

Minutes of the Portland State University Faculty Senate, 9 January 2023

Presiding Officer: Rowanna Carpenter

Secretary: Richard Beyler

Senators present: Anderson, Baccar, Carpenter, Chorpenning, Clark, Clucas, Constable, Cortez, Craven, Cruzan, Daescu, Davidova, De La Vega, Dimond, Donlan, Dusicka, Eastin, Emery, Endicott-Popovsky, Finn, Garrod, Goforth, Greenwood, Hanson, Heilmair, Heryer, Hunt, Ingersoll, Izumi, Jaén Portillo, Kelley, Knight, La Rosa, Lafrenz, Lindsay, Matlick, Mudiamu, Newsom, Perlmutter, Raffo, Rai, Romaniuk, Ruth, Sterling, Taylor, Thieman, Tretheway, Tuor, Watanabe, Webb, Wern, Wilkinson, Zeisman-Pereyo.

Alternates present: Caroline Miller for Colligan.

Senator absent: Ajibade, Ferbel-Azcarate, Hunte, Martin

Ex-officio members present: Adler, Beyler, Bowman, Bull, Burgess, Chabon, Chaillé, Chivers, Estes, Ford, Harris, Herrera, Jeffords, Knepfle, Labissiere, Lambert, Lubitow, Mulkerin, Percy, Podrabsky, Reitenauer, Sager, Sanchez, Wagner, Wooster.

The meeting was **called to order** at 3:15 p.m. [*A technical problem caused a delay.*]

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call.**
2. **Minutes of 5 December meeting** were **approved** as part of the *Consent Agenda*.
3. **OAA response to December Senate actions** was **received** as part of the *Consent Agenda*.
4. **Procedural: Presiding Officer may move any item – Consent Agenda**
Item G.3, Report from VP-GDI, was moved to precede item C.1, Discussion.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

CARPENTER hoped that voices from all around campus would be heard and considered as we make important decisions. On December 5th, Senate passed a resolution regarding PRRP [Program Review and Reduction Process] and strategic budgeting. In the official administrative response [**February Packet Attachment A.3**] President PERCY agreed to provide the kinds of information asked for, including the array of options being considered and potential costs and revenue thereof. He and Provost JEFORDS have also agreed to help sponsor a campus event where we can holistically consider our priorities, options, and how to align these. CARPENTER noted that the preliminary accreditation report received from NWCCU includes recommendations in the area of shared governance and participative planning.

2. **Announcements from Secretary - none**
3. **Presidential search update**

CARPENTER called on Trustee Benjamin BERRY, Chair of the Presidential Search Advisory Committee, for an update. There have been over 30 listening sessions with over

300 students, faculty, staff, and community members. The committee is actively reviewing candidates. They do not know how many finalists there will be, but anticipate campus visits in early February. An email with a tentative schedule has gone out. CARPENTER asked about the range of people the candidates will meet with during their visits. BERRY: candidates will each be here for two days, attending some twenty meetings. One of these will involve Senate leadership and other Faculty committees. There will also be campus-wide forums and other opportunities to meet the candidates and hear about them. ROMANIUK asked about the process for the 300 listening sessions in the fall—who was invited? BERRY said he would get a specific response about that from his administrative team. Caitlyn PHIPPS, Assistant Secretary to the Board, said that there were two open sessions for faculty, a community-wide forum, and some open sessions for students. They also met with Faculty Senate Steering Committee. For the campus visits, there will also be sessions for the various union partners.

4. Call for proposals for Faculty Development Grants

OSCHWALD, co-chair of the Faculty Development Committee, related that they are receiving applications for this year's Faculty Development Grants. Last year FDC received about 60 proposals and funded about 85% of them. There is a maximum of \$15,000 across two years. Proposals are due February 6th. One new feature is that summer salary is now eligible [for funding]. WILKINSON called attention to an incorrect link on the OAA website.

5. Pronoun Project

Vice Provost WAGNER (re-)introduced the Pronoun Project, discussed in an email to faculty in November, which allows people choose pronouns as used in various academic spaces on campus, and determine where those are shared and where not. She called on Associate Registrar Nicolle DUPONT to give an overview. [For presentation slides see **January Agenda Attachment B.5.**] Students, faculty, and staff can go to their Banner My Account tab to update and/or share their pronouns. For new and prospective students, it's a question in their application. For sharing of pronouns, they are prioritizing learning environments such as Canvas and the Banweb class list or attendance tracking. For faculty and staff, it is listed in the campus directory. Becca LAWRENCE, Asst. Vice Pres. for Equity and Compliance, GDI, clarified, in answer to questions, that this is not a policy but a project. It is asking people to respect pronouns [that people want to use] as we do nicknames. If in doubt, the simplest thing is simply to call someone by their name. Some people choose to go by initials versus a pronoun. Murph MURPHY, Director of the Queer Resource Center, said that QRC has resources in their office on in SMSU and on their website [see **slide 4.**] There is some anxiety; everyone sometimes gets things wrong, but with practice we can get them right. Being open to learning is appreciated.

JAÉN PORTILLO asked if there was any initiative to address the diversity of names, such [those containing] accents, which are very common in Hispanic names. The system currently cannot handle them correctly. DUPONT: The Registrar's Office is aware that there are limitations within certain systems. There has been some progress. For example, the accent in JAÉN is now applicable in our information system—she could reach out to Human Resources to update this. However, not every character available on a keyboard is available in the information system, and certain characters would break or bend

downstream systems. Testing of different systems is necessary. JAÉN: It can be updated in the Registrar's system, but then triggers a chain of errors, so practically it cannot be codified correctly.

6. Bookstore contract and requirements

Dean of the Library BOWMAN stated that there are changes for interactions with the Bookstore coming from two different strands: a new legislative mandate and new Bookstore oversight [see **January Agenda Attachment B.6.**] In last three legislative sessions there have been bills addressing textbook affordability. The current one, Oregon House Bill 2919, requires that students registering for a class be able to see the total cost of materials, and therefore that universities establish days by which textbook and other course materials costs are entered into the data system. Like other universities we are using our Bookstore's system. If there are no required course materials, there's a box to check that says so. There is also a place to enter items not from the Bookstore. He asked that faculty add course materials [information] by the deadline, making an entry for every course even if nothing is required or if materials are sourced elsewhere. This is so students can be informed about the costs of courses they are considering registering for.

Next is change in Bookstore management, BOWMAN said. Originally the Bookstore was a co-op. About fifteen years ago it became a foundation. About ten years ago the foundation determined it would be cheaper instead of running the store themselves to have an operator, which since May 2021 is Barnes & Noble College [BNC]. BOWMAN said we are now transferring responsibility from the foundation to the University.

The contract with BNC has a provision about exclusivity of provision of course materials, BOWMAN said. There are some exemptions: 1) things available for free on the web or Library electronic resources; 2) things placed on reserve, in either print or electronic format; 3) zero-cost degree pathway courses—that is, part of a project to create a major without extra costs for course materials; 4) materials not sold at the Bookstore, e.g., chemicals; 5) existing contracts with certain publishers for direct purchase or for a negotiated lower price, though in the latter case the Bookstore is allowed to see if they can find a comparable price. Some students, e.g., veterans or international students, require Bookstore purchases to get reimbursement.

BEYLER wished to clarify whether a book available as an e-book through the Library, but for which students had the option to purchase a hard copy, counted as zero-cost, and also that students could of course purchase materials elsewhere if they wanted to, once the order was placed with the Bookstore. BACCAR noted that it was mainly more experienced students who availed themselves of that option. BEYLER remarked that it was a challenge to always have book orders determined so far in advance—in some cases the syllabus was being revised up till the last minute. BACCAR acknowledged that there needed to be a fudge factor, such as for new hires. But she said we need to try as much as possible to make decisions. The students need to know [costs].

CLARK asked if there is a penalty for non-compliance. BOWMAN: it's something you're not supposed to do, but there are no repercussions spelled out. JEFFORDS: while there are no penalties outlined in the legislation, she would prefer that we not be the first institution [to be reprimanded].

7. Committee conversations

CARPENTER said that Steering Committee had heard throughout fall term about the need for conversations about our institutional context and priorities. Trying something new, Faculty committees would be invited to find time during winter term during one of their meeting to discuss a series of questions developed by a subcommittee of Steering Committee. Individual members will also be given opportunity to respond. Steering plans to pull the responses together and share that information with Senate, faculty at-large, the Board of Trustees, and potentially our next president.

Change to agenda order: item G.3, report from VP-GDI, was moved here to precede C.

G. 3. Report from VP-GCI Ame Lambert

LAMBERT wished to share an update on the Time to Act plan and start conversation about PSU's becoming a majority-BIPOC institution. [For presentation slides, see **January Minutes Appendix G.3.**] She reviewed the background: in 2020, like many institutions around the country, PSU was activated around issues of racial justice—but not aligned. When LAMBERT started here in August 2020, there were many wonderful ideas, but as many about how to bring them together. She heard frustration about rhetoric with little action. The initiative was therefore called Time to Act. A meeting in October 2020 was about listening and having a holistic experience. The plan launched in November included a section for implementation and accountability. We created a baseline equity scorecard, disaggregating how various groups are faring.

LAMBERT reported that 94% of year one goals have been completed or are in progress. A full update is forthcoming. On student success we've received internal and external funding to expand our outreach with culturally relevant high-impact practices and affinity-based supports. We established a Dreamer center and a [Mid-East and North African students] center last year. As exciting as these initiatives are, they take two to three years for full impact. We need impact right now. So we are launching an employee mentoring program: asking for volunteers to spend 30-45 minutes a week with students. From talking with students, she knew mentoring could have a dramatic impact. Other initiatives, LAMBERT said, were a pilot of the Modern Think survey on workplace [climate] and the national survey of student engagement. The President's Office increased funding for cultural education, scholarship, and service programs; and for trainings and workshops by various stakeholders. The third cohort of our [intercultural] immersion program was this past summer. OAI is producing a toolkit to support faculty efforts. We are also creating a Presidential Racial Justice Speaker program.

LAMBERT reported that the Association of Public and Land-Grant Universities recognized our efforts to support minority student success. When minority faculty join the institution, they're connected with various resources and support programs: affinity groups, guidebooks on navigating promotion and tenure, social events, etc. There are challenges both within the organization and in the larger community. The program is designed to help people find their home both within and beyond the university—to help with feelings of isolation. We launched a search advocate program, and are looking for a deeper understanding of exit interview data. Vandelda HOPES, OAA Chief of Staff, has been a Presidential Fellow looking at invisible labor.

People have been activated, LAMBERT said, around the idea that we should have a budget that reflects our values and drives our values. Last year the deans reported on what they were doing to support racial equity and support minoritized students' success. A take-away is that everyone is doing something, but we need greater alignment. However, autonomy is also important and we want to honor the difference in different departments and areas. There is room for solos, but we need a symphony. We have coalesced around the idea that we want to be a more representative campus, and around some best practices in hiring. We see that we are actually diversifying. We want folks owning the Time to Act plan and figuring out ways to scaffold it—this is showing up in departmental goals and plans.

LAMBERT stated that the plan centers on BIPOC voices and needs. Communities should get to design their futures, and should have access to critical resources to do that. Starting in June we hosted five affinity convenings.

Our goal, LAMBERT said, is the thriving of our students, our colleagues, and the community in which we are embedded. We are seeking equity. But there is also an opportunity to deepen our definition of access—creating more entry points, [and points for] people to stop out and come back.

LAMBERT said we want to proactively embrace our future as a majority-BIPOC student institution. In fall 2022 we passed the halfway mark for people of color, looking at single counts. If we look at multiple counts—when students can indicate identities—Native students go up to 4% and Pacific Islanders become almost 3%. Within two years will probably qualify as a Asian American, Native American, and Pacific Islander Student Serving Institution. We are already an emerging Hispanic Serving Institution. According to HECC data, we have 352 more Black students than any other Oregon public university, 84 more Native students, and 49 more Pacific Islander students. Many of these students are coming from the tri-county [Portland metropolitan] area. Most of us have never worked at such an institution. LAMBERT came here from an institution that worked hard to get to 18% BIPOC students. She was surprised to hear from students here that there was no critical mass. She believed we are still in catch-up mode: it has happened quickly, and we are still trying to make sense of our new reality.

Racial justice work, LAMBERT said, is not a special interest or a merely political initiative. It is values-driven, the reality of who we are and where we are going. As minoritized students go, so goes our student body and our financial health. Shared governance and shared futures go together. To use a business model, it's where our future growth will come from. What you do support minoritized people is the universal design idea. What you do to support minoritized people benefits the whole. For example, curb cuts for wheelchair access also benefits people using scooters and bicycles.

At the summit, LAMBERT continued, the people we brought in were amazed at how aligned respondents were in their vision. We leaned into the idea of representation in a complex way. It's about the relationship of people to power, to decision making, about how we support and infrastructure. This drives equity. LAMBERT hoped this becomes our reality in the future. In February there will be a kickoff to further conversations, and reflection on where we've come since 2020.

Return to regular agenda order.

C. DISCUSSION

1. PSU's future as a Hispanic-serving institution and majority-BIPOC campus

FORD asked if there is a budget for compensation or buy-outs to support faculty mentors in the program mentioned. LAMBERT: it is a volunteer effort for faculty to engage with students. There is funding for programming.

JAÉN PORTILLO emphasized aligning our funding with our priorities in order to create the resources that BIPOC students need. One essential resource is advising—guiding students through the paths and programs available to them. We currently have a gap in advising for our Hispanic student population. While we have several pathway advisors who are bilingual, they are overwhelmed, maxxed out. As a result, students can't really get the guidance they need in a timely way. Is there an initiative to examine and close this gap? LAMBERT: one thing [underway] is cohort-based programs in the administrative and academic units. We are trying to expand the capacity and cultural responsiveness of centralized advising and unified messaging, while recognizing specific efforts such as the GANAS program. JEFFORDS said that multilingual capacity has become prioritized in the hiring of new advisors.

CHIVERS observed that according to the literature on retention and graduation, contact time [between students and educators] is an important measurable factor. In her department, the ratio between part-time and full-time faculty is 3:1. Many adjuncts are hired to teach once or twice a term; others are hired as much as HR will allow, namely half-time. How can part-time educators promote contact time for students? In mentoring is the expectation that it will be done for free by just tenured faculty? LAMBERT said on labor issues she would have to defer to others. Her lens is that everybody does retention [work] every day. We all have to figure it out.

D. UNFINISHED BUSINESS – none

E. NEW BUSINESS

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

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

2. Changing academic field designation of SPHC courses to social science and natural science (ARC)

WATANABE said that the Speech and Hearing Sciences Department had asked to change the [academic area] distribution of their courses from arts and letters to social science [or natural science for some courses]. The department used to be part of Speech Communication, whose courses automatically received the arts and letters designation. ARC supports the proposal. Christina GILDERSLEEVE-NEUMANN, Chair of SPHR, stated that their courses are better aligned with either social sciences or natural sciences.

FORD/RAI **moved** changing the academic area distribution of SPHR courses as specified in **January Agenda Attachment E.2**.

ROMANIUK wondered about implications for advising. SPHR course are currently under the Language, Culture, and Meaning pathway, which serves arts and letters subjects. The pathway working primarily with social science majors is Society and Identity. Has there been discussion of how this change would work for advising and connecting to those majors? GILDERSLEEVE-NEUMANN thought it would be good to further discuss this. Society and Identity might be a better match. However, many pathway advisors are familiar with the SPHR program, so perhaps a formal change would not be necessary. INGERSOLL noted that the pathways were initially created based on patterns of [students] changing majors, regardless of academic area distribution.

The proposal to change the academic area distribution of SPHR courses to social science or natural science given in **Attachment E.2** was **approved** (40 yes, 1 no, 3 abstain, vote recorded by online survey).

F. QUESTION PERIOD – none

G. REPORTS

1. President's report

Regarding financial sustainability PERCY had heard comments like: We're doing a lot of different things, but we don't know how they fit together—we don't see the common logic. He was preparing a report on how our efforts works together as a package. He appreciated the chance to meet with Budget Committee earlier today. The motion passed [in December] called for a symposium on budget issues—a significant amount of time to discuss budget planning, to do budgetary thinking for the future. He talked with the PO and BC about this, and would like to plan an event. What would be an effective use of our time? He would be willing to pull in an outside facilitator if that would be useful.

PERCY reported that Federal legislation again now allows for earmarks, or specialized grants for particular purposes. Our government relations people worked diligently and we received \$2 million to support low-cost or no-cost housing for students—one of their basic needs. It is connected also to efforts to bring more people back downtown. We also received \$750,000 startup money for a center for microplastics research.

2. Provost's report

JEFFORDS said that they are moving forward with PRRP. Reports from Phase III units are due on January 15th. She will read the reports and work with the units and their deans to move forward with actions based on them.

They are also, JEFFORDS said, moving forward with the hiring freeze instituted by the President in December. They have published on the [OAA] website timelines, processes, and materials related to the hiring pause.

JEFFORDS announced they are also moving forward with conversations about federated service centers, one of the recommendations from the support services review (Huron report). She asked Vice Provost MULKERIN to lead that work.

JEFFORDS solicited nominations for the PSU Excellence Awards.

Another recent action of the state legislature, JEFFORDS said, was establishment of the Transfer Council. She was serving as co-chair of this group. along with a community

college academic officer. An important part of the work over the last nine months or so is to develop common course numbering systems. PSU faculty and staff have participated in various subcommittees. Soon we will be seeing proposals for the first batch of common course numbers in communications, mathematics, statistics, and writing. UCC is reviewing the proposals.

As previously mentioned, we have received the preliminary accreditation report. JEFFORDS and PERCY would be at the upcoming NWCCU meeting for their formal vote. She did not anticipate any surprises. The commission did offer some suggestions, including several relating to opportunities for inclusive conversation around major decisions and budgeting. She and the President are looking forward to working with Senate to create those conversations.

Change to agenda order: item G.3, report from VP-GDI, moved above to precede item C.

4. Monthly report of AHC-APRCA

REITENAUER stated that the Ad-Hoc Committee on Academic Program Review and Curricular Adjustment had not undertaken new business since passage of the resolution [on PRRR and strategic budgeting] at the December Senate meeting. As mentioned by JEFFORDS, the deadline for Phase III reports is on January 15th. She will be meeting with the committee on the 18th, after the reports have been received by her office. She and co-chair ESTES have reached out to the five Phase III units; she knew that the units had been working collaboratively as well as individually. She asked if any of the members for those units wished to add anything at this point. KELLEY: We're tired.

5. Midyear report of IAB

The Midyear Report of the Intercollegiate Athletics Board [**January Agenda Attachment G.5**] was **received** as part of the *Consent Agenda*.

H. ADJOURNMENT – The meeting was **adjourned** at 5:02 p.m.

T:ME TO ACT

3 YEAR RACIAL JUSTICE PLAN

Year 1 Update



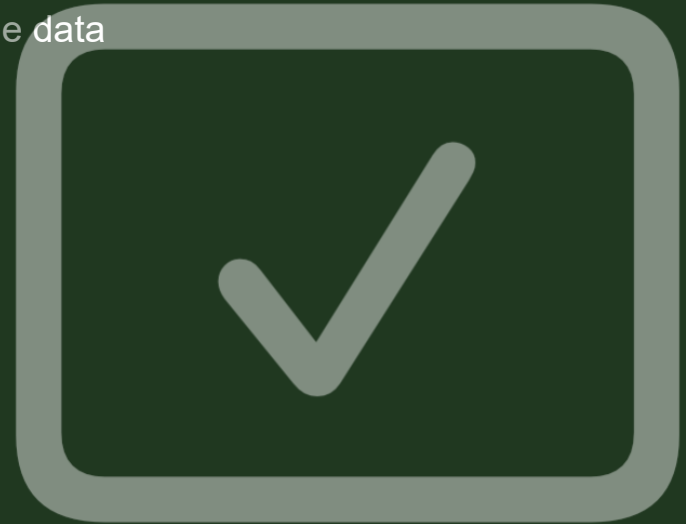
ACTING FOR A JUST AND EQUITABLE FUTURE

- Activated but not aligned
- Gap between rhetoric and Action
- Time to Act
 - October 2020 Summit: 600+, 1 day, virtual
 - No black lives matter statements (holistic experience with performing arts and asset based narratives)
- Five task forces:
 - Leadership & Infrastructure
 - Campus Climate & Intergroup Relations
 - Employee Access, Success & Equity
 - Education, Scholarship & Service
 - Student Access, Success & Equity

ACTING FOR A JUST & SUSTAINABLE FUTURE

- Short-term (3 years), high impact recommendations
- Grounded in work that has come before
 - Task force reports
 - Diversity action council committee recommendations
- Plan launched on November 8th, 2021
 - Implementation section and executive sponsors for accountability

- EQUITY SCORECARD
- Estele Bensimon (USC)
 - Metrics picked for each of the taskforce areas
 - Evolving document as we work to increase available data
 - Equity index: 1 represents equity



EQUITY INDEX FOR FIRST-TIME GRADUATION RATES FALL 2014 ENTERING FULL-TIME STUDENTS BY RACE/ETHNICITY

Equity index: six-year graduate rates

Unduplicated Race/Ethnicity	First - Time	Transfer
Asian	1.36	1.06
Black	0.70	0.92
Declined to Respond/Other	0.68	0.96
Hispanic/Latino	1.04	0.98
International Students	0.92	1.08
Multiple Ethnic/Race	0.95	1.04
Native American	0.57	0.84
Pacific Islander	1.09	1.09
White	0.98	1.00

ACTIONS TAKEN IN PROGRESS



94% OF YEAR 1 GOALS COMPLETED OR IN P

Student Access, Success and Equity

- Secured internal and external funding to expand outreach, high impact practices and affinity based supports
- MSI Designation efforts (AANAPISI and HSI Task Forces)
- Established Dreamer and MENASA Centers
 - **Impact in 2-3 years**
- **Launching an employee mentoring program (Invitation)**

Climate and Intergroup Relations

Modern Think Survey Pilot

National Survey of Student Engagement

Programming Funds



Education, Scholarship and Service

Variety of Trainings and workshops offered across campus

- Managers as coaches
- Trauma informed leadership
- Culturally responsive practices
- Becoming an Hispanic SERVING Institution
- College/school wide trainings and colloquia
- OAI workshop

Cohort III of Intercultural U completed this summer

OAI Toolkit

Presidential Speaker to launch this year



EMPLOYEE ACCESS, SUCCESS, AND EQUITY

OUR APLU RJE AWARD WINNING EFFORTS

- Welcome letter introducing affinity groups
- Book for TT faculty on navigating the tenure process.
- Connection to Partners in Diversity ‘Say Hey’
 - Hosted on campus in November
- New Faculty connection with senior administrators and tenured BIPOC faculty
- Employee welcome lunch in December 2020 and socials
- Monthly Connections
- PSU’s inaugural leadership academy launched January 6th and completed on August 4th
- Planned deeper Analysis of exit interview data (BFSAG)
- Search Advocate program



Leadership and Infrastructure

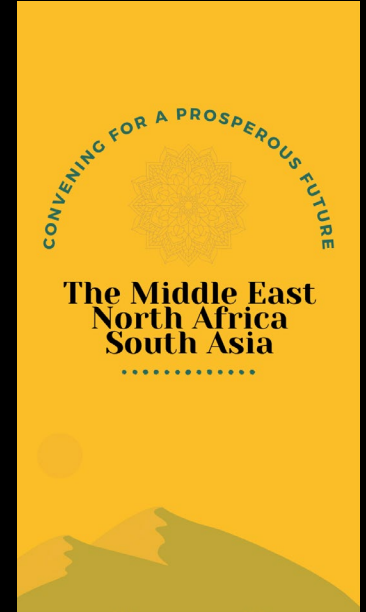
- Invisible Labor Presidential Fellow (Vanelda Hopes)
 - Ad hoc committee on equity in promotion and tenure processes
- Equity in budgeting
 - Vice presidents and Deans worked with their teams to report on how their budgets were supporting racial equity and minoritized student success
 - Everyone is doing something, but we need greater alignment and coalescing around a few critical things and best/next practice, while honoring autonomy and contextual realities/differences
 - Recruitment/hiring as exemplar
- More folks across campus implementing the Time to Act Plan
 - More specific goal setting guidance



LEADERSHIP & INFRASTRUCTURE

- **Leadership & Infrastructure Initiative 4:** Center BIPOC voices and needs (agency and self determination)
 - **Primary Objective:** For empowered BIPOC communities to design their futures with access to critical resources to make the future reality.
- **Leadership & Infrastructure Initiative 5:** Embed racial equity in community engagement activities
 - **Primary Objective:** Mutually beneficial and uplifting relationships between the institution and the BIPOC community. BIPOC Communities view PSU as an authentic anchor institutional and partner.

NOV. 4th MACROCONVENING FOLLOWED A SERIES OF AFFINITY CONVENINGS



GOAL

The holistic success and thriving of PSU students and employees from every background and the thriving of the community we are embedded in

That looks like:

Equitable retention, completion, advancement/mobility and success rates across groups.

Deepening our definition of access (our DNA)



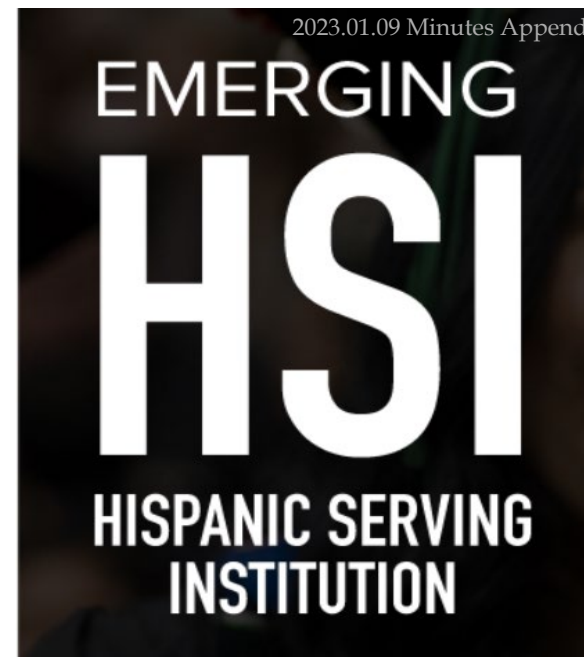


EMBRACING A MAJORITY STUDENT BODY FUTURE

DEMOGRAPHICS FALL 2022

Percentage	Race/Ethnicity
46%	White
5%	African American/Black
22.6%	Hispanic/Latinx
10.1%	Asian American
1.4%	Native American/Alaska Native
0.6%	Native Hawaiian/Pacific Islander
6.8%	Multiracial
4.2%	International
3.3%	Unknown/other

NOTE ON UNDUPLICATED VERSUS DUPLICATED



AANAPISI
Asian American and Native American
Pacific Islander-Serving Institutions

** Percentages are based on an overall student count of 11,200 (full -time undergraduates)
Unduplicated race percentages from Fall 2022 EOT factbook for full -time UG's*

SUPPORTING A PARADIGM SHIFT

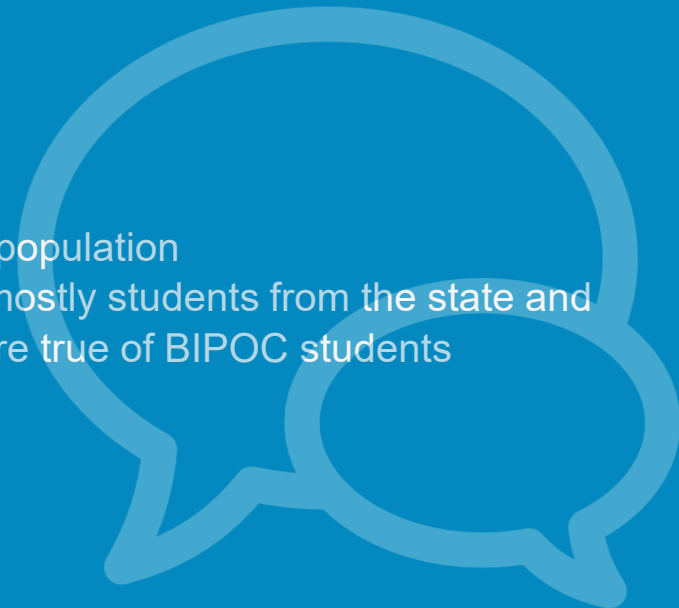
A new narrative/mental model

Emerging majority BIPOC student institution (not just MSI) means we will be:

- An AANAPISI
- An HSI

And that we have (fall '21 HECC data):

- 352 more black students than anyone
- 84 more Native students than anyone else
- 49 more Pacific Islander students than anyone else
- The total BIPOC student population exceeds the white population
- We are an urban serving anchor institution that serves mostly students from the state and really students from the tri county area. This is even more true of BIPOC students
- Most of us have never worked at such an institution
 - Same stories



THE REALITY

- The days of racial justice work ‘just’ being a special interest or even a values driven or moral responsibility [right thing to do] are over!
 - This is not political initiative
 - We are on the path to becoming a majority BIPOC institution (2nd majority BIPOC 1st year class: growth in all BIPOC populations)
- As minoritized students go, so goes the student body and our financial health
 - Returning to the idea of Shared Futures
- Business world analogy
 - Growth
 - Gaps

THE POINT

Our diversity should [has to] mean something (mission, values and justice).

We have an opportunity to make:

PSU the institution of choice for minoritized people [and by extension all people, because the changes you make to support minoritized people benefit all: university design, curb cut], in the Portland area and beyond, who want to be seen, valued, developed, and equipped to lead the future.

We want to be a place where people come to thrive!!

VISION

We aspire to make the vision created at the October 2020 summit a reality.

This vision centered around the theme of representation.

More than 70% of the responses from more than 600 attendees in the 2020 Equity Summit Dream Headline activity mentioned representation as the key driver to build the community that we want to see at PSU. To you, [PSU's campus] representation goes beyond demographic makeup: it is a rich concept of Presence, Relationship, Power, and Responsibility.