1. Call to Order/Roll/Declaration of Quorum

2. Open Comment
   To sign up for Open Comment, go to www.pdx.edu/board/sign-up-for-open-comment

3. Opening Comments and Reports
   a. Comments from the Associated Students of Portland State University
   b. Comments from President Officer of the Portland State University Faculty Senate
      Faculty Senate Presiding Officer Brad Hansen will provide comments to the Board.

4. Reports of Standing Committees of the Board
   a. Executive and Audit Committee
      Cover Sheet - Executive and Audit Committee Report - Page 3
      Resolution Approving Internal Financing for Capital Projects - Page 4
      Resolution re Presidential Position Profile and Transition Committee - Page 7
   b. Academic and Student Affairs Committee
   c. Finance and Administration Committee

5. Consent Agenda
   a. Approval of Meeting Minutes
      Meeting Minutes December 1, 2016 - Page 18
      Meeting Minutes January 12, 2017 - Page 39
      Meeting Minutes March 8, 2017 - Page 41
      Meeting Minutes March 14, 2017 - Page 42
      Meeting Minutes March 16, 2017 - Page 43
      Meeting Minutes March 23, 2017 - Page 44
   b. Approval of the 2017-18 Full Board Meeting Schedule
      Cover Sheet - Approval of the 2017-18 Full Board Meeting Schedule - Page 45

6. Action Items
   a. Approval of Resolution Concerning 2017-18 Tuition Rates
      Cover Sheet - 2017-18 Tuition Resolution - Page 46
      Resolution Concerning 2017-18 Tuition Rates - Page 62
   b. Approval of Resolution Recommending Approval of 4th & Montgomery Capital Project and Issuance of State Bonds
      Cover Sheet Resolution Approving 4th and Montgomery Project and Approving and Requesting the Issuance of State Bonds - Page 74
      Resolution Concerning Approving the 4th and Montgomery Project and Approving and Requesting Issuance of State Bonds - Page 76
   c. Election of 2017-18 Board Officers
7. Report from the President
   President’s Report - Page 82

8. Orientation Session: School of Public Health
   Dean David Bangsberg will provide an overview of the OHSU-PSU School of Public Health
   School of Public Health Fact Sheet - Page 99

9. Adjourn

   The next scheduled Board of Trustees meeting is June 22, 2017.
AGENDA ITEM: 4.a

DATE: April 11, 2017

TITLE: Executive and Audit Committee Report

SUMMARY OF ITEM: Since the last regular Board meeting, the Executive and Audit Committee has approved two resolutions on behalf of the Board. They are provided to the Board for your information.

REQUESTED BOARD ACTION: None

ATTACHMENTS:
1. Resolution Approving Certain Internal Financing for Certain Capital Construction Projects
2. Resolution Regarding Presidential Position Profile and Transition Committee
RESOLUTION APPROVING INTERNAL FINANCINGS FOR CERTAIN CAPITAL CONSTRUCTION PROJECTS

Approved by the Executive and Audit Committee
On Behalf of the Board of Trustees
February 24, 2017

BACKGROUND

A. Internal financings are short-term loans of University funds for use on a particular project. Internal financing is often used by Portland State University (the “University”) to provide matching funds necessary for issuance of Article XI-G bonds by the State of Oregon and/or to pay construction-related costs on approved capital projects prior to actual receipt of pledged philanthropic contributions. The Debt Management Policy adopted by the Board on December 11, 2014 (the “Debt Policy”) provides that the maximum term of any single internal financing is three years and also provides that the total value of internal financings are not to exceed 10% of the core cash balance of the University’s general operating bank account, as projected annually, unless otherwise approved by the Board. Ten percent of the University’s FY2017 core cash balance is $12,287,701.

B. The 2015-2017 Bond Bill authorized the issuance of State general obligation bonds for the Neuberger Hall Renovation and Deferred Maintenance project as follows: $10,220,000 of Article XI-G bonds and $50,359,300 of Article XI-Q bonds. The Oregon Constitution requires that the amount of indebtedness incurred under Article IX-G be matched by an amount that is at least equal to the amount of the indebtedness.

C. On December 10, 2105, the Board approved issuance of Article XI-G and Article XI-Q bonds for the Neuberger Hall project. The Board stated that moneys available to the University have been and will be used on project costs to satisfy this match requirement. The Board also stated that internal financings may be used to satisfy the matching requirements in anticipation of receipt of philanthropic gifts towards the project.

D. For the Neuberger project, the State anticipates certification of the University’s matching requirement on March 7, 2017 in order to issue the bonds in May 2017. The University currently anticipates receipt of pledged philanthropic gifts over a ten-year period adequate to satisfy the University’s matching requirement. In order to satisfy the matching requirement prior to bond issuance, the University needs to use internal financing. Internal financing for a ten-year period requires Board approval.

E. In addition, current projected project costs and philanthropic pledge schedules for the Stott Center/Viking Pavilion Project and the Karl Miller Center (SBA) Project indicate that the University will need to use short-term internal financings in FY 2017-18 in order to pay project-related costs for those projects prior to receipt of pledged and anticipated philanthropic gifts. Fundraising efforts for both projects are ongoing. Such internal financings, when added to the internal financing necessary to satisfy the matching requirement for the Neuberger project, are projected to cause the total value of internal financing to exceed 10% of the core cash balance.
of the University’s general operating bank account by approximately $1.7 million over the next two to three years. Exceeding 10% of the University’s core cash balance requires Board approval.

F. Completion of the Neuberger project is clearly in the best interests of the University. Neuberger Hall, a five-story structure on the South Park Blocks built in phases in the 1960s, is the center for most student services and one of the most heavily used general pool classroom buildings on campus. Currently, the 227,234 square foot building is home to eight academic departments within the College of Liberal Arts and Sciences, the School of Art+Design, 36 general pool classrooms, and several critical student services departments (such as Admissions, Financial Aid, Student Financial Services, and the Registrar). Neuberger Hall faces numerous and widespread deficiencies and deferred maintenance, and requires seismic and systems upgrades. The building’s deficiencies include the presence of asbestos and other hazardous building materials, a leaking roof, a deteriorating plumbing system, poor ventilation and air circulation, an aging HVAC system, lack of ADA accessibility in the mezzanine levels, and overloaded elevators. The loaning of approximately $10 million of University funds to the project over a ten-year period, in anticipation of receipt of philanthropic gifts, allows the University to receive over $60 million in State funds for the project, with the State paying all debt service on such funds.

RESOLUTION

Now, therefore, be it Resolved by the Board of Trustees, that:

1. **Internal Financing.** In order to provide evidence of qualified matching funds necessary for the issuance of the full amount of Article XI-G bonds authorized for the Neuberger Project on the date required by the State and to pay project-related costs for the Neuberger, Viking Pavilion/Stott Center and Karl Miller (SBA) projects when due, the total amount of internal financings may exceed 10% of the University’s core cash balance, up to an amount not to exceed $16 million, if necessary, notwithstanding the limitations of Section V of the Debt Policy. In addition, the University may use internal financing for these purposes for a term that exceeds three years, as necessary, notwithstanding the limitations of Section V of the Debt Policy. The University is expected to repay internal financing amounts in excess of the otherwise applicable Debt Policy limit as soon as practicable with appropriate philanthropic contributions.

2. **Reporting.** For any fiscal year quarter in which the total amount of internal financings exceeded 10% of the University’s core cash balance, the University shall report such details to the Finance and Administration Committee during the subsequent fiscal year quarter.
3. **Effective Date.** This resolution shall take effect immediately upon adoption by the Executive and Audit Committee, acting on behalf of the Board of Trustees, and shall be reported to the Board at the next regular Board meeting.

APPROVED BY THE EXECUTIVE AND AUDIT COMMITTEE
ON BEHALF OF THE BOARD OF TRUSTEES
FEBRUARY 24, 2017

[Signature]
Secretary to the Board
RESOLUTION REGARDING PRESIDENTIAL POSITION PROFILE AND TRANSITION COMMITTEE

Approved by the Executive and Audit Committee
On Behalf of the Board of Trustees
February 24, 2017

BACKGROUND

A. On August 4, 2016, the Board of Trustees adopted a resolution establishing the process and procedure by which the Board would search for and hire the next President of Portland State University. Pursuant to that resolution, the Board Chair established a Presidential Search Advisory Committee, the Committee hosted five forums on campus and established an online survey in order to solicit and receive feedback regarding the opportunities, challenges, standards and criteria for hiring a new President, and an Opportunity and Challenge Profile was developed.

B. The Opportunity and Challenge Profile describes the role of the President, the key leadership expectations for the President, and the qualifications and experiences required for a President. The Opportunity and Challenge Profile was drafted after receiving robust feedback from the campus community and public. The Opportunity and Challenge Profile will guide the Board in its consideration of finalist candidates.

C. The Board recognizes that the selection of a new President is just the first step in the process of ensuring a successful transition. The Board and all members of the campus community are invested in the smooth and efficient launch of a new presidency.

RESOLUTION

Now, therefore, be it Resolved by the Board of Trustees, that:

1. The Opportunity and Challenge Profile attached as Exhibit A is approved and adopted to serve as the standards, criteria and policy directives that will guide the Board in the selection of a new President.

2. The Board Chair is to establish and charge a Transition Committee to assist the next President through the transition period, including the first six to twelve months of the new presidential term.

APPROVED BY THE EXECUTIVE AND AUDIT COMMITTEE
ON BEHALF OF THE BOARD OF TRUSTEES
FEBRUARY 24, 2017

Secretary to the Board
Opportunity and Challenge Profile

Portland State University
Search for the President
Portland, Oregon

"
Doctrina Urbi Serviat – Let Knowledge Serve the City."

Executive Summary

Portland State University (PSU) seeks its next President to lead this thriving, urban research institution of public higher education. Located in the heart of Oregon’s economic and cultural center, PSU is a Carnegie Doctoral Research University and the most diverse four-year academic institution in the State of Oregon, enrolling 28,000 students from every state in the nation and more than 80 foreign countries. This position represents an outstanding opportunity for a creative and dynamic academic leader to launch PSU into its next level of excellence, leading the implementation of the 2016-2020 strategic plan to transform the University into a globally renowned model of teaching, research, community engagement, access, and affordability.

As an urban university, PSU has a deep commitment to promoting diversity, providing access to education to a broad spectrum of communities, and applying higher education learning directly to the challenges often found in large metropolitan areas. Building upon its strengths, and drawing upon its central location in one of the most dynamic cities in the nation, PSU forges effective partnerships within its community and region (and beyond), serving as a nexus for interdisciplinary and experiential learning and research. Through this collaboration, PSU and its partners develop practical ideas, approaches and solutions to serve not only the citizens of the Portland area, but also those living in the ever increasing number of cities around the globe looking for innovative paths forward in growth management, sustainability, and equity. In recognition of its efforts, US News and World Report ranked PSU among the top 10 “most innovative” national universities in its Best Colleges 2017 rankings.

Reporting to the Board of Trustees, the President serves as the senior academic and administrative leader for the University, overseeing strategic planning, budget management and fundraising, academic quality, student success, talent management, facilities maintenance, and all other areas of operation. Together with the Board, the President will provide vision and strategic leadership to the University. The President is responsible for leading the administration, faculty, and staff in carrying out the University’s mission to the highest possible level of quality.

An energetic ambassador for the institution, the President will promote and represent the institution to all internal and external audiences including elected and governmental officials; professional and educational associations; state, federal, and international agencies; and the public at large. The President will be a vigorous participant in community affairs in the greater Portland area and will build strong relationships with key communities across the state. The President will work collaboratively with the Board of Trustees, other university presidents, elected and appointed officials, education leaders, and business leaders to advance shared goals.
for public education in Oregon. The successful candidate will address the following set of key leadership expectations presented by this role:

- Be an inspirational and influential leader and champion of PSU’s mission and unique identity
- Be the guardian of student success
- Support the faculty and staff in delivering on the PSU mission
- Lead the prioritization and implementation of the 2016-2020 strategic plan
- Build the funding base to provide sustainable quality education and impactful research
- Develop and leverage the Board and key external relationships in the metro region and state

Positions reporting to the President include the Provost & Vice President for Academic Affairs, the Vice President for Enrollment Management & Student Affairs, the Vice President for Public Affairs and Chief of Staff, the Vice President for Global Diversity & Inclusion, the Vice President for Finance & Administration, the Vice President for Research and Strategic Partnerships, the Director of Institutional Research & Planning, General Counsel, and the Athletics Director. For a full organizational chart, see www.pdx.edu/fadm/university-organizational-chart

A list of the desired qualifications and characteristics of the President can be found at the conclusion of this document, which was prepared by the search advisory committee with the assistance of Isaacson, Miller, a national executive search firm, to provide background information and detail the key opportunities and challenges related to the position. All confidential applications, inquiries, and nominations should be directed to the parties listed at the conclusion of this document.

About Portland State University

Over the last 66 years, Portland State University has developed from a temporary extension center to its position today as a nationally recognized urban research university, the largest and most diverse in Oregon. The institution was first established as the Vanport Extension Center in June 1946 to satisfy the demand for higher education in Portland for returning World War II veterans. Classes were held in the vacated Summer Vanport Junior High School. That first summer session had 221 students. Over 1,410 students registered for the 1946 fall term.

Following the Vanport Flood of 1948, the college became known as "the college that wouldn't die" for refusing to close after the flood. The term was coined by Lois Hennessy, a student who wrote about the college and the flood in the Christian Science Monitor. The school occupied Grant High School in the summer of 1948, and then moved to hastily-converted buildings at the Oregon Shipyard, known as the Oregon Ship. In 1953, the school moved to downtown Portland and occupied the vacated buildings of Lincoln High School on SW Broadway Street, including the "scabby" Lincoln Hall, then known as "Old Main." The school in 1955 changed its name to Portland State College to mark its maturation into a four-year degree-granting institution.

Portland State University continued to grow with graduate programs added in 1961 and doctoral programs in 1968. The institution was granted university status by the Oregon Legislature in 1969, becoming Portland State University (PSU).
In recent years, Portland State University programs have attracted national attention. When PSU replaced its traditional undergraduate general education distribution system and adopted a new interdisciplinary program, University Studies in 1994, it received national press and institutions all over the country visited the PSU campus. For the ninth consecutive year, U.S. News & World Report has recognized University Studies and on multiple occasions has listed it as a "Program to Look For."

Student diversity and engagement with diverse communities was increased with the expansion in the last ten years of the Black Studies program, the development of the Chicano-Latino Studies and Native American Studies programs, and the Native American Student and Community Center. Two additional cultural resource centers aimed at serving the African/African American/Black and Asian/Asian American/Pacific Islander student communities are set to open in Fall 2016.

Portland State University programs continue to garner national recognition and rankings. The University has been named one of the top ten innovative universities in the country (US News and World Report 2016-2017) and as a Community Engaged Institution by the Carnegie Foundation for the Advancement of Teaching. To see an up-to-date list of the outstanding PSU rankings and references by Princeton Review and other nationally respected organizations, please click on the following link: http://www.pdx.edu/profile/portland-state-university-rankings-and-references

A seminal moment in the institution occurred in September 2008, when the James F. and Marion L. Miller Foundation awarded Portland State University a ten-year $25M challenge grant to enhance and expand its sustainability efforts. Both the $25M Miller grant and the funds raised to match it are being used exclusively for the advancement of sustainability in program offerings, including research and engagement with community partners. In 2015, the University was awarded a $24M grant from NIH to prepare underrepresented undergraduate students for employment and graduate studies in health fields.

**PSU Today**

Portland State University has 28,000 students – approximately 22,500 undergraduates and 5,500 graduate students. Some 62 percent of the students are full time, approximately 78 percent are residents of Oregon, and 70 percent are transfer students.

While the University’s primary market continues to be undergraduate and part-time graduate students, the growing domestic and international reputation of PSU and Portland is attracting an increasing number of traditional, out-of-state freshmen, causing a decrease in the average age of the study body. The majority of undergraduate students transfer to PSU primarily from community colleges and to a lesser extent from other universities. The vast majority of PSU’s 165,000+ alumni reside in the greater Portland metropolitan area.

In recent years, Portland State has added more doctoral programs as it has grown from its original mission as a liberal arts undergraduate college into a comprehensive research university. Recently added doctoral programs include community health, health systems policy, mathematics, biology, chemistry, computer science, applied psychology, engineering and technology management, mechanical engineering and sociology. It is also building its research capability in targeted areas.

Portland State University offers over 200 degree programs as follows: 88 bachelor programs, 88 master and 37 doctoral programs. The University has approximately 4,135 employees, including
1,853 research and instructional faculty, 2,399 academic professionals, managers, and staff and 92 administrators. The faculty and staff, including graduate assistants, are represented by various collective bargaining units. Collective bargaining plays a strong role in the University’s governance.

PSU’s research funding has grown steadily from about $5 million in 1990 to more than $62.5 million in 2015. In addition, Portland State’s Business Accelerator has fostered the growth of 38 businesses, 35 percent of which work directly with PSU’s faculty experts. Research synergies in areas such as instrumentation, computer science, transportation, and sustainability support private-sector innovation and improve the quality of life of all Oregonians while helping attract members of the “creative class” to Portland.

Mission Statement

- We serve and sustain a vibrant urban region through our creativity, collective knowledge and expertise.
- We are dedicated to collaborative learning, innovative research, sustainability, and community engagement.
- We educate a diverse community of lifelong learners.
- Our research and teaching have global impact.

Diversity, Inclusion and Globalization

Since its founding, Portland State has embraced a mission of access to higher education for students across the state. Throughout its growth and development, PSU has remained committed to providing access and opportunity to students from regional, national, and international communities in their pursuit of lifelong learning and diverse educational goals. To this end, PSU has utilized an equity lens in its strategic plan and values diversity and fosters a climate of mutual respect and inclusiveness that celebrates the diversity of its students and supports different points of view and the open exchange of ideas. The University is also committed to building the diversity of its faculty and staff to enrich the educational experience of students both inside and outside the classroom and give them the skills they need to flourish and succeed in a diverse global society.

Since 2000, internationalization has been a central theme of Portland State, and the University has demonstrated an ongoing commitment to globalization as part of its mission. PSU’s future is guided by the belief that its students will be leaders in an emerging global community. To help achieve this, it strives to weave global thinking seamlessly into everything that it does. Today, PSU has grown to become a university of distinction that attracts students and faculty from

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1 PSU has distinguished itself regionally and nationally by refining and expanding its focus on equity, and this commitment is demonstrated throughout the strategic plan and throughout the planning process itself. The Strategic Planning Project Support Team created an Equity Lens panel that reviewed and made recommendations on the strategic planning process and drafts of the plan. In order to design and implement this lens using best practices and the most current thinking on the subject, PSU enlisted the help of a small group of experts from within the PSU community and the Metro region. In the development of the Strategic Plan, Equity Lens questions were asked to consider answers from two perspectives: through the lens of race and ethnicity and through the lens of marginalized communities including (but not limited to) persons with disabilities, women, transgender and gender non-conforming persons, and those in the LGBTQ community.
around the world. It has experienced more than a 50 per cent increase in its international enrollment, with international students coming from over 97 countries. Additionally, the University hosts approximately 200 international visiting researchers and scholars who contribute their knowledge and expertise to the PSU community. The University also sponsors more than 140 study abroad programs in over 38 countries and the number of students now studying abroad has increased 58 percent since 1999.

Furthermore, to demonstrate its recruitment savvy, Portland State University launched what is known as the Fearless Campaign (http://www.pdx.edu/fearless/). This initiative is aimed at communicating the hopes and dreams of the campus through a culture of innovation and entrepreneurship, and to further underscore its potential of making bold ideas become reality.

Leadership

The President: Wim Wiewel, Ph.D. assumed the presidency of Portland State University in August 2008. Under his leadership, the University has grown significantly in size and reputation. The University has received numerous national rankings that include, US News and World Report’s 2016-17 top 10 most innovative universities in the country, a national and international leader in sustainability, one of the friendliest campuses in the nation for the LGBTQ community, business programs rising in the national rankings, rated among the “most hipster” campuses in the country, and holds the Carnegie Classification for Engaged universities.

President Wiewel has announced his resignation as president effective August 2017.

Governance: In 2014 Portland State became an independent public body governed by a 15 member Board of Trustees appointed by the Governor with the approval of the Oregon Legislature. The state appropriation and all major academic policies and program changes at Portland State are coordinated through Oregon’s Higher Education Coordinating Commission in order to prevent inadvertent duplication of programs and to ensure the continuity of existing integrated programs. PSU has a strong tradition of shared governance, of which the Faculty Senate is an essential component.

Campus Development and Community Partnerships

Portland State has a long history of collaboration with public and private sector partners to make the metro region’s economy stronger and more resilient. PSU remains committed to the further and ongoing evolution of a dynamic, energetic, and inviting University District. To this end, it has partnered with the City and private interests to develop a 50-block, mixed-use campus that strengthens the fabric of surrounding neighborhoods. It also invests in infrastructure improvements — such as the streetcar and light rail systems — that enhance the quality of the urban experience.

The PSU campus consists of 49 acres and 50 buildings, including 11 residential student-housing properties. Since 2000, Portland State has added more than 1 million square feet of new space through real estate acquisitions and has plans for new capital investments. The University’s special emphasis on the values and practices of community engagement reinforces the potential for successful economic development partnerships and makes PSU a catalytic institution with a sphere of influence that expands well beyond its contributions to a vibrant and active downtown. For more information about Portland State University, click here: http://www.pdx.edu/aboutpsu.
Role of the President

Reporting to the Board of Trustees, the President oversees all aspects of PSU’s operations, and is responsible for leading the administration, faculty, and staff members in carrying out the University’s mission to the highest possible level of quality.

Key Leadership Expectations for the President

There are several key opportunities and challenges, outlined below, that the next President will be expected to embrace:

Be an inspirational and influential leader and champion of PSU’s mission and unique identity

Building off the successes of the outgoing President, the next President of PSU has a unique opportunity to articulate and leverage PSU’s national identity and leadership in community engagement, sustainability, healthy cities, and equity work. To do so, the President will be expected to capitalize upon the sense of community and energetic engagement around PSU’s mission of access, academic quality, and affordability, stewarding upward mobility for a significant portion of the state’s population. The successful candidate will be a vigorous and visible advocate for PSU and its mission to the Portland metro community; public, private, community, and nonprofit organizations; and to elected representatives, while seeking ways to understand and meet the region’s economic and workforce needs. Additionally, it is important that the next President be a leader in celebrating and communicating widely the successes of students and faculty in ways that demonstrate PSU’s impact and instill greater institutional pride and recognition. Modeling a culture of clear and effective communication and consultation on campus that builds a strong sense of community and connectedness among a very diverse set of constituencies is also of tantamount importance.

Be the guardian of student success

Student success is at the center of PSU’s identity. Thus, the President must foster engagement, collaboration and an atmosphere that invites important conversations between faculty, administration, and the student body that can advance collective commitment and action for student success. The President will promote opportunities of undergraduate students to participate in research endeavors by directing campus attention to link research and instruction. The President will ensure effective enrollment strategies and pipeline relationships that sustain and grow student recruitment and access, making PSU the destination of choice for in-state students and an attractive option for out-of-state students. The President must be an advocate for a robust and sufficiently resourced advising and student service system to increase student persistence, graduation and support strong career paths after graduation. This will require building stronger ties with employers in the region. Equally important will be driving and supporting policies and initiatives to hold down the costs of education, including expanding efforts to grow state resources and raise philanthropic support for student scholarships. The President will meet the needs of current and future PSU students by providing opportunities to be engaged and productive citizens in a diverse and global society, and will be an advocate for inclusive excellence, cultural competency and equity, inside and outside the classroom. It is also crucial to provide an environment, conditions, resources, and policies that enable all students to feel safe, comfortable, and supported in pursuing their education in an open urban setting.
Support the faculty and staff in delivering on the PSU mission

The academic enterprise thrives when the University’s talented faculty and staff thrive. The President must focus on supporting conditions for quality instruction, innovation, creativity, and inclusive excellence. As the president of the faculty, the President will nurture and sustain an environment of professional development that contributes to recruitment and retention and that impacts teaching, scholarship, and service. The successful candidate will support faculty in partnership building and in raising funds to support their work, including seeking additional funding to support PSU’s research mission and the capacity of faculty and staff to be successful researchers and scholars. The President must be attentive to and supportive of matters of shared governance, cultivating trust, effective dialogue, and openness in planning and decision-making, communicating with the Faculty Senate, and respecting collective bargaining practices, being open to collaborative relationships with PSU’s multiple collective bargaining units.

Lead the prioritization and implementation of the 2020 strategic plan

The 2016-2020 strategic plan presents a tremendous opportunity for a new President to capitalize on the existing momentum on campus. The President will work with the Provost and leadership groups on campus to address the challenge of educating students in an access institution while at the same time advancing impactful research and scholarship. Prioritizing and implementing the strategic plan will require a President to provide strategic clarity and transparency to the PSU community with regard to priorities, roles and timing, and the careful allocation of resources. This will also be an important signal to the external community and region of the University’s purpose and intent. The President should support a strong leadership team in its collaboration, planning, and execution process and provide focus and support to key strategic partnership and research efforts within the plan, such as the OHSU alliance. The successful candidate will engender widespread support among faculty, staff, and students for their role in the plan’s success, and ensure measurement and updates on progress to all constituencies through effective collection and communication of data and results. It will be important to sustain a culture of responsiveness, nimbleness, accountability and creativity regarding the plan, given external challenges and changes.

Build the funding base to provide sustainable quality education and impactful research

Like other public universities, PSU needs to be increasingly outward thinking as it builds a funding base to enable the continuation and expansion of important work occurring on and off campus. A core duty of the next President will be to lead a comprehensive campaign with the PSU Foundation to double the endowment, cultivating and closing major gifts, and communicating clear purpose, goals, and successes. The President will ensure strong marketing and communications efforts that support the campaign and articulate PSU’s value, positioning, and reputation to key stakeholders and potential supporters. The President will vigorously pursue funding support at the state level through effective demonstration of PSU’s mission impact and effectiveness, particularly with regard to its access mission. Appropriate to an urban-serving institution, PSU also offers a rich array of professional programs, particularly at the graduate level, as well as a number of doctoral programs, and these also are in need of support. The successful candidate must thus demonstrate PSU’s value and impact across all its programs to strengthen financial support among PSU’s coalition partners, collaborators, and alumni in the Portland metro, region, and state and seek creative solutions to build resources for scholarships, student support, and academic quality. The President must also drive innovation of educational offerings and delivery that can enhance career prospects and meet local and state needs while also

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growing enrollment. The President will ensure execution of enrollment strategies that successfully support PSU’s access mission.

**Develop and leverage the Board and key external relationships in the metro region and state**

Great cities need great universities, and PSU is poised to become an even stronger player in the region and state. To do so, the President is expected to further develop and strengthen the relationship with the Board of Trustees to leverage its PSU-centered focus and external perspectives and relationships. The President will need to be a consummate bridge-builder, strengthening and expanding connections to community organizations and the business and industrial community to address employer needs and in turn seek their advocacy, including tapping into alumni. To further engage around access, the successful candidate will build proactive outreach to the diverse communities in the broader metro area. The President should seek to build cooperative and synergistic relationships with other Oregon universities where appropriate and continue to leverage the fruitful partnership with OHSU. Also important will be continuing to strengthen relationships with local and state government. Finally, the President must capitalize on the arts and athletics engagement to build PSU’s reputation as a cultural and convening center for the metro area.

**Qualifications and Experiences**

The President position requires an innovative leader and strategic thinker with the integrity, stature, charisma, and distinction to lead one of the nation’s premier urban engaged public universities. PSU seeks an individual of creative vision, strategic focus, and unquestioned integrity, with a passion for educating students and for serving a public mission of teaching, research, and service. The ideal candidate will have a clear vision of the future of higher education and the imagination to seize the possibilities that lie before the University and shape them to create an institution of distinction to benefit Portland, Oregon, the nation, and world.

The President will possess outstanding interpersonal, relational, and communication skills, and will be adept at fostering collaboration, and building partnerships that can accomplish the University’s objectives. Inspiring students, faculty, staff, and outside stakeholders will require a President who is engaging and accessible. The President will have a clear understanding and appreciation of shared governance as a fundamental part of the culture of the University and will work to strengthen shared governance at the institution. The President will be a champion of diversity who demonstrates cultural competency and embraces the many communities that comprise the PSU whole.

The President must be agile in navigating the University’s political landscape, must be bold in their approach to leadership, must be able to understand unique qualities of an urban engaged public university, and must be adept at managing – and attracting the attention of – financial resources needed to support the University’s strategic direction and goals.

The President will embrace the mission of an institution that is committed to raising the aspiration of all Oregonians while recognizing the increasing role the private sector can play in fulfilling the University’s aspirations. In doing so, the President will also cultivate an environment in which members of the university community understand and embrace their part in the success of PSU’s mission.
PSU seeks a collaborative leader with the demonstrated ability to work effectively with faculty and leaders of other universities. The President will be an experienced leader who balances priorities, inspires others, and leads with courage.

The successful candidate will possess many, if not all, of the following qualifications and characteristics:

- An earned doctorate, appropriate terminal degree, or extraordinary accomplishment in a field relevant to the mission of PSU. The President will possess experience and a record of achievement that merit a tenured appointment as a senior faculty member
- The highest degree of professional ethics
- Deep commitment to the mission of a public institution of higher education
- A history of commitment to the full range of student life and learning issues
- Senior leadership experience in a large and complex organization and a proven ability to help constituents deliberate and achieve strategic consensus
- A proven, demonstrated ability to work collaboratively with faculty governance and an openness to collaborative relationships with campus unions
- Demonstrated excellence in resource management and development
- Documented success as a fundraiser; ability to lead a capital campaign
- Demonstrated ability to work effectively with a full range of external constituents, including alumni, donors, media, tribal leaders, and leaders in the private sector
- Experience in and comfort with political settings; demonstrated success with legislative advocacy, and the ability to work well with community and elected officials
- A track record of bringing diverse voices to the table
- Experience and success with diversity in recruitment, retention, and academic programming that leads to the academic success of underrepresented student populations
- Proven ability to make difficult decisions and communicate those decisions effectively with internal and external constituencies
- An understanding of the critical academic and business issues facing the University and higher education more broadly, as well as the ability to develop and implement successful strategies to address these issues
- The ability to plan, develop, advance and implement complex strategic goals, policies and program initiatives that require management of financial, human, and capital resources
- Superb communication skills, both the written and spoken word, with a demonstrated ability to understand, connect with and inspire and recruit faculty, staff, students and individuals from all walks of life.

Compensation and Location

Compensation will be competitive and commensurate with the successful candidate’s experience.

Big city excitement and small town charm make Portland, known as “the City of Roses” one of the most popular cities on the west coast. Situated where the Columbia and Willamette Rivers meet and approximately 70 miles from the Pacific Ocean, Portland enjoys a magnificent setting, combining sparkling waterways with lush greenery rarely found in urban settings. Portland is home to approximately 610,000 residents and the population of the surrounding metropolitan area is approximately 2.35 million. Portland is widely recognized in national surveys and rankings as one of America's most livable cities. Click here to learn why metro Portland has become a top national tech destination: http://www.techtownportland.com/
Portland's historic old town, many galleries and museums, Saturday Market, Waterfront Park and an abundance of fine restaurants keep residents and visitors busy and satisfied. The performing arts in the area offer classical music, jazz and blues as well as theater and dance. Portland is just a short distance from the spectacular Columbia River Gorge and Multnomah Falls, windsurfing at Hood River, valley wineries, skiing at Mt. Hood, and the drama of the Oregon coast.

Portland is known for its extensive park system of more than 200 parks. These encompass such areas as the elm shaded South Park Blocks in the downtown area and Washington Park, home of the Rose Gardens and the Japanese Gardens. Portland's Forest Park, at nearly 5,000 acres, is the largest park within a city in the U.S. and has nearly 50 miles of walking trails.

Portland's award winning mass transit system is one of the most extensive and advanced in the U.S. and includes buses and the MAX, an urban light rail line, as well as a downtown transit mall. Relocation information can be found at: http://www.portlandreloguide.com/

Applications, Inquiries, and Nominations

Screening of complete applications will begin immediately and continue until the completion of the search process. Inquiries, nominations, referrals, and CVs with cover letters should be sent in confidence via the Isaacson, Miller website for the search: www.imsearch.com/6000. Electronic submission of materials is strongly encouraged.

Deborah Hodson and Rebecca Isaacson  
Isaacson, Miller  
1000 Sansome Street, Suite 300  
San Francisco, CA  94111  
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Portland State University is an equal opportunity employer
Minutes

Board Members Present: Swati Adarkar, Erica Bestpitch, Sho Dozono, Maude Hines, Margaret Kirkpatrick, Thomas Imeson, Rick Miller, Stephanie Shao, Lindsay Stewart, Peter Stott, Christine Vernier, Chair Nickerson and President Wiewel (ex-officio)

Board Member(s) Not Present: Gale Castillo, Irving Levin

1. Call to Order/Roll/ Declaration of Quorum

Chair Nickerson called the meeting to order at 2:07 pm. Roll was taken, a quorum was present, and the meeting proceeded.

2. Open Comment

The following individuals signed up for open comment and were invited to speak to the Board. Hayley for Emma Whetsell made comments about the Board, the Foundation, and Tuition Board votes. Kaden Burdick made statements about PSU as a sanctuary campus and campus police. Shannon Neal made comments regarding student wages. Donald Thompson III made statements about campus police. Kaitlyn Dey made comments about PSUSU not being heard by the Board. Quinn Calkins provided comments about PSU as a sanctuary campus.

Faculty members Cornel Pewewardy, Winston Grady-Wills, Sally McWilliams, Staci Martin, Roberta Hunte, and Pedro Ferbel-Azcarate presented comments supporting the declaration of PSU as a sanctuary campus and asking the University to take certain actions for the well-being and safety of all PSU students, faculty, and PSU community members. For additional details about the request for certain actions, please see the attached handout.

Trustee Hines would like the Board to consider the structure for Open Comment and other methods for feedback and response in order to enhance communication.

Trustee Kirkpatrick commended President Wiewel for his announcement that PSU is a sanctuary campus.

3. Opening Comments and Reports

   a. Comments from Presiding Officer of the Portland State University Faculty Senate
Professor Brad Hansen discussed the role of liberal education at PSU. He provided an historical background and current context for liberal education. He discussed the learning outcomes associated with liberal education and PSU’s general education goals. For additional details and information about this presentation, please see the attached handout.

b. Comments from the Associated Students of Portland State University

ASPSU Vice-President Kaitlyn Verret deferred the allotted time to Donald Thompson III and Katlyn Coback. ASPSU representatives shared that they had passed a ‘Resolution to recommend divestment from companies involved in Israeli military occupation’ and asked the Board to support the resolution. ASPSU is also working on developing a Resolution in Support of the Water Protectors at Standing Rock and an Injustice Boycott Resolution. Board members were invited to attend Student Senate meetings.

Comments were made that Board members don’t care about student experiences and that comments made by the Board members are disingenuous.

The Board took a 10 minute break at 3:20 pm.

4. Consent Agenda

a. Approval of Minutes from the September 15, 2016 Meeting

ACTION: Stott made a Motion to approve the consent agenda. Hines seconded. The Motion was adopted unanimously.

5. Reports of Standing Committees of the Board

a. Executive & Audit Committee

Pete Nickerson, Chair of the Executive and Audit Committee, reported that the committee met on November 2, 2016. All committee members and three additional trustees were present. PSU’s external auditors CliftonLarsonAllen LLP presented to the committee the audited 2016 annual financial report. The final report is included in the docket today. The auditor’s report was an unmodified opinion. Chair Nickerson reviewed the management report and found nothing material nor anything that is not being addressed by management. The report was unanimously accepted by the committee. The committee also heard the internal auditor’s report, which included a status updates on the annual audit plan, hotline usage and current projects.

b. Academic and Student Affairs Committee

Margaret Kirkpatrick, Chair of the Academic and Student Affairs Committee reported that the committee met on November 19, 2016. The committee is working to understand and explore barriers to student success. Vice President John Fraire and his team have identified five priorities to address. The committee is focused on understanding and identifying student success and strategies and tools to help students achieve success at PSU.
c. Finance and Administration Committee

Rick Miller, Chair of the Finance and Administration Committee, reported that the committee met on November 17, 2016. The committee discussed enrollment and a Five-Year FTE enrollment forecast, student population, the fiscal 2016-2017 year budget and Quarter 1 budget to actuals. Please see the Power Point Presentation for additional details. (https://www.pdx.edu/board/sites/www.pdx.edu.board/files/December%201%2C%202016_PowerPoint%20Presentation.pdf)

6. Reports of Other Committees

a. President Search Advisory Committee

Steve Percy, Dean of the College of Urban and Public Affairs and Vice Chair of the Presidential Search Advisory Committee, reported that the committee had completed the Opportunities and Challenges Profile that will be used to guide the presidential search process. It is anticipated that the candidate pool will be established and vetted before the end of the winter term. January and February will be focused on reviewing and narrowing the pool, with the intent to then bring finalists to campus.

7. Discussion Items

a. Overview of the Office of Global Diversity and Inclusion

Vice President Carmen Suarez explained the priorities of the Office of Global Diversity and Inclusion (OGDI) and how the office is working on the implementation of various aspects of the University’s Strategic Plan. OGDI focuses on recruitment and retention; its work is framed by culture and climate; and it focuses on representational diversity, systemic diversity and structural diversity. OGDI is responsible for overseeing institutional compliance related to Affirmative Action/Equal Employment Opportunity (AA/EEO), the Americans with Disabilities Act and the Rehabilitation Act of 1973, Title IX, Title VI, and Title VII, and for conducting investigations when concerns or allegations are raised. This work is important for organizational self-reflection and for continuous improvement in culture and climate. OGDI promotes and supports diversity education and learning at PSU and community outreach and engagement with non-profits, social service entities, business organizations and schools. Priorities for the coming year include the Diversity Action Plan, improvements to diversity hiring practices and diversity education, professional development and training. Please see the Power Point Presentation for additional details. (https://www.pdx.edu/board/sites/www.pdx.edu.board/files/December%201%2C%202016_PowerPoint%20Presentation.pdf)

8. Report from the President

President Wiewel highlighted certain aspects of his written report, including the semi-annual report to the Board regarding campus public safety, which was attached to the report. It was reported that the Governor’s budget was released earlier today (December 1).
9. **Adjourn**

Chair Nickerson adjourned the meeting at 4:56 pm.
Words that Wound: A white paper for creating a safe and respectful campus at Portland State University

Submitted to President Wim Wiewel and Board of Trustees at Portland State University

December 1, 2016

By Cornel Pewewardy in behalf of the Critically Consciousness Study Group, United Indigenous Students in Higher Education, Native/Indigenous Alliance, and SGRN Anti-Racist Task Force
Introduction and Context

Consistent with the University’s stated mission, *Let Knowledge Serve the City*, and in response to broad calls for administration and institutional changes prompted by the *Students of Color Speak Out* on December 1, 2015, the Critically Consciousness Study Group (CCSG) refocused their study on a White Paper titled *Why We Need to Take the “Chief” Out of Chief Diversity Officer*. Issues of diversity are critical issues that this nation, state, and University will continue to face, and as a leader of academic excellence in higher education, PSU is poised to be a national model for preparing culturally responsive leaders.

The white paper was submitted to President Wim Wiewel’s office on July 24, 2015, and the President never officially acknowledged receiving of the white paper to this date. It took a *Students of Color Speak Out* (12/1/15) to demand of President Wim Wiewel to not only acknowledge receipt of the white paper but take action upon to eliminate the word “Chief” from its original title, Chief Diversity Officer. That action was officially change by the President’s campus email announcement on December 9, 2015 with a new title of Vice President for Global Diversity and Inclusion. Note that this is the original title recommended by the Critically Consciousness Study Group for changing the title.

The *Students of Color Speak Out* and other troubling events at PSU in 2015-2016 raised serious concerns about the safety and respect of Native/Indigenous culture on the campus community. In response, the Critical Consciousness Study Group responded to President Wiewel’s invitation to discuss the issues of politically/linguistically-charged language used on campus. The CCSG responded by engaging in two separate meetings with the President with a mandate to provide recommendations on how to foster a campus culture that practices culturally responsive language usage, encourages respectful behavior, and ensures that members of the community can learn in an environment that is free of ethnic labeling, one that truly honors affirming diversity.

This introduction and the pages that follow will reveal that ethnic slurs—the racist thoughts, images, and assumptions in the minds of those that express unkind words on campus, including those that by most accounts are perceived as “not racist”—is dangerous precisely because it is perceived as harmless. No social entity as complex as higher education can function without considerable trust. Trust is most effective when it is taken for granted. But when students of color with legitimate social and cultural differences from White students and faculty are brought into a campus under a colorblind perspective that will not acknowledge such differences,
trouble is bound to arise and many times explode. Negative stereotypes held by many White educators and simple unfamiliarity with the sociocultural patterns of students of color and their communities compound these difficulties. One important kind of trouble on the part of White adults is a fear of raising racial issues, a fear that silences what could become a healthy and sometimes painful, racial dialogue. Accordingly, this paper explicates much of the issues of politically/linguistically-charged language used on this campus as White fragility. DiAngelo (2011) refers to White fragility as a “state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation” (p. 54). Tuck and Gaztabmbide (2013) contend that “it is strategically and politically important to mark and understand how the settler colonial curricular project of replacement is relentless in its recuperation and absorption of such critiques” (p. 81).

The ideas presented in this paper emerged from within a critical race theory paradigm that regards racism in the United States as a societal phenomenon that is rooted in slavery and genocide. Exploring how well-meaning people make sense of ethnic labeling entailed taking an in-depth look at the participants’ thoughts about unkind words used on campus. Therefore, the purpose of this white paper is to examine what are politically/linguistically-charged words and especially how the terms of abuse themselves can yield a special insight into the social workings of American society and culture, both past and present.

**Engaged Pedagogy**

As the result of this internal administrative decision made by President Wiewel on January 19, 2016, he invited members of the Critically Consciousness Study Group along with some allies/advocates to his Presidential executive board room to discuss the concept of “politically/linguistically-charged words.” The President facilitated the meeting seated at the front of the executive conference table. The only other PSU administrator in this meeting was Dr. Carmen Suarez, the new Vice President for Global Diversity and Inclusion.

Basically, this was a very contentious meeting filled with multiple clarifications and examples of word meanings and conversation exchanges. Study group members and students offered examples of politically/linguistically-charged words through examples of unkind words/terms for which they heard on the PSU campus such as:
Low man on the totem pole
Hold down the fort
Circle the wagons
Let’s powwow
Sit down Indian style
Chief
“Hut-oh” (this was a non-verbal expression toward a person while crossing paths walking towards each other on campus—meaning a scornful gaze, not a positive greetings or one-way non-verbal expression). It is important to note that students invited had many more examples of unkind words/terms, but because of time we were only limited to these mentioned terms.

As time elapsed from this first meeting, President Wiewel was called out by his secretary to attend another scheduled meeting. On his way out of the conference room, he suggested that there should be another follow-up meeting.

After this first meeting, the President invited the study group to continue this discussion at a later date. Accordingly, a second meeting was held on July 25, 2016 in the Native American Student and Community Center hosted by the United Indigenous Students in Higher Education, Critically Consciousness Study Group and the Native/Indigenous Alliance. President Wiewel was present along with his administrative team consisting of Provost Sona Andrews, Vice President of Enrollment Management John Fraire, and Vice President of Global Diversity and Inclusion Carmen Suarez. This follow-up gathering consisted of twenty-four people participating in a traditional Native American talking circle (4 PSU administrators; 20 students/staff/faculty/community representatives).

**Framing Holistic Teaching and Learning**

The second meeting between the President and Critically Consciousness Study Group was a paradigm shift toward holistic teaching and learning. Hosted by most Native/Indigenous groups on campus, holistic teaching practices guided the second conversation about politically/linguistically-charged terms used on campus.

This second gathering consisted of an inclusive gathering of educators and students from many realms of holistic practice, primarily Native/Indigenous teaching pedagogy. The traditional talking circle highlighted a diverse and inspiring range of approaches for creative planning and interconnected teaching and learning. Student leaders gave out gifts of prayer ties to each participant in the talking circle.
The meeting began with a cultural welcoming by Jon George, Council Member of the Confederated Tribes of Grand Ronde. Together with tribal member, Greg Archuleta, they sang an honor song. The talking circle was led by Lea Ann Holder (Chickasaw) who used her personal “talking stick” as a symbolic guide for creating global interconnectedness. By using the talking circle concept, less emphasis was placed on executive hierarchical control such as facts or figures and more emphasis was centered on learner empowerment and conceptual framing the issues of the gathering.

The experience of traditional teaching pedagogy for the faculty, staff and students of the Indigenous Nations Studies is customary whereas all participants in the talking circle are sitting together (side-by-side) in one large circle, without hierarchical, linear sitting orders. The taking circle also empowers learners to respect and value others, to work together, communicate and solve problems as members of a larger group. This traditional teaching method served well for the overall synergy of the group and a non-threatening way to introduce students to the more participatory learning approach exemplified by the talking circle concept speaking more from the heart (emotions) rather than the head (cognition). It is a method of teaching and learning and healing that was developed through a re-envisioning of Indigenous ways of knowing, to address countless microaggressions (as well as blatant microaggressions) experienced on the PSU campus by students, staff, faculty and community members. Everyday multicultural teaching moments take many forms on our campus, most of which engages in culturally responsive practice outside one’s own home and community.

The second gathering of this group, the use of a traditional talking circle expressed a deeper understanding of the issues as well as engaged a holistic learning/teaching interactions as it was enacted within the model-in-use.

**Talking Circle Model-In-Use**

In Native/Indigenous teaching practice, healing and learning begins with efforts to develop internal self-consciousness, collective consciousness. Indigenous teaching practices includes the development of the self-consciousness as many of us are influenced in part by our Indigenous mimetic consciousness and how this cognitive development interacts with Western colonial consciousness. While the pedagogical tools articulated in the talking circle model arise (for me, Cornel Pewewardy), out of my Indigenous teaching traditions, several educators too have supports in anti-racist theory as well as other critical race theory knowledge bases.
The description and analysis of the talking circle as the model-in-use relied on the insights of students, faculty, staff and community members, who contributed their voices through testimony and the talking circle. In the talking circle, participants were encouraged to present their insights and offer recommendations using index cards. Some students selected to tell their stories of current and past cross-cultural encountered microaggressions they experienced in PSU classrooms. Sometimes they shared the deep-rooted feelings that have been harbored for years at PSU.

Along with the index cards compiled, many observations of the model-in-use by participants of the talking circle were provided. Several categories of data were constructed and deconstructed reflected by the following themes: reflection of the critical issues and themes, review of the talking circle, community building as seen by community participants, specific lessons for classroom teachers, recommendations to administrators to create a safe, Native/Indigenous friendly campus. Most of participant feedback from the talking circle was very positive.

**Reframing the Language of Savagism**

Well over a thousand derogatory nicknames aimed at more than one hundred different American ethnic groups have been recorded in dictionaries and other studies of our popular speech. The profusion of these unkind words speaks to one of the most troublesome aspects of our national social history and identity. Yet the terms of abuse themselves can yield a special insight into the social workings of American society and culture, both past and present. Ethnic labeling and slurs can cause major conflict, even wars. Many arguments have occurred on our campus because we misunderstand the words used by someone else. Weiner (2015) asserts that “most European scholarship fails to analyze cultures of whiteness in educational settings” (p. 359). More often than not, arguments begin because works formed specifically to hurt, abuse, antagonize, marginalize, or incite certain diverse groups of people, particularly Indigenous peoples.

Even today with the national discussion of the language of savagism like that of the U.S. military forces continues to personify Native/Indigenous peoples as enemies and savages by using the name of Geronimo as a code name for Osama Bin Laden is reprehensible. Returning and referring to the grounds of “Indian Country” and “Geronimo” reveal how certain parts of the globe are envisioned at the frontier of the U.S. homeland, a “us” versus “them” temporal close of the Indian wars. As Williams (2012) asserts, “even in the twenty-first century, the Western world’s most advanced nation-states continue to perpetuate the stereotypes and clichéd images of human savagery that were first invented by the
ancient Greeks to justify their ongoing violations of the most basic human rights of cultural survival belonging to indigenous tribal peoples” (p. 9).

According to Delgado (2000), “the racial insult remains one of the most pervasive channels through which discrimination attitudes are imparted. Such language injures the dignity and self-regard of the person to whom it is addressed, communicating the message that distinctions of race are distinctions of merit, dignity, status, and personhood. Not only does the listener learn and internalize the messages contained in racial insults, these messages color our society’s institutions and are transmitted to succeeding generations” (p. 131). This is the language of racism, the language of savagism. Working to decolonize and transform the contemporary stereotypical images of the Noble Savage and the language of savagism is promoting critical liberation praxis.

**Starting Points**

The general feedback from the talking circle fall into three overlapping but nonetheless distinct groups: The first cluster group titled “Starting Points” focuses on places to begin creating a safe, Native/Indigenous friendly campus, “Reading and Teaching” centers on classroom and resources, and “Connections” discusses building community across the racial and ethnic divides on the PSU campus.

Overall, the talking circle turned out to be a very successful model-in-use to unfold and understand at least three important points:

1. Whether the current programs designed to foster diversity and tolerance on our campus can be made more robust. If we do not recognize and analyze the permeation of microaggressions caused by unkind words throughout our campus, then our efforts for affirming diversity will fail. Reading articles like DiAngelo’s *White Fragility* could be guide for instructors who want to promote more honest and informed conversations about race and racism.

2. Whether there are other ways we might continue to advance the causes of diversity and tolerance on our campus. President Wim Wiewel’s campus email about the rise in anti-Islamic and rhetoric throughout the country including PSU should also include all ethnic groups on campus being stereotyped like Native/Indigenous populations: “We are doing all we can to make our campus a safe and welcoming place, and we do not tolerate racial, ethnic, religious or any form of discrimination at PSU.” (President’s email 2/23/16)
3. Whether the current dispute resolution procedures are sufficient to handle any future outbreaks of hateful or violent speech in a coordinated and campus-side manner. We cannot ignore, avoid, or otherwise diminish the important role of unkind words (personal or institutional) used on campus in defeating our attempts to provide an inclusive, safe culturally responsive campus environment. Trying to understand unkind words does not increase the differences, but rather illuminates the similarities, the commonalities. Even President Wiewel’s email (11/10/16 “responding to the presidential election”) to the PSU community expresses concerns to create a safe space on campus like the student cultural centers.

From what we learned from the talking circle in the Native American Student and Community Center was we had to begin to hear our multiple stories and grapple with the content in our stories, even when that content made us most uncomfortable.

Recommendations

Term after term at PSU Native/Indigenous students have worked with their trusted faculty and staff explaining how unkind words, racist ideas and assumptions from our nation’s past continue to be perpetuated, often unconsciously, by both Whites and Peoples of Color on the PSU campus. Microaggressions caused by these entanglements ignite student experiences moderating inflammatory—or painfully silent—classroom discussions, speaking from their own experiences and family histories and encouraging student allies and accomplices to do the same. Race talk has become intensely exhausting for many of the students that testified in these two discussions because it takes a great deal of energy to question the way a student has been taught to make sense of the world and begin to see that other interpretations are possible. As faculty and staff supporting these student voices, the diversity work on campus has also been debilitating. Many supportive faculty patiently try to help students face their own doubts and fears, listen to their internalized hatreds, and assist them with daily encounters of racism.

After a thorough examination of past campus climate incidents like the 2015 Students of Color Speak Out, relevant diversity action council plans, current PSU strategic planning reviews, and best practices from the National Association of Diversity Officers in Higher Education of comparable institutions, the following recommendations for creating a more coordinated campus-wide response emerged from discussions among CCGS, Native/Indigenous Alliance, and the School of Gender, Race and Nations’ Anti-racism Task Force:
1. Request for the administration to take an authentic, passionate stand on diversity and inclusiveness across all aspects of the campus community.
2. Establish a Task Force on Safety and Racial Respect on the PSU campus, with a focus on ethnic labeling/slurs.
3. Institutionalize a periodic campus climate survey of the entire PSU community, to be conducted by an outside vendor.
4. Commission a report from an independent social justice advocate and educator on university responses to ethnic labeling and unkind words on campus.
5. Development and implementation of a public affairs and media relations strategy for portraying the inclusiveness of the campus and commitment to diversity by examining the effectiveness with which PSU conveys the diversity (the “face”) of our student population on campus and to the outside world.
6. Create a Native/Indigenous Friendly Campus Resolution.
7. Hold annual Town Hall Meetings with the President of the University in a proactive stance to debunk and demystify relational environment and multicultural efforts. This addresses the recommendation to increase opportunities for authentic dialogue.
8. Adopt an explicit statement of values to clearly articulate and transmit the University’s position regarding respect, safe campus, and equality and integrate this statement of values into the new PSU Strategic Plan.
9. Appoint an Implementation Team to pursue the recommendations in this paper.

Conclusion

This document will be of interest to many different people and organizations at PSU, especially the Native/Indigenous Alliance and local Native American community, sovereign tribes in Oregon, higher education commissions, K-12 community leaders, funders, Native American organizations, and students and parents. We hope it will inspire all of us to push harder for Native American student success and to learn from the inspiring examples and powerful student testimonies and practices at PSU.

Most of the local Native/Indigenous community here in Multnomah County know and live with the reality that Native American enrollment and retention in institutions of higher education like PSU remain the lowest compared to other ethnic populations. Understanding Native American student success, development,
and learning, particularly with regards to culturally responsive models is at the core of student affairs profession (Shotton, Lowe & Waterman, 2013). Unfortunately, the current literature is almost silent regarding these issues of ethnic labeling/unkind words in higher education. This document clearly indicates that there is a dire need for improvements in postsecondary efforts for Native American students and that there are many creative and effective efforts underway that can be profitably emulated and expanded at PSU.

Subsequently, PSU’s stated commitment to diversity on the Office of Diversity and Inclusion website reads: “As a public university, PSU has a special responsibility to work for equity and social justice and to make PSU programs truly in conjunction with our diverse constituents.” Their commitment to diversity is reflected in the following mission and vision statements:

**Our Mission:** GDI’s mission is to create a positive campus climate that celebrates diversity, builds partnerships, promotes equity, and supports the entire campus community.

**Our Vision:** GDI’s vision is to promote the value diversity brings to the campus by helping to create an inclusive and culturally respectful university environment.

Using engaged pedagogy as an analytic framework to enhance understanding about how racial inequality is reproduced on our campus through educational policies is the purpose of this white paper. Testimonies by students suggest that well-intentioned attempts to create a more inclusive campus may unwittingly reinforce practices that support exclusion and policies. Consequently, CCSG members are deeply concerned about the lack of broader action or referral of their recommendations and the lack of communication to the public regarding any follow up action taken.

CCSG members acknowledge that there have been some initiatives taken, including the establishment of the Provost’s Blog on Race and Equity at PSU, a hierarchical response to the 2015 *Students of Color Speak Out* and Discriminatory Harassment, Title IX and Reporting Obligations Training by the Office of Global Diversity and Inclusion. In those student voices of protest, there has been public denouncements of institutional racism at PSU, still it persists as testified by Native/Indigenous students during the two meetings with President Wim Wiewel.

The focus of this white paper is to highlight the two meetings with the PSU president; respond to his meeting request for examining politically/linguistically-charged in a culturally responsive method (talking circle); and provide recommendations.
Notes

1 Gerald Wing Sue (2010) provides a solid conceptual and theoretical understanding of microaggressions, how they operate, the prejudicial thinking that powers them, and the spoken words and subtle behaviors that operationalize the aggressions.

2 See the attendance from the seating arrangement of the talking circle diagram for the second meeting with President Wim Viewel and his administrative team.

References


LIBERAL EDUCATION

PSU Academic Affairs Site, April 2016

“The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs...

The institution is committed to providing access to programs defined by the traditions of liberal education...”

HISTORICAL BACKGROUND

6th Century: Quadrivium—the numerical arts: arithmetic, geometry, music, and astronomy

9th Century: Trivium—the verbal arts: grammar, logic, rhetoric

16th Century: Humanities—add history, Greek, ethics, poetry

These subjects were the core of a Liberal Education in Europe until the middle of the 20th Century, along with analysis and interpretation of information.

Current Context

Society has changed. Centuries ago, only privileged aristocrats, politicians, clergy, and a few professionals had the benefit of an education. The modern democracy in which we live places more importance on an educated populace. Being liberally educated has taken on new meaning in the 21st century. The following slides contribute to a current definition in 2016.
WHAT IS LIBERAL EDUCATION?

- **Liberal Education**: An approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.

- **Liberal Arts**: Specific disciplines (e.g., the humanities, sciences, and social sciences)

- **General Education**: The part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities.

  *As defined by The Association of American Colleges and Universities (AAC&U)*

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AAC&U Learning Outcomes

**Knowledge of Human Cultures and the Physical and Natural World**
Focused on engagement with big questions, enduring and contemporary

**Intellectual and Practical Skills**
Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

**Personal and Social Responsibility**
Anchored through active involvement with diverse communities and real-world challenges

**Integrative and Applied Learning**
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

*Liberal Education and America’s Promise (LEAP), an initiative begun in 2005 by the AAC&U*
Hofstra College Learning Objectives

1. Critical and Analytical Thinking: Students will apply critical and analytical thinking across a broad array of liberal arts and science disciplines, designed to foster self-examination and inquiry into the outside world of nature and society. Liberal arts courses stress the development of clarity of expression, power of discovery, and creative imagination.

2. Written Communication: Demonstrate proficiency in written communication.


4. Cultural and Global Awareness: Develop cultural competencies and global awareness.

5. Information Literacy: Demonstrate information literacy.

6. Technological Competency: Demonstrate technological competency.

Duke University
General Education Outcomes

• Communicate compellingly
• Understand other languages, cultures and civilizations, past and present
• Understand different forms of scientific thought and evidence
• Understand creative products of the human imagination
• Evaluate, manage and interpret information

This language places the focus on *modes of inquiry.*
PSU General Education Goals

1. Inquiry and Critical Thinking
Provide an integrated educational experience that will be supportive of and complement programs and majors and which will contribute to ongoing, lifelong inquiry and learning

2. Communication
Provide an integrated educational experience that will have as a primary focus enhancement of the ability to communicate what has been learned

3. Human Experience
Provide an integrated education that will increase understanding of the human experience. This includes emphasis upon scientific, social, multicultural, environmental, and artistic components to that experience and the full realization of human potential as individuals and communities

4. Ethical Issues and Social Responsibility
Provide an integrated educational experience that develops an appreciation for and understanding of the relationships among personal, societal, and global well-being and the personal implications of such issues as the basis of ethical judgment, societal diversity, and the expectations of social responsibility

PSU Campus-Wide Learning Outcomes

- **Disciplinary and/or Professional Expertise:** Gain mastery at a baccalaureate level in a defined body of knowledge through attainment of their program’s objectives and completion of their major.

- **Creative and Critical Thinking:** Develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.

- **Communication:** Communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication using appropriate technologies.

- **Diversity:** Recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.

- **Ethics and Social Responsibility:** Develop ethical and social responsibility to others, understand issues from a variety of cultural perspectives, collaborate with others to address ethical and social issues in a sustainable manner, and increase self-awareness.

- **Internationalization:** Understand the richness and challenge of world cultures and the effects of globalization, and develop the skills and attitudes to function as “global citizens.”

- **Engagement:** Engage in learning that is based on reciprocal and mutually beneficial relationships, and through this engagement apply theory and skills in diverse venues, linking the conceptual to the practical.

- **Sustainability:** Identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives in order to create a more sustainable future.
Questions for the Board

- How do we effectively translate and transmit the importance of a Liberal Education to the public?

- What other descriptors would be more compelling and meaningful for both students and employers?

- How do we identify the unique and valuable features that PSU provides to the community?

- What steps can we take to increase awareness and investment in the full array of programs at PSU?

- How can professors and staff at PSU help in promoting this important message?

Resources on Liberal Education

The American Association of Colleges and Universities
www.aacu.org

It Takes More than a Major
http://www.slideshare.net/aacu_/2013survey-36575523

Falling Short? College Learning and Career Success
http://www.aacu.org/leap/public-opinion-research/2015-slides
January 12, 2017
Telephonic Special Board Meeting
9:00 AM – 10:00 AM

Minutes

Board Members Present: Swati Adarkar, Erica Bestpitch, Gale Castillo, Sho Dozono, Maude Hines, Margaret Kirkpatrick, Thomas Imeson, Irving Levin, Rick Miller, Steff Shao, Lindsay Stewart, Peter Stott, Christine Vernier, Chair Nickerson, and President Wiewel (ex-officio)

Board Members Not Present: None

PSU Staff Present: Don Forsythe, David Reese, Kevin Reynolds, Dan Zalkow

1. Call to Order/Roll/ Declaration of Quorum

Chair Nickerson called the telephonic meeting to order at 9:01 am. Roll was taken, a quorum was present, and the meeting proceeded. The Secretary informed the Board that members of the public and media have access to the telephonic meeting by a conference call line linked to the trustee conference line. The Secretary noted that an amended meeting notice was published with the public call-in number.


The Board is asked to approve the issuance of State of Oregon General Obligation Bonds under Article XI-Q of the Oregon Constitution to address deferred maintenance needs on campus. The University carries a significant deferred maintenance backlog.

These bonds were authorized by the 2015 Legislative Assembly and the State Treasurer intends to sell these bonds in February 2017. The HECC recently informed PSU’s that its share of the $65 million in XI-Q bonds will be $10,841,080. This allocation is based on square footage of space.

These bonds are entirely State-paid debt towards deferred maintenance. The University will have no responsibility for debt service, this debt will not appear as a liability on our books, and it will not impact our debt or other financial ratios.

The Board’s Debt Management Policy requires all debt issuances for the benefit of the University greater than $5 million (whether it is University-paid debt or State-paid debt) to be approved by the Board. This debt for deferred maintenance purposes has not yet been approved by the Board. In order to comply with the policy and to honor the February bond sale timeline, approval from the Board is needed.

Trustee Stott asked how the deferred maintenance funds would be used; Zalkow explained the process for establishing and prioritizing deferred maintenance projects. Trustee Stewart asked
whether this amount is an increase over previous biennial State allocations; Zalkow indicated that it is an increase and President Wiewel explained that the universities had collectively focused on deferred maintenance during the previous legislative session. Trustee Dozono asked about our expectations for the upcoming legislative session; President Wiewel indicated that the Governor’s Recommended Budget includes the same total amount for deferred maintenance ($65 million). Zalkow was asked whether this allocation allows the University to make headway on its deferred maintenance backlog; he indicated that it certainly helps, but does not overcome a backlog that grows by approximately $10 million per year. Stott asked whether it is the University or the State that is responsible for maintenance of University buildings; Reese stated that, although title to real property used by the University is held in the name of the state, it is the University that is responsible for the use and maintenance of the property.

Chair Nickerson asked for a Motion to Approve the Resolution.

ACTION: Stott made a Motion to Approve the Resolution Approving the Issuance of State of Oregon General Obligation Bonds for Capital Repair, Renewal, and Accessibility Project (Deferred Maintenance). Dozono seconded. A roll call vote was taken. The Motion was adopted unanimously.

3. Adjourn

Chair Nickerson adjourned the meeting at 9:21 am.
March 8, 2017
University Conference Room 515
ASRC Building
4:00 PM – 5:30 PM

Minutes

**Board Members Present:** Erica Bestpitch, Gale Castillo, Sho Dozono, Maude Hines, Irving Levin
Rick Miller, Lindsay Stewart, Peter Stott, Christine Vernier, Chair Nickerson

**Board Member(s) Not Present:** Swati Adarkar, Tom Imeson, Margaret Kirkpatrick, Steff Shao, President Wim Wiewel (Ex-Officio)

1. **Call to Order/Roll/Declaration of Quorum**

Chair Nickerson called the meeting to order at 4:00 pm. Roll was taken, a quorum was present, and the meeting proceeded.

2. **Executive Session – Candidate A – Jack H. Knott**

Chair Nickerson announced that the Board will go into executive session pursuant to ORS 192.660(2)(a) to meet with and consider a candidate for the President of Portland State University. Media is not to report on any matters discussed during the executive session; however, there were no representatives of the media present.

At approximately 5:40 pm Chair Nickerson announced executive session was concluded and the public meeting reconvened.

3. **Adjourn**

Chair Nickerson adjourned the meeting at approximately 5:40 pm.
March 14, 2017
University Conference Room 515
ASRC Building
4:30 PM – 6:00 PM

Minutes

Board Members Present: Swati Adarkar, Erica Bestpitch, Gale Castillo, Sho Dozono, Maude Hines, Irving Levin Rick Miller, Steff Shao, Lindsay Stewart, Peter Stott, Christine Vernier, Chair Nickerson

Board Member(s) Not Present: Tom Imeson, Margaret Kirkpatrick, President Wim Wiewel (Ex-Officio)

1. Call to Order/Roll/ Declaration of Quorum

Chair Nickerson called the meeting to order at 4:30 pm. Roll was taken, a quorum was present, and the meeting proceeded.

2. Executive Session – Candidate B – Dr. Rahmat A. Shoureshi

Chair Nickerson announced that the Board will go into executive session pursuant to ORS 192.660(2)(a) to meet with and consider a candidate for the President of Portland State University. Media is not to report on any matters discussed during the executive session; however, there were no representatives of the media present.

At approximately 6:00 pm Chair Nickerson announced executive session was concluded and the public meeting reconvened.

3. Adjourn

Chair Nickerson adjourned the meeting at 6:00 pm.
March 16, 2017
University Conference Room 515
ASRC Building
4:30 PM – 6:00 PM

Minutes

Board Members Present: Swati Adarkar, Erica Bestpitch, Gale Castillo, Sho Dozono, Maude Hines, Tom Imeson, Irving Levin Rick Miller, Steff Shao, Lindsay Stewart, Peter Stott, Christine Vernier, Chair Nickerson

Board Member(s) Not Present: Margaret Kirkpatrick, President Wim Wiewel (Ex-Officio)

1. Call to Order/Roll/Declaration of Quorum

Chair Nickerson called the meeting to order at 4:40 pm. Roll was taken, a quorum was present, and the meeting proceeded.

2. Executive Session – Candidate C – Dr. Jonathan GS Koppell

Chair Nickerson announced that the Board will go into executive session pursuant to ORS 192.660(2)(a) to meet with and consider a candidate for the President of Portland State University. Media is not to report on any matters discussed during the executive session; however, there were no representatives of the media present.

At approximately 6:45 pm Chair Nickerson announced executive session was concluded and the public meeting reconvened.

3. Adjourn

Chair Nickerson adjourned the meeting at approximately 6:45 pm.
March 23, 2017
University Conference Room 515
ASRC Building
6:00 PM – 8:30 PM

Minutes

**Board Members Present:** Swati Adarkar, Erica Bestpitch, Gale Castillo, Sho Dozono, Maude Hines, Tom Imeson, Margaret Kirkpatrick, Irving Levin (telephonically), Rick Miller, Steff Shao, Lindsay Stewart, Peter Stott (telephonically), Christine Vernier, Chair Nickerson (telephonically), President Wim Wiewel (Ex-Officio)

**Board Members Not Present:** None

1. **Call to Order/Roll/ Declaration of Quorum**

Chair Nickerson called the meeting to order at 6:00 pm. Roll was taken, a quorum was present, and the meeting proceeded.

2. **Executive Session - Discussion of the Presidential Search Process**

Chair Nickerson announced that the Board will go into executive session pursuant to ORS 192.660(2)(a) to discuss the presidential finalists and the status of the search process. Media is not to report on any matters discussed during the executive session; however, there were no representatives of the media present.

At approximately 8:30 pm Chair Nickerson announced executive session was concluded and the public meeting reconvened.

3. **Adjourn**

Chair Nickerson adjourned the meeting at approximately 8:30 pm.
AGENDA ITEM: 4b (Consent Agenda)

DATE: April 11, 2017

TITLE: Approval of the 2017-18 Full Board Meeting Schedule

SUMMARY OF ITEM:
The following Board calendar for 2017-18 is proposed for approval as part of the Consent Agenda:

- September 14, 2017
- January 11, 2018
- April 12, 2018
- June 21, 2018

This is a departure from the September/December/March/June schedule. It is recommended because it avoids finals, breaks, PSU Foundation Board meetings and Nature Conservancy board meetings. It also avoids a meeting in December, which is particularly difficult to schedule.

These meetings would occur from 8:30am-12:30pm, as discussed by the Executive and Audit Committee on April 5, 2017.

Please note that this is different from the dates discussed at the Executive and Audit Committee meeting on April 5, 2017.
AGENDA ITEM: 6.a

DATE: April 11, 2017

TITLE: Approval of Resolution Concerning 2017-18 Tuition Rates

SUMMARY OF ITEM: Under ORS 352.102, the Board of Trustees is required to establish tuition and mandatory student fees pursuant to a process that includes involvement of University students and student government.

The Board’s Policy on Tuition, Fines and Fees states:

When setting Tuition and Mandatory Student Fees, the Board considers a number of factors, including state-appropriated funds, financial need of the University, market factors, the mix of students, and students’ wellbeing and financial constraints. The Board’s consideration of Tuition and Mandatory Student Fees will be based on the recommendation of the President. The President shall establish a process for student participation in the development of the recommendation, which is to include, at a minimum, the ability to receive input from the Student Budget Advisory Committee and ASPSU.

In order to make a recommendation to the Board regarding tuition and mandatory student fees, the President has established a Student Budget Advisory Committee (SBAC) to provide tuition-setting comments and advice to senior leadership. The SBAC is chaired by the Vice President of Finance and Administration and includes the Faculty Senate Budget Committee Chair, students appointed by ASPSU, the Academic Affairs Fiscal Officer, a dean, and representatives of the Budget Office.

With input from SBAC, the Vice President of Finance and Administration has made a recommendation to the President to increase tuition and mandatory student fees for the 2017-18 academic year and 2018 summer term as follows:
<table>
<thead>
<tr>
<th>Tuition Category</th>
<th>Dollar per Credit Increase</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Undergraduate</td>
<td>$14</td>
<td>8.97%</td>
</tr>
<tr>
<td>Resident Graduate</td>
<td>$33</td>
<td>8.97%</td>
</tr>
<tr>
<td>Non-resident Undergraduate</td>
<td>$27</td>
<td>5.16%</td>
</tr>
<tr>
<td>Non-resident Graduate</td>
<td>$29</td>
<td>5.03%</td>
</tr>
<tr>
<td><strong>Mandatory Fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Building Fee</td>
<td>-$8</td>
<td>-18%</td>
</tr>
<tr>
<td>Incidental Fee</td>
<td>$17</td>
<td>7.69%</td>
</tr>
<tr>
<td>Health Service Fee</td>
<td>$12</td>
<td>9.3%</td>
</tr>
<tr>
<td>Recreation Center Fee (ASRC)</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Overall Resident Undergrad at 15 credits per term</td>
<td>$231</td>
<td>8.31%</td>
</tr>
</tbody>
</table>

This recommendation has been accepted by the President and is being recommended to the Board for adoption. The full recommendation of the Vice President of Finance and Administration, with the rationale for the proposed increase, is attached.

The student members of the SBAC do not support this increase. The full recommendation of the student members of the SBAC is attached.

**COMMITTEE ACTION:** The Finance and Administration Committee unanimously recommends the Resolution concerning 2017-18 Tuition Rates to the full Board for approval.

**SUMMARY OF COMMITTEE DISCUSSION:** The Finance and Administration Committee met on April 5, 2017. All members of the committee were present; other trustees in attendance for the tuition discussion were Maude Hines and Sho Dozono.

Jose Fallas, a student member of the SBAC, and Mahamadou Sissoko and Andy Mayer, members of the Student Fee Committee, talked with the committee about the process and the proposed increase in tuition and student fees. Fallas expressed appreciation for the work of the SBAC and for the opportunity to understand and participate in the tuition-setting process. He expressed the SBAC’s ultimate goal of student success—a goal shared with the Board. He urged the Board and University to always be
mindful about the need to be both solvent and affordable. He discussed the significant number of PSU students who experience food insecurity and other economic-driven pressures. He stated that the student members of the SBAC cannot support a tuition increase, but that he recognizes that it may be necessary. Fallas then described seven recommendations from SBAC students that could mitigate the impacts of a tuition increase: (1) pushing for tax reform that would make greater revenue available to the University, (2) more expansive lobbying efforts at the state level, (3) increase focus on fundraising for scholarships and grants, (4) increased advising walk-in hours to improve retention and graduation, (5) providing incoming students with an expansive list of available resources (Food Pantry, Harvest Share, etc.), (6) scholarship workshops and other efforts to help students offset tuition costs, and (7) a full time advisor to specifically advise on scholarship opportunities.

Mayer discussed the Student Fee Committee process and the committee’s recommendation that the Student Incidental Fee be increased by $17 per term and the Student Building Fee be decreased by $8 per term. The increase in the incidental fee is driven largely by increased student wages resulting from the increase to the state minimum wage, as well as COLA and OPE increases. Sissoko discussed the difficulty of the recommendation and the many issues that the Student Fee Committee needed to consider. In order to keep the increase from being higher, the committee decided to not fund compression-related wage increases. Sissoko also expressed an interest in having senior administrators and trustees have more exposure and visibility into the student fee setting process.

Vice President Reynolds walked the committee through the tuition and budget planning process from September 2016, including the University-wide budget forum held on March 16 and discussions with the Faculty Senate and ASPSU Senate.

Reynolds explained that 2017-18 initial baseline budget forecast was based on flat State appropriations, flat tuition, and known cost-drivers. He shared that balancing the 2017-18 budget without a tuition increase creates a $20 million gap in the budget.

With the proposed tuition increase, unit budgets are expected to be increased by 1.5%, which is less than the increase in unit costs. With the proposed tuition increase, it will still be necessary to reduce the overall Education and General Fund Budget by approximately $9 million (the proposed tuition increase is projected to generate approximately $11 million). Some of this reduction can be managed by accounting for the difference between budgets (in which all positions are fully funded) and actual (in which there are always position vacancies). In addition, actual workforce reductions will be necessary and will be taken in a targeted and strategic manner.

The committee then reviewed tuition rates at the other Oregon public universities and PSU’s traditional peers and reviewed the specific tuition
increases being proposed. Reynolds stated that $1.8 million of the increased tuition revenue would be used to increase tuition remissions in order to provide aid to the students most adversely impacted by the tuition increase.

Trustee Vernier asked whether the Board would revisit the tuition increase in the event the State appropriation is greater than anticipated. It was agreed that the administration would come back to the committee in that event so for a discussion regarding potential adjustments to both the tuition rate and the extent of necessary budget cuts.

REQUESTED
BOARD ACTION: Approve the Resolution Concerning 2017-18 Tuition Rates

ATTACHMENTS: 1. Recommendation of the Vice President of Finance and Administration

2. Recommendation of the student members of the Student Budget Advisory Committee

3. Draft Resolution Concerning 2017-18 Tuition Rates
To: President Wim Wiewel  
From: Kevin Reynolds, Vice President, Finance & Administration and Chair, Student Budget Advisory Committee  
Date: March 22, 2017  
RE: Tuition and Mandatory Fee Proposal 2017-2018

**Tuition Setting Process**

Portland State University engages in a collaborative tuition setting process with guidance provided by the Student Budget Advisory Committee (SBAC), which includes students, staff, and faculty members. For the 2017-2018 fiscal year, the following members of the committee met five times from January to March 2017 to consider the direction the university should take on tuition and fees: Donald Thompson, III, student; Linh Le, student; Jose Rojas Fallas, student; Kevin Reynolds, Finance & Administration; Andria Johnson, Finance & Administration; Cliff Allen, School of Business Administration; Gerardo Lafferriere, College of Liberal Arts and Sciences; Gil Miller, Academic Affairs; and Kati Falger, Finance & Administration. The committee reviewed the university’s financial condition and forecasts that considered likely enrollment trends and potential state funding scenarios.

Additionally, the President and members of the university’s executive leadership team have hosted, attended, and presented at numerous internal and external events to explore the budgetary challenges confronting Portland State. These have given members of the community and external partners the opportunity to provide us with input and have included meetings and presentations for the following groups: Board of Trustees’ Finance and Administration committee; Academic Affairs winter budget forum; State of Oregon legislature’s House Higher Education and Workforce Development Committee; Funding and Achievement Committee of the Higher Education Coordinating Commission; Portland State University Foundation board; the university’s Academic Leadership Team (ALT); ASPSU Student Senate; and, a university-wide budget forum for faculty, staff, and students.

The views and concerns of SBAC, including the student members, were heard, and considered in development of this tuition recommendation. A statement from the student members of the SBAC is included as an appendix to this memo.

**Budget Context**

The legislative process which will establish the State of Oregon’s budget for the 2017-2019 biennium is currently underway. The outcome of the budget process remains uncertain, although absent any changes or new revenue streams it is clear that the State of Oregon expects its revenue to fall short of its needs by approximately $1.7 billion. Both the Governor’s Recommended Budget (GRB) and that of the co-chairs of the Joint Committee on Ways and Means indicate a nearly flat allocation to the state’s Public University
Support Fund (PUSF) of $667 - $683 million for the 2017-2019 biennium. The GRB is based on the expectation that $897 million in additional revenue will be generated, while the co-chairs’ budget anticipates no additional revenue. The state allocates 49% of the PUSF for the first year of a biennium and 51% in the second year. If the actual funding approved reflects the GRB, PSU can expect a 5% decrease of approximately $4.4 million for our next fiscal year in 2017-2018 (FY18).

At the same time we face a reduction in state funding for FY18, the university continues to see significant cost increases. The State of Oregon’s Public Employee Retirement System (PERS), which provides retirement benefits to state employees including qualifying university employees, has accumulated a $22 billion unfunded liability. The PERS system will likely increase the rates it charges for the next three biennia to reduce this liability. For PSU, this rate increase results in $5.2 million in additional annual costs to the general fund. Concurrently, the cost of health care benefits will also increase, as will salaries and wages. Altogether, general fund costs for FY18 are forecast to increase 4.1% or $11.9 million over the current fiscal year.

Furthermore, PSU has experienced an overall 6% enrollment decline of full-time equivalent students from 2012-2017. Explored in greater detail below, this trend is forecast to continue into FY18 which, at current tuition rates, would lead to a decrease in tuition revenue of approximately $3.8 million from the current year (1.3% of the current year general fund budget).

Together, these factors present the university with a significant budget challenge, as reflected here:

<table>
<thead>
<tr>
<th>Revenues:</th>
<th>FY17 Budget</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Tuition</td>
<td>221,400</td>
<td>217,800</td>
</tr>
<tr>
<td>Tuition Remissions</td>
<td>(19,896)</td>
<td>(19,896)</td>
</tr>
<tr>
<td>Net Tuition</td>
<td>201,504</td>
<td>197,904</td>
</tr>
<tr>
<td>State General Fund</td>
<td>86,556</td>
<td>82,101</td>
</tr>
<tr>
<td>Other (interest, misc. income)</td>
<td>5,348</td>
<td>5,348</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>293,408</td>
<td>285,153</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures:</th>
<th>FY17 Budget</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>158,951</td>
<td>163,692</td>
</tr>
<tr>
<td>Other Payroll Expenses (fringes)</td>
<td>78,622</td>
<td>82,703</td>
</tr>
<tr>
<td>Operating Expenses &amp; Net Transfers</td>
<td>52,835</td>
<td>53,914</td>
</tr>
<tr>
<td>Held for Reserves/Risk Abatement</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Total Expenditures &amp; Net Transfers</td>
<td>293,408</td>
<td>305,308</td>
</tr>
</tbody>
</table>

| Net from Operations and Transfers | -           | (20,155) |

In summary, the convergence of lower state funding, increasing personnel costs, and declining enrollment creates a significant challenge in achieving a balanced budget for FY18, as the $20 million gap shown in the chart above demonstrates. As the conditions we are seeing for FY18 are likely to persist for the next several biennia, it will require a balance of cost containment and tuition increases to achieve a balanced budget. Use of university reserves to bridge this gap would be imprudent considering uncertainty in economic conditions, enrollment, or the potential for internal operational disruptions, any of which would make reserves essential.
Additionally, the university should continue to replenish its reserves depleted over several years of structural budget deficits which followed the recent recession.

The tuition rate recommendation presented herein for 2017-2018 represents an average increase of 9% for resident students and 5% for nonresident students. Tuition increases at this level will require the university to reduce budgeted expenditures by approximately $9 million. This recommendation is based on the actual allocation to the PUSF being in the flat $667-683 million range. Should efforts by the state’s seven public universities to increase the allocation be successful, or conversely, if the PUSF is actually funded at less than the GRB, then tuition rate increases and proposed budget reductions will need to be reconsidered. Should the PUSF be funded at the requested $775 million level, we anticipate that all resident tuition increases will be at or below 5%.

The following analysis provides additional details on our current financial environment and the rationale for the proposed tuition increased in the context of both historical revenue and expenditure trends, and multiyear revenue and expenditure forecasts.

Revenue

Over 98% of the university general fund revenue is comprised of net tuition and state allocated funds from the PUSF. Net tuition revenue (tuition collected after applying tuition remissions) is approximately 69% of the general fund revenue, and a function both of tuition rates charged to students and the number of students enrolling for classes. The State of Oregon’s allocation to the PUSF is a legislatively determined amount, which is distributed to individual universities based on a funding formula that includes a base allocation as well other factors including degrees granted and student credit hours. During some historically lean cycles, including the 2008-2010 recession when economic conditions forced a period of reduction in state support for higher education, Portland State has been able to rely on enrollment growth and short-term deficit spending to provide a cushion against significant financial impacts. Recent years, however, have clearly aligned the university with overall demographic and economic trends resulting in a declining enrollment environment. Flat to declining numbers of high school graduates and similar trends at Portland Community College, the pathway to PSU taken by a large majority of students, combine to suggest a continuation of the trends we have seen for the last five years. Given the impact enrollment has on the university’s total revenue projections, a 5-year enrollment forecast is the foundation for our revenue projections.

5-Year Enrollment Forecast

After peaking in 2011, the number of students attending Portland State has flattened and then declined. Portland Community College shows a steeper decline over this period than Portland State:
In developing a forward-looking model to project enrollment for the coming years, we made a number of assumptions. Starting with a baseline forecast, we considered the actual yield and persistence trends experienced at PSU over the last five years for both undergraduate and graduate students and built from the FY17 new student base. Specifically, resident undergraduate enrollment is based on actual and estimated changes in Portland Metro Area high school senior population and Portland Community College transfer population.

Source: SCARF end-of-term enrollment
Full-Time Equivalent Formula: All Undergraduate student credit hours/15; Masters, grad post-bac and non-admit student credit hours/12; Doctoral student credit hours/9
The upper range shows essentially flat enrollment for the 2017-2018 academic year, with the likelihood that meaningful enrollment growth will not be realized until 2020-2021, and can only be achieved with year over year 2-3% increases in new student enrollment (increases inconsistent with our experience over the last 5 years). The baseline scenario suggests enrollment will continue the historical trend with a 2-3% decline for 2018 largely resulting from the decrease in new student enrollment experienced in FY17. The baseline forecast then flattens for the next three years with slight growth toward the end of the range. For the last several years the university has built budgets based on increased or flat enrollment and has needed to make adjustments as the overall enrollment has continued to decline. Refinement of our enrollment modeling for both FY18 and the five subsequent years should provide a more accurate baseline prediction.

Public University Support Fund

State funding of higher education has varied over the last 12 years, with PSU experiencing significant funding reductions resulting from the protracted national recession, as well as a reversal of that trend in the last 2015-2017 biennium. The significant decline in 2012 and 2013 serves as an important reminder of the cyclical nature of state funding for public universities in Oregon and the necessity of prudent financial planning that considers the significant possibility of future economically-driven reductions. Despite the variable nature of state support, the university has been able to manage cost increases with relatively low tuition increases. In fact, the increase in state appropriations for the 2015-2017 biennium allowed the university to lower its planned tuition increase and make strategic investments. However, as mentioned previously, the governor has signaled that university funding will not increase for the coming biennium. Furthermore, considering the continuation of increased retirement costs, health care costs, and general inflationary pressure at the state level, universities should expect similarly flat state funding for the following two biennia. Thus, our long-range planning anticipates flat allocations to the PUSF and to PSU specifically for the next six years.
6-Year Revenue Forecast

The chart shown below reflects recent actual revenue and a 6-year revenue forecast, which is based on flat state funding, the baseline enrollment forecast discussed previously, and tuition increases of approximately 9% for resident and 5% for non-resident students at the beginning of each biennium, and a 5% tuition increase for all students in the second year of each biennium.

Revenue Scenario Based on Current Enrollment Forecasts
2011-2023

Forecasting involves making assumptions based on our current knowledge and reflection on historic trends, but they are inherently subject to uncertainty that increases for each year projected. In this scenario, revenue growth for FY18-23 arises entirely via significant tuition increases on enrollment that declines to a low point in FY22. Nonetheless, despite its inherent uncertainty, the scenario provides some important perspectives.

First, as would be expected, the proportion of revenue generated by tuition and fees increases from 69% in FY17 to 74% in FY23. More significantly, compounding large tuition increases would raise resident undergraduate tuition by $1,168 per term (a 50% increase over FY17 rates). These tuition increases would provide $55 million in additional annual revenue by FY23, a 19% increase. Despite the large tuition increases, this revenue increase is smaller than the 38% or $80 million increase in annual revenue over the previous 6 year period, and is a consequence of using flat state funding and declining to flat enrollment.

<table>
<thead>
<tr>
<th></th>
<th>FY11</th>
<th>FY17 Projection</th>
<th>Change FY17 to FY11</th>
<th>FY23 Projection</th>
<th>Change FY23 to FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>%</td>
<td>Dollars</td>
<td>%</td>
<td>Dollars</td>
</tr>
<tr>
<td>Net Tuition</td>
<td>$142,786</td>
<td>$201,504</td>
<td>$58.7M</td>
<td>41%</td>
<td>$257,033</td>
</tr>
<tr>
<td>State Appropriation</td>
<td>70,656</td>
<td>86,556</td>
<td>15.9M</td>
<td>23%</td>
<td>86,096</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>9</td>
<td>5,348</td>
<td>5.3M</td>
<td>5,348</td>
<td>0%</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$213,452</td>
<td>$293,408</td>
<td>$80M</td>
<td>38%</td>
<td>$348,439</td>
</tr>
</tbody>
</table>
The challenge arising from this lower rate of revenue growth is that, as discussed in the next section, the major drivers of increased costs experienced over the last 6 years continue and create a significant gap between anticipated revenue and expenditures.

Expenditures

Projecting revenue and expenditures requires making assumptions about a range of future possibilities. The following represents the average forecasted increases in our general fund budget for FY18 and are displayed in broad expenditure categories:

<table>
<thead>
<tr>
<th>Cost Driver</th>
<th>FY18 Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>$4.1 million</td>
</tr>
<tr>
<td>Minimum Wage</td>
<td>$680,000</td>
</tr>
<tr>
<td>Retirement Benefits (PERS)</td>
<td>$5.2 million</td>
</tr>
<tr>
<td>Health Care Benefits (PEBB)</td>
<td>$447,000</td>
</tr>
<tr>
<td>Other Payroll Expenses (taxes)</td>
<td>$400,000</td>
</tr>
<tr>
<td>Graduate Assistant Remissions</td>
<td>$600,000</td>
</tr>
<tr>
<td>Services and Supplies Inflation</td>
<td>$1.1 million</td>
</tr>
<tr>
<td>Budget Reduction - FY17 Revenue</td>
<td>$1.8 million</td>
</tr>
</tbody>
</table>

**Total Estimated Annual Expenditure Increase**  
$14.3 million

*The FY17 budget was set based on FY16 revenue that was not realized resulting in a settle up cost as shown to ensure a balanced budget moving forward.

Using currently available information on likely PERS contribution rates, and traditional cost increases in salaries, wages and services and supplies, we have created a 6-year forecasted expenditure budget from our current FY17 expenditure budget.
As shown, there is an almost linear increase in expense that comes predominantly from increases in salaries, wages, and benefits. By FY23, the university’s expenditures on services and supplies is reduced from 18% of total expenditures to 16% while salaries and benefits costs becomes an even greater portion of our budget. Looking at comparison points over a six year historic period, and then doing the same for the six year forecasted period illuminates some important points, as shown in the chart below. Comparing annual expenditures, benefits costs in the past have increased faster than salaries and are projected to grow even faster looking forward. The increase in total expenditures was, over the historic period, $103 million or 54%. Based on the assumption that there will be no additional investment in positions over the next six years, the total increase in costs are forecasted at $83 million, a 28% increase. This may be an overly conservative estimate based on historic practice.

### Two 6-Year Comparison Perspectives
**FY11 to FY17 and FY17 to FY23**

<table>
<thead>
<tr>
<th></th>
<th>FY11</th>
<th>FY17</th>
<th>FY17 Compared to FY11</th>
<th>FY23 Projection</th>
<th>FY23 Compared to FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>%</td>
<td>Dollars</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Salaries and Wages</td>
<td>$104,827</td>
<td>$158,951</td>
<td>$54.1M</td>
<td>52%</td>
<td>$197,722</td>
</tr>
<tr>
<td>OPE</td>
<td>48,008</td>
<td>76,622</td>
<td>28.6M</td>
<td>60%</td>
<td>113,884</td>
</tr>
<tr>
<td>Operating Expense (net of transfers)</td>
<td>37,878</td>
<td>52,835</td>
<td>15M</td>
<td>40%</td>
<td>59,637</td>
</tr>
<tr>
<td>Held for Reserves/Risk Abatement</td>
<td>-</td>
<td>5,000</td>
<td>5M</td>
<td>100%</td>
<td>5,000</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$190,714</td>
<td>$293,408</td>
<td>$103M</td>
<td>54%</td>
<td>$376,243</td>
</tr>
</tbody>
</table>
Ultimately, comparing forecasted revenue to expenditures, even using conservative estimates of anticipated costs shows the increase in annual costs of $83 million (28%) results in a $28 million gap from the increase in annual revenues.

**Expenditure Reductions**

In recognition of a potential gap between revenue and expenses for the next fiscal year, the university’s leadership started a process in the fall of 2016 that identified approximately $8 million in several broad cost reduction categories. On top of those previously identified reductions, the tuition recommendation presented here will require identification of another $1 million in cost savings to take effect for the 2018 fiscal year.

In January of 2017 the F&A committee supported a university proposal to increase the general fund allocation by 1.5%, recognizing that: 1) in an environment of declining enrollment and the flat funding in the GRB that this increase would come from significant tuition increases, and 2) there would need to be approximately $9 million of savings identified to close the gap between the 1.5% increase and the predicted 4.1% cost increases.

The 6-year general fund expenditure forecast changes assuming this level of reduction with approximately 85% made in personnel costs. In this scenario we can create a balanced budget through the 2017-19 biennium. For the last two years the university has built budgets with a positive operating margin of $5 million (less than 2% of the general fund budget) providing both a buffer in the case of a negative variance in revenue, and to build adequate reserve levels consistent with Board of Trustees policy on reserves. The FY17-19 forecast includes continuation of this practice for the same reasons. Furthermore our current 6-year projection shows that these funds may be needed to balance the budget in the FY19-20 biennium to avoid another round of significant reductions or even more dramatic tuition increases.

### 6-year Projection Based on Proposed Tuition and FY18 Reductions

**2018-2023**

<table>
<thead>
<tr>
<th>Revenues:</th>
<th>2017-19 Biennium</th>
<th>2019-21 Biennium</th>
<th>2021-23 Biennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Tuition</td>
<td>239,441</td>
<td>237,461</td>
<td>261,691</td>
</tr>
<tr>
<td>Tuition Reimbursements</td>
<td>(21,607)</td>
<td>(22,771)</td>
<td>(26,061)</td>
</tr>
<tr>
<td>Net Tuition</td>
<td>207,834</td>
<td>214,690</td>
<td>235,630</td>
</tr>
<tr>
<td>State General Fund</td>
<td>82,101</td>
<td>86,041</td>
<td>86,058</td>
</tr>
<tr>
<td>Other (interest, misc income)</td>
<td>5,348</td>
<td>5,348</td>
<td>5,348</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>296,283</td>
<td>306,680</td>
<td>327,086</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures:</th>
<th>2017-19 Biennium</th>
<th>2019-21 Biennium</th>
<th>2021-23 Biennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>158,454</td>
<td>162,935</td>
<td>175,640</td>
</tr>
<tr>
<td>Other Payroll Expenses (fringes)</td>
<td>81,828</td>
<td>85,030</td>
<td>97,746</td>
</tr>
<tr>
<td>Operating Expenses &amp; Net Transfers</td>
<td>50,925</td>
<td>51,968</td>
<td>54,117</td>
</tr>
<tr>
<td>Held for Reserves/Risk Abatement</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Cuts/Use of Fund Balance</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Expenditures &amp; Net Transfers</td>
<td>296,283</td>
<td>304,933</td>
<td>320,749</td>
</tr>
<tr>
<td>Net from Operations and Transfers</td>
<td>0</td>
<td>1,746</td>
<td>(6,384)</td>
</tr>
</tbody>
</table>

2017-18 Tuition Memo Page 9
Tuition and Fees Recommendation

Tuition:

The following is the tuition recommendation for the 2017-2018 academic year. The recommendation is based on the circumstances outlined above and the expectations we have established for the FY18 budget with the Board of Trustee F&A committee.

<table>
<thead>
<tr>
<th></th>
<th>Increase Per Student Credit Hour</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>$14</td>
<td>8.97%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>$27</td>
<td>5.16%</td>
</tr>
<tr>
<td><strong>Graduate:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>$33</td>
<td>8.97%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>$29</td>
<td>5.03%</td>
</tr>
</tbody>
</table>

With these proposed tuition rates, the university will be able to present a balanced budget to the Board of Trustees for approval at its June meeting. The tuition increase to full-time resident undergraduates will be $210/term, or $630 per year, and for non-residents $405/$1,215, respectively. Resident graduate students, assuming a 12 credit load, will increase $396/term, or $1,188/year and non-residents, $348/$1,044, respectively.

Mandatory Fees:

Enrollment Management and Student Affairs recommends the following increase to one of the four mandatory student fees:

<table>
<thead>
<tr>
<th></th>
<th>2016-17 Rate</th>
<th>Proposed 2017-18 Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Service Fee</td>
<td>$129/term</td>
<td>$141/term</td>
</tr>
</tbody>
</table>

The Health Service Fee is used to support the operation of the Student Health and Counseling Center (SHAC), which provides on-campus access to health care professionals for students. A reduction in revenue due mostly to declining enrollment and increasing personnel costs have created a significant gap in SHAC’s operational budget. The increased fee will allow SHAC to continue operations at its current service level.

The Student Fee Committee and the President are also jointly recommending an increase of the Incidental Fee of $17 per term for the academic year and a decrease in the Student Building Fee of $8 per term for the academic year and $6 in the summer term.

The new tuition and mandatory fees and the percent change from the current year is shown below:
### Per Term Tuition and Mandatory Fees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate (15 credit hours):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>-1.43%</td>
<td>3.02%</td>
<td>-1.14%</td>
<td>3.08%</td>
<td>3.77%</td>
<td>8.31%</td>
<td>2.91%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>-1.74%</td>
<td>1.12%</td>
<td>1.06%</td>
<td>3.00%</td>
<td>3.30%</td>
<td>8.59%</td>
<td>2.22%</td>
</tr>
<tr>
<td><strong>Graduate (12 credit hours):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>-0.52%</td>
<td>1.01%</td>
<td>0.97%</td>
<td>2.96%</td>
<td>3.51%</td>
<td>5.14%</td>
<td>2.63%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>-0.81%</td>
<td>1.10%</td>
<td>1.06%</td>
<td>3.03%</td>
<td>3.54%</td>
<td>5.02%</td>
<td>2.41%</td>
</tr>
</tbody>
</table>

### Tuition Remissions:

The tuition recommendation also includes an increase in the remission budget of $1.8 million. While recognizing that this effectively reduces the increased tuition revenue, remissions are critical to accomplish our enrollment goals and to assist the students who are most greatly impacted by the tuition change.

### Closing Comments

Creating a balanced budget for FY18 with decreased levels of state funds and significant cost drivers requires both difficult cost savings and significant tuition increases. Neither of these is desirable. Our university currently receives the lowest level of support per Oregonian degree through the Public University Support Fund, and we have kept our tuition and mandatory fees significantly lower than the two other large public institutions in the State of Oregon. As a result, our expenditures on a per student basis are much lower. While lower tuition is consistent with our desire to be affordable, the high efficiency it dictates means that opportunities to find additional significant savings are already limited. Reductions will impact services and aspirations of the institution laid out in the strategic plan. The tuition increases at the level proposed this year and envisioned through the next three biennia may put the opportunity to earn a degree and the benefits it carries beyond reach for many.

The tuition and fees recommendation presented herein and the cost savings necessary to cover the shortfall between new revenue and our cost drivers are built upon current information for state support for the next biennium and baseline estimations for subsequent years. The long range forecast also builds in the inherited drivers that are an integral aspect of being an Oregon public university. This baseline allows for responsible multi-year budgeting. In the event that additional support is forthcoming from the State of Oregon or that additional revenue is obtained via other sources, including a reversal of our recent enrollment decline, the recommendations regarding tuition increases and cost savings can and should be revisited.
From: SBAC  
To: F&A Board and the Full Board of Trustees  

Memo from ASPSU Representatives | 23 March 2017  

As a member of the Student Budget Advisory Committee, of ASPSU, and as a student, I was shocked to hear of news of tuition increase. With estimates as high as $600+ per year, I hope the Board understand the extent of impact this decision will bring. As an incoming freshmen and a first-generation college student, I understand very well the stress and struggles other students go through to afford college. However, to keep the university running and functioning, changes to tuition and cuts in personnel are gravely needed.  

The leader and administrator in me understands the numbers and statistics. I’ve run, created, and overviewed student organizations, but as student, I can’t morally support such a decision. The Committee for Improving Student Food Insecurity, the PSU Food Pantry, the WHAT team and their services were created to mend the wounds tuition increase created. It’s food insecurity, homelessness, lack of access to healthcare, mental health conditions, dropping out of college, and substance abuse. It’s the future many face and will continue to face.  

No matter how I much I feel, I can’t change the fact that decisions will be made out of necessity. In acknowledging this fact, I hope the PSU administration will continue funding programs, committees, and organizations that mend the damage created by your decision.  

ASPSU Representatives of SBAC as a group have decided to suggest the following:  

- PSU as an entity should push for legislation similar to Measure 97 for more tax  
- A more expansive effort to lobby the state  
- Fundraising events to continually allocate scholarships and grants to continuing students  
- Mandatory Orientation Course for freshmen to teach studying skills, time management tips, and organizational skills.  
- Increased advising walk-in hours at noon or in the afternoon to increase student retention and graduation rates  
- Expansive list of resources concerning the Food Pantry, Harvest Share, counseling services and others that could come to use for incoming freshmen and transfers.  
- Resume, CV, application and scholarship workshops to offset tuition costs  
- Full time advisor to specifically advise on scholarships  

Linh Le  
SBAC Member  
ASPSU Intern  

Jose Fallas  
Academic Affairs Director ASPSU  

Donald Thompson  
SBAC Member  
SFC Member
RESOLUTION CONCERNING 2017-18 TUITION RATES

Recommended by the Finance and Administration Committee
April 5, 2017

Approved by the Board
April __, 2017

BACKGROUND

1. Pursuant to the Board of Trustee’s Tuition, Fees and Fines Policy (the “Policy”), the Board retains authority and responsibility to annually establish tuition and mandatory student fees, as defined in the Policy. The Policy states:

   When setting Tuition and Mandatory Student Fees, the Board considers a number of factors, including state-appropriated funds, financial need of the University, market factors, the mix of students, and students’ wellbeing and financial constraints. The Board’s consideration of Tuition and Mandatory Student Fees will be based on the recommendation of the President. The President shall establish a process for student participation in the development of the recommendation, which is to include, at a minimum, the ability to receive input from the Student Budget Advisory Committee and ASPSU.

2. In order to make a recommendation to the Board regarding tuition and mandatory student fees, the President has established a Student Budget Advisory Committee (SBAC) to provide tuition-setting comments and advice to senior leadership. The SBAC is chaired by the Vice President of Finance and Administration and includes the Faculty Senate Budget Committee Chair, students appointed by ASPSU, the Academic Affairs Fiscal Officer, a dean, and representatives of the Budget Office.

3. With input from SBAC, The Vice President of Finance and Administration provided a recommendation to the President to increase tuition and mandatory fees for the 2017-18 academic year and 2018 summer term as follows:

<table>
<thead>
<tr>
<th>Tuition Category</th>
<th>Dollar per Credit Increase</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Undergraduate</td>
<td>$14</td>
<td>8.97%</td>
</tr>
<tr>
<td>Resident Graduate</td>
<td>$33</td>
<td>8.97%</td>
</tr>
<tr>
<td>Non-resident Undergraduate</td>
<td>$27</td>
<td>5.16%</td>
</tr>
<tr>
<td>Non-resident Graduate</td>
<td>$29</td>
<td>5.03%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mandatory Fees</th>
<th>Dollar per Term Increase</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Building Fee</td>
<td>-$8</td>
<td>-18%</td>
</tr>
<tr>
<td>Incidental Fee</td>
<td>$17</td>
<td>7.69%</td>
</tr>
<tr>
<td>Health Service Fee</td>
<td>$12</td>
<td>9.3%</td>
</tr>
<tr>
<td>Recreation Center Fee (ASRC)</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Overall Resident Undergrad at 15 credits per term</td>
<td>$231</td>
<td>8.31%</td>
</tr>
</tbody>
</table>


The recommendation to increase the Incidental Fee and decrease the Student Building Fee is a joint recommendation of the President and ASPSU’s Student Fee Committee, as provided for in the Policy and the Student Fee Guidelines adopted by ASPSU. The full recommendation of the Vice President of Finance and Administration is included in the Board docket.

4. Factors considered in establishing this recommendation include the University’s current and forecast budget and financial outlook, the anticipated funding level from the State of Oregon for the 2018 fiscal year, the University’s commitment to a measured and balanced approach to fiscal stability, the scope of our current tuition rates in comparison to our peers and other Oregon universities, the ability of PSU students to absorb tuition increases, and the University’s implementation of a more strategic use of remission funds to assist students with a limited ability to pay. The student members of the SBAC provided a recommendation to the President that there be no increase to any category of tuition. The full recommendation of the student members of the SBAC is included in the Board docket.

5. The President has accepted the recommendation of the Vice President of Finance and Administration, has concluded that the proposed rates are part of a measured and balanced approach to financial stability, and recommends the proposed increases to the Board for adoption.

6. The University is committed to minimizing the financial impact of these increases on our students and will strategically utilize remissions to minimize the cost to the neediest students.

RESOLUTION

Now, therefore, be it resolved by the Board of Trustees, that tuition and mandatory enrollment fees for the 2017-18 academic year and the 2018 summer term are approved as follows:

1. Base undergraduate and graduate academic year and summer tuition rates as provided in Exhibit 1.

2. Differential undergraduate and graduate academic year and summer tuition rates as provided in Exhibit 2.

3. Academic year mandatory fees as provided in Exhibit 3.

4. Summer mandatory fees as provided in Exhibit 4.

5. Restricted differential tuition rates as provided in Exhibit 5.

APPROVED BY THE BOARD OF TRUSTEES
APRIL __, 2017

Secretary to the Board
Portland State University  
Exhibit 1 - Base Academic Year and Summer Tuition

<table>
<thead>
<tr>
<th>Credits</th>
<th>Resident</th>
<th></th>
<th>Non-Resident</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>1</td>
<td>170.00</td>
<td>401.00</td>
<td>550.00</td>
<td>605.00</td>
</tr>
<tr>
<td>2</td>
<td>340.00</td>
<td>802.00</td>
<td>1,100.00</td>
<td>1,210.00</td>
</tr>
<tr>
<td>3</td>
<td>510.00</td>
<td>1,203.00</td>
<td>1,650.00</td>
<td>1,815.00</td>
</tr>
<tr>
<td>4</td>
<td>680.00</td>
<td>1,604.00</td>
<td>2,200.00</td>
<td>2,420.00</td>
</tr>
<tr>
<td>5</td>
<td>850.00</td>
<td>2,005.00</td>
<td>2,750.00</td>
<td>3,025.00</td>
</tr>
<tr>
<td>6</td>
<td>1,020.00</td>
<td>2,406.00</td>
<td>3,300.00</td>
<td>3,630.00</td>
</tr>
<tr>
<td>7</td>
<td>1,190.00</td>
<td>2,807.00</td>
<td>3,850.00</td>
<td>4,235.00</td>
</tr>
<tr>
<td>8</td>
<td>1,360.00</td>
<td>3,208.00</td>
<td>4,400.00</td>
<td>4,840.00</td>
</tr>
<tr>
<td>9</td>
<td>1,530.00</td>
<td>3,609.00</td>
<td>4,950.00</td>
<td>5,445.00</td>
</tr>
<tr>
<td>10</td>
<td>1,700.00</td>
<td>4,010.00</td>
<td>5,500.00</td>
<td>6,050.00</td>
</tr>
<tr>
<td>11</td>
<td>1,870.00</td>
<td>4,411.00</td>
<td>6,050.00</td>
<td>6,655.00</td>
</tr>
<tr>
<td>12</td>
<td>2,040.00</td>
<td>4,812.00</td>
<td>6,600.00</td>
<td>7,260.00</td>
</tr>
<tr>
<td>13</td>
<td>2,210.00</td>
<td>5,213.00</td>
<td>7,150.00</td>
<td>7,865.00</td>
</tr>
<tr>
<td>14</td>
<td>2,380.00</td>
<td>5,614.00</td>
<td>7,700.00</td>
<td>8,470.00</td>
</tr>
<tr>
<td>15</td>
<td>2,550.00</td>
<td>6,015.00</td>
<td>8,250.00</td>
<td>9,075.00</td>
</tr>
<tr>
<td>16</td>
<td>2,720.00</td>
<td>6,416.00</td>
<td>8,800.00</td>
<td>9,680.00</td>
</tr>
<tr>
<td>17</td>
<td>2,890.00</td>
<td>6,817.00</td>
<td>9,350.00</td>
<td>10,285.00</td>
</tr>
<tr>
<td>18</td>
<td>3,060.00</td>
<td>7,218.00</td>
<td>9,900.00</td>
<td>10,890.00</td>
</tr>
</tbody>
</table>

Each Add'l Credit Hour: 170.00, 401.00, 550.00, 605.00

Academic Year 2017-18 and Summer 2018 Tuition Rates
## Portland State University

### Exhibit 2 – Differential Undergraduate and Graduate Tuition Rates

#### Academic Year 2017-18 and Summer 2018 Undergraduate Differential Tuition Rates

<table>
<thead>
<tr>
<th>Credits</th>
<th>Business</th>
<th>Engineering</th>
<th>College Of The Arts</th>
<th>University Honors Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident</td>
<td>Undergraduate</td>
<td>Non-Resident</td>
<td>Resident</td>
</tr>
<tr>
<td>1</td>
<td>188.40</td>
<td>214.40</td>
<td>596.00</td>
<td>594.40</td>
</tr>
<tr>
<td>2</td>
<td>376.80</td>
<td>428.80</td>
<td>1,138.00</td>
<td>1,188.80</td>
</tr>
<tr>
<td>3</td>
<td>565.20</td>
<td>643.20</td>
<td>1,707.00</td>
<td>1,783.20</td>
</tr>
<tr>
<td>4</td>
<td>753.60</td>
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<td>2,276.00</td>
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### Endnotes:

1. If a student is admitted to a school or college with a program differential and also admitted to the University Honors program, then both the program differential and Honors differential will be assessed.

2. If a student is admitted to more than one school or college with a program differential, the student's primary major code will take precedence, and will determine the rate to be assessed.
### Exhibit 2 – Differential Undergraduate and Graduate Tuition Rates

#### Academic Year 2017-18 Graduate Differential Tuition Rates

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Endnotes:
1) Students enrolled in the Global Supply Chain Management Certificate program are assessed tuition at the Masters in Global Supply Chain Management rate.
Portland State University  Exhibit 2 – Differential Undergraduate and Graduate Tuition Rates

Academic Year 2017-18 Graduate Differential Tuition Rates, continued

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|         | 305.00 | 606.00 |

Endnotes:
1) Level 1 includes Communication, Economics, English, Foreign Languages, General Studies: Social Science, History, Psychology, & Sociology
2) Level 2 includes Anthropology, Applied Linguistics, Biology, Center for Science Ed, Chemistry, Conflict Resolution, English (Writing & Creative Writing), Environmental Science, Geography, Geology, Math, Physics, and Speech & Hearing
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Endnotes:
(1) Health Service Fee of includes services offered through the Student Health Center, counseling, dental, and testing. It does not include the health insurance premium; however, students have the option to waive the health insurance premium with proof of insurance. Please see http://www.pdx.edu/shac/insurance-information for more details.
### Summer 2018 Mandatory Fees

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<td>338.00</td>
<td>338.00</td>
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</table>

**Endnotes:**

1. Health Service Fee includes services offered through the Student Health Center, counseling, dental, and testing. It does not include the health insurance premium; however, students have the option to waive the health insurance premium with proof of insurance. Please see [http://www.pdx.edu/shac/insurance-information](http://www.pdx.edu/shac/insurance-information) for more details.
### Restricted Differential Tuition

#### College of Liberal Arts & Sciences

<table>
<thead>
<tr>
<th>Credits</th>
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#### University Studies

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<td>Music Education Graduate</td>
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#### College of Urban & Public Affairs

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<th>Army Corp Leadership Development</th>
<th>Grad. Certificate Collaborative Governance</th>
<th>Course</th>
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Portland State University
Restricted Differential Tuition, continued

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The following programs have been approved for in-state tuition regardless of student’s state of residence. These programs follow the established in-state costs for tuition and fees.

- Certificate in PBIS/RTI Coaching
- Early Intervention - Special Education
- Endorsement in Library Media
- Graduate Certificate in Infant-Toddler Mental Health
- Graduate Certificate in Service Learning
- Online Master’s in Curriculum and Instruction (non-licensure)
- Online Master’s in Early Childhood Education
- Read Oregon
- STEM Educator
- Visually Impaired Learner (VIL)

### GSE - Cooperative Education

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### GSE - Off-Site Partner Courses

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## Portland State University

**Exhibit 5 – Restricted Differential Tuition**

Restricted Differential Tuition, continued

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<th>School of Business Administration</th>
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AGENDA ITEM: 6.b

DATE: April 11, 2017

TITLE: Approval of Resolution Approving the 4th and Montgomery Project and Approving and Requesting Issuance of State of Oregon General Obligation Bonds

SUMMARY OF ITEM: The PSU Policy on Debt Management requires the Board of Trustees to approve PSU projects to be included in the State’s bond sales. The University anticipates that the 2017-2019 Bond Bill will authorize the issuance of State general obligation bonds for the 4th and Montgomery project (the “Project”), which results in the need for formal Board approval of the Project.

The University, Oregon Health & Science University, Portland Community College, and the City of Portland are collaborating to develop the Project. The Project is anticipated to include the acquisition of the three-quarter block parcel located within the city block bounded by SW Montgomery Street, SW Harrison Street, SW 4th Ave, and SW 5th Ave in the city of Portland, and the construction of a mixed-use commercial condominium project to house the University’s Graduate School of Education, the OHSU-PSU Joint School of Public Health, Portland Community College’s pre-dental programs, one or more bureaus of the City of Portland, and commercial space owned by the University. The partners anticipate constructing a 9-story building with approximately 200,000 gross sq. ft.

The University expects the Project to be funded partially by the issuance of approximately $36,000,000 in Article XI-G bonds, $9,000,000 in Article XI-Q bonds, $6,000,000 in Article XI-f(1) bonds. Article XI-Q and XI-G bonds are repaid by the State of Oregon. Matching funds are required in an amount at least equal to the amount of the Article XI-G bonds. The University anticipates that the $36,000,000 Article XI-G Bond funds will be matched by $21,000,000 from the City of Portland (including approximately $7,000,000 from the Portland Development Commission), $10,000,000 of joint fund raising by PSU and OHSU, and $5,000,000 of institutional funds split evenly between PSU and OHSU. The Article XI-f(1) bonds is University-Paid Debt, defined as borrowings that are expected to be repaid from revenues of the University.

COMMITTEE ACTION: On April 5, 2017, the Finance and Administration Committee unanimously recommends the Resolution Approving the 4th and Montgomery Project and
Approving and Requesting Issuance of State of Oregon General Obligation Bonds to the full Board for approval.

SUMMARY OF COMMITTEE DISCUSSION: The committee was briefed regarding the details of the transactions, the project schedule, the proposed uses of the building, the mix of funding sources, and the opportunities and associated risks of the project. The committee discussed the needs of the Graduate School of Education and the School of Public Health. The committee noted the significant amount of state and partner investment in the project.

REQUESTED BOARD ACTION: A motion to approve the Resolution Approving the 4th and Montgomery Project and Approving and Requesting Issuance of State of Oregon General Obligation Bonds.

ATTACHED BACKGROUND READING: None.
RESOLUTION APPROVING THE 4th and MONTGOMERY PROJECT AND
APPROVING AND REQUESTING THE ISSUANCE OF
STATE OF OREGON GENERAL OBLIGATION BONDS

Recommended by the Finance and Administration Committee
April 5, 2017

Approved by the Board of Trustees
April __, 2017

BACKGROUND

A. At the request of the Higher Education Coordinating Commission, the Oregon Legislative
Assembly will consider authorizing the issuance of State of Oregon (“State”) general obligation
bonds for the benefit of Portland State University (the “University”) under Article XI-G and/or
Article XI-Q and under Article XI-F(1) of the Oregon Constitution, applicable provisions of ORS
Chapters 286A and 352 (collectively, the “Act”), and a bill specifying the approved amounts and
projects for such general obligation bonds (the “2017-2019 Bond Bill”); and

B. The 2017-2019 Bond Bill is anticipated to authorize the financing, among other projects, of a
new facility on the University campus (the “4th and Montgomery Project”), anticipated to
include the acquisition of certain real property consisting of the three-quarter block parcel
located within the city block bounded by SW Montgomery Street, SW Harrison Street, SW 4th
Ave, and SW 5th Ave in the city of Portland (the “Property”) and the construction of a mixed-use
commercial condominium project to house the University’s Graduate School of Education, the
OHSU-PSU Joint School of Public Health, Portland Community College’s pre-dental programs,
one or more bureaus of the City of Portland, and commercial space owned by the University.

C. The 4th and Montgomery Project is anticipated to be an approximately $90,000,000-
$110,000,000 project. The University anticipates the 2017-2019 Bond Bill to authorize the
issuance of Article XI-G Bonds in a principal amount not to exceed $36,000,000 and XI-Q Bonds
for the 4th and Montgomery Project in a principal amount not to exceed $9,000,000. In addition,
the University anticipates the 2017-2019 Bond Bill to authorize the issuance of XI-F(1) Bonds for
the 4th and Montgomery Project in an aggregate principal amount not to exceed $6,000,000.
The University expects to request up to $6,000,000 in aggregate principal amount of Article XI-
F(1) Bonds for the 4th and Montgomery Project.

D. On December 11, 2014, the Board of Trustees (the “Board”) of the University approved the
University’s Debt Management Policy, addressing among other things the issuance of “State-
Paid Debt,” defined as borrowings that are expected to be repaid from state appropriations
including Article XI-G Bonds and certain Article XI-Q Bonds and the issuance of "University-Paid
Debt," defined as borrowings that are expected to be repaid from revenues of the University
including Article XI-F(1) Bonds.

E. Under Section II.A.2 of the Debt Management Policy, the Board retains authority and
responsibility for reviewing and approving any debt financing in an amount greater than
$5,000,000.
F. Under Section III.B of the Debt Management Policy, no University-paid Debt or State-paid Debt will be issued or sought in an amount greater than $5,000,000 without prior approval of the Board.

G. Consistent with Section III.B of the Debt Management Policy, the University has considered debt affordability and the use of debt capacity and the University has determined to issue University-Paid Debt for the 4th and Montgomery Project, taking into consideration that the project is both self-liquidating and self-supporting.

H. Consistent with Section III.E of the Debt Management Policy, the University has evaluated the form of debt that is best suited for the 4th and Montgomery Project, the University has considered the cost of capital, and has determined to issue debt through the State for a portion of the costs of the 4th and Montgomery Project, taking into consideration the cost of capital, financial flexibility and the use of debt capacity.

I. This Board desires to request and approve the issuance of Article XI-F(1), Article XI-G and/or Article XI-Q bonds for the benefit of the University for the 4th and Montgomery Project, subject to and upon the authorization of such bonds in the 2017-2019 Bond Bill and consistent with such authorization and the terms of this Resolution, and as may be further provided by law, without requiring further action of this Board.

J. Article XI-G of the Oregon Constitution requires that the amount of any indebtedness incurred under that section in any biennium shall be matched by an amount that is at least equal to the amount of the indebtedness, and may include moneys available to the University. Article XI-G also requires that the matching amount be used for the same or similar purposes as the proceeds of the indebtedness. The University anticipates that the $36,000,000 Article XI-G Bond funds will be matched by $21,000,000 from the City of Portland (including approximately $7,000,000 from the Portland Development Commission), $10,000,000 of joint fund raising by PSU and OHSU, and $5,000,000 of institutional funds split evenly between PSU and OHSU. If there are any significant adjustments in project costs, match dollars, or the level and split of article XI-G and XI-Q bonds that occur subsequent to the adoption of this resolution that substantially increase the University’s commitment to the project, the University will promptly report such changes to the Board’s Finance and Administration Committee.

K. Under Section V of the Debt Management Policy, Internal Financings may be used to provide matching funds for Article XI-G Bonds, up to the total amount permitted by Section V of the Debt Management Policy.

L. The Board hereby finds that moneys available to the University will be applied to pay a portion of the costs of the projects to be financed with the proceeds of any Article XI-G Bonds for the 4th and Montgomery Project to be issued in the 2017-2019 biennium to satisfy this match requirement.

M. The Board hereby finds that revenues, not including amounts appropriated by the Oregon Legislative Assembly from the State's General Fund, are conservatively estimated to be lawfully available and sufficient to pay debt service on any Article XI-F(1) bonds for the 4th and Montgomery Project and to operate the project.
N. Under Section II.B.9 of the Debt Management Policy, the Board has delegated to the President, who may further delegate to the Vice President for Finance and Administration and University Treasurer, authority to enter into or endorse reimbursement resolutions, authorization resolutions, and such other documents as may be necessary for any debt issuance authorized by the Board, including debt authorized by the President or his delegatee pursuant to the Debt Management Policy.

**RESOLUTION**

**NOW, therefore, be it Resolved by the Board of Trustees, that:**

1. **Project Approvals.** The 4th and Montgomery Project is approved as shall be described in the final adopted 2017-2019 Bond Bill. The President or his designee is authorized to make adjustments to the project, project budgets and financing plans as necessary, within the limits of applicable law and Board policy.

2. **Article XI-G Bonds; Article XI-Q Bonds.** Subject to and upon authorization by the 2017-2019 Bond Bill, Article XI-G Bonds and/or Article XI-Q Bonds in a principal amount not to exceed $45,000,000 may be sold by the State under the Act for the benefit of the University to finance a portion of the costs of the 4th and Montgomery Project. The University hereby requests that the State issue the Article XI-G Bonds and Article XI-Q Bonds for the 4th and Montgomery Project, upon passage of the 2017-2019 Bond Bill, consistent with the terms of this Resolution.

3. **Article XI-F(1) Bonds.** Subject to and upon authorization by the 2017-2019 Bond Bill, Article XI-F(1) Bonds in a principal amount of not to exceed $6,000,000 are authorized to be sold by the State under the Act for the benefit of the University to finance a portion of the costs of the 4th and Montgomery Project. The University hereby requests that the State issue the Article XI-F(1) Bonds for the 4th and Montgomery Project, upon passage of the 2017-2019 Bond Bill, consistent with the terms of this Resolution.

4. **Terms, Sale and Issuance.** Upon authorization of the Article XI-F(1), Article XI-G and/or Article XI-Q bonds by the Act and the 2015-2017 Bond Bill (the “Bonds”), and upon transmittal of the University’s request that the Bonds shall be issued by the State for the benefit of the University by this resolution and further action of the President of the University, who may further delegate to the Vice President for Finance and Administration and University Treasurer (each an “Authorized University Representative”), the Bonds shall be issued in such series and principal amounts as the State Treasurer, after consultation with the applicable related or project agency(ies), shall determine are required to pay or reimburse costs of the 4th and Montgomery Project. The Bonds shall mature, bear interest and otherwise be structured, sold and issued as the State Treasurer determines after such consultation.

5. **Maintenance of Tax-Exempt Status.** The Authorized University Representative is hereby authorized to covenant, on behalf of the University, to comply with the provisions of the Internal Revenue Code of 1986, as amended, that are required for interest on tax-exempt bonds to be excluded from gross income for federal income
taxation purposes, for bonds issued on a tax-exempt basis and to execute and deliver such agreements, documents or certificates required for such bonds to be issued on a tax-exempt basis.

6. **Approval of Financed Projects.** Consistent with the policy objectives set forth in PSU Standard 580-060-0020, the Board finds that the acquisition of the Property will be for the present or future development of the University and its project partners. Pursuant to ORS 352.113 legal title shall be taken and held in the name of the State of Oregon, acting by and through the Board. The President is delegated the authority to execute conveyances for the acquisition of the Property after the following have been performed to the satisfaction of the President: reviewing an appraisal by a licensed and experienced real estate appraiser estimating the fair market value of the Property; reviewing a current or previously completed environmental assessment and determining that any risk associated with the Property is reasonable; and determining that sufficient ongoing revenues are available to operate and maintain the Property. The Board hereby authorizes, empowers, and directs the Authorized University Representative to take further actions as may be necessary or desirable to expend project funds and to implement the project and to transfer title to the Property to the name of the State of Oregon, acting by and through the Board, including, without limitation, agreement, documents, or certificates in connection with the acquisition of the Property.

7. **Ratification and Approval of Actions.** The Board hereby ratifies and approves all prior actions taken on behalf of the Board or the University related to the Bonds. The Board hereby authorizes, empowers and directs the Authorized University Representative to take further actions as may be necessary or desirable related to the Bonds and bonds authorized to be approved by the President or his delegatee under the Debt Management Policy, including, without limitation, (i) requesting and/or transmitting the request for the issuance of Bonds; (ii) covenanting to perform on behalf of the University, and performing, any actions necessary to comply with requests from the State Treasurer authorized under ORS chapter 286A to administer the Bonds; (iii) the execution and delivery of any agreements, documents or certificates, including any grant or trust agreements with the State Treasurer and any other party, if necessary, as may be necessary or desirable to carry out such actions or arrangements; and (iv) to take such other actions as are necessary or desirable for the purposes and intent of this resolution.

8. **Matching Funds; Revenue Sufficiency.** The Authorized University Representative is hereby authorized to execute and deliver such agreements, documents or certificates required by the State Treasurer or the State’s Bond Counsel to establish that the University has properly matched the amount of any Bonds in accordance with the provisions of Article XI-G(1)(3) and that the University has sufficient revenues to pay debt service on the Article XI-F(1) bonds and to operate the projects financed with these bonds.
9. **Effective Date.** This resolution shall take effect immediately upon adoption by the Board.

APPROVED BY THE BOARD OF TRUSTEES

____________, 2017

_______________________________________
Secretary to the Board
DOCKET ITEM: 6.c

DATE: April 11, 2017

TITLE: Election of 2017-18 Board Officers

COMMITTEE ACTION: The Executive and Audit Committee recommends that Rick Miller be elected as Chair and that Gale Castillo be elected as Vice Chair for one-year terms beginning July 1, 2017.

SUMMARY OF ITEM: Board officers serve one-year terms beginning on July 1. Officers are limited to two consecutive one-year terms. The Executive and Audit Committee recommends that Rick Miller be elected as Chair and that Gale Castillo be elected as Vice Chair. Miller and Castillo have agreed to serve.

SUMMARY OF COMMITTEE DISCUSSION: Chair Nickerson sought the committee’s agreement to recommend Miller and Castillo. The committee unanimously agreed.

REQUESTED BOARD ACTION: A motion to elect Rick Miller as Chair and Gale Castillo as Vice Chair for one-year terms beginning July 1, 2017.

ATTACHED DOCUMENTS: None.

BACKGROUND READING: None.
To: Portland State University Board of Trustees
From: President Wim Wiewel
Date: April 11, 2017
Re: Quarterly Report

Introduction

Winter term has been relatively quiet and produced lots of progress on the strategic plan. The main new challenge was posed by the presidential Executive Orders imposing travel bans, which affected potential students directly, as well as spouses and others associated with PSU who happened to be out of the country, but at least as importantly created significant concern among a broad range of students. With the court rulings halting enforcement of the travel bans for the foreseeable future, this issue has quieted down, but not disappeared. In spite of this significant distraction, we have continued to advance on the goals set for this year.

Implement Strategic Plan

I have never observed such adherence to a strategic plan as we are seeing at PSU this year. Most major events, and many of the activities of functional units, and all major budget decisions are presented with reference to elements of the Strategic Plan. Progress on specific initiatives is highlighted in the main sections in the remainder of this report. In the June report, I will provide specifics based on the key performance indicators.

Increase revenues

We continue to make progress on the four main areas of focus in regard to revenues. First, together with the other public universities in Oregon we continue to advocate for additional funding in the 2017 legislative session. Our joint message that $100 million in additional biennial funding for higher education will ward off high tuition increases and cuts has been heard loud and clear by the legislature. Both the Governor’s budget and the co-chairs budget model proposed essentially flat funding, which was better than we feared in my December report. Second, the College Affordability and Success Coalition continues to make progress and is discussing specific ideas for philanthropy, local revenue, and state funding. Third, planning for the comprehensive fundraising campaign continues and regular
fundraising is reasonably successful and working on some very promising prospects. Finally, recruitment of non-resident students for next fall is running ahead of last year, while the decline in resident students appears to have halted.

**Assist in transition**
As the Board finalizes the search for a new president, the Executive Committee and I stand ready to start orientation for the new incumbent.

**Academic Affairs**
*Sona Andrews, Provost*

**New Academic Programs**
PSU Faculty Senate approved the Undergraduate Certificate in Art History designed for those working as or wishing to begin a career as an art docent, and the Graduate Certificate in the Athletic and Outdoor Industry designed for students entering the competitive field of the athletic and outdoor industry. *(Strategic Goal #1, Initiatives 4.1 and 4.3)*

**Partnerships**
Four new Memoranda of Understanding were signed with universities in Ecuador, Brazil, Japan, and Indonesia. *(Strategic Goal #1, Initiative 7.1)*

**Flexible Degree Projects**
Work continues on 13 active projects including an online FRINQ Pilot as well as an online Bachelors in Social Work, online Master of Taxation, a Graduate Certificate in Applied Demography and many others. *(Strategic Goal #1, Initiatives 1.1, 2.3, 4.2, 4.3 and Goal #5, Initiatives 1 and 2)*

**Student Success Projects**
The Provost accepted the recommendations of the Academic and Career Advising Redesign workgroup in December 2016 and implementation is moving forward. Twelve academic and career advisors were hired and reporting lines of academic advisors from various schools and colleges were changed to a hub and spoke model effective March 1. An internal search for Pathway Directors is in progress and workgroups are moving forward to implement advising milestones that will improve student academic and career planning. *(Strategic Goal #1, Initiatives 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.3 and Goal #5, Initiatives 1 and 2)*

Redesign MyPSU held demonstrations with five possible vendors for a mobile app and is working with campus stakeholders to decide on the specific product. It will include the MyNextSteps feature allowing the user to see all important administrative deadlines and next steps in one place. *(Strategic Goal #1, Initiatives 1.2, 3.1, 3.3, and Goal #5, Initiatives 5.1, 5.2)*

The Coordinated Service Network held vendor demos for the tutoring module and improved reporting functionality, and began implementing an evaluation and assessment plan. *(Strategic
Goal #1, Initiatives 1.2, 3.1, and Goal #5, Initiatives 5.1, 5.2)

The Interactive Degree Maps project is nearing the end of its decision-making about partnering with a company to co-develop an interactive degree mapping tool. (Strategic Goal #1, Initiatives 1.1, 1.2, 2.2, 2.3, 3.1, and Goal #5, Initiatives 5.1, 5.2)

Active + Adaptive at PSU, which partners with faculty to experiment with the adoption of adaptive and personalized learning and courseware and is supported by a $515,000 grant from APLU, initiated its first project in the Department of Mathematics and Statistics. (Strategic Goal #1, Initiatives 3.3, 4.1, 5.2, Goal #2, Initiatives 1.5, 1.6, and Goal #5, Initiatives 5.1, 5.2)

New Initiatives

The PSU Alumni Association is collaborating with the University Library to fund the development of new open textbooks. PSU faculty authors tailor these open textbooks to their students’ needs. In addition, these textbooks can be accessed beyond Portland State University, even after graduation. As of Fall 2016, PDXOpen textbooks have saved PSU students $85,094. The partnership between the PSU Alumni Association and the Library will continue to reduce costs and enhance learning for PSU students. (Strategic Goal #1, Initiative 1.1)

Faculty Accomplishments (Strategic Goal #2)

Bob Liebman, Sociology, joined faculty from UO and PSU to share findings on the role of faculty in governance with legislators and Governor’s staff ahead of the 2017 legislative session. He also collaborated in the writing of Unfinished Business, an AAUP-Oregon white paper on shared governance and public accountability under the new Oregon system of campus boards of trustees.

Cornel Pewewardy, Indigenous Nations Studies, will serve on the international task force as part of the Founders Forum for the National Association for Multicultural Education. The Founders Forum serves to facilitate the scholarship development of young emerging scholars committed to the principles and goals of multicultural education by providing an interactive professional setting for emerging scholars to work with distinguished scholars.

Mark (Harmon) Leymon, Criminology & Criminal Justice, provided statistical review and analysis for Unequal Justice, a joint project of InvestigativeWest and the Pamplin Media Group. Review of more than 5.5 million court records found that equal justice remains an elusive goal for the state’s more than 650,000 Black and Latino residents.

Christine Meadows, School of Music, collaborated with USC composer, Mark Lanz Weizer, for the PSU Opera world premiere of The Place Where You Started in November. Meadow and PSU Opera were invited by the Confucius Institute to bring the opera to China for performances at Soochow University and Suhhou University of Science and Technology in December.

Dean David Bangsberg and the OHSU-PSU School of Public Health were approached by US
Representative Greg Walden to provide guidance about how to respond to Oregon’s opioid epidemic.

Enrollment Management & Student Affairs

*John Fraire, Vice President*

The following statistics are a comparison of this current year to last year.

**Winter Term**
- Headcount: 26,190 down 706 or 2.6%
- SCH: 270,023 down 3,869 or 1.4%

**Spring Term**
- Headcount: 22,434 down 483 or 2.1%
- SCH: 247,839 down 3,894 or 1.5%

- Resident SCH: down 3.5%
- Non-Resident SCH: up 5.3%
- Undergraduate SCH: down 2.1%
- Graduate SCH: up 1.6%

For the current academic year, EMSA has focused on the following key areas: stabilizing new freshmen and transfer enrollment, student wellness and security, improvement of customer service, and expressing in all of our work the overarching theme of creating a “sense of place” or a “sense of home.”

While still very early in the cycle, Fall 2017 new enrollment numbers are promising. All categories of enrollment—freshmen, transfer, resident, and non-resident—are trending up. This includes an increase in diversity enrollment and non-resident students. Of particular significance is the increase in resident transfer students because demographics in our feeder schools are still trending down. Much of this improvement is credited to Assistant VP Shannon Carr. Under her leadership the admissions office has increased non-resident and transfer recruitment, created a communications department, and developed innovative uses of technology. There has also been an expansion of outreach efforts to diverse communities with the advancement of such programs as *Educáte* and Black Student Success Summit, and the revival of the Asian-Pacific Islander centered *Kapitad (Strategic Goal 1.3.2)*. In collaboration with the financial aid office, award letters and communications to prospective students were sent earlier and are much simpler and clearer (*Strategic Goal 1.5.3*). Several changes have also been made to Financial Aid Office operations this past year, including an overhaul of the front counter and communication efforts (*Strategic Goal 1.1.2*) as part of an effort to improve student service.
The student affairs side of EMSA continues to address student wellness and safety during a period of significantly increased student concerns about food, housing, and general mental health. The Wellness and Health Action Team (WHAT), a program of SHAC’s Health Promotion Department, recently launched a new program entitled “The WHAT Hut.” WHAT is a group of highly trained peer health educators whose role is to engage the student body with health and wellness topics, and “The WHAT Hut” is a place where students can receive reliable and accurate health information presented in a fun and interactive way. The week of its launch WHAT interacted with approximately 240 students, faculty, and staff over the course of four hours. EMSA will continue its support of the Food Pantry, Harvest Share, and other wellness activities (Strategic Goal 1.1.2).

The Division of Multicultural Student Services (DMSS) oversaw the successful implementation of two new cultural centers, Pacific Islander, Asian, and Asian American Student Center and Pan African Commons, hiring of coordinators, and commencement of programs (Strategic Goal 1.1.3). Also, working directly with student groups, EMSA is sponsoring two upcoming public cultural events, FUBAR (May 16 and 17, 7pm) and “The Mitzvah Project” (May 2, 7pm). FUBAR is the expansion of a program sponsored by the Veterans Resource Center (VRC) and features the original stories of PSU veterans performed by the veterans themselves. FUBAR comes on the heels of the “I Am Not Invisible” exhibit, conceived and produced by VRC director, Felita Singleton, which was held at the Portland Art Museum (PAM) in partnership with the Oregon Department of Veterans Affairs. This exhibit included 6 PSU student veterans that represented various military branch affiliations and academic classifications. This exhibit will travel throughout the state of Oregon in continuance with the ODVA. A second project is “The Mitzvah Project” (May 2, 7pm), a one-person theatre production co-sponsored by EMSA and PDX Hillel (Strategic Goal 1.3.2, and Strategic Goal 1.1.3), that examines a small aspect of Jewish history under the Nazis.

On the policy front, the Dean of Students and Assistant Dean of Student Life are working with Brian Janssen, PSU's Faculty Athletic Rep, the Office of General Counsel, and representatives from the Athletic Department in order to revise the Athletic Drug Testing Policy. Additionally, the Assistant Dean of Student Life is embarking on a process to update and revise the Student Code of Conduct.

Finance and Administration
Kevin Reynolds, Vice President

Capital Projects
Karl Miller Center ($63.1m): Completion of the project is scheduled for early September 2017. All 21 classrooms will be in use fall 2017 and School of Business Administration and Office of International Affairs faculty and staff will move into their new offices. Three new commercial retailers will open for business in fall 2017.
Viking Pavilion at Peter Stott Center ($51.1m): Renovation of the current gymnasium and the addition of new office space begins spring 2017. Volleyball and basketball games will be held off campus during the 2017-8 academic year. Reservations for the Pavilion for sports camps, trade shows, banquets, speeches and other events may now be made through the Conferences and Events department. The project completion date is March 2018.

Neuberger Hall ($70m): Design continues and the decision was recently made to renovate the building in one phase with construction beginning January 2018. The building will be much more inviting from both Broadway and the Park Blocks, with new prominent entrances on both sides. The project completion date is August 2019.

4th and Montgomery ($103m): Design for this partnership project is scheduled to begin immediately after legislative approval in June or July 2017. Occupants will include PSU's Graduate School of Education, the OHSU-PSU Joint School of Public Health, PCC's dental programs and their community clinic, and one or more city bureaus. The project completion date is August 2020.

Deferred Maintenance: Dozens of projects are under construction or being planned to address the university's deferred maintenance backlog. Large ones include replacing the plumbing system at St. Helen's Residence Hall, electrical upgrades at multiple buildings, significant fire sprinkler system improvements at Hoffman Hall, and new elevators at Cramer Hall. (Strategic Goal #1, Initiative 1; Strategic Goal #3, Initiative 4.5; Strategic Goal #4, Initiative 1.3.; Goal #5, Initiative 1.1 & 3.2)

Travel Offset Program
Business travel at PSU is responsible for approximately 6,009 metric tons of carbon emissions, equivalent to 1,265 cars on the road, each year. Acknowledging that travel is critical to the university and is not likely to decrease, PSU's Campus Sustainability Office created an offset program designed to mitigate this notoriously difficult source of emissions for universities. The voluntary travel offset program directly supports the goals of PSU’s Climate Action Plan. It works by assessing a 2% fee to travel expenses for participating departments. Contributions are then routed to the Green Revolving Fund, which finances campus energy efficiency projects, reducing our carbon footprint and offsetting travel impacts. Currently, there are 20 administrative and academic departments participating and that number continues to grow. (Strategic Goal #3, Initiative 4.5, Strategic Goal #5, Initiatives 3.2, 5.1, and 5.2)

LEED O+M Certification
PSU is committed to achieving LEED (Leadership in Energy and Environmental Design) GOLD minimum certification for all new construction and major renovations, with nine certified buildings and more to come—including the Karl Miller Center and the Viking Pavilion at Peter Stott Center. Currently, the Campus Sustainability Office, Facilities & Property Management,
and Capital Projects & Construction, are working to certify four existing buildings through LEED for Building Operations and Maintenance (LEED O+M): Joseph C. Blumel Residence Hall, the Urban Center Building, University Services Building, and Market Center Building. LEED O+M certification requires implementing sustainable practices that reduce environmental, economic, and occupant health impacts associated with building operations (Strategic Goal #5, Initiatives 3.2, 5.1, and 5.2)

**Treasury**

Article XI-Q Bonds for the $50 million Neuberger Hall renovation and $10.5 million for campus deferred maintenance have been sold. Additionally, a sale of $10 million in Article XI-G bonds for Neuberger Hall is currently under way. Additionally, we have nearly completed the refinancing of five individual energy efficiency loans through the State Energy Loan Program (SELP) of the Oregon Department of Energy. The present value of the savings generated on this refinancing should exceed $1.8 million over the life of the loans. (Strategic Goal #1, Initiative 5.4; Strategic Goal #5, Initiatives 3.2, 6.2)

**Budget**

Financial performance during FY17 remains positive. Although revenues and expenditures are projected to be down slightly from budget, we are still on track to add at least $5 million to reserves at year end. Further details regarding current year financial performance are in the report from the Finance and Administration Committee.

Budget planning for FY18 is well underway. Released in December 2016, the Governor’s Recommended Budget for the 2017-19 biennium included no increase in funding to the Public University Support Fund (PUSF) although costs at Portland State are estimated to increase 4.2%. Prior to and since then, members of the university’s executive leadership team have hosted, attended, and presented at numerous internal and external events to explore the budgetary challenges confronting Portland State, including a University Budget Forum that was open to the entire university community. With estimated cost increases exceeding the growth in revenue, all divisions are currently engaged in budget reduction planning for FY18. The actual amount of the reduction needed will be determined after tuition rates are approved by the Board of Trustees. A balanced budget will be presented to the Board of Trustees in the June 2017 meeting. (Strategic Goal #5, Initiatives 2.2, 4.1, 5.2)

**Campus Faucet Replacement**

The project is complete. All faucets in the residence halls (over 2400) were tested for lead. Of those, 115 (4.7%) exceeded the EPA Action Level (15 parts per billion) and were remediated with either a filter or plumbing repairs. (Strategic Goal #5, Initiative 3.2)

**PSU Alert**

We have focused on increasing enrollment in PSU Alert, our emergency notification system. Specifically, we are encouraging students, faculty and staff to enroll in text message
notifications, as this is the quickest and most reliable means communicating in an emergency. Since September 2016, text message enrollment has increased by 7.4%. (Strategic Goal #5, Initiative 4.1)

**Incident Management Team**
The IMT meets regularly to plan for responses to incidents that impact PSU operations. The IMT managed through multiple winter-weather closures, including one that interrupted final exams. IMT is currently coordinating a request for FEMA reimbursement related to damage caused to SMSU by a fallen tree during January storm. (Strategic Goal #5, Initiative 6.1 and 6.2)

**Campus Public Safety**
The Campus Public Safety Office continues to implement the changes authorized by the Board of Trustees in 2015 including:

- Certifying 2 Campus Public Safety Officers as Police Officers
- Certifying the Campus Public Safety Detective as a Police Officer
- Certifying a Campus Public Safety Sergeant as a Police Sergeant
- Selecting 6 Campus Public Safety Officers to attend the Oregon Basic Police Academy (3 have completed the Academy and 3 are in current attendance)
- Utilizing an equity lens, recruiting and hiring a Police Lieutenant, a Police Sergeant, and a Police Officer, all are currently serving on campus.

Both Campus Public Safety Officers and Campus Police Officers continue to respond to incidents on campus that interfere with the educational mission of the university, as well as incidents of students in crisis. (Strategic Goal #4, Initiative 2.1; Strategic Goal #5, Initiative 6.2)

**Human Resources**
Isaac Dixon, PhD, joined the university in January as its Associate Vice President for Human Resources. With over 25 years of human resources, leadership, and management experience, Dr. Dixon most recently served as AVP for Human Resources at Lewis & Clark College. He additionally teaches human resources courses in the university’s School of Business Administration, and serves on numerous boards for professional and community organizations.

Under Dr. Dixon’s new leadership, Human Resources is developing a plan for the department that aligns their efforts with the university’s strategic plan. The plan will focus on process improvement of transactional work tasks giving HR team members the ability to provide more assistance to leaders across the university in acquiring and retaining key talent. Additionally, it will develop strategies for providing professional development opportunities and support for staff and consider how to implement the most effective ways to improve communication systems and culture to keep our community informed. (Strategic Goal #4, Initiatives 1.1, 2.1; Strategic Goal #5, Initiatives 3.1, 3.2, 3.3, 4.1)
Information Technology
PSU is upgrading the current core ERP Banner information system to the latest version. This is a significant upgrade that provides a new modern interface for students and employees as they register for classes, perform financial transactions, or interact with their employment record in Human Resources. During the course of this upgrade, PSU is simplifying our Banner system and eliminating many of the modifications programmed over the last 25 years. This simplification will reduce the maintenance required to run the system and position PSU to make a move to the Cloud in the future. The upgrade process deadline is December of 2017 and will involve a large time commitment from Human Resources, University Financial Services, Student Financial Services, and Office of Information Technology. (Strategic Goal #5, Initiatives 3.1, 3.2)

Global Diversity & Inclusion
Carmen Suarez, Vice President

Strategic Plan Implementation
Goal 4, Initiative 1: Create a more inclusive campus

1.1 Create expectations, training and incentives for faculty, staff, and students to regularly participate in culturally responsive education and sharing opportunities. Two tracks of cultural responsiveness workshops are underway. One set is for staff, the other for faculty.

The faculty workshops target cultural responsiveness in pedagogy and curriculum. The workshops are provided by faculty with these skill sets. Participating faculty will take one workshop each for curriculum and pedagogy. They will then revise an existing course they currently teach. If successfully completed, they receive a professional development stipend paid to their department for their use.

1.2 Conduct a campus climate audit to assess and inform safety and inclusion. The specific sexual assault/sexual violence campus climate survey is completed. Results were released in early April. The survey asked students to answer questions regarding a broad range of issues including their experience of sexual misconduct; knowledge of key campus prevention and intervention resources; beliefs about how PSU would respond to disclosures of sexual misconduct; as well as perceptions of the PSU climate regarding sexual consent, bystander intervention, students’ sense of community, and reporting sexual misconduct.

The findings offer insights into students’ experiences, perceptions, and attitudes related to sexual misconduct. Results reflect a variety of “bright spots” as well as areas that will require additional educational and preventive intervention services. Findings offer an opportunity to more closely examine survey results to identify areas requiring a tailored campus-wide response that will enhance students’ safety.
1.3 Develop and utilize an equity lens in campus decision-making.
Supervisor workshops on utilization of the equity lens in decision-making continue to be delivered in partnership with HR.

1.4 Provide linguistically appropriate student services
As a result of national events, students of color and international students have expressed fear, concerns and detailed bias incidents they have experienced. In response, GDI, EMSA, International Affairs and OAA have worked together to provide comprehensive support and services. For example, a comprehensive and easy to navigate webpage has been developed with an array of information and services. Information is offered in Spanish, Arabic and Persian. Counseling services may be offered in other than English if needed and certain student legal services are bilingual Spanish-English.

Goal 4, Initiative 2: Promote diversity through hiring and retention
While final data are not yet available, there is an increase in the number of offers made to diverse candidates, in particular in faculty positions.

Events and Accomplishments January 1 to March 31, 2017
The MLK Tribute with keynote speaker, Janet Mock was very successful and filled the SMSU Ballroom.

GDI has developed infrastructure for the formation of Employee Resource Groups (ERG), which are affinity groups. Scholarship indicates retention of faculty and staff of color in particular increases with the availability of formal affinity groups.

GDI co-sponsored an evening and all day Unconscious Bias Symposium with community partner and non-profit organization AGE. (Age and Gender Equity in the Arts). As a part of the symposium, there were two showings of the play “Muthaland”.

Community Involvement
Global Diversity and Inclusion is the lead for PSU as host-site for the Campus Compact EEC (Equity and Compliance Corps) program. This is an early high school academic-year pipeline program that promotes college attendance among underrepresented populations. The program provides college readiness programming and pairs college student mentors with high school students. Multiple Portland area higher education institutions are involved. PSU is the host school and program administrator. Reynolds High School is the partnering Portland school assigned specifically to PSU.
Government Relations
Lois Davis, Vice President for Public Affairs and Chief of Staff

Federal Affairs
The advent of the Trump Administration has brought a number of challenges for higher education. Proposed actions on immigration have caused concern for Latino and Muslim students and is having a chilling effect on international applications, which are down by 14 percent compared to last year at this time. There also is uncertainty about H-1B visas, which allow international university researchers to work in the U.S. Research institutions are currently exempt from the annual 85,000 H-1B visa limit. U.S. Citizenship and Immigration Services announced it would suspend premium processing for all H-1B petitions on April 3. Universities, affiliated research facilities, and medical centers will be disproportionally harmed by this suspension.
There are also deep concerns about President Trump’s recently released budget blueprint for FY 18. The proposed budget eliminates or greatly reduces funding for key education programs, including reducing the Pell Grant surplus, which universities had hoped could be used to increase individual awards and restore the year-round program. The budget also eliminates key federal student support programs and reduces funding to research agencies. Oregon’s seven public universities will be sending a joint letter to the state’s Congressional delegation outlining our concerns and asking for their assistance in restoring needed funds.

State Update
At the state level, the universities continue to work hard to secure an additional $100 Million in funding for 2017-19, which is essential to cover increased costs of PERS and PEBB and already approved salary increases. We are also supporting efforts to increase overall revenues for the state, without which our requested additional funding will not be possible. Although it is not yet clear whether such revenues will be forthcoming, reports from Salem indicate that labor, business and legislative representatives are making progress toward that end. Even if an agreement is reached, it is unclear whether it will come to a vote before the end of the current legislative session or be taken up in a special session.

PSU’s other key priority – funding for the 4th and Montgomery project – is coming along well. On March 15, we secured agreement from Portland City Council that it will partner in the project, along with PSU, OHSU and PCC. The participation of all three of our partners is critical to the financing for this project and will help us make the case in Salem for the necessary state bonding. Other bills PSU is following include one (SB 813) which would add a second student to university boards and one (SB 8) that allows a university college board and a community college board to vote to merge their institutions.
Local Update
In addition to securing the support of the Portland City Council for the 4th & Montgomery Project, we have been working collaboratively with regional partners on transportation. I have joined the presidents of PCC and OHSU in signing a letter of support for $150 million in lottery dollars for Tri-Met’s SW Corridor Transit Project. The proposed project would connect the PSU campus via light rail to our partners at PCC Sylvania, as well to our students, faculty and staff who reside in the cities of Tigard and Tualatin. PSU also remains engaged in the Division Transit Project, which seeks to build the region's first Bus Rapid Transit (BRT) line. The BRT line as currently proposed will connect PCC’s Southeast Campus to Portland State. Both of these projects contribute to a developing culture of building "education corridors" for regional transit projects.

Athletics
Athletic Director, Valerie Cleary

Viking Pavilion –Peter W. Stott Center Project Update
The Viking Pavilion-Peter W. Stott Center Project continues on schedule. Foundations and columns are completed. Steel beams are near completion. The original gym closed down after the last women’s basketball game on March 3rd to begin demolition and construction to create office suites, and practice gym. (Strategic Goal #1, Initiative 1.4).

Fall 2017 Academic Success
The Portland State Athletics program had 52 members of its fall sports teams earn Academic All-Big Sky Conference honors. It was part of an outstanding fall term academically for Viking sports. PSU had a 3.20 team grade point average. Sixty-five percent of all student-athletes had a 3.0 GPA or higher. Twenty-six student-athletes made the President’s or Dean’s List. The cross country teams had a 3.71 combined GPA to lead all PSU sports teams.

Vikings in the Community
To date during the 2016-17 academic year, student-athletes have contributed 583 volunteer hours to the Portland community. Those hours were spent volunteering with many organizations including New Avenues for Youth, the Oregon Food Bank, Friends of the Children, The Children's Book Bank, local children's hospitals and local elementary schools.

Student-athletes also hosted a canned food drive at football and men's and women's basketball games around the holidays. Over 400 cans were collected and donated to the PSU Food Pantry. Student-athletes are also collecting toiletries throughout the year to donate to local shelters throughout Portland. To date, over 1,200 toiletries have been collected which include soap, shampoo, conditioner, toothbrushes and toothpaste. (Strategic Goal #3, Initiative 2.2).
Men’s Basketball
We are conducting a national search for Head Men’s Basketball Coach. Former Head Coach, Tyler Geving, was relieved of his duties on March 15 in order to strengthen basketball’s performance ahead of the opening of the Viking Pavilion. We hope to have new staff in place by April 15th.

Research & Strategic Partnerships
Kevin Reynolds, Vice President (Interim)

RSP Communication Strategies
Research and Strategic Partnerships is developing a communications plan for 2017. The goals of the plan are to raise the profile of PSU research and partnerships activity locally, regionally, and nationally and to improve internal communications between RSP and PSU faculty and staff. Components of RSP’s communication plan include better communication about RSP with the campus and using existing web-based and publication channels to increase the visibility of PSU research internally and externally, including a Virtual Science Lab connecting PSU researchers with science classrooms at Portland Public Schools and Reddit Science “Ask Me Anything,” a curated, online discussion forum with 64 million users wherein PSU researchers can share their discoveries with the scientific community. (Strategic Goal #2, Initiative 4.2)

Strategic Planning
For the first time ever deans of colleges are reporting on their research productivity using university-wide metrics that are meant to help us measure the success of their strategic initiatives in support of research and scholarly/creative works. RSP is meeting with deans and faculty from key research departments in MCECS and CLAS to discuss their plans for strategic growth in research. This work is contributing to RSP’s development of University-wide focal areas for research investment in the next 5-10 years. (Strategic Goal #2, Initiative 4.1)

Research Expenditures and Activity
Faculty have submitted 311 proposals, requesting over $77 million in funding over the first two quarters of this fiscal year. We received $34.6 million in awards, down from $45.4 million in FY16. Expenditures were unchanged from last year at $32.7 million. Our largest three funding sources for the first two quarters were the NIH, NSF, and Oregon Department of Human Services. RSP is working with groups across campus to strengthen and diversify our research portfolio. One large grant that was submitted would establish a USGS climate science center at PSU if it is awarded. (Strategic Goal #2, Initiatives 3.2 and 4.1)

Innovation and Intellectual Property
Since January 1, the office of Innovation & Intellectual Property has executed three license agreements, several non-disclosure agreements, and aided in several sponsored research agreements. We have filed patents on three innovation disclosures, received twelve new
innovation disclosures, and brought in $341,550 in licensing revenue. The office is in active talks with five companies for license agreements for particularly hot technologies, and is taking a lead role in constructing a new Copyright Ownership Policy and negotiating a membership agreement for PSU’s involvement with an industry-university metals research collaboration. (Strategic Goal #2, Initiatives 3.2 and 4.2)

**Strategic Partnerships**
This quarter the Office of Strategic Partnerships produced or facilitated several key events on campus, including:

- The 2017 Winter Symposium: Strategic Partnerships (SP) collaborated with the PSU Partnership Council to design and deliver the PSU Winter Symposium, which focused on two key planks of the PSU Strategic Plan—equity and community engagement. The symposium was well attended and received positive reviews. (Strategic Goal #3, Initiative 1.2).

- Humanities and the Labor Market: In partnership with CLAS, SP delivered a panel discussion and Q&A with technology companies regarding the role of humanities and liberal arts in business. (Strategic Goal #3, Initiative 2.2).

- Knight Cancer Early Detection: SP facilitated a session between MCECS and Sadik Esener, the new Director of CED at OHSU, to explore how PSU engineering faculty can partner with and contribute to the CED research and innovation agenda. (Strategic Goal #3, Initiative 4.3).

- Athletic and Outdoor Start-up Weekend: In partnership with the SBA Athletic and Outdoor program, SP organized a start-up weekend for student teams exploring entrepreneurship and new product development. (Strategic Goal #3, Initiative 1.2).

**University Communications**
*Chris Broderick, Associate Vice President for Communications*

**CASE awards**
University Communications won a record 11 awards for excellence — including seven first-place winners — in communications, marketing and student recruitment at the annual Council for Advancement and Education conference. The awards are judged by peers across the western United States and Canada. PSU won more CASE awards this year than UO and OSU combined.

**Travel ban coverage and impact on international students**
PSU received national attention in January when President Wiewel was among the first college presidents in the nation to oppose the travel/immigration ban executive order against seven predominantly Muslim nations. PSU has more than 60 students from five of those countries and more than 1,900 international students who are concerned about the potential ripple effect on
their student visas. Our internal and external communications made clear that PSU is committed to do everything possible to make all of our students feel safe and supported regardless of their religion, national origin or immigration status. Also, University Communications has produced a “You are welcome here” video for our international recruiters that features dozens of international students talking in their own words about their positive experiences at PSU.

**Media coverage highlights**

In addition to continuing coverage of our international students (which included a prominent *New York Times* article on March 17 and an Oregonian op-ed on March 31), PSU has received extensive coverage for the declaration of a sanctuary campus, the tiny houses designed by our School of Architecture students to help relieve Portland’s homeless crisis and research by our students on the proposed 2,000-mile wall along the Mexico border. Also in March, PSU received widespread attention in announcing the new collaboration with OHSU, PCC and the City of Portland to construct a campus building at 4th and Montgomery.

**PDX.edu website project**

University Communications heads the campus-wide effort to update PSU’s website and has received proposals from 23 companies to lead the project, which will involve creating a new look and more functional design. And for the first time, pdx.edu will be responsive to smart phones and mobile devices. The scope of the project involves updating more than 25,000 pages of content to make PSU’s virtual “front door’ more user friendly. The website generates more than 7.5 million visits a month and hasn’t been updated in six years.

**President’s report to the community**

President Wiewel’s annual Report to the Community was published in The Oregonian in March and circulated to community leaders, donors and others. It highlights students, faculty and alumni, programs such as “Four Years Free” and projects such as the Karl Miller Center.

**Foundation**

*Bill Boldt, President/CEO*

**Staffing**

The Foundation is in the process of hiring a new senior director for engagement and communications who will oversee marketing, communications, donor engagement, events and stewardship. The foundation will also be hiring a new director of events and engagement. In an effort to bolster the unit fundraising efforts, the special gifts team was redeployed into the School of Business Administration, College of the Arts, and College of Urban and Public Affairs. We anticipate rebuilding this team in the coming months.
College Affordability and Success Coalition
The coalition recently met to discuss the three funding strategies, which includes the Philanthropy work group’s efforts around establishing a Viking Corporate Advocates Program. The response to this draft program has been very positive; however, additional work needs to be done on internal coordination and identifying benefits that would be of interest to the corporate partners.

Strategic Plan
The Foundation’s Board of Trustees has recently approved a strategic plan for the PSU Foundation that aligns with the University’s strategic plan. Work is being done to operationalize the plan, with individual units and programs developing goals and objectives that will roll up into the overall plan. The plan establishes a clear path for supporting the University’s programs, faculty, students, and facilities along with the overall campaign efforts.

Development FY'17
As of March 20, 2017, total gifts/pledges received are $21,121,517. Several principal gifts ($1M+) are expected to close prior to calendar year end, and we feel very confident that we will meet our $35 million goal. Cash in the door (which includes pledge payments and outright gifts) is $22,465,692.

As noted in previous reports, the largest gift received to date is a $4.3 million estate gift from David Wedge (MCECS and COTA). Other significant gifts of note: $2M from Rick and Erika Miller (SBA); $676,221 planned gift from Sel Eisen (CLAS); $540,000 gift of property from Cap and Amanda Hedges (CLAS and Athletics); and a $295,995 gift from Bill and Genna Lemman (University wide). Two principal gifts for the Neuberger Hall renovation are currently in negotiation and expected to close by the end of the fiscal year.

Program updates
The Winter 2016 issue of the Portland State University magazine contained an 8-page annual report from the PSU Foundation. "The Impact of Giving" included a donor honor roll and shared the 2015-16 Fiscal Year’s most impactful gifts.

Comprehensive Campaign
In addition to the seven “Big Ideas for PSU,” college and school-specific case statements and goals are being developed for a feasibility study that is scheduled for early Fall 2017. The case statements will be shared with prospective donors to gather feedback and identify what are philanthropic priorities versus those priorities for which the University may need to find revenue sources elsewhere.

Simon Benson Awards Dinner
The 18th Annual Simon Benson Awards Dinner will be Thursday, November 9, 2017, at the Oregon Convention Center. Keynote speaker Capt. Sullenberger (Sully) has been secured. We have a verbal commitment from Bank of America to be the Presenting Sponsor for the sixth
consecutive year. Pete Nickerson has been confirmed as the philanthropic honoree and an ask is out and pending for the alumni achievement honoree. Raised to date: $167,468.

**Annual Scholarship Reception celebrates students**

On February 28, 2017, Portland State University and the PSU Foundation held their annual scholarship celebration to honor scholarship donors and exceptional student recipients. Around 300 guests, comprised of scholarship donors, scholarship recipients and PSU faculty and staff, gathered to recognize and celebrate the impact that giving can have on a student’s life.
Two of Oregon’s leading universities have joined forces to educate the next generation of public health leaders, with a vision of ending health disparities in Oregon and around the globe. This unique collaboration combines the strengths of a world-class academic health center with the deep community involvement and diversity of the state’s urban research university. Our vision is to become the premier destination in Oregon for students of all backgrounds who want to enter the health field and improve lives in their communities. Oregon Health & Science University is known internationally for groundbreaking and life-saving research in cancer and medicine. Portland State University is a national model for community engagement and academic innovation. Together, the two universities offer unmatched opportunity for students to learn in the classroom and in real-world settings.

Making a difference

VALUE

Research + engagement: The best of both worlds
The deep community engagement of PSU faculty and biomedical research expertise at OHSU give students direct access to two distinct but connected areas of academic excellence. Graduates emerge with degrees endorsed by both universities in a field where demand is expected to grow rapidly.

EXPANDING ROLE OF PUBLIC HEALTH

Building healthy populations
With a focus on healthy populations rather than individuals, public health seeks to understand the foundations and social determinants of health disparities and work to resolve them. Nutrition, maternal health, gun violence, immunizations, health literacy and homelessness are only some of the factors in ending health disparities. Populations can be as small as a local neighborhood or as big as an entire region of the world.

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Carlos Crespo, DrPH, Associate Dean for Undergraduate Programs
Nancy Goldschmidt, PhD, Assistant Dean for Accreditation
Jill Rissi, PhD, MPA, RN, Associate Dean for Academic Affairs
Shelly Wolf, MEd, Associate Dean for Finance and Administration

ENROLLMENT
Undergraduate: 1,600+
Graduate: 270+

TOP 3 GRADUATE PROGRAMS
Epidemiology
Health Promotion
Health Management & Policy

TOP 3 UNDERGRADUATE PROGRAMS
Health Studies: Health Sciences
Health Studies: Community
Applied Health & Fitness

DEGREES AWARDED 2015-2016
Undergraduate: 347
Graduate: 67

ALUMNI
5,000+

CONTINUES ON OTHER SIDE »
COMMUNITY PARTNERSHIPS

Connecting with the community
PSU and OHSU have an established network of local and regional partners, including clinics, governmental agencies and nonprofit agencies. This network offers students a wealth of opportunity for internships, hands-on learning and contacts for future employment.

AFFORDABILITY

An affordable degree with excellent ROI
The cost of obtaining a degree from the OHSU-PSU School of Public Health is among the lowest in Oregon and far lower than similar degrees from private colleges. Graduates enter health fields that offer above-average salaries, along with opportunities to work anywhere in the world.

DEMAND FOR GRADUATES

Boundless career opportunities
The health workforce is aging and retiring, raising the likelihood of a significant gap between demand and supply of health workers in the near future. Graduates can expect a robust career market.

STUDENT CREDIT HOURS 2015-2016
Undergraduate: 9,297
Graduate: 1,569
PhD: 189

FACULTY
150+

FACULTY TO GRADUATE STUDENT RATIO
1: 2.5

FULL TIME SUPPORT STAFF
Research Staff: 43
Administrative Staff: 19

DEGREE PROGRAMS

DOCTORAL DEGREES
Community Health, Epidemiology, Health Systems & Policy

RESIDENCY
Preventive Medicine

MASTER’S DEGREES
Master of Public Health: Biostatistics, Environmental Systems & Human Health, Epidemiology, Health Management and Policy, Health Promotion, Primary Health Care and Health Disparities (online)
MS: Biostatistics
MA/MS: Health Studies

DUAL MASTER’S DEGREES
MPH/MSW: Health Management and Policy/Social Work,
MPH/MSW: Health Promotion/Social Work
MPH/MURP: Health Promotion and Urban Planning
MD/MPH: Medicine and Epidemiology

BACHELOR’S DEGREES
BA/BS: Health Studies: Community Health Education, Health Sciences, School Health, Aging Services
BA/BS: Applied Health & Fitness

MINORS
Community Health, Aging Services

CERTIFICATES
Biostatistics, Public Health

All enrollment numbers are Fall Term 2016 4th Week unless otherwise noted.