Understanding Communities
UNST 220C // Spring 2025

Instructor: Sarah Mercurio | **Email:** mercur2@pdx.edu| **Pronouns:** she/her
Main sessions: Tuesday & Thursday, 12:00 - 1:15 pm, Vernier Science Center: B1-15, CRN 63441
Office hours: Tuesdays only 1:30pm to 3:00pm in the Urban Center, URBN 370B
I am also available outside of office hours via Zoom -- make an appointment with me on youcanbookme: https://mercurio220.youcanbook.me/

Peer mentor: Mohamed Al Braiki| **Email:** albraiki@pdx.edu | **Pronouns: he/him**
Mentored inquiry sessions (students must attend the session for which they are enrolled):
- Thursday, 11:00 - 11:50 am, Cramer Hall 154, CRN 63438
- Thursday, 1:30 - 2:20 pm, Cramer Hall 154, CRN 63439
- Thursday, 2:30 - 3:20 pm, Cramer Hall 154, CRN 63440

Living syllabus
This syllabus is subject to change for reasons both in and outside of our control. Should Sarah make any significant changes in the syllabus (i.e., readings, meeting location), you will be notified as soon as possible. Should either of your facilitators become ill, should campus lock down, or should an in-person meeting be interrupted for any other reason, we may cancel class for that day or deliver a virtual asynchronous lesson. All notifications of such changes or interruptions will be communicated through Canvas announcements.

Course Description
This course explores the nature and meaning of the communities in which we live. Drawing on interdisciplinary concepts, we will develop an understanding of how communities have been conceptualized, as well as explore how we individually and collectively make sense of communities in our own lives.

Within the university structure, this course is an introduction to the Understanding Communities Cluster. The understanding communities cluster provides an opportunity to gain the skills and knowledge required to explore the balance of individualism and social responsibility in communities.

University Studies: Vision & Goals

The University Studies vision is to challenge us to think holistically, care deeply, and engage courageously in imagining and co-creating a just world. Each course theme is an opportunity to explore learning topics outside of your selected major, cross disciplinary boundaries, and collectively create an interdisciplinary learning environment where everyone brings a different set of knowledge and experiences.

We will pursue the four University Studies goals (Critical Thinking; Communication; Diversity, Equity, and Social Justice; Ethics and Social Responsibility), specifically connecting our inquiry into popular culture with our progress on each of the four UNST goals.

UNST Objectives – The Objectives for this Course

Inquiry and Critical Thinking
Students will learn various modes of inquiry through interdisciplinary curricula — problem-posing, investigating, conceptualizing — in order to become active, self-motivated, and empowered learners.

Communication
Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means — to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.

Ethics, Agency, & Community
Students will examine values, theories and practices that inform their actions, and reflect on how personal choices and group decisions impact local and global communities

Diversity, Equity and Social Justice
Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

Course Structure

The course is delivered in three modules
- Module 1: Identity + Belonging - How identity is constructed and experienced and ideas on sense of belonging to communities.
- Module 2: Place + Power - Systems and structures that have created spatial relationships among communities and how communities have responded.
- DIY Module: Design Your Own - Develop your own project and share what you discover with your peers.

Course Materials

All materials for this course are available in Canvas. No books are required. It will be helpful to bring pen, paper, and on some days a computer to class (if available to you).

Grading + Attendance

Agency and Co-Learning: Collaborative Teaching and Learning Philosophy

Sophomore Inquiry is a quarter-long course based on a philosophy that faculty, peer mentors, and students should collaborate to form an interdisciplinary classroom environment in which we all learn from one another.

This course's teaching and learning philosophy highlights the interdependent qualities of learning (co-learning or learning with/from your peers) and attempts to foster collective accountability and individual agency for claiming your education. After all, <u>it is our belief that your education belongs</u> <u>to you</u>. The course facilitators come to the classroom with an understanding that students have previous knowledge and life experiences and that these are just as important as our academic and formal training. Our goal is to make space for the full spectrum of knowledge in order to tie our experiences to larger social and global cultures and realities.

The main session instructor and the mentor's roles will be to act as facilitators, community builders, listeners, timekeepers, and discussion participants. We will strive to make our learning experiences as student-led as possible by offering our community opportunities to not only facilitate discussions and activities related to the class content, but also to both individually and collectively determine what you want to learn about. Feel free to email us if you have any questions or concerns about this philosophy.

In the spirit of reclaiming your own education this course is designed as <u>a self-graded course</u>. We will give you plenty of qualitative feedback along the way but the final grade for the term

will be determined by you. The "Self Grading Criteria" section of the syllabus will describe this process in detail.

Self-Grading Criteria (Adapted from Celine Fitzmaurice's self-grading system)

We are <u>not</u> using Canvas as a grading system because this is a self-graded course. Sarah will be reviewing your assignment submissions, providing individual feedback, sending you mid-term and end-of-term status reports (via email) on your assignments and attendance. Sarah will comment on your assignments, but will not assign a grade to them.

In line with the aim of taking agency over your education, you will determine your own grade at the end of term, with input from the course facilitators. At the end of the term you will receive an itemized snapshot of all aspects of your participation in the class (i.e. attendance records and a checklist of assignments turned in), which you will use to determine the grade you have earned over the course of the term. You will use comments from Sarah and your peers, your assignment submissions, and your snapshots to determine a final grade for yourself using the breakdown proposed below.

If this form of self-grading is a new experience for you, be mindful and aware of how this may change or impact your relationship to learning and participating in an educational environment in general. Be aware of what does and doesn't motivate and influence you to produce quality academic work.

Proposed Final Grade Breakdown

Full involvement in this course—in other words, an absolutely clear and incontrovertible "A"—looks like this:

- You have come to at least 90% of our classes on time (and stayed the full time), prepared to participate in our work for the day and you have been present during that time (meaning: no texting or other distractions to yourself and/or others).
- You have completed all of the required assignments, and been a full participant in all aspects of the course – main session, mentor session, group work, and individual work.
- You have committed yourself to working in the spirit of this course—including the claiming of your own education—in accordance with the "Agency and Co-Learning" section above.

We will assume a flexible rubric to provide an additional framework for your decision-making about your grade. These parameters will align with the "spirit" of the grading system more than with a rigid quantitative breakdown:

- ○ A = Outstanding; consistently did your best work/made your best effort
- ○ B = Good; regularly did your best work/made your best effort
- ○ C = Average; occasionally did your best work/made your best effort
- ○ D = Below average; rarely did your best work/made your best effort
- ○ F = Little or no effort put forth

There's one important caveat here: we reserve the right to require you to negotiate your final grade with us if your assessment in your self-evaluation seems either high or low.

****By remaining in this course, you agree to the conditions set forth here, including the course requirements and the terms for self-grading outlined above.****

Attendance

Attendance is mandatory at both <u>main and mentor</u> sessions. Habitual lateness or leaving early will count as being absent.

You will start the term with **25 attendance points.** While this is a self-graded class, your facilitators will keep track of your attendance and your attendance will have a direct impact on grade negotiations at the end of the term.

- ○ For each main class or mentor session you miss, you lose one point.
- ○ Each time you are tardy to class or mentor session, you lose l/2 point.
- ○ How attendance points affect your grade:
  - ■ To be eligible for an A in the class, you must keep at least 21 attendance points
  - ■ For a B, at least 19 points
  - ■ For a C, at least 17 points
  - ■ For a D, at least 15 points
  - ■ You must keep at least 14 attendance points to pass the class.

<u>Make arrangements to get notes and materials</u> from a peer when you must miss class.

Other Class Expectations

Communication
- You are expected to **check your PSU email address at least once a week!** Announcements made through Canvas will go to your email. There is also a course GoogleGroup that will blast announcements to our entire class. Sarah only uses these tools when there are major changes to the syllabus or urgent information needs to be shared. Be sure to read them!
- **(Sarah's) Suggested Email Etiquette:** E-mail is the best way to reach out to the instructor and ask questions concerning the course material, content, assignments, and absences. Please consider the following prior to emailing Sarah:
  - Do not expect her to respond to your inquiries in less than 24 hours. While she does usually respond more quickly, that will not always be the case.
  - She will not respond to emails received after 5 pm until the following day, nor will she generally respond to emails sent after 5 pm on Friday until the following Monday.
  - Please identify yourself, state your query as clearly as possible, and do not forget to proofread your email.

Plagiarism and use of AI
- **Plagiarism and student conduct:** a productive learning environment relies on our adherence to [PSU Codes of Conduct: http://www.pdx.edu/dos/policies-codes-of-conduct-](http://www.pdx.edu/dos/policies-codes-of-conduct-) [at-psu](http://www.pdx.edu/dos/policies-codes-of-conduct-at-psu). In particular, please note that **plagiarism will not be tolerated in this course**. If you are quoting or relying heavily on someone else's work in your written assignments or in- class work, you must acknowledge the source appropriately through in-text citations and a citation page. Please contact us (the instructor and/or mentor) at any time with any questions or concerns you may have.

- **Use of generative AI:** In this class, submitting assignments fully produced by ChatGPT or other generative AI applications and claiming authorship of that product is an act of plagiarism and (more importantly) a forfeiting of your voice and your power to accomplish your educational goals. Your voice matters, no matter how imperfect you might feel that it is, or how little energy you might have to put into it.

  There are ways to use ChatGPT or other such applications to spur ideas or explore organizational direction for your writing, but the final product needs to be yours and yours alone.

Sarah will randomly check your assignment for AI use throughout the course and will request a meeting with you if she suspects exorbitant use of generative AI in your assignments.

For more information:
- Review PSU's stance on Academic Misconduct and AI: https://www.pdx.edu/dean-student-life/academic-misconduct
- Consider the Library's guide to citing generative AI: https://guides.library.pdx.edu/cite/AI

Accessibility
- **Disability/accessibility:** please let us know **before the end of the first week of class** if you require any accommodations based on a disability registered with the Disability Resource Center -- https://www.pdx.edu/disability-resource-center/.   If you have a barrier to learning (registered or not) we will be more than eager to discuss this with you.

Navigating Canvas

This course is supported by the online forum *Canvas*, the learning management system adopted by PSU. Following is a brief orientation on how to navigate Canvas. These tools will also be demonstrated in class.

Dashboard

This is the first page you will see when you log in to Canvas. This is where you access your individual courses. On the Dashboard you will find general Canvas announcements, such as system maintenance updates.

Course Home

This is the page you will see when you open each specific course. Here you will find course specific announcements and an overview of the course. On the left sidebar, you will see links to individual "tabs" for the course, such as Syllabus, Modules, etc. Below are the tabs most relevant to our class:

Syllabus
This will link you to the course syllabus.

Modules
Modules will include links to all the materials for your review as well as assignments descriptions. Each week is separated by days, so you can see which materials we will cover per day.

Discussions
Module 1 and 2 assignments are delivered in Canvas Discussions.

Assignment
The assignments tab includes instructions on how to deliver each assignment and rubrics to assist you in self grading.

Assignments Overview

Assignment	Due date
Learner inventory - in mentor session	Thur 04/03
Self Care Planner	Sunday 04/06
Teach-In Sign Up - in class	Week 2
Module 1 Identity Reflection	Sunday 04/20
Module 1 Peer Feedback	Sunday 04/20
Module 2 Community Event Identification	Sunday 04/20
Teach-ins Round 1 - in class	Week 4
Module 2 Community Engagement Reflection	Sunday 05/11
Module 2 Peer Feedback	Sunday 05/11
Teach ins Round 2 - in class	Week 7
DIY Proposal	Sunday 05/18
DIY Project Presentations	Week 10
Final: Self Assessment	Tues 06/10 by Noon

Tentative Weekly Calendar

Week / Module	Class Topics + Materials	Assignments / Due dates
Week 1 *Intro to the course*	Topics ● Course intro ● Claiming an education Class Materials: ● Syllabus [text] ● Adrienne Rich (1997). Claiming an education [text] ● Michael Wesch (2010). From Knowledgeable to Knowledge-able. [video]	**Completed in Mentor session Thursday 04/03:** ● <u>Learner Inventory</u> -- completed in mentor session OR use link in Assignments tab on Canvas **Due Sunday 04/06** ● <u>Self-care planner</u> -- due to assignments, also linked in Module 1 under "assignments"
Week 2 *Module 1: identity and belonging*	Topics ● Introduce identity reflection assignment (Mod 1) ● Introduce Teach-In assignment - sign up for groups ● How do we define community? ● How does identity influence the communities we belong to?	*In Class - Sign up for Teach-In groups* - *Self select a group in **either** Module 1 or Module 2*

Week / Module	Class Topics + Materials	Assignments / Due dates
	Class materials : • What is community and why is it important, Toby Lowe [text] • Watch: What is intersectionality? Peter Hopkins [video] Optional, additional resources: • What is intersectionality? LibraTexts [text] • The urgency of intersectionality, Kimberlé Crenshaw [video]	
Week 3 *Module 1: identity and belonging*	Topics • Introduce community engagement assignment (Mod 2) • How do people feel a sense of community belonging? • How does othering impact our sense of community? • What are the different kinds of connections we make in our communities? Class materials: • Watch: Belonging as the antidote to othering, John A. Powell [video] • The Problem of Othering: Towards Inclusiveness and Belonging, Othering and Belonging Institute <u>read introduction only</u> (or more if you are intrigued) [text] • The practice of bridging, John A. Powell [text]	**Due Sunday 4/20** • <u>Mod 1 reflection essay</u> - due in Discussions, link also available under Module 1 under "assignments" • <u>At least TWO comments on peers' Mod 1 reflection essay</u> -- due in Discussions, link also available under Module 1 under "assignments" • <u>Mod 2 community event identification</u> -- due in Assignments

Week / Module	Class Topics + Materials	Assignments / Due dates
	Optional, additional resources: ● Watch: Othering, Dr. Masood Raja [video] ● The need to belong, Argawal [text] ● 'Social capital' makes communities better places to live, Jody Horntvedt [text] ● Suggest reading executive summary only -- The Belonging Barometer (Revised Edition), by The State of Belonging in America	
Week 4 *Module 1: identity and belonging*	Module 1 Teach-Ins // Topics TBD	*Present Teach-Ins*

Week / Module	Class Topics + Materials	Assignments / Due dates
Week 5 *Module 2: place and power*	Topics ● How do geographic communities foster a sense of belonging? ● What ideologies, structures, and institutions influence our relationships to communities of place? Class materials: ● Watch: What is Urban Planning (Planetizen) [video] ● A sense of place, UpperNew [text] ● Imagined communities [TBD] Optional, additional materials ● Watch: What is Urban Design (NYC Dept of Urban Planning) [video] ● Decolonization is not a metaphor, Tuck & Yang (2012), *read pages 1-7.* ● Watch: (De)colonise our public places, Elle Davidson, TEDxByronBay [video] ● Portland 2030: a vision for the future, by Vision PDX ● A lot to ask of a name, Natchee Blu Barnd, Urban Humanities ● Land Back website	

Week / Module	Class Topics + Materials	Assignments / Due dates
Week 6 *Module 2: place and power*	Topics: ● How have historic planning processes created an environment for gentrification? ● How are communities engaging? What makes a community powerful? Class materials ● A Dream Rezoned [zine] ● Watch: The Disturbing History of the Suburbs, Adam Ruins Everything [video] ● What is participatory planning?, CivicPlan [text] ● Portland's Black Panthers, by Sarah Mirk and Khris Soden [comic] Optional, additional materials ● Gentrification and neighborhood revitalization: What's the difference?, National Low-Income Housing Coalition (2019) [text] ● Watch: Pushed Out: Displacement Today and Lasting Impacts [video] ● Watch: Gentrification explained [video] ● Watch: Housing Segregation and Redlining in America: A Short History, NPR - Code Switch [video]	**Due Sunday, 5/11** ● <u>Mod 2 reflection essay</u> - due in Discussions, link also available under Module 2 under "assignments" ● <u>At least TWO comments on peers' Mod 2 reflection essay</u> -- due in Discussions, link also available under Module 2 under "assignments"

Week / Module	Class Topics + Materials	Assignments / Due dates
	• Locate your local Neighborhood Association [website] • The Albina Vision Trust website • Center for Tribal Nations to Transform Portland Waterfront [article] • Old Town Action Plan Update (2019)	
Week 7 *Module 1: identity and belonging*	Module 2 Teach-Ins // Topics TBD	*Present Teach-Ins* **Due Sunday, 5/18** • DIY Module Proposal -- Due in Assignments **Due in class this week** • Fill in Options Sign-up sheet -- link to the "Options Sign-Up Sheet" in Google Docs can be found in the DIY Module under Assignments Due.

Week / Module	Class Topics + Materials	Assignments / Due dates
Week 8 *DIY Module*	Topics ● Class work time ● 1x1 w/ Sarah	**Due in class this week** ● One-on-one's with Sarah -- in class
Week 9 *DIY Module*	Topics ● Class work time ● 1x1 w/ Sarah ● Determine teach-in schedule ● Refreshers on: How do you self-grade? How do you complete the final assessment for this course?	**Due in class this week** ● One-on-one's with Sarah -- in class
Week 10 - Exhibit week! *DIY Module: community interventions*	DIY Module Presentations Exhibit style (multiple presenters at once at stations around the room)	**Due Tuesday 6/3 or Thursday 6/5 (as assigned in week 9)** ● DIY Module presentation -- bring your final product to class!

Week / Module	Class Topics + Materials	Assignments / Due dates
Week 11 / Finals Week *Self assessment* *(conferences, if needed)*	No class meetings Meet w/ Sarah if requested. Minor negotiations can be done over email, but more involved discussions will require a Zoom meeting.	**Due Tues, 6/10 at noon** ● Self assessment reflection -- Due in Assignments, also can be located in Self Assessment module under Assignments **Ongoing through the week** ● One-on-one grade conferences w/ Sarah -- as needed and requested by Sarah

Campus Resources

- The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. The centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle East, North Africa, South Asia Student Center. They provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. All are welcome!
  - ❖ www.pdx.edu/cultural-resource-centers
  - ❖ cultures@pdx.edu, 503-725-5342
  - ❖ https://www.facebook.com/psuculturalcenters/

- PSU Library's Ask a Librarian webpage: https://library.pdx.edu/services/ask-a-librarian/
  At Ask a Librarian they offer different types of access to inquiry for different types of learners. They can help you with your research needs and strategies, as well as help you find books for your courses, or direct you to campus resources, or how to get a public library card.
- The Basic Needs Hub: https://www.pdx.edu/basic-needs-hub/
  The Basic Needs Hub provides students with one place to stop for all concerns related to providing for basic needs support. Our mission is to connect PSU students to resources in the moment of need so students can focus on academics, career goals, and interpersonal relationships.
- Undergraduate Advising: 503-725-3822 // email: askacs@pdx.edu
  https://www.pdx.edu/advising/
- Writing Center: Cramer Hall rm.188, 503-725-3570 // email wrcntr@pdx.edu
  https://www.pdx.edu/writing-center/
- Child Care: Children's Center, Smith Memorial Student Union, First floor, (503) 725-2273
- Student Health & Counseling (SHAC): 1880 SW 6th Ave. (UCB 200) (503) 725-2800 or
  https://www.pdx.edu/health-counseling/
- Mind Spa, a space on campus for students to relax and rejuvenate at no charge. Engage in light therapy, meditation, yoga, biofeedback, or a massage.
  https://www.pdx.edu/health-counseling/mind-spa
- Registrar's Office: https://www.pdx.edu/registration/
- Multicultural Center: Smith 235, 503-725-5342, cultures@pdx.edu,
  https://www.pdx.edu/cultural-resource-centers/multicultural-student-center

- Women's Resource Center (WRC): Smith 439, 503-725-5672 or wrc@pdx.edu, https://www.pdx.edu/womens-resource-center/
- Queer Resource Center/QRC: Smith 458, 503-725-9742 or qrc@pdx.edu, https://www.pdx.edu/queer-resource-center/
- Disability Resource Center, Smith 116, 503-725-4150 or drc@pdx.edu, https://www.pdx.edu/disability-resource-center/
- Financial Wellness Center: 503-725-3449, FMH 130, fwc@pdx.edu, https://www.pdx.edu/student-finance/financial-wellness-center
- Student Legal Services, Smith M343, 503-725-4556 or SLMS@pdx.edu, https://www.pdx.edu/student-legal-services/
- Student Rights and Responsibilities are located in the Student Code of Conduct which, in turn, in located at https://www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility
- Veterans Services: Smith 425, 503-75-3876 or http://dx.edu/veterans/current-students
- PSU Library (online databases and other resources) http://library.pdx.edu; for on online tutorial on conducting library research go to: http://www.lib.pdx.edu/instruction/survivalguide/index.htm
- Learning Center: 2nd floor, PSU Library, https://www.pdx.edu/learning-center/
- C.A.R.E Team: PSU CARES connects students with resources when they are experiencing distress or other concerns that might impact their personal or academic success. CARE Advocates meet with students to hear about their concerns and collaborate on a plan to optimize their ability to continue and succeed at PSU.
  - o Website: https://www.pdx.edu/dean-student-life/psu-cares
  - o For students in distress or if you notice a student in distress: https://pdx-advocate.symplicity.com/care_report/index.php/pid831629?
- Multnomah County Crisis Line (available 24/7): 503-988-4888: Provides brief crisis phone counseling and information on where to go for help. https://www.pdx.edu/health-counseling/crisis
- Trans Lifeline, a 24/7 hotline available in the U.S. and Canada staffed by transgender people for transgender people. Trans Lifeline is primarily for transgender people in a crisis, from struggling with gender identity to thoughts of self-harm. Contact information: 1-877-565-8860. Available 24/7
- Religious Accommodations: If you would like to obtain religious accommodations, such as flexibility in attending evening courses or extension on assignments, please contact your instructors. If you need additional assistance, please contact the Office of the Dean of Student Life (DOSL) by emailing askdos@pdx.edu

Writing Websites and Online Resources

- PSU Writing Center Resources: https://www.pdx.edu/writing-center/student-resources
- Owl Purdue: http://owl.english.purdue.edu
- Grammar Girl: http://grammar.quickanddirtytips.com
- Macmillan Dictionary and Thesaurus: http://www.macmillandictionary.com/us
- They Say I Say by Gerald Graff (online textbook)
- Using resources for Academic Purposes: http://www.uefap.com

Understanding Sexual Misconduct

PSU desires to create a safe campus. As part of that mission, PSU requires all students to take the Understanding Sexual Misconduct and Resources learning module. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU's Sexual Misconduct Response website.

Title IX Reporting

Students frequently come to me for assistance in matters not related to the course material. Please be aware that PSU's policies require instructors to report any instance of sexual harassment, sexual and relationship violence and/or other forms of prohibited discrimination to university officials, who will keep the information private. If you would rather share information about these matters with a PSU staff member who does not have these reporting responsibilities and can keep the information confidential, please use these campus resources:

- Confidential Advocates: 503-894-7982 or schedule online (for matters regarding sexual harassment and sexual and relationship violence)
- Center for Student Health and Counseling: 1880 SW 6th Avenue #200; 503-725-2800

Discrimination and Bias Incidents

- The Office of Equity and Compliance (OEC) addresses complaints of discrimination, discriminatory Harassment, and sexual harassment against employees (faculty and staff). If you or someone you know believes they have been discriminated against, you may file a complaint. Someone from the OEC will contact you to discuss how to best address your complaint.
- The Bias Review Team (BRT) gathers information on bias incidents that happen on and around campus, and gives resources and support to individuals who experience them.

You can report a bias incident you experienced or learned about. A member of the BRT will contact you if you indicate you would like to be contacted.

Toulan School of Urban Studies and Planning, General Resources

- [TSUSP Conduct and Community Standards Reporting](#) - this form provides a confidential channel for members of the Toulan School community to share concerns about incidents and/or conduct occurring within and beyond the classroom environment.
- Belongin, Dignity, & Justice (BDJ) Committee Website: https://www.pdx.edu/urban-studies-planning/equity-tsusp
- To email the chair of the BDJ committee: uspbdj@pdx.edu
- The Office for Global Diversity and Inclusion (GDI) is the gateway for reporting all forms of bias, harassment, sexual violence, and retaliation: https://www.pdx.edu/diversity/equity-compliance
- See campus-wide reporting resources on PSU's Global Diversity and Inclusion site (equity and compliance section): https://www.pdx.edu/diversity/
- GDI also offers a variety of educational webinars: https://www.pdx.edu/diversity/diversity-education-learning-webinars
- GDI's foundational documents for campus equity work: https://www.pdx.edu/diversity/foundational-resources
- Contact University Bias Review Team: https://www.pdx.edu/diversity/bias-review-team

COVID-19 Response

The University has established rules and policies to make the return to the classroom as safe as possible. To learn about Portland State's activities to reduce the spread of COVID-19, visit PSU's COVID-19 Response page.

If you need advice on testing and/or quarantine, visit The Center for Student Health and Counseling (SHAC)'s COVID-19 FAQ page or call 503-725-2800.

In Case of Emergency Call...	
Immediate Threat to Life and Safety *For issues such as: a medical emergency, urgent violent incident, fire, etc.*	**503-725-5911** **or 9-1-1**
Campus Public Safety Office (CPSO) **– Non-Emergency** *For non-emergency issues such as: vandalism, disturbance, suspicious person, theft, suspicious packages, access control, etc.*	**503-725-4407**
PSU CARES *Connects students with resources when they are experiencing distress or other concerns that might impact their personal or academic success.*	**MAKE A REFERRAL** **503-725-4422** askdos@pdx.edu