency to keep it current and relevant. Furthermore, as the foci of the institution shift to meet the changing needs of the community, data collection in new areas can be added to extant demographic and other data sources to help inform the renewal of the plan. This is all necessary if PSU is to continue to provide its students with an education that prepares them to succeed in an ever-changing world.

NOTE: THIS SECTION WILL CONTINUE TO BE EXPANDED BASED ON INFORMATION RECEIVED FROM ALL STAKEHOLDERS.
VII. Contributors
VII. Contributors

The following individuals contributed to the development of this plan and share responsibility for its contents.

**DIVERSITY ACTION PLAN LEADERSHIP TEAM**

Jilma Meneses  
Chief Diversity Officer

Chas Lopez  
Executive Director of Global Diversity and Inclusion

Carol Mack  
Vice Provost for Academic Personnel and Leadership Development

Scott Dawson  
School of Business Administration, Dean

Jackie Balzer  
Vice President for Enrollment Management & Student Affairs

Gil Latz succeeded by  
Vice Provost of International Affairs

Patricia Wetzel  
Vice Provost of International Affairs

Francoise Aylmer  
Vice President for University Advancement

Mark Gregory  
Associate Vice President, Finance and Administration

Cathy LaTourette  
Associate Vice President, Human Resources

Mark Sytisma  
Associate Vice President for Research

David Reese  
General Counsel

Christopher Broderick  
Associate Vice President, Marketing and Communications

Shannon Timm succeeded by  
Coordinator of Student-Led Services

Melody Rose  
Vice Provost for Academic Programs and Instruction

Mark Wubbold  
Special Assistant to the Vice President of Finance and Administration

**DAP SUBCOMMITTEE MEMBERSHIP**

*Section A: Produce graduates who can be leaders in a global community*

Gil Latz  
Vice Provost of International Affairs

Scott Dawson  
School of Business Administration, Dean

Sukhwant Jhaj  
Special Assistant to the Provost and Director, University Studies

Vivek Shandas  
Associate Professor, Urban Studies and Planning

Kathi Ketcheson  
Director of Institutional Research and Planning
Section B: Ensure that diversity is incorporated into the curriculum

Melody Rose  
Sukhwant Jhaj  
Leslie Mcbride  
Delys Ostlund  
Rowanna Carpenter  
Kathi Ketcheson  
Mark Wubbold  
Cynthia Gomez  
Juan Manuel Heredia  
Jack Stratton  
Martha Balshem  
Polly Livingston  
Ann Fallon

Section C: Create an environment that is welcoming, inclusive, and diverse

Cathy LaTourette  
Jeanne Enders  
Jayvin Jordan-Green  
Carol Gabrielli  
Kerry Gilbreth  
Sukhwant Jhaj  
Mercy Joy Luebke  
Xavier Oberlander  
Shannon Timm
Michele Toppe  Dean of Student Life
Phil Zerzan  Director, Public Safety

Section D: Create more robust communication channels to bring the world to the campus and the campus to the world

Sharon Blanton  Associate Vice President and CIO, Office of Information and Technology
Christopher Broderick  Associate Vice President, Marketing and Communications
Jim Turner  Director of Communications and Marketing, Alumni Association
Ron Witzczak  Associate Vice Provost and Director for Education Abroad, International Affairs
Gary Brown  Director, Center for Online Learning
Pat Wetzel  Professor of Japanese
Karen Tittlebock  Office Manager, Intensive English Language Program, Applied Linguistics
Mark Wubbold  Special Assistant to the Vice President of Finance and Administration

Section E: Endorse a campuswide cultural competency training plan

David Reese  General Counsel
Carol Mack  Vice Provost for Academic Personnel and Leadership Development
Cathy LaTourette  Associate Vice President, Human Resources
April Turner  Executive Assistant to the Vice President and Special Projects Manager, Enrollment
Shannon Timm  Coordinator of Student-Led Services

Section F: Recruit and retain cross-culturally sophisticated faculty and staff

Carol Mack  Vice Provost for Academic Personnel and Leadership Development
Members of OAA Assistant Deans and Counsel
K.A. Lalsingh  Adjunct Professor, Department of Black Studies
Natalie Vasey  Assistant Professor, Department of Anthropology
Mark Wubbold  Special Assistant to the Vice President of Finance and Administration
Section G: Recruit and retain greater number of historically underrepresented, historically underserved and international students

Adrienne Graf  
Interpersonal Violence Advocate, Women's Resource Center

Agnes Hoffman  
Associate Vice Provost for Enrollment Management & Student Affairs

Alex Accetta  
Director, Campus Recreation

Allen Roberts  
Veteran Certification Officer; Admissions, Records, and Registration

April Turner  
Executive Assistant to the Vice President and Special Projects Manager, Enrollment Management

Archana Parajuli  
International Admissions Counselor

Ashley Campbell  
Member Services Coordinator, Campus Recreation

Bridge D'Urso  
Director, Women's Resource Center

Chris Anderson  
Assistant Director of International Admissions

Cimone Schwoeffermann  
Recruitment and Retention Specialist

Cindy Baccar  
Director of Registration and Records

Clara Fisher  
Marketing and Outreach Coordinator, Campus Recreation

Corey Ray  
Director, Housing and Residence Life

Dan Fortmiller  
Associate Vice President for Academic and Career Services

Dan Valles  
Chief Fiscal Officer, Enrollment Management

Dana Tasson  
Executive Director, Student Health and Counseling

Diane Smith  
Director, Testing Services

Domanic Thomas  
Director of Conduct and Community Standards, Dean of Students

Greg Flores  
Interim Director, Career Center

Jackie Balzer  
Vice President for Enrollment Management & Student Affairs

Janice McBee  
Nurse Manager, Student Health and Counseling

Jen Armbruster  
Program Coordinator, Campus Recreation

Jenny Welnick  
Associate Director of Programs, Campus Recreation

Jessica Cole  
Associate Director, Student Health and Counseling

Joan Jagodnik  
Assistant Director, Transfer and College Relations

Judy Reed  
Director, Applied Linguistics

Kanani Martinez  
Admissions Counselor, New Student Programs

Karen Hanson  
International Admissions Counselor

Kim Hottel  
Assistant Athletic Director, Academics and Compliance

Leslie Culligan  
Director of Dental Services, Student Health and Counseling
Section H: Develop and support relationships with the community, alumni, and other partners

Erin Flynn  
Associate Vice President for Strategic Partnerships
Gayle Schneider  
Executive Director of University Advancement
Jonath Colón  
Business Development Coordinator, Hispanic Metropolitan Chamber
Kevin Kecskes  
Partnerships
Carlos Crespo  
Director, Community Health
Kathleen Saadat  
Manager
Christine Järlström  
Associated Students of Portland State University Equal Rights Advocate
Gil Jimenez  
PSU Foundation Board Member
Mark Wubbold  
Special Assistant to the Vice President of Finance and Administration

METRICS SUBCOMMITTEE
Chas Lopez  
Executive Director of Diversity and Inclusion
David Burgess  
Institutional Research Analyst
Yves Labissiere  
Associate Professor, University Studies

Nina Delange  
Human Resources Business Analyst

Shannon Timm  
Coordinator of Student-Led Services

Mark Wubbold  
Special Assistant to the Vice President of Finance and Administration
VIII. Appendices
APPENDIX 1
INTRODUCTION AND BACKGROUND
In January 1998 President Bernstine established the Commission on Campus Climate and Life to investigate ways to significantly improve the student learning experiences at Portland State University from first contact to completion of a class, program, or degree. A group of faculty, staff, and students was charged to consider what our students should expect in the way of administrative services, classroom experiences, support for academic learning (e.g., technology, library, advising, special interest clubs, etc.), social climate, and assistance in the transition from school to workplace or career. While the central focus of the Commission’s work is the student’s experience, issues related to faculty and staff can not be disassociated when considering a positive campus environment. What is it that we should do to provide an exciting and supportive environment for faculty to work and live in? Similarly, what kind of workplace should we provide for staff, who constitute the essential operating infrastructure of departments, programs, and administration and who often have the most frequent day-to-day contact with the students we serve?

PROCEDURES AND RESOURCES
Between January 1998 and September 1998, the Commission convened at least two hours each week. The Commission reviewed existing reports and documents, listened to constituencies from across campus discuss their programs, concerns, interests, and future directions, and reflected on what changes would most benefit the quality of campus life at PSU and the student learning experiences. Four open forums were held to allow individuals from across the campus to express concerns about campus life. The Commission established a home page to disseminate and collect additional information (http://www.pdx.edu/ccl/newccl/). An appendix containing all of the written materials used as references has been compiled. A brief summary of that appendix is attached at the end of this report.

OVERVIEW
In the course of its deliberations, the Commission on Campus Climate and Life heard overwhelming testimony about PSU's effectiveness in instruction and how well we provide for a very diverse student, staff and faculty community. The University's greatest strength is our human capital. Our community is composed of dedicated professionals - research scholars and teachers, administrators and staff - committed to serving a unique student population, and highly invested in our students' success. The Commission heard over and over from students, staff, and faculty testimony to PSU's unique contribution to student success, whether they transfer after a few terms, transfer to us from elsewhere, stay with us for all four years of the baccalaureate degree, pursue a graduate degree, or simply take a few courses out of special interest or for upgrading skills at their workplace. PSU has recently clarified its unique mission as an urban university, forging strong connections with our community involving teaching, research and service. The University has been open to educational innovation; for example, our efforts to redesign the general education program have led to national recognition including significant grants and awards. The University has embraced diversity among its students, whether racial, cultural, sexual orientation, or age. To its credit, PSU has the most diverse student body in the state. In addition, our academic programs include Black Studies and Chicano/Latino Studies, and our Women's Studies program has recently achieved the status of a major.

Though we were pleased to review the many strengths mentioned above, our charge was to look at ways to further improve the student, faculty, and staff experience. While we believe this report identifies many of the key issues affecting the campus climate at Portland State University and offers recommendations to begin addressing them, the ultimate resolution of these issues depends upon the entire University community engaging in an effective dialogue about the issues. The resolutions will need to address budgetary resources, time lines, accountability, and incentives for success. It will be noted that most of the recommendations require additional resources for successful implementation. In fact, budgetary limitations and all of the attendant ramifications can be identified as the root cause of much of the expressed campus dissatisfaction. Dealing equitably and openly with resources, especially when they are in short supply, is an essential aspect of a positive campus climate. Generating the resources necessary to allow the University community to properly address the key issues affecting campus climate must be a high priority.
THE OUTCOMES WE HOPE TO ACHIEVE WITH THESE RECOMMENDATIONS

All members of the University community (student, faculty and staff) will

• clearly understand the mission and the values of the University and recognize the importance of their individual contribution to that shared vision.
• recognize that Portland State University works to provide the highest quality learning experience.
• have interactions with Portland State University from first contact to life long association that are based on respect and civility.
• contribute positively to an environment that enables all members of the community to have a positive and successful experience.
• have a sense that their intellectual and personal lives have been enhanced through their contact with PSU.

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For each of the areas listed the issues are stated in regular type and the recommendations are in bold.

ACADEMIC QUALITY

The purpose of a university is the advancement of knowledge on behalf of students and society in general. The ability of faculty to teach effectively and remain current on both innovative pedagogy and disciplinary research is fundamental for providing the level of student learning we wish to be at the core of our mission. Since the University’s faculty defines and delivers the academic program, each Portland State University faculty member must embrace a role that encompasses both excellence in teaching and excellence in scholarship that enhances the student learning experience. The University must support the faculty development necessary to maintain this excellence.

1. The frequency and quality of faculty/student and student/student interactions are among the most important factors in determining academic success and satisfaction. Of the many positive student comments about PSU academics, the most common themes involved experiences in which the student interacted within a small group or one-to-one with a faculty member to address challenging issues of clear significance. The Commission recommends that departments and programs explore a variety of possibilities for integrating students into all aspects of scholarly activities, including research and community-based projects. Courses should be taught using multiple modes of delivery that enhance every student’s opportunity to participate. The Commission recognizes that these activities are time-intensive, so that increasing the overall number of faculty at PSU may be necessary to make significant headway in these areas. To encourage an increase in student/faculty interactions, faculty workload calculations need to include more than just number of hours or students taught in the classroom.
2. Faculty and students express a need for creating a sense of scholarly community across disciplines. It is easy for individual faculty and students to become isolated in their specialties, thereby missing some of the most important interactions within an urban research university. The Commission recommends the University identify physical spaces, specific times, and engaging programs designed to increase academic and social interactions, interdisciplinary activities, and campus-wide participation.

3. Faculty and students express dismay over the wage disparity PSU has with national higher education norms. The Commission recommends that the administration seek ways to compensate faculty for their meritorious scholarship, teaching, and dedication to the University. Attention should be paid to the significant wage disparity by gender and race.

4. Portland State University has recently initiated several innovative and ambitious undergraduate programs, including revision of general education and assessment of undergraduate programs. Nevertheless, there are concerns that participation and a sense of ownership in our general education program needs to be shared across all schools. The Commission supports the idea of an administrative position, at the level of Vice Provost, which is responsible solely for support, coordination, advocacy, and assessment of undergraduate education. In addition, the Commission endorses the Faculty Senate University Studies Task Force Report, which recommends a clarification and reorganization of the management structure of University Studies as well as a clarification of curricular objectives and a clear assessment plan that specifically includes the science, math, communication, and diversity objectives.

5. Faculty, students, and external constituents (legislators, accreditting bodies, and employers) assert that there should be greater attention paid to assessment issues across the campus. These are issues of student learning in the classroom context as well as effectiveness of programs and majors. Currently there is no organized university-wide effort to bring assessment to the forefront either in the classroom or for academic units. The Commission recommends that the Office of Academic Affairs investigate ways to coordinate assessment across the University.

6. Faculty and students expressed concerns about the extent of communication and coordination between courses in different departments and even courses within the same department. The Commission recommends that all departments reexamine their curricula, with input from students, to reconsider overall curricular content, cohesion, and scheduling. Departments and programs that do not have a clearly articulated mission statement should develop one. Curricular goals for all programs should be clearly defined and linked to learning objectives within individual courses. Each course should have an assessment plan to gauge success in meeting the learning objectives. Each department should have an assessment plan to determine the extent to which students in their programs are meeting the curricular goals. OAA and the Deans will need to support, coordinate, and enforce these activities.

7. The newly revised promotion and tenure guidelines for the university have been cause for widespread confusion. There seems to be the general perception that because it is left up to departments to interpret and implement promotion and tenure procedures, there are inconsistencies across disciplines. This confusion centers around the definition of "scholarship" and the impact of the guidelines on junior faculty trying to develop a promotion and tenure portfolio. The Commission recommends an examination of ways in which pay, promotion and tenure processes are addressed and implemented at the departmental, as well as college or school levels. There should be mentoring available for junior faculty needing assistance on portfolio development. Departmental Promotion and Tenure committees should also receive support in developing definitions, examples, and evaluation of the types of scholarship that are appropriate in their disciplines.
8. Faculty and students express the desire to keep current on educational technologies available to enhance course delivery. The Commission recommends a careful examination of the role of educational technologies in the delivery of course materials. The University needs to support faculty in learning the ways to effectively incorporate these technologies for enhanced student learning.

9. Faculty and students agree that in order to be a quality urban research university, there needs to be a first-rate research library. The Commission recommends that the administration examine what resources are needed to meet the library standards necessary to conduct cutting-edge research and accomplish the learning outcomes expected in courses across the curriculum.

10. Central to our mission as an urban university is the goal of becoming an institution of higher education that is fully integrated into the community and region that surrounds it. The Commission recommends that departments continue to explore community-based learning opportunities that can be integrated into their curricula and scholarly activity.

11. Students maintain that they want to have career development resources and employment placement services readily available to them through the University. The Commission recommends continued support of the Career Center with emphasis on the work done on internships and job placement. Collaboration with community-based programs that integrate the career path with students’ current educational experiences should be strongly encouraged.

ACADEMIC ADVISING

All students should have a clear and simple means of accessing all the information they need for planning and carrying out a successful university experience. The information should be accurate, consistent, up-to-date, easy to obtain, and easy to understand. Issues surrounding academic advising of students, and specifically undergraduate students, have been troublesome for many years at Portland State University. The Commission found ample evidence that these problems remain.

12. In 1995 an Advising Task Force was appointed and put forth a “Proposed Advising Model for Portland State University.” This model was well researched, but never implemented. Presently the University is involved in a Title III grant that is focused on making improvements to advising, but in order for this to be successful several changes need to be made to the present infrastructure. The Commission recommends that the proposed model be implemented with minor adjustments to the requirements for students. The features of this proposed model include:

- the identification of a centralized location for advising undeclared majors;
- mandatory student contact with an advisor at certain specified points;
- the acceptance of a developmental approach towards academic advising, i.e., a proactive and holistic approach to a student’s academic experience and life plan;
- the establishment of a standing committee on academic advising.

The Commission also recommends that the University acknowledge that a sequence of phases must occur in order to implement an effective advising system, for example:

- define what constitutes academic advising and clarify the role of the faculty,
- identify resources and an administrative structure to support academic advising,
- that priority should be given, at all levels, to the implementation of the Degree Audit Reporting System (DARS),
- communicate requirements for general education to faculty and students,
- identify a central place for undeclared students and general academic advising,
- create a system for identifying a student’s major at an appropriate point in their academic career with regular updating,
- review existing policies to assure they are not serving as unintentional barriers, and implement advising training for teaching faculty.
13. Students are not required to declare a major until they apply for graduation, thereby making information available to departments unreliable and proactive advising difficult. The 3,429 (fall 1997) undeclared major students have no direct connection to an academic advisor. The Commission recommends that:

- A place be identified that will offer academic advising to undeclared majors and facilitate the transition to a major advisor. (What the 1995 proposal referred to as a University Advising Office). Though identification can be completed without additional resources, the issue of resources will need to be addressed as soon as possible. The IASC could serve this function with the commitment of additional resources.

- Actively promote the notion that students should regularly check and update their student record information.

14. Departments and students experience difficulty in obtaining accurate information about academic requirements and procedures. Changes in requirements, specifically general education requirements, are not systematically disseminated to advisors. The Commission recommends that a central clearing point disseminate information about advising and changes in requirements to all faculty and students in a clear manner. This point should also be responsible for creating and maintaining a faculty advising manual.

15. Present policies do not require an assignment of an advisor to each undergraduate student. The Commission recommends that the role of faculty major advisors be made explicit. Appropriate training for faculty in advising will be necessary for those who take on any greater responsibility in advising. Appropriate incentives should be considered for faculty members providing advising.

16. The Bulletin (catalog) and The Bulletin (schedule of classes) are difficult to understand and awkward to use. Written information given to students needs to be more user friendly. The Commission recommends that the student information in the Bulletin (catalog) be more clearly identifiable. This should include all policies that affect students. The Schedule of Classes should also be easily understood. For example fewer asterisks and footnotes could be used if course requirements are communicated to students through the catalog. Revised versions of these publications should be “piloted” with a group of students to determine their clarity and effectiveness. The critical link between these two publications requires constant coordination and updates. The most current version of the catalog should be available on the web.

17. Programs and departments that have provided students with more intentional and personal advising have seen positive results. The Commission would like to acknowledge the enthusiastic praise we heard about programs that have been successful in their advising and promotion of student success.

DIVERSITY

Research findings show that diversity in faculty, staff and student populations at a university enriches the educational experience, promotes personal growth, strengthens communities and the workplace, and enhances an individual’s economic competitiveness. Recommendations from the Commission develop out of a recognized need for Portland State University to adopt and implement a policy of diversity for our campus. This policy should be reflected in daily personal interactions, in all personnel and student recruitment and support, in the physical environment, and in the development and delivery of the curriculum.

Note: The terms “underrepresented” and “diverse” are intended to be inclusive of race, gender, country of origin, sexual orientation, disabilities, and religion.

18. Campus climate is the cumulative effect of all interactions that a person experiences related to PSU. All members of the University community need to recognize how the departmental environment, in both
academic and non-academic units, can affect students, faculty, and staff from underrepresented groups and that it is a critical aspect in shaping the campus climate. The Commission recommends that increased awareness be facilitated through diversity training sessions or other more intentional programs for administrators, faculty, and staff. The first step is to search for a model program that has assessed and documented outcomes regarding an increase in diversity as well as acceptance and tolerance. The second step is to require participation and training on diversity issues when possible and to strongly encourage participation at all levels. The third step is an understanding of the changes needed within departmental cultures to retain faculty and students from diverse backgrounds. New faculty lines and funding for departments should be tied to the implementation of recommendations from the new diversity plan.

19. PSU needs to focus even more attention on a plan for diversifying the institution. Without a clear plan, the recruitment, retention, and success of underrepresented students, faculty, and staff have been affected. Central to this need are more faculty and higher level administrators to serve as role models and mentors for students from underrepresented groups. The Commission recommends that a diversity plan be created and overseen by a standing university committee and promoted by the administration. Central to this plan is the recruitment of underrepresented students, faculty, and staff. Specific funds should be designated to assist in the implementation of the diversity plan and for the recruitment of staff, faculty, and students from underrepresented populations. The plan should also look at the integration of diversity into the curriculum and determine its impact and address all of the following diversity recommendations.

20. Currently at the university, persons seeking advocacy, program development, training, or evaluation on issues concerning diversity cannot easily identify where their needs can be met. While the responsibility for diversity is shared, offices and programs working on diversity need to be better coordinated. The Commission recommends that the University initiate a process to determine what needs are being met in the current offices, what needs are not being met, and what structure would assure that the identified needs are met. The new structure should support and assess activities and programs that add to the diversity of PSU. In addition a lead person needs to be identified to assume the role of advocate and to promote outreach activities to achieve the implementation of the new diversity plan for the university. It is critical to the success of the plan that the lead position be ranked such that frequent and meaningful interaction with the President and Executive Committee is a job expectation. The level of the position and the resources allocated to it will reflect the value and importance placed on diversity at this University.

21. Faculty-student interactions are important for all students, but can be more important for students of color, first generation college students and returning adult students. As part of the diversity plan it should be recognized that an effective advising system is critical in the retention of our diverse population. The Commission has already recommended that attention and resources be focused on the overall advising system, but additional resources should be designated to build upon or expand those programs that currently show success working with targeted populations. Additional opportunities should be developed to encourage all faculty to interact with underrepresented students.

22. Academic and support programs that attract underrepresented faculty and students are important and could benefit from additional support and coordination. Programs such as Black Studies, Chicano/Latino Studies and Women’s Studies promote diversity and attract diverse students and faculty. Additional courses taught in these academic programs can promote a diverse climate and further an understanding of the importance of diversity. The Commission recommends that programs that are successful in retaining and supporting underrepresented students and faculty should be identified and promoted on a University-wide level and that increased funding in this area be a priority for the
University. The Chicano/Latino Studies Program should receive additional faculty lines, and Black Studies and Chicano/Latino Studies should be considered for majors in the near future.

23. The new diversity plan will require various kinds of information and data analysis capabilities, beyond what is federally mandated. The Office of Affirmative Action collects much of the relevant data; therefore, this office must play a vital role in this effort. The Commission recommends that data relevant to the new diversity plan be collected, monitored, and reported to the university community and that reports in addition to those federally mandated should be designed for the University’s needs.

WORKPLACE ISSUES

Every effort needs to be made to create an institutional climate that values and supports its staff, faculty, and students. Staff make valuable contributions to the student experience; therefore, the quality of the employee experience directly relates to the climate and sense of community of our students. Portland State University’s employees, many of whom are also our students, continue to be expected to assume ever more responsibility. For example, the effects of decentralization of functions related to budget and record-keeping, and the increasing daily face-to-face, voice, and other electronic-based contact with students have dramatically impacted the dynamics of the work environment. It is of paramount importance that people working at PSU be treated with respect, courtesy, and appreciation; all employees should expect this kind of treatment as well as acknowledgement for their contribution to the student experience.

24. The campus perception is that we have a hodgepodge of policies related to workplace issues. The Commission recommends that a clearly stated work/life policy is needed to support PSU’s working community, clarify where one should go with specific problems, and articulate the stated values of the institution. The President should create a team of faculty, students, staff, and administrators to frame a statement of PSU’s workplace values which could serve as the foundation for the implementation of a work/life policy. This policy should be the result of consultations with several key offices including Human Resources, the Affirmative Action Office, and relevant employee unions. There must be accountability and responsiveness to quality of life concerns; therefore, the responsibility for implementing and monitoring our work/life policy should be assigned to a specific unit on campus. In addition, an up-to-date handbook that clearly states the University policies, regulations, and expectations should be developed and given to all employees.

25. Some administrative units have been very strong in providing upgrades of employees’ skills, providing clear and constructive feedback on performance, engendering a sense of pride in the work accomplished, and creating a feeling that faculty and staff are valued and appreciated. We heard evidence that this is not the case in some places on campus. The Commission recommends that PSU needs to have a clear and consistent policy for employee development and that appropriate training be identified and made available to all units within the university. Opportunities for career advancement for staff and opportunities for faculty mentoring need to be made available. Central responsibility for this initiative should be assigned to a specific office. In particular, staff need to have access to equipment and technologies that enhance their jobs, opportunities for training, and sufficient time to develop new competencies.

26. Supervisory and management practices in all units and at all levels are not consistent and sometimes lead to perceptions of ineffectiveness. The Commission recommends that managers and supervisors, including department chairs, receive training in best management practices. We urge PSU to make use of the organizational development expertise that exists in our faculty in the School of Business, School of Education, and Industrial/Organizational Psychology. A uniform set of practices for defining work responsibilities, basis of performance reviews and assessments, procedures and support (e.g., training) for improving work performance must be established. This action should
result in a stated University commitment to a “just workplace” - a policy that everyone who works here can commit to and rely upon.

27. PSU’s current family leave policy is perceived to be unclear and not implemented in a fair and equitable manner. Supervisors and department chairs do not all necessarily share the same understanding of the letter and the spirit of the family leave policy. Some employees have been burdened with the responsibility of arranging for their replacements during their family leave. The Commission recommends that our family leave policy be reviewed and distributed to all personnel. Supervisors should be responsible for informing employees of their entitlement. The Office of Human Resources should have an important role to play in ensuring that this policy is implemented fairly campus-wide.

28. On campus childcare is not always readily available for students, staff, and faculty. In order to enhance an environment that is supportive of staff/students with children, the Commission recommends the development of expanded childcare facilities. We recommend continued financial support of childcare centers on campus like the Helen Gordon Child Development Center and the recently established ASPSU short-term childcare center. We urge support to expand parent services to include staff and faculty, as well as students.

29. Change is commonplace at PSU; it can be both exhilarating and destabilizing. For example, the decentralization of accounting creates significant and unanticipated ripple effects throughout the university. The Commission recommends that the administration coordinate with the University Planning Council to monitor potential changes and, when necessary, create an ad hoc advisory group for a particular situation. Examples of this would be the PASS (Proficiency-based Admissions Standards System) Implication Team that is considering impacts of new state standards on PSU’s admissions or the FISCAL (Financial Information System Committee At Large) Committees.

30. Student involvement in University decisions is critical to their engagement in academic life. In order to promote a sense of ownership among students, faculty, and staff, their voices should be considered in every decision made by the University. The Commission recommends that open forums should be held whenever a change or decision needs to be made that would have an impact on the greater community. The forums should be conducted with sufficient time for feedback to be incorporated into the decision. Though committee appointments are given to students, it is important that the administration and student government work to make sure the voice of the students is being heard. Leaders of the University should understand the responsibility they have towards the university community and become accustomed to requesting input when making major decisions.

31. As PSU matures it is important to promote traditions and activities that foster a sense of affiliation to the University and a sense of community among ourselves. We are pulled apart by decentralized activities and do not often experience our community as a whole. The Commission recommends that the University investigate ways to create user groups, interest groups, and opportunities for mentoring. In addition the University should sponsor regular events that all are encouraged to attend. Positive examples of this are the Party in the Park and reduced-price family nights at sports events. Having more play and fun together will enhance our community and climate.

CAMPUS ENVIRONMENT

The goal is to provide an environment that enables all members of the community to have a positive and successful experience. In this report we have tried to concentrate on essential services that are needed to sustain a positive environment.
32. Students, faculty and staff have difficulty finding information about campus opportunities and events. The Commission recommends that efforts to communicate campus involvement opportunities for students, faculty, and staff should be a continuous and coordinated process. Opportunities for involvement can be found in academic departments as well as student organizations. We recommend that PSU reevaluate the existing ways information is disseminated.

33. Students voiced a number of concerns indicating that the operations of the Smith Center and the management of student housing do not always have student needs as their highest priority. For this reason students requested and the Commission recommends that the Smith Memorial Center report to Student Affairs, instead of Facilities, in order to promote more student involvement in the running of the Center. Having both the advising of student groups and the operations of the student center report to the same division would promote more consistent policy implementation and accountability for meeting student needs. A careful open review should be conducted by the university to determine if contracted housing and other services are still the best option for Portland State University. This review of College Housing Northwest, the Bookstore operation, and other services should include students, faculty, and professionals in Student Affairs as well as Business Affairs. At the core of this review should be the needs of students.

34. On an urban campus safety and security are continual concerns. PSU experiences a relatively low rate of crime for an urban campus. The Commission recommends that safety features (such as blue lights) and programs be expanded and publicized. A mechanism for campus-wide review of the status of campus safety should be developed.

35. The original vision and mission of the Multicultural Center to provide a cultural programming and support center for our diverse students, faculty, and staff have not been realized. Support for our diverse student population should be visible and actively emphasized. The Commission recommends that the Multicultural Center return to its original conceptualization. In order to revive the Multicultural Center, the new location must be renovated immediately and made into an open inviting place. The focus of the Multicultural Center should be to create and promote programs that bring faculty, students and staff together to learn about each other not just a name attached to a room. A thriving Multicultural Center with a defined mission and strong coordinator can serve as a place for students to find resources and advocacy on issues of race, ethnicity, country of origin, gender, sexual orientation, religion, and disabilities.

36. Research by Alexander Astin from the Higher Education Research Institute has indicated that the factor most closely related to improving campus climate and the quality of the student experience is funding of student services. The NCHEMS (National Council for Higher Education Management Systems) report stated that PSU invested less in student services than other comparable institutions. The Commission recommends that attention be given to the appropriate funding of campus-wide student support services and acknowledges that improvements are needed and require additional funding.

37. Many improvements have been made to our physical plant to improve accessibility to campus buildings, including student housing. However, the campus needs further renovations in order to be completely accessible for people with limited mobility. The Commission recommends that PSU actively pursue a program of retrofitting existing buildings to ensure accessibility to those with limited mobility. For example, ramps tend to be placed in inconvenient locations rather than in the most central entrances. Renovations should increase, rather than decrease, the accessibility of the area.

38. An aging physical plant and limited budgetary resources have led to deferred maintenance, inconsistent temperature control, insufficient cleaning and inadequate attention to responsible recycling. Many buildings are uncomfortable for students, faculty, and staff. The Commission recommends that
priority and resources must be given to maintenance and renovation of the physical plant, aimed at restoring services to more appropriate levels.

39. The physical recreation areas of our campus provide excellent opportunities for all members of the PSU community to interact with one another and balance the stresses of academic life with fun and physical activity. The Commission recommends that open recreation hours be scheduled at times that are more convenient for all constituents. Because faculty and staff also use these facilities, the time between quarters should not be seen as times to close sections of the facilities.

Concluding Remarks

The Commission would like to recognize that a valuable component of the Portland State University experience is the connection we promote and value with the external Portland community. This has become a core element of the mission of this University. The Commission recognizes that participation in the greater metropolitan, state, and national communities has enhanced our campus environment. It is important that these connections be continued, nourished, and augmented. Whether it is a volunteer student group, a Capstone, study abroad program, or a political economic summit, these experiences expand our views of the world and promote a welcoming environment for all.

In summary, the Commission recognizes that the process of assessing the campus climate is a valuable tool to keep the university engaged in dialogue. The issues raised are substantive and ongoing, and they are not likely to be amenable to simplistic solutions. Yet these issues of campus climate are central to the success of Portland State University. The Commission urges that the entire University community commit to a shared responsibility for the resolution of these issues. The commitment will require an ongoing dialogue in good faith, aimed at developing a clarity of mission, a sense of shared values, and creative problem-solving in the best academic tradition. The commission specifically recommends establishment of an ongoing mechanism to assess and improve campus climate, such as annual open hearings, progress reports, or forums.
APPENDIX 2
Diversity Coverage in University Studies

Rowanna Carpenter, Assessment Coordinator
9/30/2011
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EXECUTIVE SUMMARY

Diversity is one of University Studies’ four learning goals. University Studies takes its responsibility for addressing its goals and ensuring student learning seriously. University Studies courses are developed through a course approval process that requires faculty to describe how diversity will be addressed in their courses. After courses are offered, the student learning experience is assessed through student surveys and course evaluations and review of student work samples. Assessment information is shared with faculty and used for program improvement. To explore the coverage of diversity University Studies courses, this report presents University Studies’ diversity learning outcomes for each program level, explains the course proposal and approval process, compiles data from student surveys and work sample reviews and excerpts parts of previously produced University Studies annual assessment reports.

Summary of Assessment Data:

According to end-of-term course evaluation, over the last several years, a majority of students enrolled in University Studies courses agreed that they addressed issues of diversity in their courses. Freshman Inquiry (FRINQ) student work samples are assessed using a faculty developed rubric to gauge student learning related to diversity. Following a dip in scores in 2004, the mean score for freshmen for the diversity rubric has increased in the last three years that we assessed this learning outcome, and is now higher than at any point in the last eight years. At the Capstone level, the program has developed an assessment procedure that reviews student work samples, course final products, course materials such as syllabi and assignments, and faculty reflection. This assessment effort has resulted in a rich set of course ePortfolios through which we have a much deeper understanding of student learning and pedagogical approaches related to diversity. Based on the results of the assessment of Capstone course ePortfolios, the Capstone program partnered with the Office of Diversity and Equity to work with individual faculty and has hosted a faculty training related to teaching to our diversity goal. Beyond the end-of-term survey, there was no available data with which to evaluate diversity coverage in Sophomore Inquiry (SINQ) courses. However, as a part of the SINQ/Cluster reorganization process, assessment plans are being developed.
LEARNING OUTCOMES

University Studies Diversity Goal

Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.

FRINQ Outcomes
• Identify the contributions of diverse groups to social, cultural, and scientific knowledge.
• Collaborate effectively with people from a variety of backgrounds.

SINQ Outcomes
• Explain interrelationships among the concepts of power, bias, prejudice, and discrimination.
• Identify and analyze examples of discrimination at personal, societal, and institutional levels.

Capstone Outcomes
• Reflect on personal experiences interacting with diverse populations (e.g. mentoring, tutoring, interaction with senior citizens, oral histories) or indirectly serving and learning from a diverse population (e.g. grant writing for Camp Starlight which serves kids infected and affected by HIV and AIDS, creating marketing plans for international women’s cooperatives)
• Analyze new insights developed as a result of working with and/or learning about diverse populations (this may include addressing previously held stereotypes, new sensitivities, new awareness of self and others, new relationships).
• Document new insights about the root causes of specific social issues and how social and environmental issues impact specific populations
• Write reflections on how they come to understand their own values and self identity on a personal level and how these values and identities shape their relationships with “others”
• Demonstrate an understanding and valuing of multiple perspectives

UNST CURRICULUM – Course Proposal Process

Before a course can be offered through University Studies, it must go through a course approval process including a proposal outlining how the course will address all University Studies Learning Goals, including diversity, a review by the University Studies Council, and approval by the University Curriculum Committee and faculty senate. A summary of the course approval process for each level is included below.

Freshman Inquiry: When new Freshman Inquiry courses are proposed, the participating faculty group indicates how the course will address diversity in a number of ways. Through this narrative, the program assures that all goals are being covered in the learning outcomes, assignments and assessments for the course. The proposal includes:
• An articulation of learning outcomes specific to the theme, but representing the UNST goals
• A list of representative assignments for the course that address each University Studies goal
• An assessment plan for those assignments.

Sophomore Inquiry/Cluster: The process of reconfiguring the Sophomore Inquiry/Cluster part of the University Studies program involves a proposal that addresses both SINQ and Cluster courses and includes:
• An articulation of learning outcomes for the SINQ/Cluster that represent UNST goals.
• A proposed assessment plan developed in consultation with the UNST Assessment Coordinator.

Capstone: The Capstone course proposal process requires faculty to meet with consultants to be sure they are covering all UNST goals and in particular are able to address and explore community partner issues and needs competently. Capstone proposals require:
• An articulation of learning outcomes for the course that represent all UNST goals
• A narrative explaining how their course will address each UNST goal.
• Most faculty at the proposal stage are directed to Learning Through Serving which includes a chapter, “Creating Cultural Connections: Navigating Difference, Investigating Power, and Unpacking Privilege,” in order to help them plan for the ways in which they will embed diversity in their courses.
ASSESSMENT

FRINQ/SINQ/CAPSTONE

Data Source: At the end of every term, all students enrolled in FRINQ, SINQ and Capstone courses are asked to complete a course evaluation that includes questions related to each of the University Studies goals. See http://www.pdx.edu/unst/university-studies-assessment-tools for copies of our surveys. Appendix A includes the diversity-related questions from each evaluation. On each survey, students are asked whether they have had an opportunity to explore issues of diversity in the course.

Finding: In 2010-2011, more than 75% of the students who completed end-of-term surveys in a FRINQ, SINQ or Capstone course agreed that through the course they had an opportunity to explore issues of diversity. FRINQ and Capstone students responded slightly more positively than SINQ students, although the rate of agreement in SINQ courses has increased over the last four years.

FRINQ/SINQ/Capstone End-of-Term Surveys

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Note: Mean scores represent the mean for all respondents in that academic year.

FRINQ

FRINQ survey re: Faculty and Mentor Inclusive Practice

Data Source: At the end of Spring term, all students enrolled in FRINQ courses are asked to complete a course evaluation that includes questions related to whether they were encouraged to interact with students whose backgrounds differed from their own.

Finding: In 2010-2011, almost 80% of the students who completed the end-of-year survey in a FRINQ course agreed that their faculty had encouraged interaction among students from different backgrounds. Almost 90% agreed that their mentors had encouraged this type of interaction. In each of the last four years, at least ¾ of FRINQ students agreed with this statement about their faculty and at least 85% agreed with the statement about their mentor.
Data:

Question: My Faculty/Mentor asked me to share ideas and experiences with students whose background and viewpoints were different than my own.

Responses are given on a scale of 1 = strongly disagree to 5 = strongly agree

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean</td>
<td>% strongly agree/agree</td>
<td>n</td>
</tr>
<tr>
<td>FRINQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>740</td>
<td>4.01</td>
<td>77.90%</td>
<td>841</td>
</tr>
<tr>
<td>Mentor</td>
<td>740</td>
<td>4.31</td>
<td>87.10%</td>
<td>841</td>
</tr>
</tbody>
</table>

Note: Mean scores represent the mean for all respondents in that academic year.

FRINQ Portfolio Review (excerpt from 10-11 University Studies Annual Assessment Report)

Data Source: During their year-long FRINQ courses, students develop electronic portfolios representing their work and reflection relating to the four University Studies goals. For each goal, students provide two forms of evidence showing their learning related to the goal. For examples of student ePortfolios see https://sites.google.com/a/pdx.edu/eportresources/Home/ePortfolio-Showcase.

During Spring 2011, students were asked for permission to evaluate their portfolios as part of program assessment for University Studies. 760 (67.7%) students returned consent forms and 528 (69%) of those returning forms gave consent. Of these, 197 student portfolios were randomly selected for review. When electronic portfolios with bad URLs were excluded, we ended up reviewing 191 portfolios. This year, the portfolio review process focused on the Communication (Writing and Quantitative Literacy) and Diversity goals. Each goal was assessed using a 6-point rubric, where 6 is a score expected of a graduating senior. Rubrics are available at http://www.pdx.edu/unst/university-studies-goals. The Diversity rubric is included in Appendix B.

Portfolio review takes place in June, after Spring grades have been posted. Forty portfolio reviewers, representing faculty and graduate students representing a broad array of departments across Portland State University, spend one day per goal assessing student portfolios. The morning of each day is spent orienting reviewers to the rubric, assessing practice portfolios, and calibrating reviewers so that they are reviewing portfolio similarly. After reviewers are calibrated, each portfolio is reviewed by two reviewers. When reviewers’ scores are the same or one point apart, the portfolio receives a score that is the average of the two ratings. If the reviewers’ scores differ by more than 1 point, a third reviewer looks at the portfolio and scores it. If the third score differs from the first two, a conference is called among the reviewers to determine a final score. Inter-rater reliability for the rubrics was: Writing, 86%; Diversity, 72%; and Quantitative Literacy, 83%. In addition to using the rubrics, each portfolio was assessed against a checklist developed to provide information about the types of assignments included in student portfolios.

Finding:

Rubric
The mean Diversity score has increased over the last three reviews and 2011 represents the highest mean diversity score over the last five reviews.

Checklist
In the Diversity Sections of their portfolios the number of students who included personal definitions of diversity remained stable from 2007 through 2011. Across all other types of evidence, the number of portfolios including the evidence dropped between 2009 and 2011.
Data:

**Mean Portfolio Scores**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>SD</td>
<td>SD</td>
<td>SD</td>
<td>SD</td>
<td>SD</td>
<td>SD</td>
</tr>
<tr>
<td>University</td>
<td>2.48</td>
<td>0.80</td>
<td>2.03</td>
<td>0.79</td>
<td>2.39</td>
</tr>
<tr>
<td>Studies Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Percentage of portfolios that included:**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>Personal definition of diversity</td>
<td>109</td>
<td>53.7</td>
<td>94</td>
</tr>
<tr>
<td>Reference to multiple facets of diversity</td>
<td>115</td>
<td>56.7</td>
<td>122</td>
</tr>
<tr>
<td>Personal narrative related to diversity</td>
<td>107</td>
<td>52.7</td>
<td>109</td>
</tr>
<tr>
<td>Reflection related to diversity</td>
<td>133</td>
<td>65.5</td>
<td>145</td>
</tr>
<tr>
<td>Outside scholarship related to diversity</td>
<td>109</td>
<td>53.7</td>
<td>107</td>
</tr>
</tbody>
</table>

**CAPSTONE**

**Capstone Student Experience Questionnaire**

**Data Source:** The Capstone Student Experience Survey asked about students’ experiences in UNST Capstone courses as well as instructor pedagogical approaches and coverage of issues related to race and gender. The survey results provide information to individual faculty about their courses and the program about the overall student experience in Capstones. Students enrolled in Capstone courses complete paper-based course evaluations in class at the end of their course.

**Finding:** Over the last four years, Capstone students who completed the Capstone Student Experience Questionnaire overwhelmingly agreed (more than 82% each year) that their Capstone helped them understand others who were different than them. When asked about the teaching strategies used in the course, between 52 and 54% of students reported that their faculty used readings related to race or ethnic issues and 38-40% reported their course included readings on issues related to gender.

**Data:**

**Question:** This course has helped me understand others who are different from me.

*Responses are given on a scale of 1 = strongly disagree to 5 = strongly agree*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>Mean</td>
<td>% strongly agree/agree</td>
<td>n</td>
<td>Mean</td>
</tr>
<tr>
<td>Capstone</td>
<td>2258</td>
<td>4.29</td>
<td>84.30%</td>
<td>2315</td>
</tr>
</tbody>
</table>

Note: Mean scores represent the mean for all respondents in that academic year.
Percent of students identifying the following diversity related readings in their Capstone course.

<table>
<thead>
<tr>
<th>Within your Capstone, what forms of learning did the instructor use?</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings on racial and ethnic issues</td>
<td>53.9%</td>
<td>54.6%</td>
<td>52.7%</td>
<td>54.9%</td>
</tr>
<tr>
<td>Readings on women and gender issues</td>
<td>40.2%</td>
<td>40.8%</td>
<td>38.6%</td>
<td>38.7%</td>
</tr>
</tbody>
</table>

Capstone Final Product Assessment (excerpt from 06-07 University Studies Assessment Report)

Data Source: Using two different methods, Creswell’s qualitative procedure (1994), and the University Studies Rubric (2007), two faculty examined a sample of final work products and analyzed them for themes related to student learning outcomes and scored them using rubrics developed for each of the University Studies goals. An examination of ten student work products resulted in the discovery of themes related to student learning as well as a score for each on the existing University Studies rubrics.

Findings: Diversity was represented in the Capstone final products in a number of ways. The thematic analysis of the products revealed five diversity themes among the projects. The analysis of the projects using the University Studies diversity rubric resulted in scores ranging from 1 to 4 with a mean score for the 10 projects of 2.7 on a 6-point scale.

Data:

<table>
<thead>
<tr>
<th>Emergent theme</th>
<th>Number of products</th>
</tr>
</thead>
<tbody>
<tr>
<td>reflected diverse community membership</td>
<td>7</td>
</tr>
<tr>
<td>bridged students with diverse populations</td>
<td>7</td>
</tr>
<tr>
<td>engaged multicultural methodologies in problem solving</td>
<td>3</td>
</tr>
<tr>
<td>integrated multiple social perspectives</td>
<td>8</td>
</tr>
<tr>
<td>represented marginalized voices</td>
<td>5</td>
</tr>
</tbody>
</table>

Reflection: Additional reflections after the work sample analysis include:

- After thematizing the work product samples and compiling lists, we have discovered that we can indeed find evidence of at least one University Studies Goal in each of the product samples. However, these goals seem to be inherent in the works design and purpose and not extrapolated from students personalized comments. Only in one of the ten work product samples did we recognize an articulated personal connection with a University Studies goal.
- Using the University Studies Rubric we discovered the majority of the work samples produced a score of three or lower on any of the four goals, aside from writing. We can conclude from this that these work samples show to some degree use of terminology surrounding the goals and demonstrated a basic working knowledge of theories and concepts but only in a limited way.
- So, are final work products a viable resource to assess student-learning outcomes with regards to the four University Studies Goals? Yes, to a point evidence supports that the goals are being represented.
- Are the final work products a viable resource to assess whether our students are conceptualizing, recognizing, or making personal connections with these goals? From what we have gathered in the research and exploration of these work samples, the answer is no. There was not enough evidence to support this connection.
- We propose this is not due to the failure of capstone instruction or course facilitation rather, these products:
  - are not a forum for personal expression/observation
  - are written as a unified group voice
  - are geared towards works purpose, not individual student experience
  - are geared towards community partner needs
  - do not reflect process
  - do not reflect student identity
  - do not represent or summarize entire course content
Capstone Course Portfolio Review (excerpt from 08-09 University Studies Assessment Report)

Data Source: Capstone course portfolios were developed as a method to assess student learning at the Senior Capstone level of the University Studies program. In the past, we have assessed common reflection assignments, course-specific reflection assignments and Capstone final products for evidence of student learning in Capstone courses. None of these approaches was able to capture and display the complexity of student learning in a community-based group-focused course. This year we developed course-based portfolios for Capstones which include syllabi, assignment instructions, examples of student work produced in the course, and faculty reflection.

All Capstone instructors were invited to create course portfolios during Spring Term 2009. The group that was coordinating this project chose to focus on the University Studies diversity goal. Capstone instructors were offered a $250 stipend to provide the materials needed for the portfolios as well as complete a reflection about how they incorporate diversity into their courses. Eighteen course portfolios were constructed for assessment. These represent 71 sections of Capstone during the 2008-2009 academic year, which enrolled 957 students (approximately 27% of the courses and students in the Capstone program during the school year).

To assess the course portfolios a group consisting of the Capstone Director, the Assessment Coordinator and a Capstone faculty member constructed a framework for evaluating diversity in these course portfolios. This framework included a list of the types of learning related to diversity that occur in Capstone courses and a scoring guide that included information on scoring portfolios as inadequate, adequate, or exemplary. On the portfolio review day, four Capstone faculty members reviewed the 18 portfolios, with each portfolio being scored twice. Inter-rater reliability was 80%. The Capstone Portfolio Scoring Instructions are included in Appendix C.

Portfolio Examples: The Capstone Website is: http://capstone.unst.pdx.edu. A few of the many examples of faculty video reflections representing the array of topics related to diversity (best viewed in Firefox)

LGBTQ History in the Northwest: http://capstone.unst.pdx.edu/courses/lgbtq-history
Juvenile Justice: http://capstone.unst.pdx.edu/courses/juvenile-justice
Immigration in the Workforce: http://capstone.unst.pdx.edu/courses/immigration-workforce
Tutoring and Mentoring Native American Youth: http://capstone.unst.pdx.edu/courses/tutoring-mentoring-native-american-youth

Findings:

• The course portfolios demonstrated that by and large students are given opportunities to engage in and demonstrate learning related to diversity. Fifteen out of 18 courses were assessed as adequately meeting expectations for addressing diversity or as exemplary courses, incorporating many aspects of diversity throughout the course.

• For courses that were judged to be exemplary, the syllabus clearly stated diversity as a goal and then showed that it was woven throughout the course. Students were able to demonstrate multiple types of learning related to diversity. The faculty reflection clearly discussed how the examples of assignment instructions and student work samples supported student learning related to diversity.

• For courses that were assessed as inadequate, the materials compiled in the portfolio did not reflect the type of learning opportunities listed above. Diversity may have been addressed in the course, but that wasn’t evident in the portfolio. These courses tended to provide opportunities for only one type of learning related to diversity and did not clearly state diversity as a learning goal in the syllabus or provide specific assignment instructions related to diversity. We want to emphasize that while Capstone courses should incorporate all four UNST goals, it is difficult to focus on all of the goals equally in one course. The courses that did not provide adequate learning opportunities related to diversity likely focus more heavily on other UNST goals.

• The University Studies definition of diversity does not include age, which was problematic when assessing courses that dealt specifically with the elderly or with youth.
Data:

<table>
<thead>
<tr>
<th>Portfolio Rating</th>
<th>Number of Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inadequate</strong> (the portfolio did not show that the course provided students with clear opportunities to demonstrate their learning related to diversity)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Adequate</strong> (the portfolio showed that the course provided opportunities for students to demonstrate their learning related to diversity)</td>
<td>11</td>
</tr>
<tr>
<td><strong>Exemplary</strong> (the course syllabi, assignments, and activities consistently and clearly provided opportunities for students to demonstrate learning related to diversity. This course is an example for others)</td>
<td>4</td>
</tr>
</tbody>
</table>

Types of Learning represented in course portfolios

| Reflection: As we have engaged in this process, we have learned a great deal about how students learn about diversity in Capstone courses. The conversation among the reviewers following the portfolio review process revealed a number of issues for further consideration. The findings and observations can help shape the way diversity is approached in Capstones. The best courses included content about diversity AND opportunities for students to make sense of new populations and perspectives for themselves. We found examples where course content seemed to be very related to diversity, but assignments did not encourage students to reflect about diversity. In other courses, diversity was not the primary content of the course, but there were very well-developed assignments that brought the topics in and encouraged reflection and processing. There seem to be opportunities here for improvement in assignment design and syllabus construction.

A second area that came up as we reviewed the courses is that there was a clear distinction between courses where students are interacting directly with the target population of the course (e.g., tutoring, interviewing, assisting) and courses that provide indirect service to a population (e.g., grantwriting, web-site building, marketing). In cases where students were not interacting directly with a target population, there was a sense among reviewers that there needed to be more effort to
include content about the population. Based on this assessment, direct vs. indirect service seems to be an important
distinction related to diversity and could be a fruitful topic for future faculty development efforts.
Finally, we noted that the University Studies definition of diversity as it currently stands leaves out some identity
groups including age. In order to truly reflect the diverse populations that the Capstone program serves, this definition may
need to be revisited.

Capstone Faculty Reflection Analysis: Diversity (excerpt from 09-10 University Studies Assessment Report)

Data Source: The “faculty reflection” component of the e-portfolio was introduced to help us better understand how and in
what ways student learn about diversity in the context of a capstone course. Year after year over 75% of capstone students
reported that they explored issues of diversity in their capstone. However, we didn’t know how the course was structured to
facilitate this exploration. Furthermore, over 75% of students reported that they better understand others who are different
from themselves as a result of their capstone experience. Again, we didn’t know how the capstone contributed to that
understanding. For many years we analyzed student work samples to gain this knowledge. Recently, we shifted our focus to
faculty reflections so that we could learn more about the pedagogy that helps to facilitate student learning. Ultimately, we
wanted to study faculty written reflections to identify best practices in teaching students about diversity. The Capstone Office
collaborated with the University’s Office of Institutional Research to recruit 20 capstone faculty to submit a written response
to the following question. Of the 20 recruits, 19 submitted written reflections. Three researches from the Capstone Office
(one administrator and two faculty) analyzed the data using the qualitative analysis methods out lined by Creswell (1994). The
researchers read through the faculty reflections, coded them individually, and recoded them collaboratively to determine the
final themes in accordance with Creswell’s methodology.

Findings: The researchers found that the faculty reflections illuminated many best practices for fostering an appreciation for
“the diversity of the human experience” among capstone students. Faculty insights about the pedagogy in their courses fell
into three broad categories: theoretical principles that served as a foundation for diversity education, classroom culture, and
specific teaching strategies to enhance students’ appreciation of diversity.

The first category focused on the theoretic principles which served as an intellectual framework for the diversity education
they chose to implement in their course. The five main themes found in this category were:

1. Oppression Theory (an examination of underlying social causes at the root of the social issue)
2. Social Justice Education (similar as above, but addressing justice issues as well)
3. Diverse Learning Perspectives (using learning inventories and learning styles to explore the diversity of the human
   experience)
4. “Whole Student” Development Approach (reflection for the purpose of learning about oneself, one’s own history,
   one’s social location, identity wheel).
5. Constructivist Philosophy of Education: knowledge is constructed and the course helped students make meaning of
   experiences.

The second category focused on the conscious development of a “classroom culture” to support diversity learning in the
capstone. Faculty described a variety of elements that must be in place in order for the course to address diversity in deep and
meaningful ways. These included:

1. A small class size (The average enrollment for a PSU capstone is 15 students.)
2. Some form of a “group charter” developed early in the term and kept visible throughout the course which focused on
   issues such as confidentiality, respect for diverse perspectives, and equal time during class discussions.
3. The development of a “Community of Learners” where students knew each other by name and engaged with and
   learn from their peers in the classroom setting.
4. A shared commitment to the work of the community partner, the community-based learning experience, and the final
   group project.

The third category focused on concrete teaching strategies that faculty used in the course to enhance student appreciation
for the diversity of the human experience:
1. Making diversity an explicit learning goal in the syllabus, assignments, and final project
2. Reflective Assignments (writing assignments, journals, etc.) that a) challenge previously held beliefs, b) encourage new insights, and c) reflect on the service-learning experience.
3. Create safe learning environment: Opportunities for students to process painful information (how remain agents of change, how to stay committed. Space and place to process emotions
4. Class Discussions on Diversity
   a. in person
   b. on blackboard
   c. in groups
5. Films focused on diversity themes
6. Guest Speakers (those in the trenches, those effecting change, clients served by community partner agencies)
7. Examination of a “text” (books and articles) related to diversity
8. Student Presentations on diversity topics (to peers or community groups)
9. Case Studies/Role Play
10. Faculty/Mentor /Site Supervisor (faculty and community partner) modeled appreciation of human diversity in the ways they treated other students, colleagues, clients
11. Faculty framed diversity education in terms of a life-long career development skill-interacting with diverse populations over the lifespan
12. Embed in actual course content: not a separate topic but as an essential element of the course content
13. Opportunities for students to stay involved after course is over to remain engaged with diverse populations

Reflection: Our review team gained some new insights through their analysis of the faculty reflections. In short, a combination of intentional classroom culture, a strong theoretical framework, and targeted teaching strategies enhanced student learning related to the “diversity of the human experience.” Student learning was further enhanced by faculty members’ ability to integrate these components into the course in a seamless and sustained manner.

Our review efforts made clear that faculty varied in their ability to facilitate each of these course components. However, the combined lessons from these reflections will contribute greatly to ongoing faculty development related to the diversity goal.
### Freshman Inquiry

In this course I have had opportunities to:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore issues of diversity such as race; class; gender; sexual orientation; ethnicity</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

The instructor:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

The mentor:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own. (M)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### Sophomore Inquiry

Please indicate how strongly you agree or disagree with the following statements about your learning experience in this course.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course provided opportunities to explore issues of diversity such as race; class; gender; sexual orientation; ethnicity or ability.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Capstone Experience:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helped me understand those who are different from me.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>This course explored issues of diversity (such as race, class, gender, sexual orientation ability)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

Which of these topics were covered in this course? Please mark all that apply.

- ☑ Racial and ethnic issues
- ☑ Women and gender issues
APPENDIX B:

Diversity 6-point Rubric

THE DIVERSITY OF HUMAN EXPERIENCE

**Note:** In this scoring guide, “diversity” refers to differences in ethnic, religious, and cultural perspectives, class, race, gender, age, sexual orientation and ability.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6 (highest) | Portfolio creatively and comprehensively demonstrates an understanding of personal, institutional and ideological issues surrounding diversity in a scholarly fashion, using concrete examples. The work reflects an ability to view issues from multiple perspectives, to question what is being taught, and to construct independent meaning and interpretations.  
OR  
Demonstrates broad awareness of how the self appears from the greater perspective of human experience, questions own views in light of this awareness, and contemplates its implications for life choices in the personal and public spheres. |
| 5 | Portfolio presents persuasive arguments about, and insights into, prominent issues surrounding diversity, and discusses ways in which personal and cultural experiences influence lives, ideas, and events.  
OR  
Reflects on personal experiences within the broader context of human experience, demonstrating a sophisticated awareness of the limitations of subjective experience and an informed view of the role difference plays in societies and institutions. |
| 4 | Discusses personal experience within the broader context of human experience, demonstrating a working knowledge of features of diverse peoples, societies and institutions, and analyzes these features in some way. |
| 3 | In addition to demonstrating a basic comprehension of some issues surrounding diversity, demonstrates some attempt to meaningfully locate oneself within the broader context of diverse culture. |
| 2 | Portfolio demonstrates a basic comprehension of some issues surrounding diversity.  
OR  
Relates personal experiences within the context of broader human experiences, but does not locate self within that context in a thoughtful manner. |
| 1 (lowest) | Portfolio uses some terminology surrounding diversity, but fails to demonstrate meaningful comprehension of those concepts.  
OR  
Tells of personal experiences but does not connect, compare or contrast those with the experiences of others. |

**X = No Basis for Scoring (use only for missing or malfunctioning portfolios)**
APPENDIX C:

Capstone Course Portfolio Scoring Instructions: Diversity

The purpose of evaluating course portfolios is to determine whether students have had the opportunity to meet University Studies learning goals in their Capstone course. We are looking at one aspect of these courses related to diversity. We expect that the portfolios will represent a range of approaches to diversity and some will be more explicit about that than others. As you read the portfolio, it may seem that another area of the course is stronger than diversity, but we are reading for and evaluating only diversity at this time. We will address other goals in future assessment efforts.

We are not evaluating teaching or the success of any particular class or instructor. We are not re-evaluating the work of individual students.

We are assessing courses to determine whether students have experiences that allow them to reach our learning outcomes. We will use this review to identify areas of strength related to diversity and areas for improvement in the Capstone program.

University Studies Diversity Goal: Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.

Expectations for student learning in Capstones: Capstone courses allow students to apply the expertise learned in the classroom to address real issues in the community (consistent with our motto to “Let Knowledge Serve the City”). Through this process students are expected to deepen their appreciation for diverse communities and become more aware of issues facing their communities, themselves and other various populations. Through these community interactions students encounter “the other”. The purpose of this assessment is to capture the wide variety of ways that students come to learn about diverse populations through direct interactions and indirect service to a variety of populations.

Capstone courses allow students the opportunity to demonstrate one or more of the following types of learning:

1. Reflect on their personal experiences interacting with diverse populations (e.g. mentoring, tutoring, interaction with senior citizens, oral histories) or indirectly serving and learning from a diverse population (e.g. grant writing for Camp Starlight which serves kids infected and affected by HIV and AIDS, creating marketing plans for international women’s cooperatives)
2. Analyze new insights developed as a result of working with and/or learning about diverse populations (this may include addressing previously held stereotypes, new sensitivities, new awareness of self and others, new relationships).
3. Document new insights about the root causes of specific social issues and how social and environmental issues impact specific populations
4. Write reflections on how they come to understand their own values and self identity on a personal level and how these values and identities shape their relationships with “others”
5. Demonstrate an understanding and valuing of multiple perspectives

Scoring Instructions:

Rate the extent to which the portfolio demonstrates that course experiences result in the types of learning listed above (points 1 – 5 on the list). Indicate a rating for the overall portfolio based on the categories below. Please also list the types of learning you found evidence for in the portfolio, referring to the list above) and add any notes about the syllabus, assignment, student work and faculty reflection that you believe will be helpful to interpret your score.
Rating categories: We expect Capstones to address at least one of the points listed above

*Not enough information:* portfolio is missing component(s) and/or evidence provided is insufficient for the rater to determine if course experiences address expectations and students learn what the faculty expects them to learn in a Capstone course.

*Inadequate:* portfolio suggests that students did not really have experiences in the course that led to the type of learning described above. Student work, course material, and faculty reflection indicate that the expectation for student learning was met only minimally, if at all.

*Adequate:* portfolio suggests that students had experiences in the course that led to at least one area of learning described above. Student work and course material indicate that the expectation for student learning was addressed or emphasized in the course.

*Exemplary:* portfolio suggests that students had experiences in the course that led to the type of learning expected. Student work and course material indicate that the expectation for student learning was emphasized consistently in this course. This course provides a good example of how to address diversity in a Capstone.