Recommended Initiatives for Consideration by the Strategic Planning Development Team

June 2015
Problem Statement

*Portland State University is an access institution committed to inclusion and equity. How successfully is PSU living up to these values, and how can the university improve its ability to deliver equitable outcomes for all students, employees, and community partners?*

External Context

The Portland metropolitan region and Portland State University are becoming increasingly diverse, as the rate of increase in the number of non-White residents and students continues to outpace growth in the White population. These population shifts place a unique set of demands on an institution that has for most of its existence been led and sustained by Oregon’s dominant culture, which is overwhelmingly White.

Objectives

The educational and employment outcomes of our graduates can largely be predicted when their race, national origin, health status, socioeconomic status, sexual orientation, and/or gender expression is taken into account. This status quo is not only unjust, but threatens the financial and moral standing of the university. Affirmative and deliberate action is required to foster more equitable, merit-based outcomes. Success toward achieving these outcomes should be regularly measured and shared with the community. We recommend that assessment tools and methodologies outlined in the “Protocol for Culturally Responsive Organizations”¹ be adopted by PSU.

Proposed Initiatives in Brief

1. Institutionalize PSU’s commitment to equity in its policymaking and planning by formally evaluating all decisions with university-wide impact using an equity lens;
2. Prioritize diversity in the curriculum by formally assessing diversity learning outcomes university-wide;
3. Build an inclusive campus climate by creating expectations and support for faculty, staff, and student leaders to regularly participate in culturally responsive learning opportunities;
4. Adopt best practices for the recruitment and retention of faculty and staff from underrepresented populations to ensure that staff and faculty reflect PSU’s diverse student body;
5. Increase efforts, strategies, and investment in recruiting and retaining underrepresented and underserved students;
6. “Let knowledge serve the city” by leveraging community partnerships and establishing new relationships with the specific intent of reducing socioeconomic disparities in the Portland area and across Oregon.

### SWOC Analysis

#### STRENGTHS
- Perception of a diverse campus
- Appreciation of recruitment, supporting structures and funding of faculty of color
- Strong policies, at least on paper
- Resource centers make a huge difference
- Native American Student and Community Center
- Good intentions
- Student-run groups – grassroots and bottom-up organization.
- Social Sustainability Month
- Multiple “anchor’ points”
- The open minded viewpoints and dedication to diversity and inclusion of so many PSU employees and students uniquely position this university as one that can really set the standard for what Equity, Opportunity, and Access should look like in higher education.

#### WEAKNESSES
- Perception of diverse campus not meeting with reality
- Disagreement on campus regarding University Studies, particularly among faculty
- Only a small proportion of faculty is from under-represented communities
- LGBTQ students don’t see themselves reflected in staff/faculty
- Only very specialized courses speak to some students’ experiences
- Faculty need more opportunities to learn about indigenous peoples
- Underfunding of student resource centers
- Good intentions lack long-term follow through
- Students are asked to directly fund student groups through fees
- Diverse students and the groups that support them are used for public relations purposes but the university doesn’t offer necessary financial support. The comment was made: “Students have to pay for their own activism, and the university benefits economically from that at very little cost to the university. The funding model is off.”
- Insufficient high school recruitment in underrepresented areas (e.g. rural) and groups.
- Gap between the university’s diversity rhetoric and the funding model that supports diverse student services
- Does PSU proactively plan for which student success services will be needed in the future?
- Professors (especially adjuncts) don’t always know about the resource centers and other supports available to students.
- Professors don’t always handle accommodations for students with disabilities in a way that is inclusive, understanding, or compassionate. (Survey data indicates that PSU students with Disabilities oftentimes feel shamed, embarrassed, and/or like they need to “get over” their disability when speaking with faculty)
- Not all buildings are ADA accessible. While classrooms can be moved to more accessible locations, this is a larger problem when academic or student service programs are located in these spaces, forcing students with disabilities to meet with program staff elsewhere – segregating them from their peers.
- Faculty and staff do not go through consistent training and are not handed a PSU faculty/staff handbook which could outline the most important PSU policies and procedures they should each know about as they begin their time with the University.
- Training on DRC-related procedures for individual employees is not mandatory at this time, nor is there any informal expectation that departments must receive DRC training at any time.
### CHALLENGES

- Racism, institutional and otherwise.
- Ableism.
- Heteronormativity.
- Sexism.
- Recruiting and retaining underrepresented faculty. Our poor working conditions hurt our ability to recruit.
- Student retention.
- Sense of “campus life” is missing.
- Oregon public high school graduation rate is ranked 49th in the country.
- Low academic performance by student athletes due to excessive demands.
- Gaps in services for underrepresented students. Eg. Asian and Pacific Islander students.
- PSU’s new Automatic Payment Plan hurts financially challenged students and students who are marginalized in other ways.
- Funding for the Center for Student Health and Counseling (SHAC) is insufficient to handle the need. This impacts students’ ability to come to class. Students with mental health issues, for example, can quickly use up their allotted number of counseling hours for the year, forcing them to seek support elsewhere.
- There is no required cultural competency training for staff.
- Getting into a University can be a challenge for a student with a disability who was not fortunate enough to go to a high school that accommodated well. Students with disabilities must meet the same admissions criteria as all other students and if their support system wasn’t substantial when they were in high school, their likelihood of getting in and doing well can be threatened. We should develop a comprehensive transition/retention program for these students to ensure they get what they need to be successful once they’re here.
- With more and more case law demonstrating that online accessibility is a huge liability for universities and other businesses nationwide, we must dedicate significant university-wide energy and resources to ensuring we’re providing students with disabilities equitable opportunities to access PSU’s electronic information.

### OPPORTUNITIES

- Hold accessible town hall meetings and surveys with better timing and more options for feedback.
- Get feedback from small campus networks, including faculty senate and staff meetings.
- Utilize and enhance Diversity and Multicultural Student Services (DMSS) programs.
- Examine the success rate of students transferring to PSU from community colleges. Is it better for transfer students than those coming straight out of high school? If so, what is it about the community college model that prepares students to succeed in a 4-year institution?
- Use predictive software for early monitoring of student success rates.
- Provide additional mental health support.
- Improve food security for PSU students by building the ASPSU Food Pantry and working with the Committee for Improving Student Food Security
- Improve HR onboarding with a cultural responsiveness focus.
- Provide a stronger cultural responsiveness component in student orientation and faculty training.
- Explore interactive cultural competency opportunities that involve faculty, staff and students.
- Come up with an alternative to the term “cultural competency.” It sounds harsh to some people, and the university may get less pushback if it used a different term.
- Capitalize on or improve upon the Safe Campus Module required of all students.
- Have conversations with “out” groups about marginalization
- Review PSU’s the Diversity Action Plan and examine how well it’s working.
- Universal design for learning is an amazing opportunity that would allow faculty to develop courses that work with various learning styles, experiences, disabilities/abilities, strengths, etc. This curriculum-design technique focuses on building in flexibility of teaching and flexibility of student engagement and assessment so that more learners can succeed. This is a strategy for retention that has not yet been fully explored but could help PSU retain more underrepresented students.
Proposed Initiatives in Full

1. **Institutionalize PSU’s commitment to equity in its policymaking and planning by formally evaluating all decisions with university-wide impact using an equity lens.**

The use of an equity lens to evaluate high-level policy changes should not end with the current strategic planning effort, but rather be incorporated as a permanent feature of the university’s planning process. Such analysis should be overseen by a senior university administrator, be made publicly available, and should also annually assess the equity outcomes of the Strategic Plan. We recommend that assessment tools outlined in the *Protocol for Culturally Responsive Organizations*\(^2\) be adopted for this purpose.

In the interim, the Board of Trustees should demonstrate leadership in this area by requesting the President to evaluate, update, and operationalize the university’s Diversity Action Plan. Those university personnel who will be held accountable for the Plan’s implementation should be clearly identified.

**Resource Implications of this Initiative**
This proposal requires only a slight reapportionment of existing human resources, and need not depend for its implementation on any new hiring or budget line items. This initiative should be considered low complexity and high impact.

**Interdependencies with other Topic Teams**
This initiative overlaps potentially with all other Topic Teams, depending on the scope of their proposed initiatives.

**Trade-Offs**
Implementing this initiative may, at least in the short term, slow the pace at which the university considers and adopts new university-wide policies and processes. The loss in perceived administrative efficiency does not overwhelm the university’s ongoing responsibility to thoughtfully consider the equity impact of its practices and policies.

**Equity Lens Questions - Race/Ethnicity**

*Who is affected—positively, negatively, or not at all—by the elements of this part of the strategic plan and what are the specific advantages and/or barriers to each group?*

The projected beneficiaries of this initiative are all those whose interests are not systematically considered in the normal course of policy formation and implementation at PSU. Scores of decisions are made every year by the President and the Executive Committee, the Board of Trustees, the Provost, and FADM that have the potential to either disrupt or reify existing equity outcomes. Evaluating institutional decisions according to an equity lens is an opportunity to make this choice-making visible. In the context

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\(^2\) Ibid.
of an environment marked by persistent race based inequities, a decision to maintain the status quo is also one to maintain inequity. Without deliberate intervention, systems that tend to produce inequitable outcomes will continue to do so.

*How have we considered environmental justice in this initiative—that is, will the implementation of this initiative support the rights of all people to live in a healthy environment?*

As a major consumer of land and space in the Portland area, PSU has a special responsibility with respect to environmental justice. The university’s recent advocacy for the creation of an Education Urban Renewal Area centered on its downtown campus is just the most prominent example of PSU’s role in influencing the shape of public investment in housing, infrastructure, and local economic development. By evaluating all major campus planning and transportation decisions according to an equity lens, the university could act as a counterweight to the historic tendency of Portland’s people of color to be squeezed out from the virtuous cycles of real estate investment.

*How will this initiative support the empowerment of people from historically marginalized communities? In other words, does this initiative foster the development of processes that address barriers to inclusion and contribute to the development of community capacity?*

In this context, we understand “empowerment” to mean that local communities of color will exercise greater influence over PSU’s institutional decision making. One key to effective implementation of this initiative will be to publicly release the product of the university’s equity lens analysis, and to incorporate public involvement processes that enable voices from communities of color to be heard before major decisions are made. Evidence of success on this dimension will come in the form of regular face-to-face meetings with leaders from communities of color and culturally responsive outreach activities. Additional markers of success for this initiative should be identified in dialogue with Portland’s communities of color.

*What are the specific ways that this initiative is expected to reduce disparities and advance social justice?*

The specific pathways by which this initiative will advance social justice will be determined by the nature and scope of the policy questions evaluated by the equity lens.

**Equity Lens Questions - Gender Identity/LGBTQ/People with Disabilities**

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Environmental justice is particularly important to people with disabilities, and applying an equity lens to decisions around campus planning and transportation has the potential to benefit this community.

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2. Prioritize diversity in the curriculum by formally assessing diversity learning outcomes university-wide.

Currently, courses with diversity learning goals are evaluated only prior to delivery in the classroom. Without regular assessment of diversity learning outcomes, the university has no way of understanding and continually improving the ways in which it equips students for success in a diverse and rapidly changing world.

We recommend that assessment of diversity learning outcomes be incorporated as a key metric when evaluating curricula and student success. This assessment should be implemented university-wide in all academic units in addition to University Studies, and should be reflected in the Diversity Action Plan.
**Resource Implications of this Initiative**

This initiative could be undertaken by staff and/or faculty overseen by the Office of Academic Affairs in collaboration with the Office of Global Diversity and Inclusion. As such, it would require funding sufficient to support data gathering and analysis.

**Interdependencies with other Topic Teams**
Student Learning & Academic Success; Campus Climate; Faculty Roles & Structure.

**Trade-Offs**
PSU would lose little in adopting this initiative, and it would make it easier to ensure that the university is meeting the goals of the revised Diversity Requirement. By analyzing programs university-wide, it would also enable OAA and GDI to identify and promulgate best practices for ensuring successful diversity outcomes in the curricula.

**Equity Lens Questions - Race/Ethnicity**

*Who is affected—positively, negatively, or not at all—by the elements of this part of the strategic plan and what are the specific advantages and/or barriers to each group?*

This initiative will benefit all PSU students of all backgrounds.

*How have we considered environmental justice in this initiative—that is, will the implementation of this initiative support the rights of all people to live in a healthy environment?*

This initiative will not impact the ability of the university to advance its environmental justice goals.

*How will this initiative support the empowerment of people from historically marginalized communities? In other words, does this initiative foster the development of processes that address barriers to inclusion and contribute to the development of community capacity?*

This initiative will not directly empower historically marginalized communities, but it will contribute to the development of community capacity by ensuring that our students graduate with a minimum level of cultural competency and awareness.

*What are the specific ways that this initiative is expected to reduce disparities and advance social justice?*

Enhancing the role of diversity in the curriculum will reduce incidents of bias and exclusion in the classroom and beyond.

**Equity Lens Questions - Gender Identity/LGBTQ/People with Disabilities**

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Enhancing the role of diversity in the curriculum will reduce incidents of bias and exclusion in the classroom and beyond.

3. **Build an inclusive campus climate by creating expectations and support for faculty, staff, and student leaders to regularly participate in **culturally responsive learning opportunities**.

All university employees, including faculty, have a responsibility to continually improve their ability to provide services that are culturally responsive and inclusive. An expectation of continual improvement in this area should be embraced as a key element in every employee’s professional development.

Experts in providing culturally responsive learning opportunities— from within and without the university— should be contracted to offer such programming to all university personnel. Customized incentives should be identified to encourage voluntary participation by student leaders, staff, tenure track faculty, and non-tenure track faculty alike. This learning engagement should begin with new employee onboarding and continue on an annual basis.

This initiative would likely be the result of ongoing collaboration between the offices of Human Resources, Academic Affairs, Global Diversity and Inclusion, and Enrollment Management & Student Affairs.

*Resource Implications of this Initiative*

The primary costs associated with this initiative are in developing and continually revising the learning objectives and in delivering these programs to staff, faculty, and student leaders.
Interdependencies with other Topic Teams
Student Learning & Academic Success; Campus Climate; Faculty Roles & Structure; Global Excellence.

Trade-Offs
This initiative requires only an expansion of existing activities, and does not subtract from any of PSU’s existing workforce development goals.

Equity Lens Questions - Race/Ethnicity

Who is affected—positively, negatively, or not at all—by the elements of this part of the strategic plan and what are the specific advantages and/or barriers to each group?

This initiative has the potential to benefit the entire PSU community.

How have we considered environmental justice in this initiative—that is, will the implementation of this initiative support the rights of all people to live in a healthy environment?

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How will this initiative support the empowerment of people from historically marginalized communities? In other words, does this initiative foster the development of processes that address barriers to inclusion and contribute to the development of community capacity?

There is opportunity here for people of color to design and deliver these learning opportunities, thus enabling them to play an active role in defining how they are perceived and understood.

What are the specific ways that this initiative is expected to reduce disparities and advance social justice?

By training students, faculty, and staff to have greater cultural fluency, incidents of bias will be reduced and institutional barriers to historically marginalized communities will weaken.

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There is opportunity here for gender diverse, LGBTQ, and people with disabilities to design and deliver these learning opportunities, thus enabling them to play an active role in defining how they are perceived and understood.

What are the specific ways that this initiative is expected to reduce disparities and advance social justice?

By training students, faculty, and staff to have greater cultural fluency, incidents of bias will be reduced and institutional barriers to historically marginalized communities will weaken.

4. **Adopt best practices for the recruitment and retention of faculty and staff from underrepresented populations** to ensure that staff and faculty reflect PSU’s diverse student body.

Both research and input from students highlight the urgent need to employ faculty and staff who share the backgrounds and life experiences of the populations they serve. This goal is best advanced by implementing a number of mutually complementary initiatives, such as:

- Modernizing the university’s search and hiring practices to better reflect the unique strengths offered by faculty and staff from non-dominant backgrounds;
- Providing additional post-doctoral opportunities to attract recent doctoral graduates from diverse backgrounds.
- Providing mentoring opportunities for early career faculty from diverse backgrounds, including faculty of color;
- Hiring staff in the Office of Human Resources with specific expertise in the recruitment, transition, and retention of employees from diverse backgrounds;
- Establishing centralized funding for employee disability accommodations (Requiring departments to fund their own accommodations discourages their use, which negatively effects recruitment and retention);
- Narrow the salary gap between PSU and our peer institutions to attract and retain more diverse faculty and staff;
- Assess the cultural inclusiveness of employee benefit packages;
- Dedicating institutional funding to support departments in recruiting and retaining diverse faculty.

**Resource Implications of this Initiative**

This initiative could be expressed in a number of different activities, as outlined above, with the resource implications of each activity varying greatly. We have attempted to identify several synergistic, high-impact goals that require relatively limited outlays of financial and human resources.
Interdependencies with other Topic Teams
Community Partnerships, Engagement, & Civic Leadership; Organizational Excellence & Financial Stability; Faculty Roles & Structure; Global Excellence

Trade-Offs
This initiative asks the university to allocate resources and institutional attention to the challenge of creating a workplace that is hospitable for all. The benefits in terms of reduced employee turnover and greater morale outweigh any short-term loss of administrative efficiency required to design and implement these goals.

Equity Lens Questions - Race/Ethnicity

Who is affected—positively, negatively, or not at all—by the elements of this part of the strategic plan and what are the specific advantages and/or barriers to each group?

This initiative is intended to make it easier for people of color to begin working and teaching at PSU, and to continue working and teaching over the long term.

How have we considered environmental justice in this initiative—that is, will the implementation of this initiative support the rights of all people to live in a healthy environment?

This initiative will not affect the ability of the university to advance its environmental justice goals.

How will this initiative support the empowerment of people from historically marginalized communities? In other words, does this initiative foster the development of processes that address barriers to inclusion and contribute to the development of community capacity?

By promoting and honoring faculty and staff of color, this initiative will indirectly create economic and social benefits for local communities of color.

What are the specific ways that this initiative is expected to reduce disparities and advance social justice?

The specific pathways that this initiative will reduce disparities and advance social justice are outlined in the text of the initiative.

Equity Lens Questions - Gender Identity/LGBTQ/People with Disabilities

Who is affected—positively, negatively, or not at all—by the elements of this part of the strategic plan and what are the specific advantages and/or barriers to each group?

This initiative is intended to make it easier for LGBTQ, gender diverse, and people with disabilities to begin working and teaching at PSU, and to continue working and teaching over the long term.
How have we considered environmental justice in this initiative—that is, will the implementation of this initiative support the rights of all people to live in a healthy environment?

This initiative will not affect the ability of the university to advance its environmental justice goals.

How will this initiative support the empowerment of people from historically marginalized communities? In other words, does this initiative foster the development of processes that address barriers to inclusion and contribute to the development of community capacity?

By promoting and honoring LBGTQ, gender diverse, and faculty and staff with disabilities, this initiative will indirectly create economic and social benefits for these communities.

What are the specific ways that this initiative is expected to reduce disparities and advance social justice?

The specific pathways that this initiative will reduce disparities and advance social justice are outlined in the text of the initiative.

5. **Increase efforts, strategies, and investment in recruiting and retaining underrepresented and underserved students**

PSU’s student body includes not only domestic and out-of-state students, but also international, transfer, undocumented, and refugee students. The university has both a financial and moral imperative in ensuring that all students have access to culturally responsive support services, with a particular emphasis on academic advising. Not only does it cost less to retain a current student than to recruit a new one, but the university’s mission is compromised when students are admitted but subsequently allowed to fail due to a lack of culturally and linguistically appropriate support services.

Two of the most pressing needs in this area are for a full-time advisor and retention programs dedicated to Asian and Pacific Islander students, as well as an expansion of culturally and linguistically appropriate services for students of Latino/a descent. Additional promising avenues include establishing:

- A budget allocation model that accounts for educational outcomes as an evaluative metric;
- Linguistically appropriate and culturally specific orientation programs, including for undocumented, immigrant and refugee students;
- Focused outreach to parents and families from diverse backgrounds that begins at recruitment and ends at graduation;
- Technology training for students with limited access to technology;
- Increasing funding for and education about scholarship opportunities available to students from diverse backgrounds;
- Culturally appropriate education and training for financial literacy;
- At least one retention specialist in each College and School;
• A “Pathways”-style initiative for students from underrepresented groups, similar to the University of Oregon program that invites Oregon’s poorer students who meet minimum academic standards to be fully funded for four years of college (Most of this funding already exists for this student population in the form of federal and state grants);
• Continue and expand intentional engagement in Portland area middle and high schools.

Resource Implications of this Initiative
This initiative could be expressed in a number of different activities, as outlined above, with the resource implications of each activity varying greatly. We have attempted to identify several synergistic, high-impact goals that require relatively limited outlays of financial and human resources.

Interdependencies with other Topic Teams
Community Partnerships, Engagement, & Civic Leadership; Student Learning & Academic Success; Organizational Excellence & Financial Stability; Global Excellence.

Trade-Offs
The chief trade-off is the old status quo that assumed all students enter university equipped with the life skills, familial support, and financial resources they need to graduate. The benefits to the university and to the wider community as a result of increased student retention are immense, and outweigh any short-term loss of administrative efficiency required to design and implement these initiatives.

Equity Lens Questions - Race/Ethnicity

**Who is affected—positively, negatively, or not at all—by the elements of this part of the strategic plan and what are the specific advantages and/or barriers to each group?**

This initiative will increase the number of people of color who successfully graduate.

**How have we considered environmental justice in this initiative—that is, will the implementation of this initiative support the rights of all people to live in a healthy environment?**

This initiative will not affect the ability of the university to advance its environmental justice goals.

**How will this initiative support the empowerment of people from historically marginalized communities?**
*In other words, does this initiative foster the development of processes that address barriers to inclusion and contribute to the development of community capacity?*

This initiative will enhance community capacity by successfully graduating more students of color.

**What are the specific ways that this initiative is expected to reduce disparities and advance social justice?**

By graduating more students of color, the benefits of higher education and a college degree will accrue to these students, their families, and their communities.
Equity Lens Questions - Gender Identity/LGBTQ/People with Disabilities

Who is affected—positively, negatively, or not at all—by the elements of this part of the strategic plan and what are the specific advantages and/or barriers to each group?

This initiative will increase the number of LGBTQ, gender diverse, and people with disabilities who successfully graduate.

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How will this initiative support the empowerment of people from historically marginalized communities? In other words, does this initiative foster the development of processes that address barriers to inclusion and contribute to the development of community capacity?

This initiative will enhance community capacity by successfully graduating more students who are gender diverse, LBGTQ, or who have disabilities.

What are the specific ways that this initiative is expected to reduce disparities and advance social justice?

By graduating more students who are gender diverse, LBGTQ, or who have disabilities, the benefits of higher education and a college degree will accrue to these students, their families, and their communities.

6. “Let knowledge serve the city” by leveraging community partnerships and establishing new relationships with the specific intent of reducing socioeconomic disparities in the Portland area and across Oregon.

PSU plays a major role in the economic, social, and political life of Portland and the entire State of Oregon. Through research, advocacy, and program delivery, and in collaboration with a broad network of community partners, PSU influences how our community views itself and charts its shared future. The university should act as a careful steward of this influence by prioritizing equity outcomes in its collaboration with community partners, in its contracting and hiring practices, and in the lives of its graduates. Any university cannot be said to thrive while the community that surrounds and supports it is weakened by injustice and inattention.

A major contribution in this area would be for PSU to help make the invisible visible by accurately counting and tracking the socioeconomic progress of Oregon’s minority communities. Entering into strategic partnerships with the intent of elevating the influence and leadership potential of minority communities would also help establish PSU as a national leader in equity advocacy.
Resource Implications of this Initiative
This initiative need not require additional outlay of financial or human resources, but rather their re-allocation toward a wider variety of goals.

Interdependencies with other Topic Teams
Community Partnerships, Engagement, & Civic Leadership; Student Learning & Academic Success; Innovative Research, Scholarship, & Creative Activities; Global Excellence.

Trade-Offs
The main trade-off would take the form of establishing fewer relationships with the university’s existing roster of community partners and seeking out additional partners with closer ties to historically marginalized communities.

Equity Lens Questions - Race/Ethnicity
Who is affected—positively, negatively, or not at all—by the elements of this part of the strategic plan and what are the specific advantages and/or barriers to each group?

The sole intent of this initiative is to directly benefit underserved and historically marginalized communities.

How have we considered environmental justice in this initiative—that is, will the implementation of this initiative support the rights of all people to live in a healthy environment?

Adopting this initiative as a strategic priority will improve the economic conditions of underserved and historically marginalized communities, and increase these communities’ ability to invest in their own lived environments.

How will this initiative support the empowerment of people from historically marginalized communities? In other words, does this initiative foster the development of processes that address barriers to inclusion and contribute to the development of community capacity?

By partnering with a broader range of community organizations, this initiative will result in greater visibility and influence for historically marginalized communities.

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Appendix A

Early draft detailed version of EQUITY OPPORTUNITY ACCESS TEAM draft initiatives
Revised 5/13/2015 (incorporates Town Halls, Strategic Ice Cream Social & online responses)

1. DIVERSITY IN CURRICULUM

INITIATIVE: Enhance and assess the university wide diversity learning outcomes (including undergraduate and graduate programs)

- Introduce diversity breadth in curriculum
  - Explicit diversity requirement established for students
  - Departments and programs:
    - Examine existing courses for diversity along multiple dimensions
    - ID additional existing courses for retooling to contain a diversity component
    - Expand Exito Project to other disciplines

- Culturally Responsive Learning Environment
  - CR Learning Outcomes
  - Faculty incentivized to teach in a CR way
  - Students are allowed to help create CR in the classroom
  - Build connections among diverse faculty staff, and students across PSU
  - Co-teach courses with diverse faculty

2. CULTURALLY RESPONSIVE TRAINING

INITIATIVE: Enhance and expand opportunities for culturally responsive learning by faculty, staff, and students in order to foster an inclusive, respectful environment

- Professional Development for faculty and staff provided by professionals outside of PSU
  - Action: Expand current online assessment of cultural “competency” to include staff and students
  - Action: Implement NTTF Policy that’s currently outlined for Annual Review and Promotion across all schools within PSU (to provide evidence to work effectively with individuals and topics related to diversity)
  - Action: Require training for all new hires: faculty, staff and student employees; emphasize trust and relationship building
  - Centralize scheduling and communication/PR of culturally responsive trainings that are already offered on campus, as well as new trainings
  - Action: Global Diversity and Inclusion shall serve as a hub for centralizing efforts
o GDI needs to have more funding and resources to build on cultural competency efforts
o This needs to be a collaborative effort across the university to include OAA, EMSA, and HR

3. UNIVERSITY POLICY & PLANNING

INITIATIVE: Implement and apply equity lens to ALL institutional decisions

• Ensuring all students have access to services necessary for graduation
• Standardized policies around student support: “PSU expects staff, faculty, centers to…”
  o Assessment of student support
• Implement/apply equity lens to institutional decisions
• Accountability for DAP
  o Annual report card includes goals and metrics

4. RECRUITMENT AND RETENTION OF DIVERSE FACULTY

INITIATIVE: Increase efforts, strategies, and investment in recruiting and retaining diverse faculty and staff to better reflect our student population

• Market PSU as an opportunity to contribute, develop, and implement programs for research and teaching in areas of diversity. “I can make a difference….. campaign”
• Provide post doc opportunities for early career faculty of color at PSU (and maybe they’ll stay)
• Provide GA support for faculty of color
• Reopen search if no diverse candidates
• Be more flexible in qualifications for staff and faculty, e.g., “preferred rather required minimums”
• Provide centralized funding for employee accommodations, e.g., hearing impaired services that are paid for by department budgets discourage some staff to request needed services
• Mentorship of new faculty of color is essential for new hires and also more explicitly reward tenured faculty of color as mentors
• GA support for faculty of color
• Post Tenure Faculty complete for Faculty Enhancement Grant
• Increase total pool of money for FEG AND set aside additional funds for faculty of color
• Hold regular facilitated conversations with faculty of color (Global Diversity and Inclusion)
• Address faculty pay inequity between PSU and other universities
• Lack of competitive wages has huge impact on diverse faculty
• Create staff position in HR or Office of Global Diversity & Inclusion to focus on outreach and transition of diverse faculty and staff
5. TRANSITION/RETENTION OF DIVERSE STUDENTS

INITIATIVE: Increase efforts, strategies, and investment in recruiting and retaining historically underrepresented and underserved students and international students

- Attracting prepared students and putting them into the correct classes
  - Writing Placements with enhanced and enforced standards (like math)
  - TOEFL institutional exam success? Set up for failing in coursework that emphasizes academic writing
    - Students are better served at PCC as freshman where there is a placement process.
  - Diversity recruitment advisors in admissions
  - Formalize informal recruitment already happening

- Enhanced support for underrepresented students
  - Writing Support: increase knowledge of existing resources and expand
  - Technology and systems training for students with limited technology access and/or skills
  - Expand supports services in DMSS: advisors, programs, e.g. Asian Pacific Islander students
  - More support for Asian American and Pacific Islander students that make up one of largest minority student groups on campus.
  - API students need a fulltime API recruitment and retention advisor, an API studies program, and an API cultural center
  - Create diversity recruitment and retention advisors/officers in each college.
  - Are domestic middle eastern and north African students being tracked for support needs?
  - High D/X/F classes need more support services and tracking. (e.g. general chemistry, which is a gatekeeper for department majors and for a degree)
  - Offer more weekend and evening classes to support students who work full-time or have family responsibilities
  - Greater sensitivity to dining (kosher and halal food options) and residential preferences (women only residence halls) and religious needs (meditation centers)

- Orientation programs specific to underrepresented populations, including undocumented, immigrant and refugee students
  - Thoughtful orientations that are community specific, e.g., lunches
  - Diversity orientation fair and cultural centers for underrepresented populations

- Intentional engagement in Portland area middle and high schools
  - Expand and fund Bridges or similar projects (HS sophomores)
  - Is there a funded position to provide financial advice and education?
  - Formal transition programs from HS to college with focus on serving underrepresented populations
  - Continue and expand if possible campus visits with information sessions provided by diverse faculty and students
• UO creates pathways that targets low SES students who are Oregon residents and have high GPA and provide four years of college (PELL eligible, work study eligible, state aid eligible)

• Increase funding for and education about diversity scholarships
  o Scholarships coordination: clear articulation for whom scholarship is intended, including undocumented, immigrant and refugee students
  o Expand scholarships to multi-year
  o Reduce out of state tuition that may discourage diverse students who might otherwise attend PSU
  o Connect to non-Oregon tribal members

• Outreach to Parents and Families from recruitment to graduation
  o Expand on current programs for families during the recruitment phase
  o Formalized way of capturing emails and family contact information for a newsletter
  o Family week or weekend
  o Financial advising sessions for families for first generation college students, undocumented, immigrant, and refugee students

• Additional Supports
  o Facilitating programs leading to increased employment outcomes
  o Assess current employment outcomes for grads
  o Increase in visibility and resources dedicated to student support offices
  o Childcare/advising/mental health/DMSS type support (student activities, academic) funding /space/staff
  o Mentorship and networking opportunities for students and faculty from underrepresented communities
  o Commitment to increased support for personal and educational resources required for success at PSU (food/housing/textbooks)

• Campus climate
  o Diversity activities bring campus together, e.g., “party I, the park” with multi-cultural music, entertainment, art

6. COMMUNITY OUTREACH

INITIATIVE: Expand and support strategic relationships with community organizations, alumni, and other partners to leverage opportunities and build connections that address issues and educational disparities in Oregon

More outreach to underrepresented, marginalized communities should be done in elementary, middle school, and high school level
Increase community service (incentivized) by PSU students
Increase PSU classes that encourage urban exploration
Provide programs that address local issues