

11-5-2018

## Faculty Senate Monthly Packet November 2018

Portland State University Faculty Senate

**Let us know how access to this document benefits you.**

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/senateminutes>

---

### Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet November 2018" (2018). *Faculty Senate Monthly Packets*. 344.  
<https://pdxscholar.library.pdx.edu/senateminutes/344>

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. For more information, please contact [pdxscholar@pdx.edu](mailto:pdxscholar@pdx.edu).

# Faculty Senate, 5 November 2018



In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available through the Online Curriculum Management System:

[pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/ Curriculum-Dashboard](http://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard)

If there are questions or concerns about agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay Senate business.

Items on the *consent agenda* are **approved** (proposals or motions) or **received** (reports) without further discussion, unless a senator gives notice to the Secretary in writing prior to the meeting, or from the floor prior to the end of **roll call**. Any senator may pull any item from the *consent agenda* for separate consideration, provided timely notice is given.

Senators are reminded that the Constitution specifies that the Secretary be provided with the name of any **alternate**. An alternate is a faculty member from the same Senate division as the faculty senator who is empowered to act on the senator's behalf in discussions and votes. An alternate may represent only one senator at any given meeting. A senator who misses more than three meetings consecutively will be dropped from the Senate roster.

[www.pdx.edu/faculty-senate](http://www.pdx.edu/faculty-senate)

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**To:** Faculty Senators and Ex-officio Members of the Senate

**From:** Richard H. Beyler, Secretary to the Faculty

The Faculty Senate will meet on **5 November 2018** at **3:00 p.m.** in **Cramer Hall 53.**

**AGENDA**

*[Note changes to regular order of business: B.3, Update from Margolis Healy, may be moved depending on representative's scheduling constraints. G.2, Provost's Report, will be given after Announcements. The President will be out of town, so there is no President's Report.]*

A. Roll Call and *Consent Agenda* [see also E.1, G.3]

- \* 1. Minutes of the 1 October 2018 meeting – *consent agenda*
- \* 2. Minutes of the 15 October 2018 meeting – *consent agenda*
- \* 3. OAA response to Notice of Senate Actions for October – *consent agenda*

B. Announcements

1. Announcements from Presiding Officer
2. Announcements from Secretary
3. Update from representative of Margolis Healy on review of campus policing

C. Discussion: None

D. Unfinished Business: none

E. New Business

- \* 1. Curricular proposals (UCC, UNST Council) – *consent agenda*
- \* 2. Unit name change: "Graduate School of Education" to "College of Education" (EPC)
- \* 3. Unit name change: "Office of Graduate Studies" to "Graduate School" (EPC)
- \* 4. Policy on curricular overlap (UCC & GC) [*note: Senate will not vote at this meeting*]

F. Question Period

G. Reports from Officers of the Administration and Committees

1. Report from Vice President for Research and Graduate Studies
2. Provost's Report [*note: this report will be presented earlier in the meeting*]
- \* 3. Committee on Committees annual report – *consent agenda*

H. Adjournment

\* **See the following attachments:**

- A.1. Minutes of the Senate meeting of 1 October 2018 – *consent agenda*
- A.2. Minutes of the special Senate meeting of 15 October 2018 – *consent agenda*
- A.3. October Notice of Senate Actions and OAA response – *consent agenda*
- E.1.b.c. Curricular proposals (summaries) – *consent agenda* [*note: there is no E.1.a*]

**Complete curricular proposals are on-line:**

<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>  
<https://unstcouncil.pbworks.com/w/page/45865388/FrontPage>

- E.2. Unit name change for Graduate School of Education
- E.3. Unit name change for Office of Graduate Studies
- E.4. Policy on curricular overlap
- G.3. Committee on Committees annual report – *consent agenda*

# PORTLAND STATE UNIVERSITY FACULTY SENATE, 2018-19

## STEERING COMMITTEE

Thomas Luckett, Presiding Officer

Michael Clark, Past Presiding Officer • Isabel Jaén Portillo, Presiding Officer Elect

*Elected Members:* Rowanna Carpenter (2020) • Annabelle Dolidon (2019) • Karen Kennedy (2019) • Liane O'Banion (2020)

*Ex officio:* Maude Hines, Faculty Board of Trustees Member • Susan Lindsay, Chair, Committee on Committees

Candyce Reynolds, Senior IFS Rep. (through Dec.) • Richard Beyler, Secretary to the Faculty

## FACULTY SENATE ROSTER (62)

### All Others (9)

Baccar, Cindy	REG	2020
<i>Broussard, Scott</i>	ACS	2021
<i>*de la Cruz, Abel</i>	ACS	2019
Faaleava, Toeutu	OAA	2020
<i>*Fiorillo, Marie</i>	ACS	2020
<i>Ingersoll, Becki</i>	ACS	2021
<i>Matlick, Nick</i>	REG	2021
O'Banion, Liane	TLC	2019
Walsh, Michael	HOU	2019

### College of Liberal Arts & Sciences–Arts & Letters (6)

Brown, Kimberley	LIN	2019
Dolidon, Annabelle	WLL	2020
<i>Greco, Gina</i>	WLL	2021
<i>Holt, Jon</i>	WLL	2021
Reese, Susan	ENG	2019
†Watanabe, Suwako	WLL	2020

### College of Liberal Arts & Sciences–Sciences (7)

Cruzan, Mitchell	BIO	2019
<i>Fountain, Robert</i>	MTH	2021
George, Linda	ESM	2020
†Mitchell, Drake	PHY	2019
Palmiter, Jeanette	MTH	2020
Podrabsky, Jason	BIO	2019
<i>Thanheiser, Eva</i>	MTH	2021

### College of Liberal Arts & Sciences–Social Sciences (7)

Craven, Sri	WGSS	2020
<i>Fritz, Charlotte</i>	PSY	2021
Hsu, Chia Yin	HST	2020
Liebman, Robert	SOC	2020
Luckett, Thomas	HST	2019
<i>Meyer, Claudia</i>	SPHR	2021
Schechter, Patricia	HST	2019

### College of the Arts (4)

<i>*Dillard, Chuck</i>	MUS	2020
<i>*Geschke, Erik</i>	A&D	2019
James, Meredith	A&D	2020
<i>Magaldi, Karin</i>	TA	2021

### College of Urban and Public Affairs (5)

Chaillé, Peter	PAD	2020
† <i>Eastin, Josh</i>	PS	2021
<i>*Henderson, Kelsey</i>	CCJ	2020
<i>Labrecque, Ryan</i>	CCJ	2021
Nishishiba, Masami	PAD	2019

### Graduate School of Education (4)

†Reynolds, Candyce	ELP	2020
<i>Sugimoto, Amanda</i>	C&I	2021
Thieman, Gayle	C&I	2020
Yeigh, Maika	C&I	2019

### Library (1)

†Emery, Jill	LIB	2020
--------------	-----	------

### Maseeh College of Engineering & Computer Sci. (5)

<i>Anderson, Tim</i>	ETM	2021
<i>Chrzanowska-Jeske, Malgorzata</i>	ECE	2021
†Karavanic, Karen	CMP	2020
Recktenwald, Gerald	MME	2019
Siderius, Martin	ECE	2019

### Other Instructional (4)

Carpenter, Rowanna	UNST	2019
†Lindsay, Susan	IELP	2020
<i>Lupro, Michael</i>	UNST	2021
<i>Newlands, Sarah</i>	UNST	2021

### The School of Business (4)

Dimond, Michael	SB	2020
Hansen, David	SB	2021
<i>*Mathwick, Charla</i>	SB	2019
Sorensen, Tichelle	SB	2019

### School of Public Health (2)

McBride, Leslie	CH	2021
Messer, Lynne	CH	2019

### School of Social Work (4)

Bryson, Stephanie	SSW	2020
†Cunningham, Miranda	SSW	2020
<i>*Martinez Thompson, Michele</i>	SSW	2019
May, Edward	SSW	2021

\* Interim appointment

† Member of Committee on Committees

*New senators in italics*

Date: 15 October 2018

## EX-OFFICIO MEMBERS OF FACULTY SENATE, 2018-19

Ex-officio members of Faculty Senate include certain administrators, elected Faculty officers, and chairs of constitutional committees. Administrative ex-officio members are ineligible to be elected senators. Ex-officio members do not vote (unless they are also elected senators), but may make motions and participate in Senate discussions without further recognition.

<i>Alexander, Michael</i>	<i>Interim Vice President for Global Diversity and Inclusion</i>
<i>Allen, Clifford</i>	<i>Dean, The School of Business</i>
Baccar, Cindy*	Advisory Council (2018-20)
<i>Balderas-Villegara, Luis</i>	<i>President, ASPSU</i>
<i>Bangsberg, David</i>	<i>Dean, OHSU-PSU Joint School of Public Health</i>
<i>Beyler, Richard</i>	<i>Secretary to the Faculty</i>
<i>Bielavitz, Thomas</i>	<i>Interim Dean, University Library</i>
<i>Boldt, William</i>	<i>President, PSU Foundation</i>
Boyce, Steven	Co-Chair, Budget Committee
<i>Bynum, Leroy, Jr.</i>	<i>Dean, College of the Arts</i>
<i>Carlson, Matthew</i>	<i>Interim Dean, College of Liberal Arts and Sciences</i>
Carpenter, Rowanna*	Steering Committee (2018-20) & Advisory Council (2017-19)
<i>Chabon, Shelly</i>	<i>Vice Provost for Academic Personnel and Leadership Development</i>
Chang, Heejun	Co-Chair, Budget Committee
Cherner, Todd	Co-Chair, Faculty Development Committee
Clark, Michael	Past Presiding Officer & Interinstitutional Faculty Senate (Jan. 2017-Dec. 2019)
Coleman, Cornelia	Chair, Honors Council
<i>Corsi, Richard</i>	<i>Dean, Maseeh College of Engineering &amp; Computer Science</i>
Davidova, Evguenia	Chair, University Studies Council
<i>Davis, Lois</i>	<i>Chief of Staff &amp; Vice President for Public Affairs</i>
Dolidon, Annabelle*	Steering Committee (2017-19)
Duh, Geoffrey	Chair, Academic Requirements Committee
Greco, Gina*	Advisory Council (2018-20)
Hansen, David*	Co-Chair, Educational Policy Committee & Advisory Council (2018-20)
Harrison, Paloma	Chair, Scholastic Standards Committee
Hendricks, Arthur	Co-Chair, Educational Policy Committee
Hines, Maude	Faculty member, Board of Trustees
Jaén Portillo, Isabel	Presiding Officer Elect
<i>Jeffords, Susan</i>	<i>Provost &amp; Vice President for Academic Affairs</i>
<i>Jhaj, Sukhwant</i>	<i>Vice Pres. for Acad. Innov., Planning, and Partnerships &amp; Int. Vice Pres. for Enroll. Mgmt.</i>
Ketcheson, Kathi	Co-Chair, Faculty Development Committee
Kennedy, Karen	Steering Committee (2017-19)
Kirtley, Susan	Chair, University Writing Council
Lafferriere, Gerardo	Advisory Council (2017-19)
Lindsay, Susan*	Chair, Committee on Committees
Luckett, Thomas*	Presiding Officer
<i>Lynn, Marvin</i>	<i>Dean, Graduate School of Education</i>
Maier, David	Advisory Council (2017-19)
McBride, Leslie*	Interinstitutional Faculty Senate (Jan. 2019-Dec. 2021)
<i>McLellan, Mark</i>	<i>Vice President for Research</i>
Morrow, Kathleen	Chair, Academic Quality Committee
Millay, Lea	Chair, Library Committee
<i>Nissen, Laura</i>	<i>Dean, School of Social Work</i>
O'Banion, Liane*	Steering Committee (2018-20)
<i>Percy, Stephen</i>	<i>Dean, College of Urban and Public Affairs</i>
Popp, Karen	Interinstitutional Faculty Senate (Jan. 2018-Dec. 2020)
Reynolds, Candyce*	Interinstitutional Faculty Senate (Jan. 2016-Dec. 2018)
<i>Reynolds, Kevin</i>	<i>Vice President for Finance and Administration</i>
<i>Shoureshi, Rahmat</i>	<i>President</i>
<i>Toppe, Michele</i>	<i>Vice Provost for Student Affairs</i>
Woods, Mark	Chair, Graduate Council
<i>Wooster, Rossitza</i>	<i>Dean of Graduate Studies</i>
TBD	Chair, General Student Affairs Committee
TBD	Chair, Intercollegiate Athletics Board

\* Also an elected senator • *Administrative members in italics* • Date: 24 September 2018

## **Minutes of the Faculty Senate Meeting, 1 October 2018**

**Presiding Officer:** Thomas Luckett

**Secretary:** Richard Beyler

### **Senators Present:**

Anderson, Baccar, Broussard, K. Brown, Bryson, Carpenter, Chaillé, Chrzanowska-Jeske, Craven, Cruzan (from 4:03), Cunningham, de la Cruz, Dillard, Dimond, Dolidon, Emery, Faaleava, Fiorillo, Fountain, Fritz, George, Greco, Hansen, Holt, Hsu, Ingersoll, Karavanic, Labrecque, Liebman, Lindsay, Luckett, Lupro, Magaldi, Martinez Thompson, Matlick, May, Messer, Newlands, Nishishiba, Recktenwald, Reese, C. Reynolds, Schechter, Siderius, Sorensen, Thanheiser, Thieman, Walsh, Watanabe

### **Alternates Present:**

Sarah Eppley for Cruzan (to 4:03), Richardson for McBride, Michael Brown for O'Banion, Gerardo Lafferriere for Palmiter, Xander Davies for Sugimoto, Anita Bright for Yeigh

### **Senators Absent:**

Eastin, Geschke, James, Mathwick, Meyer, Podrabsky

### **Ex-officio Members Present:**

Allen, Balderas, Beyler, Bielavitz, Bynum, Carlson, Chabon, Clark, Corsi, Duh, Hines, Jeffords, Jhaj, Kennedy, Ketcheson, Lafferriere (also as alternate), Lynn, Maier, McLellan, Millay, Nissen, Percy, K. Reynolds, Shoureshi, Toppe, Wooster

**A. ROLL CALL AND CONSENT AGENDA.** The meeting was **called to order** at 3:00 p.m.

**1. Minutes of the 4 June 2018 meeting – consent agenda**

BEYLER, without any objection from the floor, made a correction to the 4 June 2018 Minutes as circulated in the October Packet: senator-elect MEYER was present.

**2. OAA response to Notice of Senate Actions for June – consent agenda**

The OAA response to the Notice of Senate Actions for June was **received** as part of the **consent agenda** [see **October Agenda Attachment C.1**].

## **B. ANNOUNCEMENTS**

**1. Announcements from Presiding Officer**

LUCKETT welcomed members to this year's first session of Faculty Senate, the elected representative body of the Portland State Faculty. He was grateful for senators' contributions to the civic life of the University. In 1831, Alexis de Tocqueville, arriving in the United States, was astonished to discover that here democratic self-governance was not limited to popularly elected government, but pervaded American society at every level, from the statehouse to local festival committees, and even to children's games. LUCKETT quoted Tocqueville: "Public security, trade and industry, and morals and religion all provide the aims for associations in the United States. There is no end which the human will despairs of attaining by the free action of the collective power of individuals." For Tocqueville, the essence of our political associations was not a military spirit of obedience to a cause, but a distinctly civilian spirit of debate and the open expression of disagreement. "As in society," Tocqueville continued, "all members are

advancing at the same time toward the same goal, but they are not obliged to follow exactly the same path. There has been no sacrifice of will or reason, but rather will and reason are applied to bring success to a common enterprise.”\*

LUCKETT continued: Today the nation stands at a crossroad, and many wonder if constitutional democracy can survive here at all, or whether it must now cede power to an executive autocracy that will transform the organs of a mixed and balanced constitution into mere figureheads. If democracy in America is to be saved, it will be saved not by political decisions at the highest levels of government, but by a renewed commitment to democracy at every level of society. The Faculty Senate is exactly the sort of voluntary association that Tocqueville described as the foundation of our democracy, and it may serve as an exemplar to others. Twenty-five centuries ago in India, reflecting on the “regular and frequent” democratic assemblies through which the Vajjian Republic governed itself, Siddhattha Gotama explained to his cousin, “Ānanda, as long as the Vajjians meet in harmony, break up in harmony, and carry on their business in harmony, they may be expected to prosper and not decline.”† At Portland State, the Senate is that forum in which the Faculty meet in harmony, break up in harmony, and carry on our business in harmony. As long as we continue to do so, our university and our community may be expected to prosper and not decline. [Applause.]

LUCKETT announced that there had been significant administrative restructuring during the summer. In June, President SHOURESHI announced that he was breaking up the Office of Enrollment Management and Student Affairs. There is now an Office of Enrollment Management, with the interim Vice President for Enrollment Management being Sukhwant JHAJ, who was also promoted to become the Vice President for Academic Innovation (note that these are two different positions). Most of the functions of Student Affairs will report directly to the Provost, including the Office of the Dean of Student Life, Michele TOPPE. A second important restructuring was that the Office of Graduate Studies (Rossitza WOOSTER, Dean) moves to what is now the Office of Research and Graduate Studies (Mark MCLELLAN, Vice President). The Office of Strategic Partnerships, formerly part of that unit, has been eliminated.

LUCKETT followed up on the resolution on the Confucius Institute [CI] passed by Senate in June. The resolution advised the President either to add language to the contract to better protect the academic freedom of CI instructors, or to dissociate PSU from the institute. LUCKETT had learned from several sources, including the [then] Provost’s Response to the Notice of Senate Actions for June [see **October Packet Attachment A.2**], that the University is pursuing the first of those options. LUCKETT did not know what form this new contract language will take; he doubted that it would be exactly that proposed in the resolution. He had also learned that the Office of International Affairs had announced a search for a new CI director.

LUCKETT summarized the press conference held earlier that morning by the President, announcing the two proposed centers of excellence chosen to receive funding of \$1.5

---

\* Alexis de Tocqueville, *Democracy in America*, trans. George Lawrence, ed. J. P. Mayer (New York: Perennial, 1988), 189, 195.

† Dīgha Nikāya 16:1.4, in Maurice Walshe, trans., *The Long Discourses of the Buddha: A Translation of the Dīgha Nikāya* (Boston: Wisdom Publications, 2012), 231–232.

million each over the next three years. The president would say more about this later in the meeting. LUCKETT noted that the centers have been selected for funding, but have not yet been through the governance process for their creation as institutes. This formal process, including review by the Educational Policy Committee and approval by Senate, is mandatory for all new centers and institutes. LUCKETT had been assured at the highest levels that this procedure will be followed.

LUCKETT noted that several new or revised general University policies were currently under consideration, including policies on access control, art collection management, and information security. LUCKETT urged senators to look at the [University Policy Library](#) on the Office of General Counsel's website and make comments there.

He called attention to the useful [Student Life Resources](#) section on the webpage of the Office of the Dean of Student Life.

LUCKETT turned to campus policing. During the summer he had been appointed to the University Public Safety Oversight Committee, co-chaired by Marcy HUNT and Michael ALEXANDER. Reviewing the situation: on June 29<sup>th</sup>, two campus police officers responded to a brawl taking place outside of a local bar, and in the course of that confrontation, a civilian who brandished a firearm was shot and killed by the officers. The officers were immediately placed on paid administrative leave—standard procedure in such a case—pending outcome of a grand jury investigation. On September 13<sup>th</sup>, the grand jury determined not to indict the officers on any criminal charges. These events have shaken the University at every level, LUCKETT said, and prompted many responses. In consultation with the oversight committee, the University initiated two external reviews. One, conducted by the OIR law firm, will focus on the June 29<sup>th</sup> incident, but going beyond the grand jury's single question to indict or not. The other will be a top-to-bottom review of all aspects of policing on the PSU campus since 2014, conducted by the Margolis Healy law firm. It will involve opportunity for input by members of the campus community. After consultation with Steering Committee, the President, and others, LUCKETT believed that Senate also needed to provide comment. He proposed convening a special meeting of Senate on October 15<sup>th</sup> at 3:00, with the single purpose being a discussion of campus policing. He asked for a show of hands of how many senators would be interested in such a meeting. [A majority were in favor.]

LUCKETT understood that some senators believed that Senate should take action of some kind. While as Presiding Officer he remained neutral on the question per se, on procedural grounds he believed that any resolution prior to the review would be premature. The University is embarking on a research project in which Senate will be involved, LUCKETT said; in doing research, one doesn't announce the conclusions first. He hoped that conclusions would be based on review of the evidence, and feared that passing a resolution at this time would cause Senate to lose credibility. He advocated that Senate allow Margolis Healy to do their work, and participate in that work. When that work is done, then we can consider if further Senate action is warranted. He was aware, however, that some senators wanted to say something today.

KARAVANIC asked what informational resources were available, for example, about of what other campuses do. LUCKETT did not have these immediately at hand; his intention now was not to take questions but solicit comments.



CUNNINGHAM recalled evidence presented in 2014 to the Board of Trustees. She respectfully took issue with the use of the word “brandish” with respect to what Mr. Washington did: that verb did not accurately capture what apparently took place.

LUPRO wondered if Senate could take a position in support of student activism around this issue, supporting their right to conduct themselves in that way.

HANSEN yielded to José PADIN: the relevant question four years ago was whether arming campus police would result in a safer campus. Getting evidence on that question does not require these separate investigations. The School of Social Work already shared relevant evidence; an informed conversation does not have to wait.

GRECO took issue with the term “brawl”: it did not seem the right word to describe the events, particularly in comparison with other historical or contemporary examples.

LUCKETT emphasized that the review would include all aspects of campus policing.

## **2. Announcements from Secretary**

BEYLER made several housekeeping announcements, including: the formation of Faculty Senate districts; a review of the procedures by which items can be placed on the Faculty Senate agenda (referral by constitutional committees, rarely by the Presiding officer, by a petition by a certain percentage of Faculty as a whole, or by any three senators acting in concert); and the prospect of further reforms of the Faculty Constitution, particularly as pertaining to committees and their charges.

## **3. Introduction: Richard Corsi, Dean, MCECS**

LUCKETT introduced Richard CORSI, the new Dean of MCECS. CORSI was pleased and honored to be at PSU. He had been learning a great deal during his month so far on campus, and had met many wonderful faculty, staff, and students. He felt hope and excitement at the institution. He hoped to learn from Faculty Senate meetings as well. CORSI said that every major city on the West Coast had a major college of engineering. Portland and PSU need each other for their future. MCECS can provide workforce and professional development opportunities, and serve as an entrepreneurial catalyst through research. Two weeks ago there was a town-hall meeting for MCECS faculty. He challenged faculty to find a bold vision for the college, and had set six charrette dates, in which faculty would brainstorm ideas for the future. Other key goals were enhancing undergraduate experience and the research enterprise.

## **4. Introduction: Mark McLellan, Vice President for Research & Graduate Studies**

LUCKETT introduced Mark MCLELLAN, the new Vice President for Research and Graduate Studies. In his time at PSU so far, MCLELLAN had experienced great energy and fun. We are cranking up many efforts, he said. The reorganization to integrate research and graduate education, mentioned earlier by LUCKETT, signaled the importance of each to the other. Previously in his career, he had worked to get dedicated state funding for graduate training, and he would continue to be a cheerleader for graduate studies. A top priority across the University is lifting research. This including the two new proposed centers, but he wanted to go further down this path. He hoped everyone would have the opportunity to be engaged in research, and have resources to do so. Providing resources and training to Faculty was crucial. An example was the

grantsmanship training held recently: the seats filled quickly, and there is a waiting list for the next session. He looked forward to partnership with Provost JEFFORDS.

#### **5. Introduction: Luis Balderas-Villagrana, President of ASPSU**

LUCKETT introduced Luis BALDERAS-VILLAGRANA, the new student government president. BALDERAS said he was excited to have the opportunity to work with Faculty Senate on issues relating to student opportunity and experience. He wanted to make student government more student focused, and to convey key values of importance to students. A focus this year would be campus safety. He invited all Faculty to come to the ASPSU office, SMSU 117, to meet the student leadership team, who come from all sectors of the University.

#### **5. Update: redesign of PSU website**

LUCKETT introduced Kristin BODEN from the University Communications Office [UCOMM] to update the ongoing redesign of the University's website. BODEN said it had been about eight years since the last redesign. A work group had been formed about two years ago. Why do we have the website—what is its fundamental purpose? It is primarily for prospective students. This is not to neglect other users, BODEN said, but of 800,000 visits per month, the vast majority are from prospective students and community members. Persona studies and journey maps were used to figure out exactly who our audience is. The website is being rebuilt thinking holistically for the University.

BODEN: the approach is modular (atomic design) and responsive. Pathways through the site are based on sectional blocks. This modular approach enables departments, etc., to make customizations in the various sections. A goal is to have consistent language across the website so that, for example, that visitors will find a specific “call to action” to guide them to the information they need. Links need to be grouped appropriately and consistently across the sites. Bright colors and a catalog of images will be incorporated, and there will be training about language and use of voice. There is attention to how the site looks on both desktop and mobile devices.

A question was asked: who does the writing? BODEN: content owners, that is, the current authors. Some departments are working with Enrollment Management, etc.

HOLT appreciated the focus on improvement of portals and gateways. What is being done to improve the back-end, for example, better searchability? Many users, he said, would bypass the front-end material in order to get to some specific function. BODEN: there are about 30,000 webpages and about 12,000 PDFs and Word documents. That volume makes searching difficult. Strong taxonomies are important, as are tags for specific pages. Attention should be on accessibility for visitors; authors should think about this when creating content.

SCHECHTER thought that most traffic from students was related to finding classes, etc. What's being done there? BODEN: they are working with the MyPSU team; however, they don't interact with Banweb directly. They had recently created empathy maps for current students, which they planned to share with departmental authors.

K. BROWN asked if there was attention to fixing problems with the directory. BODEN: she had just had meeting with OIT [Office of Information Technology] about how to rebuild it. A goal is to have a more centralized source of information so that, for

example, a department listing its faculty does not have to write the listing separately. However, it's important that individuals ensure their directory listing is correct—for example, all with all ten digits of the phone number.

BROWN said it bothered her deeply that prospective students were deemed more important than current students and faculty. She was addressing earlier work done on the Library tab, for example, which suggested to her that prospective students' needs were seen as more important than current students' and faculty's needs. BODEN said it was not the intention to prioritize in that way. UCOMM valued all these parts of the audience; prospective students become current students, eventually alumni or maybe even faculty. There's not a negation or devaluing of any element. BROWN: we were told that prospective students are driving the redesign. BODEN: when designing a site it's necessary to say: this is my primary audience. That doesn't mean there won't be content geared towards research, etc. For example, for the first time there will be a directory of research in one location. The principle is to respect every part of the audience, but to consider carefully for the home page the first-time visitor who doesn't know anything about PSU.

**C. DISCUSSION ITEM** – *none*

**D. UNFINISHED BUSINESS** – *none*

**E. NEW BUSINESS**

**1. Curricular proposals** – *consent agenda*

The new courses and changes to courses listed in **October Agenda Attachment E.1** were **approved** as part of the **consent agenda**, there having been no objection before the end of Roll Call.

**2. Straw poll: opt-in vs. opt-out for Faculty elections** (Steering)

LUCKETT: Steering Committee had discussed whether to return to an opt-out system for Senate elections. Previously, elections started with a survey in which Faculty who did not want to be considered could say so. All others were considered eligible and included on the ballot. Several years ago, Senate moved to an opt-in model. Both systems had advantages and disadvantages. Opt-in provides a narrower selection among potential senators who really want to be there; the disadvantage is that there may be not enough candidates. Should we explore going back to the opt-out method? BEYLER: there is no commitment to specific details, but it would probably entail a two-stage election with a first and second round of voting. LUCKETT: part of the underlying concept is that we all have service as part of our contractual obligations, so maybe there is a reasonable expectation that Faculty should be willing to serve in Senate unless they really can't. He called for a show of hands in a non-binding straw poll. A majority expressed positive interest [29 yes, 11 no, 3 abstain, by show of hands].

CLARK asked if someone thus elected could refuse to serve. BEYLER: The current Bylaws state that a senator absent [without an alternate] for more than three [consecutive] sessions must resign. This is a not entirely satisfactory solution, BEYLER believed, because it means that for (at least) one term that position is not effectively represented. If we go back to the opt-out model, that is a problem that needs to be solved.

KARAVANIC said she was a senator when the change was made the other way. She recalled that one of the driving considerations was that people did not respond promptly to the opt-out survey for whatever reason, and were elected even though they were unable to serve. She liked the optimistic portrayal of everyone being able and willing to serve, but it wasn't the reality. The difficulty is in electing people who are not really interested in serving; it's inefficient. BEYLER: colleagues have already noted these problems, and they have to be taken into account if we move forward.

**F. QUESTION PERIOD** – *none*

**G. REPORTS FROM OFFICERS OF THE ADMINISTRATION**

**1. Report on PSU budget from Kevin Reynolds, VP for Finance and Administration**

LUCKETT had asked K. REYNOLDS for an overview of PSU's budget situation—not this year's, but looking ahead to next year and beyond. REYNOLDS said he had presented this information earlier to the Budget Committee, who had given him some insights and provided opportunity to make clarifications. [For slides, see **Appendix G.1.**]

REYNOLDS emphasized that the presentation was based on predictions for the future which necessarily evolve and change as more information becomes available. The operating budget is about \$590 million; the largest portion of this, about \$337 million, is the E&G [educational and general] budget for our core work. Tuition and fees provide about \$220 million; the allocation from the state is about \$98 million. Together this makes up the vast majority of the funds we operate with. Salaries and wages are the largest component of expenses. Unfortunately, the cost of benefits will go up significantly in the next biennium. This is a major cost driver. Beyond tuition, fees, and governmental funds, resources include contracts and grants, which are usually restricted funds. Undergraduates provide over half of overall tuition and fees; non-resident tuition generates a significant portion. The all-funds budget includes debt service (associated principally with building projects). Since salary and benefits are the major expense, when we have compression there is very little flexibility. E&G is about 57% of the all-funds budget. About 65% goes to the Office of Academic Affairs—typical for universities.

The main sources for E&G, REYNOLDS reiterated, are tuition and state support. We pool these funds to build the University budget. Grants include indirect costs, from which about \$2.6 million flows into the general budget. Auxiliary enterprises—predominantly fees from SHAC, housing, and parking—include an administrative overhead which comes to the University [as a whole], totaling around \$6 million.

What does next year look like? REYNOLDS said there are preliminary numbers for enrollment; as these become more refined, we can better forecast for next year and build different scenarios. In December, we will get the Governor's recommended budget that's a first approximation of the state allocation. After that the [legislative committee] co-chairs may propose alternative allocations, and there will be a long legislative process, involving public advocacy, until the final [state] budget is set in June. Our actual [University] budget may not be clear till then. We enter the first year of a biennium with significant uncertainty. REYNOLDS will be meeting with the Finance and

Administration [F&A] Committee of the Board of Trustees to get additional guidance, and form tuition proposals in April.

REYNOLDS said an estimate of expenses for next year shows a significant jump in payroll expenses. The line is steep if we assume no cuts. We will be getting new information about the rates the employers have to pay for retirement costs. We may have to re-calculate based on who's in the various retirement system categories. We will also have new information on health care rates. These factors might make it increase less steep, but now we are looking at a gap of about \$22 million. There may be increased funding from the state and tuition increases; we also have to think about our enrollment mix and how we use [tuition] remissions. House Bill 4141 links additional state revenue to stepping down tuition increases. Historically, we have generated net tuition revenue increases of around \$3 million per year. We've been relatively successful in recent years with state funding increases, but looking forward, there could be (say) only a \$1 million increase from the state. We can advocate for higher levels, but that is uncertain.

REYNOLDS presented two basic scenarios. If we are relatively successful in term of state funding, and have about \$3 million in increased tuition, that leaves an annual gap of about \$12 million. If the governor's recommended budget result in a \$1 million increase, then a much higher tuition increase would be necessary to keep the same gap.

REYNOLDS said the F&A Committee agreed that further advocacy was necessary, as well as a focus on admission, success, and retention strategies and academic quality.

LIEBMAN: how much can overall tuition revenue be changed by changing the mix of who comes? REYNOLDS: the mix makes a huge difference. We are looking at drivers of non-resident and international enrollments.

HANSEN asked about the "total allocation" in the E&G budget flow. Did this indicate other funding sources? REYNOLDS: this was a distinction without a difference.

LUPRO: what is maximum tuition increase before there is a drop in enrollment? Many students are already stretched financially. Also, when we dropped the initiative for a local tax measure we heard that local businesses would make up the difference philanthropically. That seems not to be happening. REYNOLDS left the second question for the President. As to the first, he agreed that tuition increases created difficulties for students. When we had double-digit tuition increases and enrollment nevertheless increased, it was during the recession. Our enrollment is partly driven by employment rates, etc. We are tracking student debt, and want to be strategic about who pays full tuition as opposed to discounting.

## **2. Report from Task force on Co-ops**

LUCKETT introduced Cliff ALLEN, Dean of SB, for an update from the Task Force on Co-ops. [For slides, see **Appendix G.2.**] ALLEN defined a co-op (as distinct from an internship or practicum) as more formal, repetitive, and relatively long in duration. Internships are often opportunistic. Practica are usually part of the curriculum, and often a program requirement. A co-op represents an agreement between an employer and PSU. The task force wanted to use a diversity lens, considering all the students in our population. We also wanted to do no harm to existing practicum or internship programs. We received some input from other institutions, but also see differences with our plans.

We reached out to seventy-five organizations, all of whom thought this was a good idea. It was also important to understand internal dynamics. A survey sent out by Matt CARLSON indicated that 77% students said they would like to do a co-op; major concerns were delaying time to graduation or losing income from current work.

ALLEN said the initial effort would involve around twenty-five companies with deep connections to PSU. A pre-entry class is currently running; job assignments will start in January. There are two tracks: one part-time for one year, the other full-time for six months. Employers wanted this; it's also a better fit for our diverse students. Pay starts at a minimum of \$15/hour. It's intended for undergraduates between the junior and senior years. Employers do not pay benefits, so keeping student status is important.

ALLEN continued: we are developing pre- and post-experience courses. The website is live, and we are completing [memoranda of understanding] with employers. Two part-time advisors have been hired. We would like departments to determine qualifications. Areas for student placement are diverse.

KARAVANIC: would program alumni provide mentorship? ALLEN: the expectation is that employers provide mentorship, whether by direct supervisors or someone else. The aspiration is that when students graduate they continue working in that firm.

### 3. President's Report

SHOURESHI expressed appreciation to those serving in the Senate, recognizing that it is a commitment of time and effort. Reverting to REYNOLDS's presentation, SHOURESHI noted that an \$8 million gap represented [tuition from] 300 non-resident students. Regarding the question about business contributions: he had learned quickly that no-one had made any commitments. He looked at it this way, however: 1000 co-op jobs for six months represent \$15 million. He would be more than happy if the business community would provide 1000 co-op jobs for six months. There are things we are putting together to address finances of the University, SHOURESHI said. They will take time, but his goal is that PSU stay an access university and be able to sustain itself.

SHOURESHI displayed the *PSU Magazine* cover story on BALDERAS, and complimented the improving quality of the magazine and also BALDERAS on his [story](#).

SHOURESHI said that the unfortunate June 29<sup>th</sup> incident [the shooting of Jason Washington] was something that shook the University, and was something he thought about daily. It had impacted many people in multiple dimensions. What we could do now was learn and try to make the campus safer for everybody. There are two independent investigations because we want expert advice. He is appreciative of messages coming from the campus community, taking both (or all) sides of the issue. He wants to investigate what happened, and consider what we need to do differently in terms of training, policy, etc. He emphasized that both he and the Board of Trustees are keeping open minds. He was not here when this decision was originally made, so he has no stake in that one way or the other; he wants to do what is best for PSU. He wants everyone to have a chance to share opinions. The upcoming Board meeting on Thursday will allow at least three hours for public comment.

SHOURESHI noted changes in Board leadership: Rick Miller has stepped down for business and family reasons. Vice-chair Gale Castillo has become acting chair; Greg Hinckley has become vice-chair. Both positions will be voted on at the next meeting.

SHOURESHI reviewed the enrollment situation. [For slides, see **Appendix C.3.**] Head count and SCH are down slightly, but freshmen and transfer numbers are improving. Graduate enrollment is basically flat. A study was done of admitted students who decided to go elsewhere: different institutions show different demographic characteristics. The leading competitor states are Washington and California.

Regarding administrative reorganizations, SHOURESHI had promised that he would not do anything during the first year, but some things happened that he had to act on. EMSA had been divided between Enrollment Management and Student Affairs, with the latter now part of the Provost's office. The Vice President for Research now oversees Graduate Studies. OIT has been moved out of FADM [Finance and Administration], but events planning has been moved into FADM. The Office of Strategic Partnerships was closed because we need someone to help recruit co-ops and industry memberships for our centers. SHOURESHI said that this person has to be someone who comes from business, speaks the language of business, and has successful interaction with business executives; we are looking for someone to meet this need.

SHOURESHI shared three overarching goals with the Board of Trustees: creating fiscal sustainability to support affordability and accessibility for students; enhancing the value of the PSU degree; and becoming an engine of economic development for the region. We was putting together a set of measurements in student success, research, and financial sustainability. This is all in line with the Strategic Plan, but it is now time to talk about implementation. By 2025, for example, we aim to have 40,000 in on-line degree and certificate programs; we aim to have 10% of our students in co-op programs. That represents a \$45 million contribution by the business community.

Student success, SHOURESHI said, rests upon financial support, mentorship, advising, and engagement. Full-time, first-time freshman retention has improved to 74%. Retention in the four-year free program is over 80%.

SHOURESHI noted the upcoming kickoff of the comprehensive campaign at the Simon Benson Awards Dinner on October 25th. Other events: the launch of the two research centers this morning received excellent media coverage. On the 29<sup>th</sup> is a celebration at Viking Pavilion for the new president of OHSU. On the 30<sup>th</sup> is a celebration of the EXITO program and presentation by EXITO students.

#### **4. Provost's Report**

LUCKETT introduced Susan JEFFORDS, who thanked members for her warm welcome to PSU so far. In the interest of time, her report was deferred to the subsequent meeting.

### **H. ADJOURNMENT**

The meeting was **adjourned** at 5:13 p.m.

After the meeting, a **caucus of CUPA senators** chose Josh EASTIN as a member of Committee on Committees.

# October Minutes Appendix G.1

## FY20 Budget Context

October 1, 2018



## Agenda

- Current and Future Financial Outlook
  - FY 2018-19 Operating Budget
  - All Funds Budget Flow
  - FY20 Budget Key Dates
  - FY20 Budget Context

2

## FY 2018-19 Operating Budget



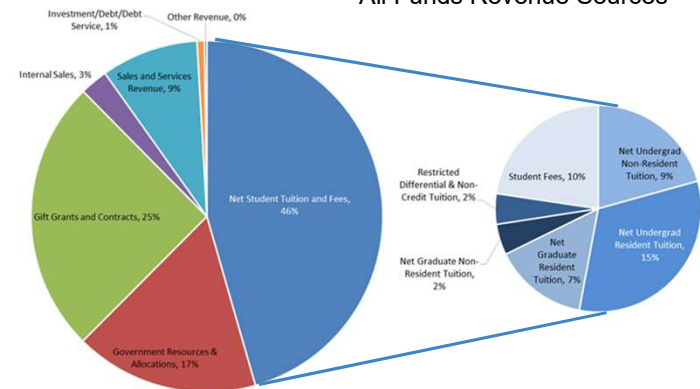
Total University Fiscal Year 2018-2019 Budget						
Dollars in 000s	E&G	Designated Operations	Service Departments	Auxiliary Enterprises	Restricted Funds	Total All Funds
Revenue						
Net Tuition and Student Fees	\$220,448	\$2,995	-	\$45,392	\$-	\$268,835
Government Resources & Allocations	98,670	-	-	1,002	\$137	99,809
Gifts Grants and Contracts	12,430	2,072	-	-	133,926	148,428
Internal Sales	5,277	19	2,208	7,599	-	15,102
Sales and Services Revenue	1,343	3,257	1,105	47,082	-	52,787
Investment/Debt/Debt Service	2,810	873	-	270	\$85	4,038
Other Revenue	372	69	-	785	-	1,226
<b>Total Revenue</b>	<b>\$341,350</b>	<b>\$9,284</b>	<b>\$3,312</b>	<b>\$102,130</b>	<b>\$134,148</b>	<b>\$590,225</b>
Expense						
Salaries & Wages	\$180,880	\$3,295	\$1,076	\$21,243	\$28,834	\$235,328
OPE (fringes)	89,875	1,407	430	9,924	11,265	112,901
Services & Supplies (net of transfers)	66,596	4,679	1,470	66,018	94,049	232,812
Depreciation	-	-	56	9,735	-	9,791
<b>Total Expense</b>	<b>\$337,351</b>	<b>\$9,381</b>	<b>\$3,031</b>	<b>\$106,921</b>	<b>\$134,148</b>	<b>\$590,831</b>
Hold for Central Reserves/Risk Abatement	\$4,000					\$4,000
<b>Net</b>	<b>-</b>	<b>-\$97</b>	<b>\$281</b>	<b>-\$4,790</b>	<b>-</b>	<b>-\$4,606</b>

## FY 2018-19 Operating Budget



\$590 million

## All Funds Revenue Sources

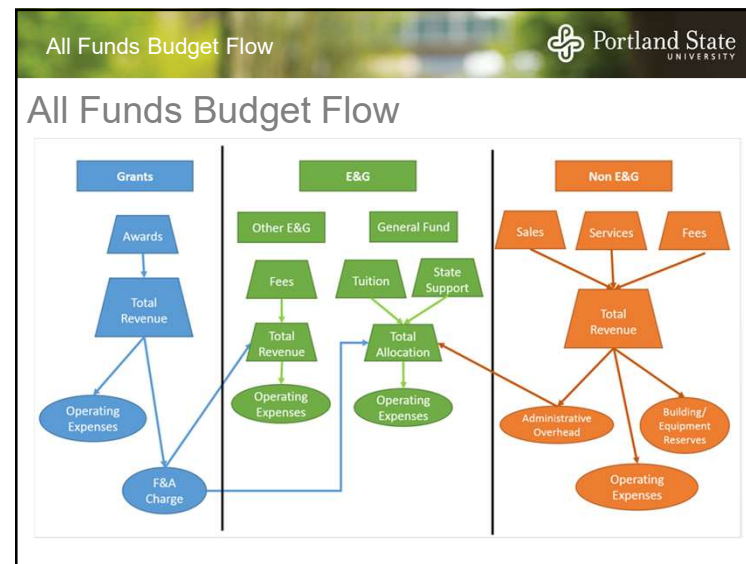
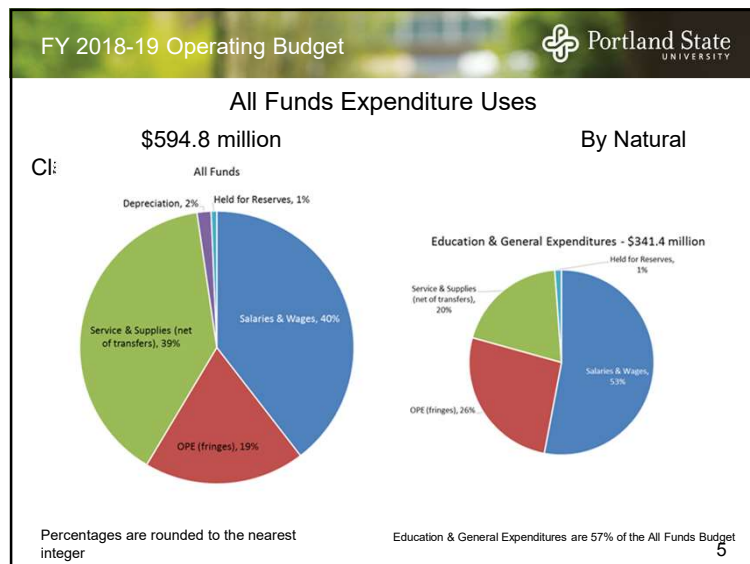


Percentages are rounded to the nearest integer

4



# October Minutes Appendix G.1



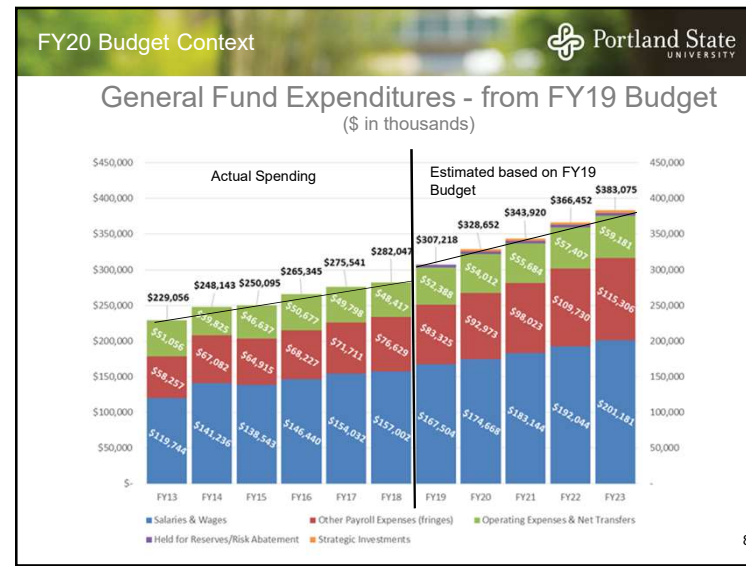
**FY20 Budget Context** 

## Looking Forward to FY19-20 Budget (2019-21 Biennium):


### Key Dates and Challenges

<b>Fall 2018</b>	General Fund Expenditure and Enrollment Forecasting
<b>September - January</b>	General Fund Scenario Planning
<b>Early December 2018</b>	Governor's Recommended Budget
<b>Mid-January 2019</b>	Co-Chair's Budget Framework
<b>January 2019</b>	Budget Context and Initial Guidance
<b>April 2019</b>	Tuition Proposal
<b>April - June 2019</b>	Budget Building

7



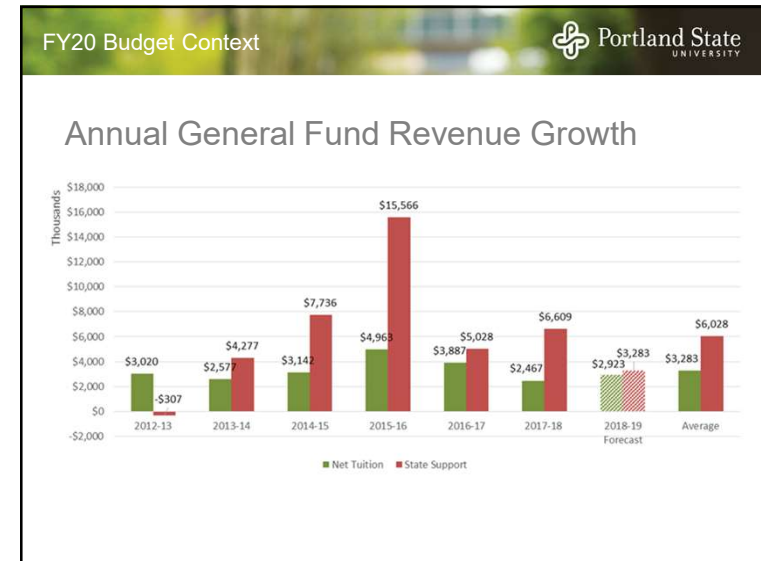
# October Minutes Appendix G.1

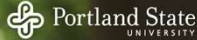
FY20 Budget Context 

How can we cover a potential\* \$20-\$22 million expenditure increase in FY20?

- Increased state support (Public University Support Fund)
- Increase in net tuition revenue
  - Tuition increases
  - Refined remission strategy
  - Enrollment changes
- State support and tuition increases are not independent (HB4141- requires tuition increase reductions with increased state funding)
- Average combined increase <\$10 M

9



FY20 Budget Context 

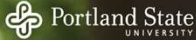
### Understanding the Potential Operating Gap

	Scenario A	Scenario B
Estimated Expenditure Increases	\$21 million	\$21 million
Less: State Support Growth	\$6 million	\$1 million
Less: Net Tuition Growth	\$3 million	\$8 million
<b>Potential Remaining Gap</b>	<b>\$12 million</b>	<b>\$12 million</b>

**Assumptions**

- Significant increase in state support, or
- Modest increase in state support with approval for significant tuition increases (9-14% undergrad res)

11

FY20 Budget Context 

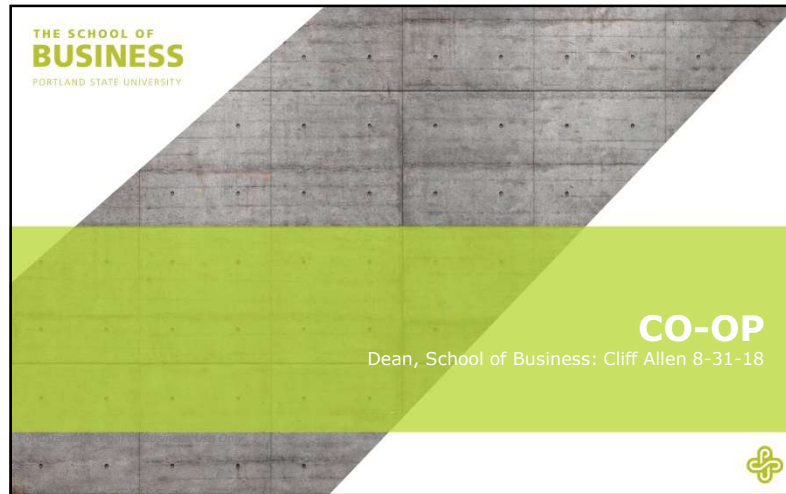
### Direction from Board of Trustees Finance and Administration Committee

- Coordinated advocacy for PSU at State level
- Model multiple scenarios tuition ranges 5-15%
- Continued refinement of our remissions strategies
- Focus on student success and retention

2

12

## October Minutes Appendix G.2



### Definitions

- **"Co-op"** refers to a multi-discipline term agreement with one employer; traditionally with at least two to three work terms fitted into curriculum or school terms, often resulting in a five-year degree program for what would otherwise take four years (or 4 years with summers). Co-ops are paid positions.
- **"Internship"** refers to a one-term work assignment, most often in the summer, but not always. Agreements with employers are not necessarily bound by agreement. Internships can be full- or part-time, paid or unpaid, depending on the employer and the career field.
- **"Practicum"** refers to students that perform tasks under supervision by program professors and on-site staff. Concurrently, students enroll in a course which outlines the expectations and requirements of the practicum.

### CO-OP: Taskforce Conclusions

Task Force comprised of:

- College of Engineering
- School of Business
- College of Liberal Arts and Sciences
- College of the Arts
- School of Public Health
- Advising and Career Services
- Office of Strategic Partnerships
- PSU President's Office
- PSU Alumni Office
- PSU Foundation

### CO-OP: Taskforce Conclusions

Task Force Concluded: Must be executed with a diverse lens

Do no harm to curricular practicum programs or current internship programs

Study best practices (NorthEastern: Barry Satvat visit)

Develop inventory of companies, NGO's, service providers, & government

- Begin reach-out for interest (75 organizations), all positive responses

Develop understanding of internal systems

CLAS Associate Dean Matt Carlson administered a PSU CO-OP Employment Survey

- Ran from May 31 to July 2, 2018, asked 12 questions, 2283 complete responses.

▪ Results:

- When asked if they would be interested in participating in a paid co-op, 77 percent of respondents answered yes.
- level of interest was consistent across all academic disciplines (CLAS)
- reservations about participating in a co-op
  - delaying their time to graduation
  - loss of income from work

# October Minutes Appendix G.2

## CO-OP: Taskforce Conclusions

Task Force Concluded (cont):

Start with a small number of organizations: (20 – 25 companies; 40-50 Students)

- Fall kick-off, January / February employment start
- Create two tracks for PT (1 year) & FT (6 months) CO-OPs
- Start at minimum of \$15 / hr
- No benefits paid by employer

Develop course work for pre-post CO-OP students

- Including: Resume, mock interviews, professionalism, reflection, shared experience

Develop Web Presence and collateral

Develop MOU for employers

Hire Advisers & Create Job descriptions

THE SCHOOL OF  
BUSINESS



## CO-OP: execution phase

Timeline / Tasks

Hire 2 Advisers & 1 administrator: Sept

Figure out internal barriers (Financial aid, stay enrolled, etc) Oct / Nov

Distribute and sign MOUs: Oct

Develop student outreach program: Oct

Develop Departmental guidelines for student applications: Oct

Develop Curriculum Maps for both tracks (include summer): Oct / Nov

Collect job descriptions and post from employers: Early Nov

Teach Pre-CO-OP course (1 credit): Nov

Arrange interviews with employers / students: 1<sup>st</sup> week Dec

Develop Handbook for students: Winter Term

Adviser to check in 2 - 3 times with Employer: March, June, Oct

Teach post-CO-OP course for FT students (1 credit): June

Teach post-CO-OP course for PT students (1 credit): December

Do it again

THE SCHOOL OF  
BUSINESS



## CO-OP: execution phase

Employers asking for & PSU expects to fulfill CO-OPS in:

- Business: Accounting, Finance, Management, Supply Chain, and Marketing (SB)
- Communications (CLAS)
- Computer Science (MCECS)
- Economics (CUPA)
- English (CLAS)
- Engineering (MCECS)
- GIS (CLAS)
- Graphic Design (COTA)
- Math and statistics (CLAS)

THE SCHOOL OF  
BUSINESS



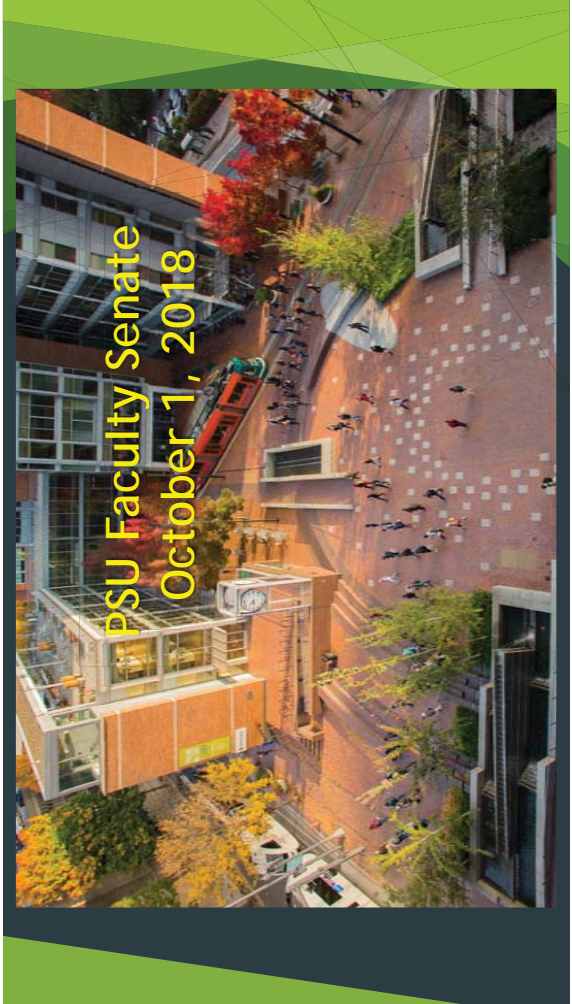
## CO-OP: execution phase

Sample List of employers confirmed:

- Columbia Sportswear
- Kroger
- Safeway / Albertsons
- OT/Indonesia
- PGE
- The Standard
- US Bank
- On-Point Credit Union
- Tektronix
- Ronald McDonald House
- Elemental AWS
- Jama
- Genentech
- Esco
- Blount
- Daimler
- Precision Cast Parts
- Port of Portland
- Avamere

THE SCHOOL OF  
BUSINESS





# Outline

- ▲ June 29<sup>th</sup> Incident
- ▲ Board Leadership
- ▲ Enrollment
- ▲ Re-Org Highlights
- ▲ Goals
  - ▲ Initiatives
  - ▲ Key Objectives
- ▲ Student Success
- ▲ Comprehensive Campaign
- ▲ October Events: 1<sup>st</sup>, 17<sup>th</sup>, 25<sup>th</sup>, 29<sup>th</sup>, and 30<sup>th</sup>

# Board of Trustees

# Enrollment

## PSU Recruitment Fall 2017 Data

## Attributes of Students Choosing Other Universities/Colleges

- ▲ U of O
  - ▲ Younger & Higher Household Income
- ▲ OSU
  - ▲ Male, Younger, Higher GPA
- ▲ PCC
  - ▲ Female, Closer to PSU, Lower GPA
- ▲ Others
  - ▲ Female, Younger, Not 1<sup>st</sup> Generation, Not Hispanic, Higher Household Income, Higher GPA, Further from PSU

## Where Did 2017 Admitted Students Attend?

- ▲ 1970 PSU
- ▲ 322 OSU
- ▲ 255 U of O
- ▲ 249 Out of Oregon
- ▲ 241 PCC
- ▲ 70 Chemeketa CC
- ▲ 69 Mt. Hood CC
- ▲ 62 WOU
- ▲ 45 U of Portland
- ▲ 39 Clackamas CC
- ▲ 35 George Fox
- ▲ 28 SOU
- ▲ 27 Willamette U

## 2017 Oregonian Admitted to PSU, but Attended Out of State Universities/Colleges

- ▲ State of Washington
- ▲ California
- ▲ Idaho
- ▲ Arizona
- ▲ New York
- ▲ Utah
- ▲ Colorado
- ▲ Minnesota
- ▲ Nevada

## Re-Organization

- ▲ EMSA
- ▲ OAA
- ▲ VPR
- ▲ FADM
- ▲ OIT
- ▲ Strategic Partnerships

## Overarching Goals

- Creating Fiscal Sustainability for PSU's Continued Mission of Affordability and Accessibility
- Enhancing Quality and Value of PSU Degree
- Becoming Engine of Economic Development for Portland/Oregon

## Student Success

- ▲ Financial Support
- ▲ Mentorship
- ▲ Advising
- ▲ Engagement

## Comprehensive Campaign



## PORTLAND STATE UNIVERSITY

### Minutes of the Faculty Senate Meeting, 15 October 2018 (Special Meeting)

**Presiding Officer:** Thomas Luckett

**Secretary:** Richard Beyler

**Senators Present:**

T. Anderson, Bryson, Carpenter, Chaillé, Craven, Cruzan, Cunningham, Dimond, Dolidon, Eastin, Faaleava, Fountain, Henderson, Hsu, Liebman, Luckett, Lupro, Matlick, May, Newlands, Palmiter, Recktenwald, Reese, C. Reynolds, Schechter, Sugimoto, Thanheiser, Thieman, Walsh, Watanabe

**Alternates Present:**

Richard Mikulski for Emery, Ben Anderson-Nathe for Martinez Thompson, Dawn Richardson for McBride, Anita Bright for Yeigh

**Senators Absent:**

Baccar, Broussard, Brown, de la Cruz, Dillard, Fiorillo, Fritz, George, Geschke, Greco, Hansen, Holt, Ingersoll, James, Karavanic, Labrecque, Lindsay, Magaldi, Mathwick, Messer, Meyer, Mitchell, Nishishiba, O'Banion, Podrabsky, Siderius, Sorenson

**Ex-officio Members Present:**

Balderas, Beyler, Carlson, Chabon, Clark, Hines, Jaén Portillo, Jeffords, Kennedy, Nissen, Shoureshi, Zonoozy

*[Note by Secretary:*

- *Written comments submitted in advance by senators appear as **Appendices C.1-4.**]*
- *Multiple speakers refer to discussions in Faculty Senate in 2014. Excerpts from the Minutes in question, as well as supporting documents, have been [compiled and posted to the Faculty Senate website under "Discussion Resources."](#) The Minutes and supporting documents are also [archived at PDXScholar](#): see the Senate Packets for October 2014 through January 2015.]*

#### A. ROLL CALL

The meeting was **called to order** at 3:00 p.m.

#### B. ANNOUNCEMENTS

LUCKETT: the purpose of this special meeting is a discussion, on the record, of campus policing from the time that Portland State established its sworn police department to the present. He reviewed procedural rules, and proposed a limit of five minutes for any given comment. No objection being heard, a **time limit of five minutes** for any comment was **adopted**.

He noted that Benjamin Franklin, at the Philadelphia constitutional convention, urged the members "to doubt a little of your own infallibility," and he regarded this as good advice: consider the possible validity of others' comments, especially those with which you disagree. Civic discourse, LUCKETT said, requires both speaking and listening.



LUCKETT announced that a representative of Margolis Healy, the firm conducting an outside review of campus policing, will attend the Senate meeting on November 5<sup>th</sup> to give a brief report and take questions on the procedure and methodology of the investigation.

BEYLER announced that the districts for the year had been arranged (as Google Groups), to facilitate communication about Senate issues between senators and members of the Faculty.

PALMITER asked if there was a quorum. Though LUCKETT wondered if a quorum was relevant since no vote was anticipated, BEYLER verified that there was in fact a quorum.

### **C. DISCUSSION: POLICING ON THE PORTLAND STATE CAMPUS FROM 2014 TO THE PRESENT**

REESE still opposed to arming campus security, for the same reasons as in 2014. She still saw students—in particular students of color, LGBTQ students, etc.—as well as colleagues who were nervous with an armed police force on campus. As an English teacher, she had thought along with Chekhov that the gun introduced in the first act would go off before the end of the play, and it did. She knew people who had been killed by police officers, who were found not culpable. She understood this, because officers walking into a situation only have a few seconds to evaluate it. [In this instance the officers] thought they saw something that other witnesses said they didn't. What determined the outcome was the presence of guns—and not only that of the person who was killed. Her understanding was that he was picking it up the gun after it had been dropped. She realized that police must quickly assess whether other people might be in danger; however, firing seventeen shots, only nine of which hit the target, meant that people around that scene were still in danger. She would like to look again at the document from 2014 and work with it.

DOLIDON agreed that the outside reviewers should look at that previous document.

PALMITER wished to know more about current policies for campus police and, especially, what kind of training officers receive. After the 2014 decision, concern turned to training. She wanted a report on what actually happened. LUCKETT did not have an answer immediately available, but thought that it could be obtained. SHOURESHI: the officers receive extensive training. If the Senate wants, he could obtain a report from Donnell TANKSLEY (Chief of Campus Police). Part of the reason for an independent investigation is to see if we need to expand or modify training. He wondered how many had seen the video from the body camera, and if it gave them any insight. [About half of those present raised their hands—*Secretary*.]

CLARK: the Senate's 2014 resolution was merely advisory. Then President Wim WIEWEL said that Senate's action would not be determinative, and that the President and the Board of Trustees would decide. BEYLER noted that the minutes were archived in [PDX Scholar \[pdxscholar.library.pdx.edu\]](https://pdxscholar.library.pdx.edu/), but that there would be a way to post them more directly.

EASTIN: is it a requirement in Oregon that police carry a weapon? In other words, is it possible to have an unarmed campus police force? SHOURESHI: it's a valid question. No, it's not a requirement. However, he had been told (he didn't know if this was indeed the case), that the chances were small of being able to hire officers without their being armed.

LUPRO asked for a minute of silence in memory of the person who had been shot and killed, Jason Washington. [There was a minute of silence—*Secretary*.] LUPRO said that he had been raised in police family, including his father and several relatives. He saw a diversity of

approaches to policing among those family members. His father had quit after the 1967 riots in Detroit, but he [LUPRO] had also heard stories of institutional racism. For LUPRO the weakest argument in 2014 had been that not offering guns meant we would not attract the best people. We want those who can keep our community safe without that. We don't want people who are attracted to using that power; we want people who are reluctant to use it.

CRAVEN related some viewpoints not necessarily her own, from colleagues who requested that she share them in Senate. A colleague had strongly requested the Senate consider that police should stay armed, because there have been serious incidents involving violence against women, and the city police have often not responded as quickly as necessary. This is not a viewpoint shared by everybody in the unit, CRAVEN said, but it was definitely something that she was requested to share. Another viewpoint shared with her was that Senate should resolve to move the oversight over campus safety and policing from an administrative to a joint Faculty Senate/ASPSU committee.

ZONOOZY pointed out that numerous studies showed continuing racial disparities within the justice system. The point is not that particular individuals in a security or police force have bad intentions. Rather we should look at underlying reasons, such as subconscious bias, that unfortunately give rise to events such as happened at PSU. There is something else at work that we have to get under control. Getting control requires education, education, and more education for people who are critical decision-makers. We are support that our campus security be able and equipped to ensure safety of all members of the community, but it has to be in a way that is not unsafe for other people.

THIEMAN: a letter signed by 61 faculty, staff, and students of the Graduate School of Education expressed solidarity with the family of Jason Washington. The GSE Faculty prepare future educators, counselors, and higher education professionals, and are acutely aware of disproportionate sentencing of people of color in the justice system and sanctioning of students in public schools. They are also very aware that some students of color feel threatened by armed campus security. Some come from situations of trauma, and this reinforces that. They feel that [in 2014] the Board of Trustees and president disregarded the views of Faculty Senate. At that time, [senators] expressed opposition to the idea because we believed an armed campus police force would make the campus less safe and unnecessarily duplicate the services of the Portland Police Bureau. They don't have access to data on response times, but felt that an armed campus police was a bad idea. They protested at the time and continued to protest.

DOLIDON: given that Faculty Senate was against it, and students were against it, why did WIEWEL and the Board go against those opinions? What pressures were the president and board under, to be so convinced that armed police were necessary? What underlay that decision? If we revisit the issue she wanted to know what pressures are on us either way.

SCHECHTER was on record in opposition to an armed campus police force. She was part of the "die-in" protest in 2014. Currently she is serving as interim director of the Conflict Resolution program, and has been learning interesting things about peace studies and how to resolve conflict. Just because under the rules of war or military science a behavior can be justified, doesn't mean that we should do it. Authentic training of soldiers or officers might be for a given behavior, but that doesn't necessarily mean we should do it. She would like our campus to be a trend-setter to hire police officers that are unarmed—an innovative

approach. SCHECHTER also remarked that no one ever told her at an orientation what to do, e.g., when a student faints in class. This happened to her once. The answer: call campus security, because they can provide assistance in a timely fashion. She was glad to be able to call on an officer that day.

JAEN PORTILLO: as someone who grew up in Europe, she was distressed at the role that guns have in our society, and she believed they should have no place on our campus. If a gun is available, it is going to be used either accidentally or intentionally. That does not make anybody safe. She would like to see a campus police that, though unarmed, can still respond in a timely fashion.

T. ANDERSON related that when he first came here for an interview, he walked around downtown at 11:00 p.m. and felt comfortable and safe. He doubted that would now be true. A family friend, who stared three years ago as a freshman at the University of Texas-Austin, had been brutally murdered there—the first murder on that urban campus in thirty years. UT had a campus police force that wasn't in a position to confront this or deal with it. Jason Washington, from all accounts, was a wonderful person; however, the fact that it was legal for him to have a weapon while (according to reports) having a blood alcohol level that would make it illegal for him to drive, makes for a situation in which he [ANDERSON] would want police to be at least equally armed—to say nothing of a situation in which there is someone with a more malicious intent. In a perfect world, he would like none of them to have guns. But it was legal for someone to have such a weapon. A colleague from Germany had said in discussion with ANDERSON that there police officers have guns, but very different training. ANDERSON wondered if we could take inspiration from the response at Michigan State to the reprehensible events there: research on and investment in improving standards and practices. As a university we shouldn't be content that our police force merely meet basic city, state, or federal minimum requirements; we should examine international standards and practices though our programs in conflict resolution, criminology, etc. We should learn from best practices around the world, and apply them to our own police force.

CUNNINGHAM said she participated in the 2014 “die-in,” and had signed a letter from School of Social Work faculty in opposition to arming campus police. She has heard reference to an “unfortunate accident,” or questions whether more training would solve the problem. She reminded colleagues of the United Nations report on police brutality in the United States (not available in 2014): there is a pattern of human rights violations. Thus those who are opposed have even more evidence now. It's not merely “unfortunate” that Jason Washington was killed, but part of a larger pattern. At PSU we are not in a protected bubble. She appreciated LUPRO's positioning on this question. Colleague Roberta HUNTE, unable to be here today, had asked her [CUNNINGHAM] to bring and share pins which she [HUNTE] and her mother had created as a “walking memorial.”

RICHARDSON offered a public health perspective on how social exposure to risk becomes embodied. Public health researchers focus on social determinants of health disparities; they also try to “go upstream” to find causes of inequity. One such cause is exposure to structural racism, such as race-based police violence. This involves not only those who are shot, but also members of a community who witness and react to that. Such exposure increases risk of chronic disease. Someone dying is clearly a focal point, but students, faculty, and other community members who have this exposure have increased risks as well. The inequities are

part of a bigger picture. So also is the question why it's allowed for someone such as Jason Washington to be armed in that situation—why guns are present in the first place.

DIMOND: Jason Washington's death was a preventable tragedy, but DIMOND wished to step away from the question of arming or disarming officers to ask: what is the field of responsibility for our campus public safety office? Is it [only] to police our own campus and keep students, faculty, and visitors safe there? Is it to police the community areas extending into our campus—the Park Blocks, for example? Or does [the responsibility] extend beyond the boundaries of campus? The Cheerful Tortoise [site of the shooting] is not part of our campus. A drunken brawl there is not necessarily something [campus police] should have been responding to. According to a news report he had read, the officers were not going to the Cheerful Tortoise but to another call; they saw a brawl on the street and stopped. Is that their responsibility? Are we being put in the position of providing security for an area where the Portland Police Bureau does not, thus having our officers shoulder more of the responsibility for policing areas around the University? We need to look into this.

REESE hoped that her first comment did not come across as anti-police. Her nephew was the first Portland police officer on the scene after Jason Washington was killed. Nevertheless, she is opposed to guns on campus. The way the previous decision was handed down felt to her like a “parental” response to “bad children.” Whatever the [upcoming] decision, she hoped for more transparency. For example, she had heard students say that because of Trustees' financial stake, PSU has to do whatever they say. This idea did not sound right to her, but it was necessary to get in front of it. A more open presentation would nip it in the bud. Even though she was opposed to arming campus police, if the decision goes the other way she would prefer to have a statement grounding the decision. It needs to be handled openly.

LIEBMAN: In 2014, there was little debate about having sworn officers, because they wanted the capacity to undertake investigations in their jurisdiction. The question of arming campus police was different. The pro arguments were in large part made by the then Director of Public Safety, who talked about the trauma of having a gun pulled on him while making a stop as an Oregon patrol officer: he would have been dead had he not shot first. That had an emotional resonance that was felt powerfully. A contra argument was that it would cost at least \$1 million then, and probably multiple millions now, for a legal settlement such as for [the family of] Jason Washington. That's thousands and millions of dollars that could go to another purpose. Another contra argument was that not all urban campuses are obliged to use their own sworn officers: New York University, for example, contracts with the New York City police; there are other examples. Portland is a unique case, not an average. It is the right time now to ask whether the correct decision was made then. Another decision was to have a smaller police force than we now have. The administration needs to clarify in the investigation whether or not the money has been well spent. As to the President's point that it will be difficult to recruit sworn officers if they are not armed: that depends. There are sworn officers who carry out their duties without being armed; they have the cover of other [city] officers near to campus. There was a very rapid response of Portland police to this incident. The current facts should change how we judge the [2014] decision. Was the money well spent? What is the measure of good that came out of that choice?

BALDERAS noted that student government (ASPSU) had expressed opposition to arming campus police. Since becoming ASPSU President, he had heard stories from both sides of

this question. He sees it as his responsibility to listen to all sides. There is a committee of students undertaking an investigation into the issue, with hours of review of documents, evidence, video, manuals, etc. He came to PSU in large part because it's a university that creatively challenges the status quo. The time has come for PSU to be innovative on how we consider safety. He has had guns pointed at him, and guns have caused a lot of damage in his home community. The students on the committee are spending hours doing research, trying to find new models. They are not being paid; they're doing it because they are passionate about it. The University should create something that other institutions can look to. Also, campus safety does not end with the question of arming officers. He urged Faculty to look at the work being done by the student committee.

EASTIN was opposed to arming campus police officers. Many of the arguments had been about larger social patterns and issues. Echoing the comments by BALDERAS, he wished to emphasize the University's potential for innovation as a unique community, not the least of which is the composition of the student body. We should consider the changes our students are undergoing, and issues of mental health. How much mental health training do our officers receive? Police officers are sometimes quick to resort to force in situations involving mental illness, because that's where their training lies, but that's not necessarily the best way to stabilize the situation.

WALSH believed that in a perfect world there would be no need for protection from gun-wielding people. But we live in a country where there are nearly as many guns as people. In our neighborhoods, we expect law enforcement to protect us from guns by using guns—even if we hate guns. Guns have been wielded right behind his house, and he was grateful to the police officers who showed up with guns to protect him from the gunshots going on. PSU is a neighborhood with over 3000 students who make the campus their home; they live here 24/7. What occurred outside Broadway Residence Hall—not just the Cheerful Tortoise—where over 700 students live, was a dangerous, drunken situation with a firearm. In our own neighborhoods we depend on trained, equipped, and armed officers to protect us from situations like that. That's what we have with our campus public safety officers. They protected the students who live here: over 2000 students on that block. It's a deep tragedy, but the officers were protecting that neighborhood. Could city police officers do so? Maybe, but when they arrive on our campus they will have guns. If we disarm campus police, we will not get rid of guns. We will make the response times slower, e.g., for example for situations of domestic violence, and also have responses from officers who don't know our students as well. WALSH would not vote to disarm the officers in his own neighborhood, and so he can't justify voting to disarm officers in his students' neighborhood.

CLARK: the fundamental question is, does the presence of an armed PSU police force make campus safer or less safe? He wondered about the back-story in 2014 of how then President WIEWEL and the Board of Trustee came to this issue; he [CLARK] remembers a statement to the effect that he WIEWEL was a late and unwilling convert. Clearly there was some prior discussion, but we don't know much about that. LIEBMAN: relevant context was that the person hired as first Director of Public Safety was a former Oregon police officer, and previously had charge of the campus police at Oregon State University.

NEWLANDS was away when this happened and experienced extraordinary bodily grief. People she talked with said it was a matter of de-escalation. She saw it as an issue too complex for any one person to deal with. Where the university has excellence is in learning.

She thought about bringing police into her classroom to talk about what campus safety means. She didn't sense a rapport between faculty/students and campus security.

SCHECHTER: in 2013-14 the campus was galvanized, with tense contract negotiations going on, and a focus on student debt and equity issues. She believed that events in 2013-14 prevented Oregon from becoming Wisconsin [in higher education policy]. To her, the campus police decision felt punitive, as though people were trying to take back campus on terms different from those that had been stressed and vocalized in the preceding year.

PALMITER, reliving the 2013-14 discussions, pointed out that another motivating factor was the recent campus shootings. She recalled seeing campus police walking the halls, almost as though they were on a beat, and asking their opinion about what was going on. There were several who were against being armed, and several who wanted to be armed. Those who wanted to be armed, brought up situations in which their authority would be challenged by someone who had a weapon. They also raised the question of what counted as "arming": with lethal or non-lethal weapons—pellet guns, tasers, etc. That further discussion never took place. She believed that campus security should have the rank of police in order to make arrests, etc., but she was not in favor of having armed campus police.

BRIGHT said her work centers on teacher preparation. This past summer she was engaged in teaching future educators. She opens each class with the projected line "Welcome to your school" to underscore and internalize the idea that teachers are working at the service of students in their care. After Jason Washington was killed, this sparked discussion in the classroom of why the campus officers were armed. BRIGHT reviewed the previous opposition; the students were unable to understand why this opposition was greeted with an action in the opposite direction. She believed that arming campus police was inappropriate, particularly from the perspective of teacher candidates who are hearing proposals to arm teachers and dealing with the anxiety that such discourse generates. Particularly, we are trying to recruit teachers of color, and there is an increasingly complicated conversation when we consider the amplified level of vulnerability.

MAY wondered what "safety" means for different people. Given the dynamics around racism in this city and country, the question comes to the fore. Students have shared different feelings about the atmosphere on campus. Given the response to Faculty Senate's opposition in 2014, MAY wondered what a future resolution would look like or what effect it would have. What do we want to do going forward? What does safety mean, for example for a student that he knew whose uncle had been shot by police? The University needs to innovate on these questions.

JAEN PORTILLO said she did not understand two things. (1) Whether carrying guns, namely concealed weapons, on campus is allowed for people other than police. In the same manner that we have a smoke-free campus, can we have a gun-free campus? (2) Why should having an unarmed police mean slower response times? Can't there be an efficient response of police without firearms? T. ANDERSON found on-line an Oregon University System policy from 2012 which forbids students, employees, contractors, and visitors from carrying firearms on university owned or controlled properties; the prohibition is effective regardless of whether an individual has a concealed carry license. LUCKETT said his understanding was that firearms are not allowed within buildings, but that that the University cannot prevent people [with carry permits] from carrying guns outdoors.

KENNEDY said the conversation had included many good comments. Mental health services need further support. She took to heart comments about how women feel on campus. She had never been in favor of campus being armed, but she took to heart how the director of housing must feel if there is a bar right across from where thousands of students are living. That situation, horrible as it was, could have been even more horrible. We are integrated into the city; do we therefore need to be integrating our conversation with local business owners, bar owners, etc.? Did they need to be discussing how to de-escalate [potentially dangerous] situations? There are forces beyond our immediate control; there are people other than our students on campus.

HINES was on the Board of Trustees in 2014, and remains so until this coming summer. She went record then as being against arming campus safety officers. What KENNEDY said resonated strongly. The question had been asked, how the Board could vote against the expressed wishes of Faculty and students. Her memory was that the Board were given an argument that arming campus safety was an unfortunate necessity, with data, slides, etc. The then president and then director of CPSO represented that this was the only intelligent decision, and that comparator institutions all had armed campus police. HINES had brought up the counterexample of New York University, as mentioned by LIEBMAN, but they went on record saying that Portland police could not provide the security we needed. While she voted no, it was not a simple decision; for the [Board] colleagues who voted yes, it was also not a simple decision. It was not a rubber-stamp; they convened an ad-hoc study committee, listened to much testimony, and agonized over the decision. As PALMITER previously noted, the decision took place in the wake of notorious campus shootings, and also of the shooting of Michael Brown in Ferguson, MO. HINES remembered it as a “choose your fear” scenario. She was more scared of a Ferguson—where, by the way, our current police chief lived and worked. The idea that the decision was made to protect investments is ludicrous. Many changes were made in the proposal to try to make a better trained, better equipped police force to deal with situations we have on a university campus, such as sexual assault. She never got a satisfactory explanation of the armed vs. sworn distinction, and had to vote without having a clear understanding of this. If she had been able to convince her fellow Board members to vote no, and if we had had a mass shooting incident where the police had not been able to intervene in time, she could not imagine how she would have felt. Very likely she will now have to make the decision again. It would have been much easier to not armed campus safety in the first place, than now to disarm a force that is armed. HINES suggested that she and the rest of the Board were in an unenviable position.

B. ANDERSON-NATHE wanted us to be thoughtful about the ways we consider Jason Washington and his status, either as a noble victim or as a potentially dangerous threat because of blood alcohol level or the presence of a weapon. For him [ANDERSON-NATHE] this is a smokescreen. This is a person who was alive and is now dead because our campus pulled the trigger seventeen times, whether he dropped the gun immediately or too late, whether he had a right to carry it or not, whether it was his gun or someone else's, whether it was on campus or off. A person who was alive is not dead, and that's on us—though not exclusively, and not without other details. ANDERSON-NATHE reminded those who were part of the 2014 decision that it was in this room, and again at the Board meeting, that WIEWEL admonished those who were wanting to create and live in an ideal world, that this was foolish and not productive, and that we need to respond to the world we live in. But that meant the world he [WIEWEL] saw, not another world that we might have the capacity,

skill, and passion to create. ANDERSON-NATHE wanted us not to fall back into the pattern to making decisions out of fear. He did not think it was naïve, he thought it possible to move the conversation forward with hope for the world we want to be in, not just worry about the one we are in.

REESE thanked President SHOURESHI for being here and listening. She also wished to clarify her comments about the Board's supposed financial interest: she didn't believe this idea or wish to spread it, but was reporting that had heard students saying it. Her concern is that when it's done, the decision process should be clear to everyone, especially our students.

SHOURESHI believed that HINES's comments were very apt. The input that Senate is providing is very welcome. It is a tough decision. He had received e-mails, calls, and messages from both sides. He had asked the Chief of Police to provide data about how many cases had been addressed each year, and if possible divided between those handled by police officer and security officers. Have we become a campus safer campus or not? But we are situated within a city, so what has been the case for Portland in general? It is important to look at the data. Preliminary data show the number of cases going up every year. Does this mean that Faculty and student are more comfortable reporting incidents, or that there really are more incidents? Also, he had been discussing with a Board member the issue of investing in safety and security technology—for example, there are parking structures without security cameras. It is a tough decision; we will work together. We are a university, and we need to come up with innovative solutions. We don't necessarily need to follow what others are doing, but look for what is right for us.

**D, E, F. G.** None.

## **H. ADJOURNMENT**

The meeting was **adjourned** at 4:36 p.m.



[Received from Maika Yeigh, GSE]

October 12, 2018

Dear President Shoureshi, PSU Board of Trustees, and the PSU Faculty Senate,  
We, the undersigned faculty, staff, and on behalf of many students in the Graduate School of Education, stand in heartfelt solidarity with the family of Jason Washington, our colleagues in the School of Social Work, and those across campus and in our community at large in our opposition to the arming of campus security.

Speaking as those who prepare educators, counselors, higher education professionals, and school and community leaders, we express our communal outrage and sorrow at the death of Jason Washington, and of the life-changing implications for all involved. In recognition of the history of police brutality directed toward People of Color, LGBTQIA+, and disabled individuals, we call for the immediate disarming of PSU Campus security. This tragedy is emblematic of many of the concerns faculty, staff, students, and community members raised when the original decision to arm campus police was being considered back in 2013 and 2014. Specifically, faculty expressed strong opposition to the idea that an armed campus police force would make campus safer (especially for students of color) and unnecessarily duplicate services the Portland Police Bureau already provide to the PSU community. We were dissatisfied by the lack of adequate response to those concerns at the time, and we are saddened that this tragedy has occurred in much the same way as predicted.

**President Shoureshi, members of the Board of Trustees, and Faculty Senate:**

**Hear our voices.** We believe that now is the time to reverse the decision about arming PSU Campus Security.

We, the undersigned faculty, staff, and on behalf of our students of the Graduate School of Education, offer our unambiguous demand to disarm PSU campus security immediately.

With deep sadness and clear conviction,

Jean Aguilar-Valdez, Assistant Professor, Graduate School of Education

Ingrid Anderson, Assistant Professor of Practice, Graduate School of Education

Susan Bert, Assistant Professor of Practice, Graduate School of Education

Anita Bright, Associate Professor, Graduate School of Education

Pat Burk, Associate Professor Emeritus, Graduate School of Education

Susan Carlile, Associate Professor of Practice, Graduate School of Education

Javier F. Casado Pérez, Assistant Professor, Graduate School of Education

Micki M. Caskey, Professor & Doctoral Program Director, Graduate School of Education

Deanna N. Cor, Assistant Professor & Program Coordinator of the Clinical Mental Health Counseling Program, Graduate School of Education

Lynn Coupland, Senior Instructor, Special Education, Graduate School of Education

Kelly Deits Cutler, Assistant Professor of Practice, Graduate School of Education

Esperanza De La Vega, Associate Professor, Graduate School of Education

Chandler Duff, Admissions Specialist, Graduate School of Education

Nancy Eichsteadt, Marketing and Outreach, Graduate School of Education

Julie Esparza Brown, Associate Professor, Graduate School of Education

Ruth Falco, Associate Professor Emerita, Graduate School of Education

Ramin Farahmandpur, Professor, Graduate School of Education

Bernd Ferner, Associate Professor of Practice

Karen Haley, Professor, Graduate School of Education

Kim Hattig, Practicum and Internship Coordinator, Graduate School of Education

Hollie Hix-Small, Assistant Professor, Graduate School of Education

Gabe Hunter-Bernstein, School Partnership Director, Graduate School of Education

Penny Jasso, Field Placement Coordinator, Graduate School of Education

Andy Job, Associate Professor of Practice, Graduate School of Education

Tiffany Jones, Assistant Professor of Practice, Graduate school of Education

Ellie Justice, Director, Helen Gordon Child Development Center

Sybil Kelley, Associate Professor, Leadership for Sustainability Education, Graduate School of Education

Torrey Kulow, Assistant Professor, Graduate School of Education

Joel Lane, Associate Professor & Chair, Counselor Education Department, Graduate School of Education

Holly Lawson, Assistant Professor & Coordinator of the Visually Impaired Learner Program, Graduate School of Education

Susan Lenski, Professor, Graduate School of Education

Lukas Maurer, Manager, Learning Gardens Laboratory

Patricia Maxwell, Accountant - Dean's Office of the Graduate School of Education

Dot McElhone, Associate Professor of Curriculum and Instruction, Elementary Graduate Teacher Education Program Coordinator, Graduate School of Education

Megan McFarland, Academic Inclusion Coordinator, TCIO Career and Community

Studies Program, Graduate School of Education  
Kerstin McGaughey, Office Specialist, Helen Gordon Child Development Center,  
Graduate School of Education  
Kiley Melicker, Department Coordinator, Educational Leadership & Policy  
John Nimmo, Associate Professor, Graduate School of Education  
Soobin Oh, Adjunct Professor, Graduate School of Education  
Amy Parker, Assistant Professor & Coordinator of the Orientation and Mobility Program,  
Graduate School of Education  
Deborah S. Peterson, Associate Professor, Educational Leadership & Policy, Graduate  
School of Education  
Leslee Peterson, Assessment Coordinator, Graduate School of Education  
Candyce Reynolds, Professor and Chair, Educational Leadership and Policy  
Department, Graduate School of Education  
Nicole Rigelman, Professor, Graduate School of Education  
Lacey Risner, Adjunct Professor, Graduate School of Education  
Amanda Sanford, Associate Professor, Graduate School of Education  
Conrad Schumacher, Adjunct Professor GSE UNST, FRIENDTORSHIP!!, CPS HS  
Donna Shrier, Assistant Professor of Practice, Graduate School of Education  
Kris Smith, Admission & Progression Specialist, Graduate School of Education  
Erica Soule, Admission & Progression Specialist, Graduate School of Education  
Molly Baustien Siuty, Assistant Professor, Graduate School of Education  
Amanda Sugimoto, Assistant Professor, Graduate School of Education  
Maria Tenorio, PD, AITP, Graduate School of Education  
Gayle Thieman, Associate Professor, Graduate School of Education  
Cami Touloukian, Adjunct Faculty, Graduate School of Education  
Long Tran, Administrative Manager, Graduate School of Education  
Dee Wetzel, Special Projects Coordinator, Oregon Center for Career Development,  
Graduate School of Education  
Dilafruz Williams, Professor, Leadership for Sustainability Education, Educational  
Leadership & Policy, Graduate School of Education  
Tracy Williams-Murphy, Program Specialist and Advisor, Graduate School of Education  
Rana Yaghmaian, Assistant Professor, Graduate School of Education  
Maika Yeigh, Assistant Professor, Graduate School of Education

## Special Meeting, 15 Oct. 2018, Minutes Appendix C.2

[Received from Amanda Sugimoto, GSE]

... [A] GSE faculty member sent the following thoughts about the upcoming meeting:

*I have been working with students, faculty, and staff to demand PSU to disarm! This is not the time one wants to be able to say, "we told you so," however, the tragic death of Jason Washington is almost to the letter what faculty predicted would happen if campus security was armed. The fact that the previous PSU president and board of trustees overruled the Faculty Senate's clear message was unprecedented. The shooting of Jason Washington--17 times, beginning 30 seconds after officers arrived! (<https://www.opb.org/news/article/portland-state-police-jason-washington-autopsy-report/>) --is unconscionable. The current president at board of trustees should do the right thing and disarm now!*

Sybil Kelley

# Special Meeting, 15 Oct. 2018, Minutes Appendix C.3

## On the Question of an Armed Campus Police Force

Submitted by Karen Karavanic, as Faculty Senate Representative in the Maseeh College

October 15, 2018

As a faculty member, the PSU campus police are the folks I turn to for help with situations related to my safety or that of my students. This note is meant to put forth specific points submitted to me by constituent Professor Warren Harrison, for consideration of the Faculty Senate in discussion of the issue of an armed campus police force for Portland State. - KKK

An important consideration in the question of arming campus police hinges on our expectations of the mission of Campus Public Safety. Currently, we expect our officers to intercede in physical confrontations, serve warrants, interrupt crimes in progress and show up in our classrooms and offices when we feel threatened by an angry student. Any of the individuals they come into contact with may be armed, under the influence of drugs or mentally unstable. The Tri-Met incident with Jeremy Christensen illustrates how quickly a confrontation with a random person can turn deadly. Most of us, if we're lucky, will encounter such a situation only once or twice, if at all, in our lifetime. By virtue of their job, police officers, including our campus police, have the potential for such encounters on a daily basis. To expect campus police to put themselves in those situations with no means to reliably defend themselves is unconscionable. And truthfully, there is no way to reliably defend yourself from an attack with a dangerous weapon without a firearm. Less lethal options such as tasers and pepper spray are not reliable alternatives. Heavy clothing or a single missed shot can defeat a taser, and I can attest from personal experience that pepper spray has only minimal effect on a determined attacker. De-escalation techniques are great, but not great enough to bet your life on. If their mission puts them in harm's way, then they must be given the tools to defend themselves.

If we don't want armed campus officers, then we should be realistic and modify our expectations so they will seldom come into contact with such situations. Responding to events involving crimes in progress or violent behavior could be delegated to Portland Police. The last figures I saw put average PPB response time in Southwest about seven minutes after the call comes in. I believe the average response time for campus police is two minutes. We should keep in mind that Campus officers currently undergo the same training as Portland Police officers; so we shouldn't necessarily expect that delegating serious incidents to the Portland Police Bureau will result in different outcomes, beyond the likelihood they'll arrive after the crime has been committed and the perpetrator has left the area.

## Special Meeting, 15 Oct. 2018, Minutes Appendix C.4

[Received from Gina Greco (WLL)]

When the campus discussed arming the PSU Campus Safety Officers, I agreed with the majority of senators and faculty that the proposal was an example of "a solution in search of a problem." I remain convinced that the addition of armed police on our campus has had a net negative effect on safety; that is, I feel that by arming our safety officers, we have increased the risk of a gun-related fatality on campus more than we have decreased such risk. If the university feels that they must have armed staff to protect against the possibility of an active shooter, I would suggest that the armed officers be a small minority of the campus safety staff, and that they be deployed only in the case of a particularly dangerous event, such as the presence of an active shooter.

# Attachment A.3

Office of the Faculty Senate, OAA  
Portland State University  
P.O. Box 751  
Portland, OR 97207-0751



To: Susan Jeffords, Provost  
From: Portland State University Faculty Senate  
(Thomas Luckett, Presiding Officer; Richard Beyler, Secretary)  
Date: 4 October 2018  
Re: Notice of Senate Actions

At its regular meeting on 1 October 2018, **Faculty Senate approved** the curricular consent agenda with the proposed new courses and changes to courses given in Attachment E.1 to the October Agenda.

**10-4-18— OAA concurs with the recommendation, approves the proposed new courses, and changes to courses.**

A **divisional caucus** of CUPA senators designated Josh Eastin as a member of the Committee on Committees.

**10-4-18—OAA congratulates the new committee member.**

Best regards,

A handwritten signature in black ink, appearing to read 'Tom Luckett'.

Thomas M. Luckett  
Presiding Officer

A handwritten signature in black ink, appearing to read 'Richard H. Beyler'.

Richard H. Beyler  
Secretary to the Faculty

A handwritten signature in black ink, appearing to read 'Susan Jeffords'.

Susan Jeffords, Ph.D.  
Provost and Vice President for Academic Affairs

# Attachment E.1.b

October 17, 2018

TO: Faculty Senate

FROM: Drake Mitchell  
Chair, Undergraduate Curriculum Committee

RE: November 2018 Consent Agenda

The following proposal has been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal as well as Faculty Senate Budget Committee comments on new and change-to-existing program proposals by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#) to access and review proposals.

## **College of the Arts**

### **New Courses**

#### **E.1.b.1**

- **FILM 130 Introduction to Digital Filmmaking for Non-Film Majors, 4 credits.**  
A video production course for non-film-majors seeking a basic introduction to digital filmmaking technology and the film production process. Introduces students to the basic uses of current digital film equipment: cameras, lighting kits, editing software, and on-set safety procedures. Offers a survey of media landscapes (fiction, non-fiction, commercial, and experimental forms), production disciplines (live-action, animation, game design, virtual reality, visual effects).

\* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.



# Attachment E.1.b

## University Studies Program

117 Cramer Hall  
Post Office Box 751  
Portland, Oregon 97207-0751

503-725-5890 tel  
503-725-5977 fax  
Email: askunst@pdx.edu



Oct 1, 2018

TO: Faculty Senate

FROM: Evguenia Davidova, Chair, University Studies Council;  
Michael Mooradian Lupro, Chair, University Studies Cluster Curriculum  
Committee (subcommittee of University Studies Council)

RE: Consent Agenda

### *New Cluster Courses*

The following course has been approved for inclusion in UNST Clusters by the UNST Council and is recommended for approval by the Faculty Senate.

SCI 399	STEM Research: Working to Solve Today's Problems	Science in the Social Context
---------	---	-------------------------------

The link to the cluster proposals is:

<https://unstcouncil.pbworks.com/w/page/45865388/FrontPage>

**Proposed Unit Name Change  
from “Graduate School of Education” to “College of Education”  
Portland State University Faculty Senate, 5 November 2018**

On September 27, 2018 the **Educational Policy Committee** unanimously voted to recommend for consideration by the Faculty Senate the proposal (see attached document) to change the name of the **Graduate School of Education** to the **College of Education**.

EPC proposes the following resolution:

Be it resolved that the Portland State University Faculty Senate approves the proposal to change the name of the Graduate School of Education to the College of Education.

Arthur Hendricks and David Hansen  
Co-Chairs, Educational Policy Committee

\*\*\*\*\*

**Graduate School of Education**  
Office of the Dean

Post Office Box 751  
Portland, Oregon 97207-0751

503-725-4697 tel  
[www.pdx.edu/education](http://www.pdx.edu/education)



Date: May 31, 2018

To: Educational Policy Committee

From: Dr. Marvin Lynn, Dean, Graduate School of Education

Cc: Dr. Margaret Everett, Interim Provost

Re: Change Unit Name from "Graduate School of Education" to the "College of Education"

A handwritten signature in black ink, appearing to be 'ML', located to the right of the 'From' and 'Cc' lines.

This memo proposes a name change for the Graduate School of Education and outlines the rationale for this proposed change. In doing so, we will respond to the following questions:

- Proposed Unit Name/Justification
  - What is the name of the unit?
  - Provide a brief history or justification for it.
  - What plans are there for changes to the programs that are currently being offered?
- Scope and Budgetary Implications
  - What, if any, plans are there for changes to the mission or scope of the unit?
  - How does the unit help PSU or achieve its themes/goals?
  - Will there be any budgetary implications?
- Advancement of PSU Goals
  - Why is changing the identity key to success in meeting the objectives of the GSE?
- GSE Supporters
- GSE Faculty Governance Procedures

### **Proposed Unit Name/Justification**

The name of the unit is the "Graduate School of Education." The proposed unit name is the "College of Education." The Oregon Teacher Standards and Practices Commission and the PSU Faculty Senate and the PSU Academic and Student Affairs Committee recently approved our proposal to offer an undergraduate program in Special Education. While the BA/BS degree is new, the courses are all existing courses (cross listed as undergrad/grad) and TSPC considers the undergraduate degree to be a program variant of our existing licensure program. Notably, we have offered the Bilingual Teacher Pathway Program, in collaboration with CLAS, at the undergraduate level for nearly twenty years. We will admit undergraduate students into the Special Education program in the fall of 2018. Other undergraduate programs may be considered to meet the changing workforce needs in our community. We propose to change our name to "College of Education" to more comprehensively address our programs. Nearly all of the public universities in Oregon that have education programs, refer to themselves as a "College of Education." For example, [The University of Oregon](#), [Oregon State University](#), [Western Oregon University](#), and [Eastern Oregon University](#) all have "Colleges of Education"

that house both graduate and undergraduate programs. This would bring Portland State University's Graduate School of Education into greater alignment with existing programs of similar scope at other public universities in Oregon.

---

**Scope and Budgetary Implications**

The proposed name entails no change in the scope or function of the Graduate School of Education. We would pay for additional signage etc. through existing S & S funds and will receive support from the Office of Graduate Studies. We have created a committee of key staff across units in the GSE to implement the name change once approved by PSU

**Advancing PSU Goals: Equity-driven Research, Teaching, and Practice**

The Graduate School of Education is the only unit at PSU that prepares educators, principals, counselors, higher education professionals, and leaders for sustainability to take leadership in schools and agencies throughout the Portland area. Our work is vital to the mission of the university which is to "serve and sustain a vibrant urban region" through "access, inclusion, and equity."

A rebranding of the College of Education is in alignment with our vision which states: in the next five years, we will be nationally recognized for working collaboratively with the surrounding communities, Tribal Nations, and our students to advance equity and excellence in education and counseling through our engaged research activities, and our community-centered and culturally responsive professional-preparation programs with innovative models for preparing diverse professionals who are critically engaged global citizens.

The shift to include both undergraduate and graduate degrees only enhances our capacity to fulfill this vision. We are excited about the increased potential to recruit more diverse candidates from teacher pipeline programs including secondary school partners, community colleges, and competing institutions who offer undergraduate degrees. Becoming a College of Education also has the potential to increase our face-validity and credibility with grant funders, diverse prospective faculty, and community partners.

---

**GSE Supporters of this Proposal**

Marvin Lynn, Dean

Tina Anctil, Associate Dean for Academic Affairs

Will Parnell, Chair, Curriculum and Instruction

Randall De Pry, Chair, Special Education

Candyce Reynolds, Chair, Educational Leadership and Policy

Patrick Burk, Acting Chair, Counselor Education

Todd Cherner, Interim Director, Student Services, Marketing, and Communications

**GSE Faculty Governance Procedures**

The GSE Program and Policy Committee discussed the name change on April 10, 2018 and determined the GSE faculty and staff needed more time to evaluate and discuss the proposal. On May 22, 2018, the committee organized small group discussions for the May 29, 2018 GSE Faculty and Staff meeting.

### **GSE Faculty and Staff Approval**

On May 29, 2018, the GSE Program and Policy Committee facilitated small group discussions of voting faculty (.50 FTE and above tenure track and non-tenure track faculty), staff and academic professionals. Upon completion of the small group discussions, a paper ballot vote was conducted resulting in the majority approval by both faculty and staff: 69% of full-time faculty and 72% of staff and academic professionals present at the meeting voted to approve the name change.

**Proposed Unit Name Change  
from “Office of Graduate Studies” to “Graduate School”  
Portland State University Faculty Senate, 5 November 2018**

On September 27, 2018 the **Educational Policy Committee** unanimously voted to recommend for consideration by the Faculty Senate the proposal (see attached document) to change the name of the **Office of Graduate Studies** to the **Graduate School**.

EPC proposes the following resolution:

Be it resolved that the Portland State University Faculty Senate approves the proposal to change the name of the Office of Graduate Studies to the Graduate School.

Arthur Hendricks and David Hansen  
Co-Chairs, Educational Policy Committee

\*\*\*\*\*



## MEMORANDUM

DATE: August 31, 2018

TO: Educational Policy Committee

THRU: Susan E. Jeffords, Provost and Vice President for Academic Affairs

THRU: Mark R. McLellan, Vice President for Research

FROM: Rossitza B. Wooster, Dean of Graduate Studies

RE: Change Unit Name from "Office of Graduate Studies" to the "The Graduate School"

Three handwritten signatures in blue ink are visible. The top signature is large and stylized. The middle signature is smaller and more cursive. The bottom signature is written in a cursive script and appears to read 'Rossitza B. Wooster'.

This memo proposes a name change for the Office of Graduate Studies and outlines the rationale behind this proposal.

- **What is the name of the unit? Provide a brief history or justification for it.**

The current name of the unit is "Office of Graduate Studies." The proposed new name of the unit is "The Graduate School." The Office of Graduate Studies (OGS) already performs the functions of a graduate school. Comparator institutions with similarly sized graduate student bodies to Portland State University use various names for this unit (office, school, college, etc.); however, the most common name is "Graduate School," as illustrated by the name of the national organization governing advancement of graduate education and research, The Council of Graduate Schools.

The proposed name change entails no change in the scope or function of OGS. While this proposed name change is overdue, the timing of this request coincides with the proposed name change of the "Graduate School of Education" to "College of Education." A previous name change from "Office of Graduate Studies (OGS)" to "The Graduate School" could have led to confusion if PSU had both "The Graduate School" and the "Graduate School of Education"; however, the Graduate School of Education is currently proposing its own name change, to the "College of Education," preventing any such confusion. Costs associated with this name change, mainly changes in signage and materials, can be covered by the existing OGS budget.

Recent administrative reorganizations announced by President Shoureshi will make the current Office of Graduate Studies a division within the Research and Graduate Studies department (formerly "Research & Strategic Partnerships").



- **How does the unit help PSU or achieve its themes/goals?**

The Office of Graduate Studies is dedicated to the advancement of graduate education at PSU. As The Graduate School, this unit will remain committed to student success by serving as the principal resource for students, faculty, and staff regarding graduate recruitment, admissions, graduate certificate and degree requirements, degree status, petition procedures, thesis and dissertation preparation, final oral examinations scheduling, eligibility of graduate assistants, and formal records of academic standing for graduate students.

- **Why is changing the identity key to success in meeting the objectives of the unit?**

Traditionally, institutions of higher education with a significant number of graduate programs and a relatively large graduate student body signal the relative importance of graduate studies at their institution by electing to name the unit a “school” or “college.” The proposed name change will accomplish this at PSU. This elevation is deserved as PSU offers 20 doctoral programs, more than 100 master's programs, and over 35 graduate certificate programs. The ability to grant degrees is generally associated with “schools” and “colleges.” The proposed name, “The Graduate School,” is a true representation of the current scope and function of OGS.

- **List the individuals proposing the change and their department affiliations:**

Rossitza B. Wooster, Dean of Graduate Studies

Thru: Mark R. McLellan, Vice President for Research

Thru: Susan Jeffords, Provost and Vice President for Academic Affairs



## Attachment E.4

Joint Undergraduate Curriculum Committee / Graduate Council statement on curricular overlap, provided to Steering Committee by Mark Woods, chair of the Graduate Council, Oct. 2018

The university curriculum committees (UCC and GC) will evaluate new course proposals to ensure that there is no (or minimal) overlap between the proposed course and existing courses in other schools or colleges on campus. The purpose of this review is to ensure that university resources are not duplicated in offering the same material in multiple courses. This review is not intended to protect the "academic turf" of individual faculty members or departments. It is the responsibility of the proposing department to properly evaluate all possible instances of overlap between the proposed course and existing courses on campus.

Overlap within the same department is an easy one for the Department curriculum committees to solve. If the Dept. believes that they can sustain the needed student registrations for courses that overlap, then it is the department's call.

Instances of potential overlap between courses offered within the same school or college must be resolved by that school or college's own curriculum committee prior to review by a university curriculum committee. In cases where such potential overlap is identified by a university curriculum committee and is deemed to be insufficiently addressed, the proposal will be returned to the relevant college curriculum committee without further review.

Cases of overlap between colleges and schools should be resolved between the college/school curriculum committees and if necessary, deans should get involved. In cases where a new course is proposed that duplicates an existing course (e.g. when a faculty member moves from one department to another and wishes to teach a course that they have developed in their new department) the new course will only be approved if: 1) the proposal is accompanied by a drop course proposal for the old course; 2) a formal agreement between the two departments/schools/colleges is in place that will either formally cross-list the two courses or sunset the old course.

**Committee on Committees (CoC) Annual Report for 2017-18**

Prepared by Liane O'Banion, outgoing chairperson, 10/24/18

**2017-18 Membership:**

<b>Division</b>	<b>First</b>	<b>Last</b>	<b>Dept</b>	<b>Start of service</b>
CLAS-AL	Suwako	Watanabe	WLL	2017
CLAS-AL	Isabel	Jaén Portillo	WLL	2017
CLAS-SCI	Drake	Mitchell	PH	2017
CLAS-SCI	Jeanette/Rachel	Palmiter/Webb	MTH/STAT	2017
CLAS-SS	Patricia	Schechter	HST	2016
CLAS-SS	Heejun	Chang	GGR	2017
SBA	Michael	Dimond	SBA	2017
GSE	Candyce	Reynolds	GSE	2017
MCECS	Karen	Karavanic	CMP	2017
COTA	Marie	Florillo	COTA	2017
LIB	Jill	Emery	LIB	2017
SSW	Miranda	Cunningham	SSW	2017
CUPA	Sheila	Martin	USP/IMS	2017
<b>AO</b>	<b>Liane</b>	<b>O'Banion</b>	<b>TLC/OAA</b>	<b>2016</b>
OI	Susan	Lindsay	IELP	2017
SPH	Lynne	Messer	SCH	2016

**Committee charge (from PSU Faculty Constitution):**

*The Committee on Committees is responsible for (1) appointing the members and chairpersons of constitutional committees, (2) making recommendations to the President for numerous committees established by administrative action, and (3) ensuring appropriate divisional representation*

**CoC overview:**

In 2017-18, CoC met regularly to set goals and create an action plan for the spring 2018 faculty recruitment/participation for service through university-wide committees. For full list of 2018-19 appointments, please visit <https://www.pdx.edu/faculty-senate/all-university-faculty-committees>. For 2018-19, the CoC co-chairs are: Susan Lindsay (IELP) and Karen Karanavic (MCECS).

The following provides a brief overview of notable work and/or discussions, which occurred during AY 2017-18.

**Efforts to increase faculty participation in shared governance:**

As was noted by the prior CoC chair, faculty participation continues to be a challenge. The CoC had many conversations throughout the year on how to best increase engagement while acknowledging the reality of increasing faculty workload and teaching/research expectations (particularly for new, NTTF, and junior faculty). Following is a brief description of some of our efforts.

- CoC chair along with the immediate past presiding officer (Brad Hansen) participated in the COTA fall faculty event, highlighted the importance of shared governance, and invited faculty to participate in myriad of capacities.
- In an effort to increase faculty participation in and awareness of upcoming spring Faculty Preference Survey (FPS) in April, each CoC member determined the best ways to outreach to relevant administrators and/or department leaders (dept. chairs, etc.) to encourage faculty participation through leadership's demonstration of their commitment to shared governance.
- To ensure that eligible members received the FPS, particularly in the *All Others* (AO) category, which was concurrently experiencing a re-alignment of membership from schools/colleges to AO due to broader organizational changes, the chair initiated proactive outreach to administrators responsible for large portions of these individuals to: 1) encourage participation; and 2) ensure AO members received the survey in a timely and accurate fashion.

**CoC Procedural accomplishments:**

- To improve and track regular communication with CoC members, the chair created the Google group, *PSU-FacSen-CoC-Group*, which archived all CoC communication. This also created a historical record, which will aid subsequent CoC leadership/members in understanding past practice.
- The CoC chair, with input from members, initiated a new procedure for tracking and approving mid-year appointments to all constitutional and administrative committees for which CoC has responsibility. This included creation of an electronic nomination process for commenting and voting on mid-year appointments, in the form of a shared Google sheet with access restricted to current CoC members; archived each AY. This replaced the previous process that required CoC members to exchange sensitive information through long strings of email responses. The former procedure also created difficulty in tracking, and prohibited any meaningful archived historical data that could be passed to future CoC chairs.

- Prior to dissemination of the spring Faculty Preference Survey (FPS), the chair sent a comprehensive survey to chairs of all constitutional and administrative committees, with responses received from 34 chairs. The comprehensive survey intended to gather in one place all the information needed for the CoC spring recruitment process, rather than have each member of CoC reach out individually, as was the practice in prior years. Some of the info requested included: 1) how many and which members are leaving; 2) who will chair next year; 3) any specific issues or challenges the committee wishes to address with membership; 4) any disciplinary or other expertise requested; and 5) does the stated committee charge reflect the work the committee does. This effort was identified by both committee chairs and CoC members as helpful in reducing workload and eliminating confusion.

#### **Spring 2018 Faculty Preference Survey (FPS) and appointment process items of note:**

- Historically, FPS allowed for 1<sup>st</sup>-3<sup>rd</sup> choice of committee, followed by the alternative option to indicate willingness to serve on “any” committee (often the majority of responses). While these individuals were indeed the most flexible and willing to serve where needed, the chair noticed that in practice, many were often not selected at all, as those indicating specific interest were approached first. In consultation with the Secretary to the Faculty, the CoC chair amended the 2018 FPS and removed the “any” option, and increased the choices from three to four. The intention was to encourage faculty to educate themselves about the many committee options prior to indicating their interest, with the goal of reducing declined nominations and appointments post-facto.
- The FPS was to be available for one week, but following some technical issues and requests that the survey be sent again for various reasons, the chair determined that an extra week was appropriate to maximize access and participation.
- David Burgess (OIRP), created a new searchable, user-friendly version of the FPS data and results that increased the ease of use substantially and eliminated challenges of sharing large amounts of information with 16+ members simultaneously. **Many thanks on behalf of CoC for David’s creativity on this project!**

#### **Future improvements:**

Participation in the spring survey, and in shared governance through committee work overall, remains low. This challenge highlighted a recurring theme in CoC discussions throughout 2017-2018. There is some evidence that messaging, directly or indirectly, particularly to new and junior faculty, sends a message that it is not in their best interest to engage in service work until successfully achieving tenure or equivalent milestone. Additionally, it appears that “service work” is a nuanced concept. Many identified engagement through departmental work,

participation within the colleges/schools, community or other setting as contributions to university service. Thus, while participation in Faculty Senate and/or university-wide committees continues to be lower than we may like, we acknowledge the myriad of ways faculty contribute to the university.