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 Presiding Officer of the Portland State University Faculty Senate
      Outgoing Faculty Senate Presiding Officer Bob Liebman will introduce 2015-16 Presiding Officer Gina Greco.
   b. Comments from the Associated Students of Portland State University
      Former ASPSU President Eric Noll and former Vice President Rayleen McMillan will introduce new ASPSU President Dana Ghazi and Vice President David Martinez.
   c. Report from the President

4. Consent Agenda
   a. Approval of Minutes from March 12, 2015 Meeting
      Meeting Minutes March 12, 2015 - Page 3

5. Reports of Standing Committees of the Board
   a. Executive and Audit Committee
   b. Academic and Student Affairs Committee
   c. Finance and Administration Committee

6. Action Items
   a. Achievement Compact
      The Academic and Student Affairs Committee recommends approval by the Board of the University's 2015-16 Achievement Compact.
      Cover Sheet: Achievement Compact Approval - Page 10
      Resolution Concerning Approval of the PSU Achievement Compact for 2015-16 - Page 12
      Revised Achievement Compact - Page 20
   b. 2015-2016 Budget
      The Finance and Administration Committee recommends to the Board approval of the University's 2015-16 budget.
      Cover Sheet: Resolution Concerning University FY15-16 Operating Budget - Page 27
      Resolution Concerning University FY15-16 Operating Budget - Page 29
   c. Policy on Evaluation of the President
      The Executive and Audit Committee recommends to the Board approval of a new policy regarding presidential evaluation.
      Cover Sheet: Approval of Board Policy Regarding Evaluation of the President - Page 63
      Presidential Evaluation - Page 64
   d. Presidential Contract
      The Executive and Audit Committee recommends to the Board approval of a new three-year employment agreement with President Wim Wiewel.
      Cover Sheet: Presidential Contract - Page 66
      President Wiewel Employment Agreement - Page 68
   e. Campus Public Safety Management and Implementation Plan
      The Special Committee on Campus Public Safety recommends to the Board approval of the Management and Implementation Plan regarding transitioning Campus Public Safety to a bifurcated department with both sworn and unsworn officers.
      Cover Sheet: Resolution Approving University Public Safety Department Management and Implementation Plan - Page 77
      Resolution Approving University Public Safety Department Management and Implementation Plan - Page 79
7. Discussion Items

a. **Orientation Session: College of the Urban and Public Affairs**
   Dean Stephen Percy will provide an introduction to the College of Urban and Public Affairs.

b. **Research & Strategic Partnerships Presentation & Tour**
   Vice President Jon Fink will provide an introduction to research at Portland State University. Following this presentation, the meeting will adjourn and Vice President Fink will lead trustees on a tour of the Science Research and Teaching Center (SRTC), featuring the laboratory of Dr. Tami Clare of the Chemistry Department.

8. Adjourn
Minutes

Board Members Present: Swati Adarkar, Erica Bestpitch, Sho Dozono, Maria Carolina Gonzalez-Prats, Maude Hines, Thomas Imeson, Margaret Kirkpatrick, Irving Levin, Rick Miller, Peter Stott (by phone), Christine Vernier, Chair Nickerson and Wim Wiewel (ex-officio).

Board Members Not Present: Gale Castillo, Fariborz Maseeh

1. Call to Order/Roll/Declaration of Quorum

   Chair Nickerson called the meeting to Order at 1:00 p.m. Roll was taken, a quorum was present, and the meeting proceeded.

2. Open Comment

   The following individuals spoke to the Board for two and one half minutes each: Kate Stubblefield, Karissa Moden, Andy Mayer, Devon MacArthur, Chad Chappelle, David Martinez, Gary Brodowicz, Danie Primmer, Monty Herron, Bianetth Valdez, Robert McElligott, and Emily Lahr. Each individual addressed tuition costs and the resolution before the Board to increase tuition. The comments were in opposition to the proposal.

3. Opening Comments and Reports

   a. Comments from Bob Liebman, Presiding Officer of the Portland State Faculty Senate

   Professor Liebman spoke about an article by college president Steven Bahls, written for university trustees, regarding shared governance on university campuses. (See Bahls, Steven C., How to Make Shared Governance Work: Some Best Practices, Trusteeship, AGB, March/April 2014, available at http://agb.org/trusteeship/2014/3/how-make-shared-governance-work-some-best-practices.) Professor Liebman stated that PSU faculty senators are discussing a possible resolution regarding faculty engagement with the Board.
b. **Comments from Eric Noll, President of the Associated Students of Portland State University**

Noll shared ASPSU’s opposition to the proposed tuition increase. This is the last Board meeting at which Noll and McMillan (who was not able to attend) will represent ASPSU as officers. New officers will be elected in April. Noll and McMillan intend to assist with the transition. The Board thanked Noll and McMillan for their service to ASPSU and the University.

c. **Report from the President**

Following a protest and 30 minute adjournment, the President provided the following report:

The enrollment numbers for Winter Term 2015 as of March 3, 2015 are as follows:

- Total student headcount is 27,034, down 680 or 2.5%
- Student credit hours (SCH) is down 272,995 or 0.9%
- Resident SCH is down 2.3%
- Non-resident SCH is up 4.3%

Preliminary numbers for Spring Term 2015 (as of March 10, 2015) are as follows:

- Total student headcount is 19,666, up 273 or 1.4%
- Student Credit Hours (SCH) is up 4,723 or 2.1%

John Fraire, new Vice President of Enrollment Management and Student Affairs, begins March 23, 2015 and interim Vice President Dan Fortmiller will become Associate Vice Provost in Academic Affairs.

The President shared a variety of recent faculty accomplishments, including:

- Pauline Jivanjee, (School of Social Work), received a multi-year $10 million grant to assist in preparing social workers for careers in Integrated Health and Behavioral Health Care in Oregon, with a focus on services in rural Oregon, to transition-aged youth, and with Latino populations; Thomas Keller (School of Social Work) and Carlos Crespo (School of Community Health) were awarded a multi-year $24 million National Institutes of Health grant focused on diversifying the health care workforce; Corey Griffin (School of Architecture) was awarded a Keck Foundation $300,000 grant to provide research opportunities for undergraduate students, including computer simulation of designs and analysis of building performance; and David Peyton, Robert Strongin, and Jim Pankow (College of Liberal Arts and Sciences and Masseh College of Engineering and Computer Science), published research results regarding formaldehyde in e-cigarettes in a letter in the New England Journal of Medicine, which has now
been reported in more than 150 news outlets and has resulted in calls for legislative action.

Daniel J. Connolly begins his tenure as Dean of the School of Business Administration on July 1, 2015. Scott Marshall has accepted the position of Vice Provost for Academic and Fiscal Planning as of March 1, 2015. He is currently the interim Dean in the School of Business Administration and will continue in both roles until July 2015.

Karen Marrongelle has accepted appointment as the Dean of the College of Liberal Arts and Sciences (CLAS). Also, after extensive outreach to the PSU community on whether to reorganize CLAS, it has been determined that the CLAS structure should remain the same.

The PSU Foundation reports that total fundraising for FY 15 is over $31 million, which represents a 17.2% increase from last year.

The Viking Pavilion/Stott Center and School of Business Administration capital projects are proceeding. The Portland City Council is expected to vote later in March regarding revisions to the City’s urban renewal plans to facilitate further development in the University District on parcels owned, or to be transferred to, the University.

Oregon’s seven public universities continue to push the Legislature to restore state funding to the universities and to approve a two-year budget, for all seven universities, of $755 million. Regarding future capital projects, PSU’s main focus is state funding for the renovation of Neuberger Hall.

The Higher Education Coordinating Commission approved a proposal from the University of Oregon to establish a Masters of Science in Sports Marketing program in Portland, notwithstanding the objections of PSU. The vote was 6-2. The HECC is also engaged in a vigorous debate regarding outcomes-based funding for universities. PSU strongly supports outcomes-based funding because it appropriately recognizes PSU’s contributions to achievement of statewide goals.

The strategic planning process continues. Topic Teams have been formed and are beginning their work. Outreach has allowed us to hear 2,042 voices through one-on-one meetings, campus town halls, surveys, and consultation with various groups, such as Faculty Senate, ASPSU, alumni and others.

Our new Director of Athletics, Mark Rountree, started on January 20, 2015. There is a national search underway for the women’s basketball head coach.
PSU and the American Association of University Professors (AAUP) are exploring the use of Interest Based-Bargaining (IBB) in the next round of bargaining. A joint training with AAUP will begin in early May. Bargaining is expected to begin after the training. In addition, SEIU bargaining has begun, but is conducted at the statewide universities level.

4. Consent Agenda

a. Approval of the minutes from the December 11, 2014 meeting.
   ACTION: Dozono moved to approve the minutes. Vernier seconded. The vote was eleven yeas, zero nays, and one abstention. Gonzalez-Prats abstained because she was not present at the December 11, 2014 meeting. The motion passed.

b. Approval of the minutes from the January 30, 2015 special meeting.
   ACTION: Imeson moved to approve the minutes. Dozono seconded. The vote was eleven yeas, zero nays, and one abstention. Vernier abstained because she was not present at the January 30, 2015 meeting. The motion passed.

5. Reports of Standing Committees of the Board

a. Executive and Audit Committee
   Chair Nickerson reported that the Executive and Audit Committee met jointly with the Finance and Administration Committee on February 12, 2014 and received a report from Gina Bushong, a principal at CliftonAllenLarson, regarding the University's 2013-14 audited financial statements, which the full Board will be asked to formally accept. Bushong discussed the roles and responsibilities of external financial statement auditors, the auditors’ methodology, and the findings of the report, and answered clarifying questions. The Executive and Audit Committee also discussed Board officers for 2015-16 and will present recommendations to the full Board.

b. Academic and Student Affairs Committee
   Margaret Kirkpatrick, Chair of the Academic and Student Affairs Committee, reported that the Committee met twice since the December Board meeting. On January 8, 2015 Provost Andrews introduced the reThink PSU campus initiative – a set of activities that are designed to develop solution to challenges facing PSU. The goal of reThink PSU is to deliver an education that serves more students with better outcomes, while containing costs through curricular innovation, community engagement and effective use of technology. On February 13, 2015 the Committee approved establishment of a new Master’s degree—a Professional Science Master in Environment and Management. This proposal for a new degree will now advance to the Provosts Council and the HECC.
c. **Finance and Administration Committee**
   Rick Miller, Chair of the Finance and Administration Committee, reported that the Committee met on February 12, 2015. The Committee received an updated on enrollment, budget-to-forecasted-actual revenue and expenditures, the second quarter financial report, and debt ratios. The Committee voted to approve and recommend to the full Board the tuition increase to be considered by the Board shortly.

6. **Reports of Special Committees of the Board**

a. **Campus Public Safety Special Committee**
   Tom Imeson, Chair of the Campus Public Safety Special Committee, asked Vice President Kevin Reynolds to provide an update regarding the preparation of the University Public Safety Department Management and Implementation Plan. Dean Steve Percy provided an update on the work of the Implementation Advisory Committee. Chief Phil Zerzan reported on the progress of training with the DPSST. Their written reports were submitted with the meeting materials.

7. **Action Items**

   The Executive and Audit Committee and the Finance and Administration Committee met jointly on February 12, 2014 and received the 2014 Annual Financial Report from Gina Bushong, a principal of CliftonAllenLarson. The Executive and Audit Committee recommends acceptance of the 2014 Annual Financial Report by the Board.

   ACTION: Miller moved to accept the 2014 Annual Financial Report. Imeson seconded. The vote was unanimous. The motion passed.

b. **Approval of Resolution Concerning 2015-16 Tuition Rates**
   President Wiewel presented his recommendations for 2015-16 tuition and mandatory student fees. As part of the process for making these recommendations, the President noted that he 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 Vice President of Enrollment Management and Student Affairs, students, a dean, and representatives of the Budget Office.

   The President’s recommendation is to increase tuition and mandatory fees for the 2015-16 academic year and 2016 summer term as follows:
The student members of the SBAC have recommended no increase to any category of tuition or mandatory student fees. ASPSU endorses the recommendation of the student members of the SBAC that there be no increase to tuition or fees. These statements were also included in the meeting materials.

ACTION: Stott moved to approve the resolution. Vernier seconded. The vote was nine yeas (Adarkar, Bestpitch, Hines, Imeson, Levin, Miller, Stott, Vernier, Chair Nickerson), two nays (Dozono, Gonzalez-Prats), and zero abstentions. Kirkpatrick was not present for the vote. The motion passed.

c. Election of 2015-16 Board Officers
The Secretary to the Board described the poll of Board members regarding election of officers for 2015-16 and the Executive and Audit Committee’s meeting on February 12, 2015 and recommendations to the full Board. The Committee recommends the reelection of Chair Nickerson and Vice Chair Imeson. Both Nickerson and Imeson are willing to continue service as Chair and Vice-Chair, respectively.

ACTION: Adarkar moved to elect Nickerson to a new term as Chair and Imeson to a new term as Vice-Chair, beginning July 1, 2015. Hines seconded. The vote was eleven yeas, zero nays, and two abstentions. Nickerson and Imeson abstained from voting. Kirkpatrick was not present for the vote. The motion passed.

d. Approval of the 2015-16 Full Board Meeting Schedule
Chair Nickerson stated that action on this item should be stayed until consideration of the 2015-16 academic calendar and the proposed Board meeting dates could be evaluated.
8. Discussion Items

a. Introduction to PSU Faculty Association (AFT)
Douglas M. Crow, adjunct professor, spoke on behalf of PSUFA President Kelly Cowan. PSUFA is the collective bargaining representative for adjunct faculty (i.e., faculty members with appointments less than 0.5 FTE) at PSU. Crow provided an introduction regarding PSUFA, the role of adjunct faculty at PSU, a description of the bargaining unit, the history of the unit, and current facts and challenges.

b. Introduction to IATSE (International Association of Theatrical and Stage Employees, Moving Picture Technicians, Artists, and Allied Crafts)
This item was deferred to a future meeting.

c. PSU Foundation Update and Fundraising Priorities
Françoise Aylmer, President of the PSU Foundation and PSU Vice President of University Advancement, made a presentation regarding the history of the Foundation, its goals, and plans for sustainable giving. Aylmer’s presentation is available on the Board’s website.

d. Orientation Session: College of Urban and Public Affairs
This item was deferred to a future meeting.

9. Adjourn

Chair Nickerson adjourned the meeting at 5:26 p.m.
AGENDA ITEM: 6.a

DATE: June 11, 2015

TITLE: Achievement Compact Approval

COMMITTEE ACTION: The Academic and Student Affairs Committee recommends approval by the Board of the Resolution Concerning Approval of the PSU Achievement Compact for 2015-16.

SUMMARY OF ITEM: Oregon Revised Statute 352.089(1) requires a university with a governing board to enter into an achievement compact with the Oregon Education Investment Board (OEIB) for each fiscal year.

OEIB Administrative Rule 705-010-0035 requires that the governing board of the university complete and execute the achievement compact by June 30 annually. “Completion” of the achievement compact “means that the governing body shall identify a target number and percentage of students for achievement of the outcomes, measures of progress and goals specified in the compact for the fiscal year, as directed by the [OEIB].

The achievement compact attached as Exhibit A to the Resolution has been prepared using the template provided by the OEIB. Expected outcomes for 2015-16 have been prepared based on trend data.

SUMMARY OF COMMITTEE DISCUSSION: The Academic and Student Affairs Committee meet on May 8, 2015. The Achievement Compact for 2015-16 was presented by Provost Sona Andrews. The Provost described the history, purpose, and current status of public university achievement compacts. The expected outcomes for 2015-16 were prepared based on trend data. Outcome measures continue to focus on specific targets for student completion, quality, and connections. No funds are associated with achievement of the outcomes. Although there is current legislation pending to eliminate the achievement compacts, current rules require that the governing board of the university complete and execute the achievement compact by June 30, 2015.
Subsequent to the Academic and Student Affairs Committee meeting, the Achievement Compact was revised to provide better and clearer detail. A marked version, showing changes since the Committee meeting, is included with the materials.

REQUESTED BOARD ACTION: Approve the Resolution Concerning Approval of the PSU Achievement Compact for 2015-16

ATTACHED BACKGROUND READING: Achievement Compact showing changes made since May 8, 2015 Academic and Student Affairs Committee Meeting
RESOLUTION CONCERNING APPROVAL OF THE
PSU ACHIEVEMENT COMPACT FOR 2015-16

Recommended by the Academic and Student Affairs Committee
May 8, 2015

Approved by the Board
June __, 2015

BACKGROUND

1. Oregon Revised Statute 352.089(1) requires a university with a governing board to enter into an achievement compact with the Oregon Education Investment Board (OEIB) for each fiscal year.

2. OEIB Administrative Rule 705-010-0035 requires that the governing board of the university complete and execute the achievement compact by June 30 annually. “Completion” of the achievement compact “means that the governing body shall identify a target number and percentage of students for achievement of the outcomes, measures of progress and goals specified in the compact for the fiscal year, as directed by the [OEIB].

3. The achievement compact attached as Exhibit A to this Resolution has been prepared using the template provided by the OEIB. Expected outcomes for 2015-16 have been prepared based on trend data.

RESOLUTION

Now, therefore, be it Resolved by the Board of Trustees, that the PSU 2015-16 Achievement Compact, attached as Exhibit A to this Resolution, is approved.

APPROVED BY THE BOARD OF TRUSTEES
JUNE __, 2015

Secretary to the Board
Portland State University Mission:

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 especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

PSU is in the process of a campus-wide strategic planning effort that will result in a revised mission statement that will need approval of the PSU Board of Trustees. Revisions will be forthcoming.

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<tbody>
<tr>
<td></td>
<td>All Oregons</td>
<td>Disadvantaged Students*</td>
<td>All Oregons</td>
</tr>
<tr>
<td></td>
<td>URM</td>
<td>Pell Eligible</td>
<td>URM</td>
</tr>
<tr>
<td>Completion</td>
<td>3,746</td>
<td>666</td>
<td>2,404</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregons</td>
<td>1,192</td>
<td>167</td>
<td>n/a</td>
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<tr>
<td># of bachelor’s degrees awarded to rural Oregons (included in total awarded to Oregons)</td>
<td>156</td>
<td>23</td>
<td>104</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregons</td>
<td>178</td>
<td>25</td>
<td>n/a</td>
</tr>
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</table>

Quality

PSU RESULTS***

432 respondents

Data in this section is for 2011-2012 baccalaureate recipients and has not been updated. ***

Written Communication

Verbal Communication

Critical Thinking

Knowledge in field of study or major

Number and percentage of responding employers who were “Extremely Satisfied” or “Somewhat Satisfied” with PSU graduates’ abilities and skills:

1 = Extremely dissatisfied, 2 = Somewhat dissatisfied, 3 = Neutral, 4 = Somewhat satisfied, 5 = Extremely satisfied.

<table>
<thead>
<tr>
<th>Extremely Satisfied</th>
<th>Extremely and Somewhat Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.7% (136)</td>
<td>76.4% (327)</td>
</tr>
<tr>
<td>27.3% (117)</td>
<td>70.1% (300)</td>
</tr>
<tr>
<td>48.6% (208)</td>
<td>85.2% (365)</td>
</tr>
<tr>
<td>37.1% (159)</td>
<td>76.8% (329)</td>
</tr>
</tbody>
</table>

PSU baccalaureate recipient respondent ratings of the overall quality of their PSU education (5 point scale, 1=poor, 5=excellent)***

Percent Responding 5 (Excellent): 21.6% (92)

Percent Responding 4 or 5: 70.1% (300)
(Continued)

### Outcome Measures

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<tr>
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<tbody>
<tr>
<td></td>
<td>All Oregonians</td>
<td>Disadvantaged Students*</td>
<td>All Oregonians</td>
</tr>
<tr>
<td></td>
<td>Minority</td>
<td>Pell Eligible</td>
<td>Minority</td>
</tr>
<tr>
<td># newly admitted Oregon freshmen entering with HS dual credit or other early college credit; % of total newly admitted Oregon freshmen in each category (in parentheses).</td>
<td>413</td>
<td>110</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>36%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>(1,147)</td>
<td>(333)</td>
<td>(595)</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges (included in total awarded to Oregonians).</td>
<td>1,693</td>
<td>312</td>
<td>1,225</td>
</tr>
</tbody>
</table>

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from PSU totals.

*** PSU responses to survey administered during 2013-14 to OUS alumni who received Baccalaureate degrees during 2011-12. Targets for 2014-15 are not available for these alumni.

### Investment:

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</thead>
<tbody>
<tr>
<td>PSU (included ETIC)</td>
<td>$70,656,270</td>
<td>$54,295,004</td>
<td>$53,988,262</td>
<td>$58,265,027</td>
<td>$64,431,572</td>
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</table>
Disadvantaged Students* 2013-14

<table>
<thead>
<tr>
<th>Outcome Measures Actuals for 2013-14</th>
<th>Disadvantaged Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African-American</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>88</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians (included in total awarded to Oregonians)</td>
<td>**</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>29</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>PSU baccalaureate survey rating of overall quality of education (5 point scale, 1=poor and 5=excellent). Number and percentage responding either 4 or 5***</td>
<td>**</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
</tr>
<tr>
<td># newly admitted Oregon disadvantaged freshmen entering with HS dual credit or other early college credit; % of total newly admitted Oregon disadvantaged freshmen each category (in parentheses).</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>23%</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges (included in total awarded to Oregonians)</td>
<td>43</td>
</tr>
</tbody>
</table>

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from PSU totals.

*** PSU results to alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12. Targets for 2014-15 are not available for these alumni.
Disadvantaged Students* 2014-15 Projections

<table>
<thead>
<tr>
<th>Outcome Measures 2014-15 Projections</th>
<th>Disadvantaged Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African-American</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>80</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians (included in total awarded to Oregonians)</td>
<td>**</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>26</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>PSU baccalaureate survey respondent rating of overall quality of education***</td>
<td>Survey data not available for this year</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
</tr>
<tr>
<td># newly admitted Oregon disadvantaged freshmen entering with HS dual credit or other early college credit; % of total newly admitted Oregon disadvantaged freshmen in each category (in parentheses)</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>**</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges (included in total awarded to Oregonians)</td>
<td>39</td>
</tr>
</tbody>
</table>

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from PSU totals.

*** PSU results to alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12. Targets for 2014-15 are not available for these alumni.
## Disadvantaged Students* 2015-16 Targets

<table>
<thead>
<tr>
<th>Outcome Measures 2015-16 Targets</th>
<th>Disadvantaged Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African-American</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>82</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians (included in total awarded to Oregonians)</td>
<td>**</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>31</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>PSU baccalaureate survey respondent rating of overall quality of education***</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td></td>
</tr>
<tr>
<td># newly-admitted Oregon disadvantaged freshmen entering with HS dual credit or other early college credit; % of total newly admitted Oregon disadvantaged freshmen in each category (in parentheses)</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>**</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges (included in total awarded to Oregonians)</td>
<td>43</td>
</tr>
</tbody>
</table>

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from PSU totals.

*** PSU results to alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12. Targets for 2014-15 are not available for these alumni.
### Independent Variables

<table>
<thead>
<tr>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Oregonians</td>
<td>SCARF</td>
</tr>
<tr>
<td>Oregonians who are Hispanic/Latino, Pacific Islander, African American, Native American/Alaskan Native, or those who identify with two or more races.</td>
<td>SCARF</td>
</tr>
<tr>
<td>The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree. Each student’s award amount is determined on the basis of financial need and cost of attendance by a formula applied to information a student or their parents supply on the FAFSA. For this report, only Pell recipients are counted. For the metrics pertaining to degrees, a student is counted as being Pell eligible if he/she was awarded a Pell Grant at any time while he/she was attending an Oregon Public University. For the metric on freshmen entering with high-school dual credit or other early entry credit, a student is counted as Pell eligible if he/she received a Pell Grant during the year he/she was a first-time freshman.</td>
<td>SCARF</td>
</tr>
</tbody>
</table>

### Achievement Compact Metrics

<table>
<thead>
<tr>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year bachelor’s degree was awarded.</td>
<td>SCARF</td>
</tr>
<tr>
<td>SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year degree was awarded, to include the following rural Oregon counties: Baker, Clatsop, Coos, Crook, Curry, Douglas, Gilliam, Grant, Harney, Hood River, Jefferson, Josephine, Klamath, Lake, Lincoln, Malheur, Morrow, Sherman, Tillamook, Umatilla, Union, Wallowa, Wasco, and Wheeler.</td>
<td>SCARF</td>
</tr>
<tr>
<td>SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year Master’s or Doctoral degrees were awarded.</td>
<td>SCARF</td>
</tr>
</tbody>
</table>
# Achievement Compact Metrics (continued)

<table>
<thead>
<tr>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality</strong></td>
<td></td>
</tr>
<tr>
<td>Percent undergraduate alumni reporting they were &quot;Extremely Satisfied&quot; or &quot;Somewhat Satisfied&quot; with university’s contribution to abilities and skills in the following areas: Written Communication, Verbal Communication, Critical Thinking, Knowledge in employee’s field of study or major</td>
<td>The Status of OUS Baccalaureate Graduates: One Year Later Survey. Bachelor’s degree recipients awarded a degree in any term of 2011-12 academic year (Summer through the following Spring) were surveyed twelve to eighteen months following graduation. Surveys were administered via the web as well as by phone. Data reported is for Oregon residents only. Race/ethnicity and residency status are reported as of the term of graduation. Students are Pell ‘eligible’ if they received an award during any term of enrollment. System results reported are weighted by both institution and survey mode. Weighting by institution was necessary because the institution-level sample sizes (i.e., number of completed surveys) were determined based on minimizing sampling error (i.e., +5% or less), which artificially increased the number of completed surveys for smaller institutions relative to the proportion of graduates. Furthermore, weighting by survey mode was necessary due to a modality influence between phone and web survey respondents that was revealed by significance tests on key variables. Overall sample sizes for campuses were as follows:</td>
</tr>
<tr>
<td>Percentages are also reported for those alumni who reported being “extremely, very, or somewhat” satisfied.</td>
<td></td>
</tr>
<tr>
<td>Alumni Satisfaction</td>
<td></td>
</tr>
<tr>
<td>Baccalaureate recipient rating overall quality of education</td>
<td>The Status of OUS Baccalaureate Graduates: One Year Later Survey (see above) Graduates were asked to rate the overall quality of their educational experience on a scale of 1 to 5 (5 is “excellent” and 1 is “poor”). Data reflect the percentage of survey respondents rating the overall quality of the experience as a 5 (Excellent) as well as either a 4 or 5.</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
</tr>
<tr>
<td># and % of newly-admitted Oregon freshmen entering with HS dual credit or other early college credit</td>
<td>SCARF Fall 4th Week, Enrollment of New Freshmen from Oregon High Schools. Dual college credit includes any course that is offered to high school students and awarded college credit. Early college credit for Oregonians also includes credit earned through Advanced Placement (AP) testing.</td>
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<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges</td>
<td>SCARF Annual Degrees, Academic Year, Summer through Spring, using the most recent college source information for transfer students from Oregon community colleges.</td>
</tr>
</tbody>
</table>
PSU ACHIEVEMENT COMPACT 2015-16

Portland State University Mission:

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 especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

PSU is in the process of a campus-wide strategic planning effort that will result in a revised mission statement that will need approval of the PSU Board of Trustees. Revisions will be forthcoming.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Oregons</td>
<td>Disadvantaged Students*</td>
<td>All Oregons</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor's degrees awarded to Oregonians</td>
<td>3,746</td>
<td>666</td>
<td>2,404</td>
</tr>
<tr>
<td># of bachelor's degrees awarded to rural Oregonians (included in total awarded to Oregonians)</td>
<td>156</td>
<td>23</td>
<td>104</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>1,192</td>
<td>167</td>
<td>n/a</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSU RESULTS***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>432 respondents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data in this section is for 2011-2012 baccalaureate recipients and has not been updated. ***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number and percentage of responding employers who were “Extremely Satisfied” or “Somewhat Satisfied” with PSU graduates’ abilities and skills:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1 = Extremely satisfied, 2 = Somewhat dissatisfied, 3 = Neutral, 4 = Somewhat satisfied, 5 = Extremely satisfied).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremely Satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td>31.7% (136)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>27.3% (117)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>48.6% (208)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge in field of study or major</td>
<td>37.1% (159)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSU baccalaureate recipient respondent ratings of the overall quality of their PSU education (5 point scale, 1=poor, 5=excellent)***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Responding 5 (Excellent): 21.6% (92)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Responding 4 or 5: 70.1% (300)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Commented [KC1]: Revised. Original read: "PSU is in the process of revising its mission statement as a result of a campus-wide strategic planning process. Once approved by the PSU Board of Trustees, revisions will be forthcoming."

Commented [KC2]: Text added.

Commented [KC3]: Text and asterisk added.

Commented [KC4]: Text added.

Commented [KC6]: Scale added.

Commented [KC5]: Date changed from 2013-14.

Commented [KC7]: Revised. Original was "At Least Somewhat Satisfied."

Commented [KC8]: Revised. Original read: "Undergraduate alumni rating overall quality of education."
### Outcome Measures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Oregonians</td>
<td>Disadvantaged Students*</td>
<td>All Oregonians</td>
</tr>
<tr>
<td></td>
<td>Minority</td>
<td>Pell Eligible</td>
<td>Minority</td>
</tr>
<tr>
<td># newly admitted Oregon freshmen entering with HS dual credit or other early college credit; % of total newly admitted Oregon freshmen in each category (in parentheses):</td>
<td>413</td>
<td>110</td>
<td>220</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges (included in total awarded to Oregonians):</td>
<td>1,693</td>
<td>312</td>
<td>1,225</td>
</tr>
</tbody>
</table>

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from PSU totals.

*** PSU responses to survey administered during 2013-14 to OUS alumni who received Baccalaureate degrees during 2011-12. Targets for 2014-15 are not available for these alumni.

### Investment:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSU (included ETIC)</td>
<td>$70,656,270</td>
<td>$54,295,004</td>
<td>$53,988,262</td>
<td>$58,265,027</td>
<td>$64,431,572</td>
</tr>
</tbody>
</table>
Disadvantaged Students* 2013-14

<table>
<thead>
<tr>
<th>Outcome Measures Actuals for 2013-14</th>
<th>Disadvantaged Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African-American</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>88</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians (included in total awarded to Oregonians)</td>
<td>**</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>29</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>PSU baccalaureate survey rating of overall quality of education (5 point scale, 1=poor and 5=excellent). Number and percentage responding either 4 or 5***</td>
<td>**</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
</tr>
<tr>
<td># newly admitted Oregon disadvantaged freshmen entering with HS dual credit or other early college credit; % of total newly admitted Oregon disadvantaged freshmen each category (in parentheses).</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>23%</td>
</tr>
<tr>
<td>(#43)</td>
<td>(188)</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges (included in total awarded to Oregonians)</td>
<td>43</td>
</tr>
</tbody>
</table>

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### PSU ACHIEVEMENT COMPACT 2015-16

Disadvantaged Students* 2014-15 Projections

<table>
<thead>
<tr>
<th>Outcome Measures 2014-15 Projections</th>
<th>Disadvantaged Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African-American</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>80</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians (included in total awarded to Oregonians)</td>
<td>**</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>26</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>PSU baccalaureate survey respondent rating of overall quality of education**</td>
<td>Survey data not available for this year</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
</tr>
<tr>
<td># newly admitted Oregon disadvantaged freshmen entering with HS dual credit or other early college credit; % of total newly admitted Oregon disadvantaged freshmen in each category (in parentheses)</td>
<td>**</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges (included in total awarded to Oregonians)</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>(177)</td>
</tr>
</tbody>
</table>

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***PSU results to alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12. Targets for 2014-15 are not available for these alumni.
### PSU ACHIEVEMENT COMPACT 2015-16

#### Disadvantaged Students** 2015-16 Targets

<table>
<thead>
<tr>
<th>Outcome Measures 2015-16 Targets</th>
<th>Disadvantaged Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African-American</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>82</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians (included in total awarded to Oregonians)</td>
<td>**</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>31</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>PSU baccalaureate survey</td>
<td></td>
</tr>
<tr>
<td>respondent rating of overall quality of education***</td>
<td>**</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
</tr>
<tr>
<td># newly-admitted Oregon</td>
<td></td>
</tr>
<tr>
<td>disadvantaged freshmen entering with HS dual credit or other early college credit; % of total newly admitted Oregon disadvantaged freshmen in each category (in parentheses)</td>
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<thead>
<tr>
<th>Independent Variables</th>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Oregonians</td>
<td>SCARF</td>
</tr>
<tr>
<td>Disadvantaged students: Underrepresented Ethnic Minorities (URM)</td>
<td>Oreganians who are Hispanic/Latino, Pacific Islander, African American, Native American/Alaskan Native, or those who identify with two or more races.</td>
<td>SCARF</td>
</tr>
<tr>
<td>Disadvantaged Students: Pell Eligibility</td>
<td>The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree. Each student’s award amount is determined on the basis of financial need and cost of attendance by a formula applied to information a student or their parents supply on the FAFSA. For this report, only Pell recipients are counted. For the metrics pertaining to degrees, a student is counted as being Pell eligible if he/she was awarded a Pell Grant at any time while he/she was attending an Oregon Public University. For the metric on freshmen entering with high-school dual credit or other early entry credit, a student is counted as Pell eligible if he/she received a Pell Grant during the year he/she was a first-time freshman.</td>
<td>SCARF</td>
</tr>
</tbody>
</table>

## Achievement Compact Metrics

<table>
<thead>
<tr>
<th>Achievement Compact Metrics</th>
<th>Definition</th>
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</tr>
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<tbody>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year bachelor’s degree was awarded.</td>
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</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td>SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year degree was awarded, to include the following rural Oregon counties: Baker, Clatsop, Coos, Crook, Curry, Douglas, Gilliam, Grant, Harney, Hood River, Jefferson, Josephine, Klamath, Lake, Lincoln, Malheur, Morrow, Sherman, Tillamook, Umatilla, Union, Wallowa, Wasco, and Wheeler.</td>
<td>SCARF</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year Master’s or Doctoral degrees were awarded.</td>
<td>SCARF</td>
</tr>
</tbody>
</table>
# PSU ACHIEVEMENT COMPACT 2015-16

## DATA DEFINITIONS

<table>
<thead>
<tr>
<th>Achievement Compact Metrics (continued)</th>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent undergraduate alumni reporting they were &quot;Extremely Satisfied&quot; or &quot;Somewhat Satisfied&quot; with university's contribution to abilities and skills in the following areas:</td>
<td>The Status of OUS Baccalaureate Graduates: One Year Later Survey. Bachelor's degree recipients awarded a degree in any term of 2011-12 academic year (Summer through the following Spring) were surveyed twelve to eighteen months following graduation. Surveys were administered via the web as well as by phone. Data reported is for Oregon residents only. Race/ethnicity and residency status are reported as 0 if the term of graduation. Students are Pell 'eligible' if they received an award during any term of enrollment. System results reported are weighted by both institution and survey mode. Weighting by institution was necessary because the institution-level sample sizes (i.e., number of completed surveys) were determined based on minimizing sampling error (i.e., +5% or less), which artificially increased the number of completed surveys for smaller institutions relative to the proportion of graduates. Furthermore, weighting by survey mode was necessary due to a modality influence between phone and web survey respondents that was revealed by significance tests on key variables. Overall sample sizes for campuses were as follows:</td>
<td>OUS</td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge in employee’s field of study or major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages are also reported for those alumni who reported being &quot;extremely, very, or somewhat&quot; satisfied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate recipient rating overall quality of education</td>
<td>The Status of OUS Baccalaureate Graduates: One Year Later Survey (see above) Graduates were asked to rate the overall quality of their educational experience on a scale of 1 to 5 (5 is &quot;excellent&quot; and 1 is &quot;poor&quot;). Data reflect the percentage of survey respondents rating the overall quality of the experience as a 5 (Excellent) as well as either a 4 or 5.</td>
<td>OUS</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td># and % of newly-admitted Oregon freshmen entering with HS dual credit or other early college credit</td>
<td>SCARF Fall 4th Week, Enrollment of New Freshmen from Oregon High Schools. Dual college credit includes any course that is offered to high school students and awarded college credit. Early college credit for Oregonians also includes credit earned through Advanced Placement (AP) testing.</td>
<td>OUS</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges</td>
<td>SCARF Annual Degrees, Academic Year, Summer through Spring, using the most recent college source information for transfer students from Oregon community colleges.</td>
<td>OUS</td>
</tr>
</tbody>
</table>

Commented [KC38]: Original page 7 chart removed (OUS Employer Survey 2012-13); page 8 (One Year Later Survey) moved up to replace page 7.

Commented [KC39]: Amended. Original read: “Undergraduate alumni rating overall quality of education”
AGENDA ITEM: 6.b

DATE: June 11, 2015

TITLE: Resolution Concerning University FY15-16 Operating Budget

COMMITTEE ACTION: The Finance and Administration Committee recommends to the Board approval of the attached Resolution Regarding the University’s 2015-2016 fiscal year budget.

SUMMARY OF ITEM: Portland State University has completed its budget development process. A balanced budget is presented to the Board for approval.

The base budget was developed assuming flat enrollment and a consistent student mix (resident/non-resident), additional revenue generated by the tuition increase authorized by the Board in March, and the level of state appropriation to public universities proposed in the budget framework of the Co-Chairs of the Joint Ways and Means Committee of the Legislative Assembly. Base expenditure budgets were set at a level matching this anticipated level of overall base funds. Each division was assigned a base budget of its adjusted 2014-15 budget plus 3%. It is expected that each division will pay for all increased costs, both known and unknown, including salary increases (bargained or otherwise), fringe cost increases, and all other inflationary costs.

In addition, the Strategic Enrollment Management process forecasts approximately 1% enrollment growth. The additional revenue anticipated from this planned growth is $3.4 million. Of this additional revenue, $2.3 million is committed (1) to additional student remissions to support students and to generate the increased enrollment, and (2) to the cost of serving the additional enrollment (such as hiring of faculty and other growth-related costs). After funding additional remissions and the cost of growth, the remaining $1.1 million is set aside for strategic investments.

Finally, a strategic investment pool of $8.1 million was created. These funds come from forecasted enrollment growth, savings in utilities, lowered debt service, and anticipated increased funding from the state through the new student success and completion model. Approximately $2.5 million of this amount has been committed by the President’s executive committee for
critical and strategic initiatives. The remaining $5.6 million is set aside for risk mitigation, reserves, and additional strategic investments.

**SUMMARY OF COMMITTEE DISCUSSION:** The Finance and Administration Committee received a detailed briefing regarding the University’s current budget forecast, fund balance, and the assumptions used in building the proposed 2015-16 budget. The Committee discussed the need to hold funds in reserve, rather than budgeting all anticipated revenues, in order to mitigate risk arising from the uncertainty of the legislative appropriation, university allocations, enrollment fluctuation, increased retirement costs, and impact of the Oregon Supreme Court’s ruling significantly invalidating recent PERS reforms. The Committee also discussed the need to rebuild central reserves in order to cushion future economic downturns. It was the view of several Committee members that rebuilding central reserves is critical. The Committee discussed the need for the Board to adopt a policy regarding the necessary and prudent level of University reserves.

**REQUESTED BOARD ACTION:** Approve the Resolution

**ATTACHED BACKGROUND READING:** None.
RESOLUTION CONCERNING UNIVERSITY FY15-16 OPERATING BUDGET

Recommended by the Finance and Administration Committee
May 28, 2015

Approved by the Board
June ___, 2015

BACKGROUND

A. PSU’s All Funds Budget includes revenues and expenses in five fund types:

1. Education and General (E&G) - PSU’s core operations. E&G includes funds from tuition, state appropriations (general fund), and fees.
2. Designated Operations - Fees charged for external activities, non-credit programs, workshops, community service programs, conferences and related activities.
3. Service Departments - Departments that provide a service internal to the university, which includes telecommunications, copying/plotter services, and the Survey Research Lab.
4. Auxiliary Enterprises - University services that generally do not receive state support, including Housing, Student Activities, Athletics, Health Services, and Parking.
5. Restricted Funds – Funds that can only be used for a designated purpose, such as gifts, grants, contracts, and student financial aid.

B. The guiding principle for fiscal year 2015-16 budget planning was to develop a balanced budget.

C. Fiscal year 2015-16 represents the second year of budget development under Performance Based Budgeting. Revenue and expenditure budgets were developed in three phases.

D. First, a base budget was developed assuming flat enrollment and a consistent student mix (resident/non-resident), additional revenue generated by the tuition increase authorized by the Board in March, and the level of state appropriation to public universities proposed in the budget framework of the Co-Chairs of the Joint Ways and Means Committee of the Legislative Assembly. Base expenditure budgets were set at a level matching this anticipated level of overall base funds. Each division was assigned a base budget of adjusted 2014-15 budget plus 3%. It is expected that each division will pay for all increased costs, both known and unknown, including salary increases (bargained or otherwise), fringe cost increases, and all other inflationary costs.

E. Second, the Strategic Enrollment Management process forecasted approximately 1% enrollment growth. This process included the schools and colleges and administration. The additional revenue anticipated from planned growth is $3.4 million. Of this additional revenue, $2.3 million is committed (1) to additional student remissions to support students and to generate the increased enrollment, and (2) to the cost of serving the additional enrollment (such as hiring
of faculty and other growth-related costs). After funding additional remissions and the cost of growth, the remaining $1.1 million is set aside for strategic investments.

F. Third, a strategic investment pool of $8.1 million was created. These funds come from forecasted enrollment growth, savings in utilities, lowered debt service, and anticipated increased funding from the state through the new student success and completion model. Approximately $2.5 million of this amount has been committed by the President’s executive committee for critical and strategic initiatives. The remaining $5.6 million is set aside for risk mitigation, reserves, and additional strategic investments.

G. It is possible that additional funds may come to PSU through the final outcomes based funding model from the HECC. If those funds are provided PSU will prioritize allocation of these for student access, affordability and success.

RESOLUTION

Now, therefore, be it Resolved by the Board of Trustees, that the University All Funds Budget for the 2014-15 fiscal year be approved as follows:

1. The charts below summarizes the All Funds Budget for the University. Additional details are included in Appendix I:

<table>
<thead>
<tr>
<th>Dollars in 000's</th>
<th>Total University Fiscal Year 2015-16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E&amp;G</td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
</tr>
<tr>
<td>Student Fees</td>
<td>$212,110</td>
</tr>
<tr>
<td>Government Resources &amp; Allocations</td>
<td>77,578</td>
</tr>
<tr>
<td>Gift Grants and Contracts</td>
<td>11,338</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>5,267</td>
</tr>
<tr>
<td>Sales and Services Revenue</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>2,180</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>1,573</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$310,046</strong></td>
</tr>
</tbody>
</table>

| Expense          |     |                       |                     |                       |                |                |
| Salaries & Wages | 160,945 | 3,512 | 1,335 | 18,374 | 14,223 | 198,389 |
| OPE (fringes)    | 80,305 | 1,472 | 564 | 8,902 | 6,842 | 98,085 |
| Service & Supplies (net of transfers) | 69,186 | 3,099 | 1,945 | 67,420 | 99,724 | 241,374 |
| Administrative Overhead | (6,000) | 1,436 | - | 4,564 | - | - |
| Depreciation     | - | - | 323 | 7,498 | - | 7,821 |
| **Total Expense** | **$304,436** | **$9,519** | **$4,167** | **$106,758** | **$120,789** | **$545,669** |

| Held for Strategic Initiatives/Reserves/Risk Abatement | $5,610 | $5,610 |

| Net             |     |     |     |     |     |     |
|                 | $- | $58 | $- | $7,294 | $- | $(7,491) |
2. Some of the amounts in this resolution may change in the final adopted budget for fiscal year 2015-16, based on changed needs or circumstances. The President is authorized to make adjustments to the budget presented here as long as those amounts do not materially change the overall budget.

APPROVED BY THE BOARD OF TRUSTEES
JUNE ____, 2015

Secretary to the Board
Appendix I – Operating Budget Supplemental Information

Finance and Administration Committee

May 28, 2015
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000's

Education and General (E&G) - Portland State University (Recurring Only)

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Tuition and Fees</td>
<td>200,716$</td>
<td>4%</td>
<td>204,131$</td>
<td>4%</td>
</tr>
<tr>
<td>Government Resources &amp; Allocations</td>
<td>60,506$</td>
<td>18%</td>
<td>66,001$</td>
<td>18%</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>9,003$</td>
<td>12%</td>
<td>10,164$</td>
<td>12%</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>3,178$</td>
<td>-27%</td>
<td>2,980$</td>
<td>-27%</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>4,735$</td>
<td>-12%</td>
<td>5,957$</td>
<td>-12%</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>5,313$</td>
<td>16%</td>
<td>1,356$</td>
<td>16%</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>283,451$</td>
<td>7%</td>
<td>290,589$</td>
<td>7%</td>
</tr>
<tr>
<td>Expense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>151,220$</td>
<td>3%</td>
<td>155,533$</td>
<td>3%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>70,892$</td>
<td>5%</td>
<td>76,392$</td>
<td>5%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>55,281$</td>
<td>3%</td>
<td>61,571$</td>
<td>3%</td>
</tr>
<tr>
<td>Total Expense</td>
<td>277,393$</td>
<td>3%</td>
<td>293,496$</td>
<td>3%</td>
</tr>
<tr>
<td>Net (held for reserves/initiatives in FY16)</td>
<td>6,058$</td>
<td>4%</td>
<td>(2,907)$</td>
<td>4%</td>
</tr>
</tbody>
</table>

Appendix I

1

Master Page # 33 of 217 - Board of Trustees Meeting 6/11/2015
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000's

### Designated Operations - Portland State University

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales and Services</td>
<td>$3,926</td>
<td>$3,979</td>
<td>$4,042</td>
<td>$63</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$2,765</td>
<td>$2,552</td>
<td>$2,693</td>
<td>141</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>$3,141</td>
<td>$2,603</td>
<td>$2,619</td>
<td>16</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>$663</td>
<td>$432</td>
<td>$219</td>
<td>(213)</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>$80</td>
<td>$8</td>
<td>$4</td>
<td>(4)</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>$2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$10,578</td>
<td>$9,574</td>
<td>$9,577</td>
<td>3</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>$3,455</td>
<td>$3,244</td>
<td>$3,512</td>
<td>268</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>$1,307</td>
<td>$1,350</td>
<td>$1,472</td>
<td>122</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>$5,234</td>
<td>$4,805</td>
<td>$4,535</td>
<td>(270)</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$9,996</td>
<td>$9,399</td>
<td>$9,519</td>
<td>120</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$582</td>
<td>$175</td>
<td>$58</td>
<td>(117)</td>
</tr>
</tbody>
</table>

### Designated Operations - Revenues

- **Other Revenue**: 1%
- **Internal Sales**: 6%
- **Sales and Services**: 30%
- **Gifts Grants and Contracts**: 5%
- **Student Fees**: 27%
- **Service and Supplies**: 2%

### Designated Operations - Expenses

- **Service and Supplies (net of transfers)**: 52%
- **OPE (fringes)**: 51%
- **Salaries & Wages** (FY14 Actual): 35%
- **Salaries & Wages** (FY15 Budget): 35%
- **Salaries & Wages** (FY16 Budget): 37%
## Service Centers - Portland State University

### Summary of Operating Budget

Fiscal Year 2015-16

Dollars in 000's

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Sales</td>
<td>$2,468</td>
<td>$2,761</td>
<td>$656</td>
<td>31%</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>$1,029</td>
<td>$1,151</td>
<td>$115</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$3,496</td>
<td>$3,912</td>
<td>$771</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>1,099</td>
<td>1,335</td>
<td>210</td>
<td>19%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>238</td>
<td>564</td>
<td>90</td>
<td>19%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>2,276</td>
<td>2,268</td>
<td>239</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$3,613</td>
<td>$4,167</td>
<td>$539</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$(117)</td>
<td>$(487)</td>
<td>$(255)</td>
<td>232</td>
</tr>
</tbody>
</table>

### Service Centers - Revenues

- Internal Sales: 71% of FY14 Actual, 67% of FY15 Budget, 71% of FY16 Budget
- Sales and Services: 29% of FY14 Actual, 33% of FY15 Budget, 29% of FY16 Budget

### Service Centers - Expenses

- Service & Supplies (net of transfers): 54% of FY14 Actual, 56% of FY15 Budget, 54% of FY16 Budget
- OPE (fringes): 14% of FY14 Actual, 13% of FY15 Budget, 14% of FY16 Budget
- Salaries & Wages: 30% of FY14 Actual, 31% of FY15 Budget, 32% of FY16 Budget
### Auxiliary Enterprises - Portland State University

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Fees</td>
<td>$41,480</td>
<td>$42,514</td>
<td>$47,530</td>
<td>$5,016</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>40,632</td>
<td>42,485</td>
<td>42,408</td>
<td>(77)</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>8,690</td>
<td>5,199</td>
<td>6,156</td>
<td>957</td>
</tr>
<tr>
<td>Government Resources &amp; Allocations</td>
<td>973</td>
<td>973</td>
<td>973</td>
<td>(0)</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>229</td>
<td>240</td>
<td>150</td>
<td>(90)</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>1,423</td>
<td>3,858</td>
<td>2,247</td>
<td>(1,611)</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$93,428</td>
<td>$95,269</td>
<td>$99,464</td>
<td>(4,195)</td>
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<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>17,229</td>
<td>18,130</td>
<td>18,374</td>
<td>244</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>7,581</td>
<td>8,828</td>
<td>8,902</td>
<td>74</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>86,477</td>
<td>72,086</td>
<td>79,482</td>
<td>7,396</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$111,287</td>
<td>$99,044</td>
<td>$106,758</td>
<td>$7,714</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$ (17,859)</td>
<td>$ (3,775)</td>
<td>$ (7,294)</td>
<td>$ (3,519)</td>
</tr>
</tbody>
</table>

### Auxiliary Enterprises - Revenues

- **Student Fees**: 9%
- **Sales and Services**: 45%
- **Internal Sales**: 5%
- **Government Resources & Allocations**: 44%
- **Investment/Debt/Debt Service**: 3%
- **Other Revenue**: 1%

### Auxiliary Enterprises - Expenses

- **Service & Supplies (net of transfers)**: 75%
- **OPE (fringes)**: 73%
- **Salaries & Wages**: 78%
## Restricted Funds - Portland State University

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>$120,445</td>
<td>$116,840</td>
<td>$120,789</td>
<td>$3,949  3%</td>
</tr>
<tr>
<td>Government Resources &amp; Allocations</td>
<td>133</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>574</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$121,152</td>
<td>$116,840</td>
<td>$120,789</td>
<td>$3,949  3%</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>25,930</td>
<td>13,991</td>
<td>14,223</td>
<td>232  2%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>10,358</td>
<td>6,798</td>
<td>6,842</td>
<td>44  1%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>85,786</td>
<td>96,051</td>
<td>99,724</td>
<td>3,673  4%</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$122,074</td>
<td>$116,840</td>
<td>$120,789</td>
<td>$3,949  3%</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$[922]</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
## Education and General (E&G) - Academic Affairs (Recurring Only)

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund Allocation</td>
<td>$174,292</td>
<td>$176,216</td>
<td>$189,327</td>
<td>$13,111</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$7,550</td>
<td>$7,506</td>
<td>$7,494</td>
<td>(12)</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>$2,815</td>
<td>$3,061</td>
<td>$3,270</td>
<td>208</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>$646</td>
<td>$238</td>
<td>$738</td>
<td>$501</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$185,303</td>
<td>$187,021</td>
<td>$200,829</td>
<td>$13,808</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>$110,840</td>
<td>$115,171</td>
<td>$122,711</td>
<td>$7,540</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>$52,555</td>
<td>$55,893</td>
<td>$61,001</td>
<td>$5,108</td>
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<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>$15,692</td>
<td>$15,957</td>
<td>$17,117</td>
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<td>Total Expense</td>
<td>$179,087</td>
<td>$187,021</td>
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<tr>
<td>Net</td>
<td>$6,216</td>
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</table>

### Education and General - Revenues

- **FY14 Actual**: $250,000 (94% General Fund Allocation, 4% Student Fees, 2% Gifts Grants and Contracts, 2% Other Revenue)
- **FY15 Budget**: $250,000 (94% General Fund Allocation, 4% Student Fees, 2% Gifts Grants and Contracts, 2% Other Revenue)
- **FY16 Budget**: $250,000 (94% General Fund Allocation, 4% Student Fees, 2% Gifts Grants and Contracts, 2% Other Revenue)

### Education and General - Expenses

- **FY14 Actual**: $250,000 (62% Salaries & Wages, 30% Service & Supplies (net of transfers), 8% OPE (fringes))
- **FY15 Budget**: $250,000 (62% Salaries & Wages, 30% Service & Supplies (net of transfers), 8% OPE (fringes))
- **FY16 Budget**: $250,000 (61% Salaries & Wages, 30% Service & Supplies (net of transfers), 9% OPE (fringes))

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**Appendix I**

Master Page # 38 of 217 - Board of Trustees Meeting 6/11/2015
### Designated Operations - Academic Affairs

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
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<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
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<tr>
<td>Revenue</td>
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<td>$3,513</td>
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<td></td>
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<tr>
<td></td>
<td>144</td>
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<td>Gifts Grants and Contracts</td>
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<td>$2,431</td>
<td>$2,619</td>
<td>$188</td>
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<tr>
<td></td>
<td>188</td>
<td>8%</td>
<td></td>
<td></td>
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<td>Investment/Debt/Debt Service</td>
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<td>$1</td>
<td>$7</td>
<td>$6</td>
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<tr>
<td></td>
<td>6</td>
<td>551%</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>$77</td>
<td>$8</td>
<td>$3</td>
<td>($5)</td>
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<tr>
<td></td>
<td>$5</td>
<td>-58%</td>
<td></td>
<td></td>
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<tr>
<td>Other Revenue</td>
<td>$1</td>
<td>-</td>
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<td>-</td>
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<td></td>
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<td>Total Revenue</td>
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<td>$8,481</td>
<td>$9,059</td>
<td>$578</td>
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<tr>
<td></td>
<td>578</td>
<td>7%</td>
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</tr>
<tr>
<td>Expense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>$3,297</td>
<td>$3,032</td>
<td>$3,442</td>
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<tr>
<td></td>
<td>410</td>
<td>14%</td>
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<td></td>
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<td>OPE (fringes)</td>
<td>$1,227</td>
<td>$1,208</td>
<td>$1,435</td>
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<tr>
<td></td>
<td>227</td>
<td>19%</td>
<td></td>
<td></td>
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<tr>
<td>Service &amp; Supplies (net of transfers)</td>
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<td>$4,077</td>
<td>$4,148</td>
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<tr>
<td></td>
<td>71</td>
<td>2%</td>
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<tr>
<td>Total Expense</td>
<td>$9,126</td>
<td>$8,317</td>
<td>$9,025</td>
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<td></td>
<td>708</td>
<td>9%</td>
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</tr>
<tr>
<td>Net</td>
<td>$568</td>
<td>$164</td>
<td>$33</td>
<td>($131)</td>
</tr>
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</table>

#### Designated Operations - Revenues

![Graph showing revenue distribution]

#### Designated Operations - Expenses

![Graph showing expense distribution]
### Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000's

#### Service Centers - Academic Affairs

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Sales</td>
<td>$159</td>
<td>$181</td>
<td>$170</td>
<td>$(11) -6%</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>64</td>
<td>26</td>
<td>8</td>
<td>(18) -71%</td>
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<td><strong>Total Revenue</strong></td>
<td>$223</td>
<td>$207</td>
<td>$178</td>
<td>$(29) -14%</td>
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<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>(2) -17%</td>
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<tr>
<td>OPE (fringes)</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>(1) -25%</td>
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<tr>
<td>Service &amp; Supplies (net of transfers)</td>
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<td>187</td>
<td>190</td>
<td>3</td>
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<td><strong>Total Expense</strong></td>
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<td>$202</td>
<td>$202</td>
<td>- 0%</td>
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<tr>
<td><strong>Net</strong></td>
<td>$116</td>
<td>$5</td>
<td>$(24)</td>
<td>(29)</td>
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</tbody>
</table>

#### Service Centers - Revenues

- **FY14 Actual**: $29% Internal Sales, $71% Sales and Services
- **FY15 Budget**: $13% Internal Sales, $87% Sales and Services
- **FY16 Budget**: $4% Internal Sales, $96% Sales and Services

#### Service Centers - Expenses

- **FY14 Actual**: 86% Salaries & Wages, 13% OPE (fringes), 1% Service & Supplies (net of transfers)
- **FY15 Budget**: 93% Salaries & Wages, 6% OPE (fringes), 1% Service & Supplies (net of transfers)
- **FY16 Budget**: 94% Salaries & Wages, 5% OPE (fringes), 1% Service & Supplies (net of transfers)
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000's

# Auxiliary Enterprises - Academic Affairs

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>1,544</td>
<td>1,620</td>
<td>1,639</td>
<td>19 1%</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Government Resources &amp; Allocations</td>
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<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$1,544</td>
<td>$1,620</td>
<td>$1,639</td>
<td>$19 1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>1,696</td>
<td>1,763</td>
<td>1,776</td>
<td>13 1%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>926</td>
<td>992</td>
<td>988</td>
<td>(4) 0%</td>
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<td>Service &amp; Supplies (net of transfers)</td>
<td>262</td>
<td>(1,044)</td>
<td>(927)</td>
<td>117</td>
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<tr>
<td>Total Expense</td>
<td>$2,885</td>
<td>$1,711</td>
<td>$1,837</td>
<td>$126 7%</td>
</tr>
</tbody>
</table>

| Net                                          | $ (1,341)   | $ (91)      | $ (198)     | $ (107)                         |

## Auxiliary Enterprises - Revenues

- **FY14 Actual**: $1,544
- **FY15 Budget**: $1,620
- **FY16 Budget**: $1,639

## Auxiliary Enterprises - Expenses

- **FY14 Actual**: $2,885
- **FY15 Budget**: $1,711
- **FY16 Budget**: $1,837

---

Appendix I
# Education and General (E&G) - Office of the President (Recurring Only)

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>General Fund Allocation</td>
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<td>$6,111</td>
<td>$6,247</td>
<td>$136</td>
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<td>Student Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
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<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>29</td>
<td>5</td>
<td>(5)</td>
<td>-100%</td>
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<td><strong>Total Revenue</strong></td>
<td>$6,336</td>
<td>$6,116</td>
<td>$6,247</td>
<td>$131</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>3,461</td>
<td>3,586</td>
<td>3,684</td>
<td>99</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>1,648</td>
<td>1,652</td>
<td>1,706</td>
<td>54</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>834</td>
<td>879</td>
<td>857</td>
<td>(22)</td>
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<tr>
<td><strong>Total Expense</strong></td>
<td>$5,942</td>
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<td>$6,247</td>
<td>$131</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$394</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

---

### Education and General - Revenues

- **General Fund Allocation**: 100% in all years.
- **Student Fees**: Not applicable.
- **Gifts Grants and Contracts**: Not applicable.
- **Investment/Debt/Debt Service**: Not applicable.
- **Internal Sales**: 100%.
- **Other Revenue**: 100%.

### Education and General - Expenses

- **Salaries & Wages**: 14% in all years.
- **OPE (fringes)**: 28% in FY14, 27% in FY15, 27% in FY16.
- **Service & Supplies (net of transfers)**: 58% in FY14, 59% in FY15, 59% in FY16.
### Designated Operations - Office of the President

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales and Services</td>
<td>$</td>
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<td>- $</td>
<td>$</td>
</tr>
<tr>
<td>Student Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>29</td>
<td>25</td>
<td>8</td>
<td>(18)</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$</td>
<td>29 $</td>
<td>25 $</td>
<td>8 $</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(18)</td>
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</tr>
<tr>
<td>OPE (fringes)</td>
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<td>-</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
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<tr>
<td><strong>Total Expense</strong></td>
<td>$</td>
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<td>- $</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Net</strong></td>
<td>$</td>
<td>29 $</td>
<td>25 $</td>
<td>8 $</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(18)</td>
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</table>

#### Designated Operations - Revenues

- **Other Revenue**
- **Internal Sales**
- **Investment/Debt/Debt Service**
- **Gifts Grants and Contracts**
- **Student Fees**
- **Sales and Services**

#### Designated Operations - Expenses

- **Service & Supplies (net of transfers)**
- **OPE (fringes)**
- **Salaries & Wages**
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000's

Service Centers - Office of the President

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Sales</td>
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<td>-</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td>$ 25</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
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<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>OPE (fringes)</td>
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<td>-</td>
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<td><strong>Net</strong></td>
<td>$ 4</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
</tr>
</tbody>
</table>

Education and General - Revenues

- **Internal Sales**: 81%
- **Sales and Services**: 19%

Education and General - Expenses

- **Salaries & Wages**: 39%
- **OPE (fringes)**: 27%
- **Service & Supplies (net of transfers)**: 34%
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000's

**Education and General (E&G) - PSU Foundation (Recurring Only)**

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>General Fund Allocation</td>
<td>$5,968</td>
<td>$5,910</td>
<td>$6,693</td>
<td>$783</td>
</tr>
<tr>
<td>Student Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
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</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$5,968</td>
<td>$5,910</td>
<td>$6,693</td>
<td>$783</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Salaries &amp; Wages</td>
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<td>-</td>
</tr>
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<td>OPE (fringes)</td>
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<td>-</td>
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<td>Service &amp; Supplies (net of transfers)</td>
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<td>5,910</td>
<td>6,693</td>
<td>783</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$5,116</td>
<td>$5,910</td>
<td>$6,693</td>
<td>$783</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$852</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
**Education and General (E&G) - Enrollment Management & Student Affairs (Recurring Only)**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Allocation</td>
<td>$12,700</td>
<td>$12,686</td>
<td>$7,636</td>
<td>$(5,050) -40%</td>
</tr>
<tr>
<td>Student Fees</td>
<td>2,137</td>
<td>2,354</td>
<td>2,085</td>
<td>(269) -11%</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>32</td>
<td>28</td>
<td>29</td>
<td>1 5%</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>0</td>
<td>31</td>
<td>19</td>
<td>(12) -39%</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>214</td>
<td>243</td>
<td>148</td>
<td>(95) -39%</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$15,083</td>
<td>$15,342</td>
<td>$9,917</td>
<td>$(5,425) -35%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>7,777</td>
<td>8,446</td>
<td>5,192</td>
<td>(3,254) -39%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>4,485</td>
<td>4,681</td>
<td>2,810</td>
<td>(1,871) -40%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>2,043</td>
<td>2,215</td>
<td>1,915</td>
<td>(300) -14%</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$14,305</td>
<td>$15,342</td>
<td>$9,917</td>
<td>$(5,425) -35%</td>
</tr>
</tbody>
</table>

| Net                                          | $778        | -           | -           | -                               |

**Education and General - Revenues**

- General Fund Allocation: 84% FY14 Actual, 14% FY15 Budget, 21% FY16 Budget
- Student Fees: 31% FY14 Actual, 31% FY15 Budget, 28% FY16 Budget
- Gifts Grants and Contracts: 15% FY14 Actual, 15% FY15 Budget, 77% FY16 Budget
- Other Revenue: 2% FY14 Actual, 2% FY15 Budget, 2% FY16 Budget
- Investment/Debt/Debt Service: 2% FY14 Actual, 2% FY15 Budget, 2% FY16 Budget
- Internal Sales: 2% FY14 Actual, 2% FY15 Budget, 2% FY16 Budget

**Education and General - Expenses**

- Service & Supplies (net of transfers): 54% FY14 Actual, 55% FY15 Budget, 52% FY16 Budget
- OPE (fringes): 15% FY14 Actual, 14% FY15 Budget, 20% FY16 Budget
- Salaries & Wages: 31% FY14 Actual, 31% FY15 Budget, 28% FY16 Budget
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000’s

**Designated Operations - Enrollment Management & Student Affairs**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and Services</td>
<td>$279</td>
<td>$257</td>
<td>$182</td>
<td>($75) -29%</td>
</tr>
<tr>
<td>Student Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$281</td>
<td>$257</td>
<td>$182</td>
<td>($75) -29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>32</td>
<td>62</td>
<td>35</td>
<td>(27) -43%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>23</td>
<td>46</td>
<td>27</td>
<td>(19) -41%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>213</td>
<td>164</td>
<td>107</td>
<td>(57) -35%</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$269</td>
<td>$272</td>
<td>$169</td>
<td>($103) -38%</td>
</tr>
</tbody>
</table>

**Net**

<table>
<thead>
<tr>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$13</td>
<td>($15)</td>
<td>$13</td>
<td>28</td>
</tr>
</tbody>
</table>

**Designated Operations - Revenues**

- 99% Sales and Services
- 1% Other Revenue

**Designated Operations - Expenses**

- 80% Service & Supplies (net of transfers)
- 23% OPE (fringes)
- 8% Salaries & Wages
- 17% Other Revenue
- 10% Internal Sales
- 63% Investment/Debt/Debt Service
- 16% Gifts Grants and Contracts
- 21% Student Fees
- 8% Sale and Services

Appendix I
### Auxiliary Enterprises - Enrollment Management & Student Affairs

#### Summary of Operating Budget

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td>48,265</td>
<td>6%</td>
<td>53,428</td>
<td>56,692</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$24,650</td>
<td>$27,978</td>
<td>$32,910</td>
<td>$4,932</td>
</tr>
<tr>
<td>Government Resources &amp; Allocations</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(17)</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>1,656</td>
<td>1,643</td>
<td>1,698</td>
<td>55</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>20,754</td>
<td>20,480</td>
<td>20,196</td>
<td>(284)</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>1,146</td>
<td>3,280</td>
<td>1,859</td>
<td>(1,421)</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$48,265</td>
<td>$53,428</td>
<td>$56,692</td>
<td>$3,264</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td>$57,009</td>
<td>$54,839</td>
<td>$57,701</td>
<td>$2,862</td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>11,094</td>
<td>11,667</td>
<td>11,813</td>
<td>146</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>4,780</td>
<td>5,398</td>
<td>5,427</td>
<td>29</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>41,135</td>
<td>37,774</td>
<td>40,460</td>
<td>2,686</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$57,009</td>
<td>$54,839</td>
<td>$57,701</td>
<td>$2,862</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$(8,743)</td>
<td>$(1,411)</td>
<td>$(1,008)</td>
<td>$403</td>
</tr>
</tbody>
</table>

### Auxiliary Enterprises - Revenues

#### Graph showing revenue distribution:

- **Student Fees**: 51% (FY14), 52% (FY15), 58% (FY16)
- **Government Resources & Allocations**: 3% (FY14), 3% (FY15), 3% (FY16)
- **Internal Sales**: 3% (FY14), 3% (FY15), 3% (FY16)
- **Sales and Services**: 3% (FY14), 7% (FY15), 36% (FY16)
- **Other Revenue**: 43% (FY14), 38% (FY15), 3% (FY16)

### Auxiliary Enterprises - Expenses

#### Graph showing expense distribution:

- **Salaries & Wages**: 73% (FY14), 69% (FY15), 71% (FY16)
- **OPE (fringes)**: 8% (FY14), 10% (FY15), 9% (FY16)
- **Service & Supplies (net of transfers)**: 19% (FY14), 21% (FY15), 20% (FY16)
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000's

Education and General (E&G) - Research and Strategic Partnerships (Recurring Only)

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dollars</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund Allocation</td>
<td>$2,017</td>
<td>$1,951</td>
<td>$2,025</td>
<td>$74</td>
</tr>
<tr>
<td>Student Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>5,707</td>
<td>5,067</td>
<td>5,546</td>
<td>$479</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>7</td>
<td>-</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$7,731</td>
<td>$7,018</td>
<td>$7,595</td>
<td>$577</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>3,501</td>
<td>3,815</td>
<td>3,903</td>
<td>$88</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>1,846</td>
<td>2,292</td>
<td>2,337</td>
<td>46</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>2,022</td>
<td>911</td>
<td>1,354</td>
<td>443</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$7,369</td>
<td>$7,018</td>
<td>$7,595</td>
<td>$577</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$361</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Education and General - Revenues

Education and General - Expenses
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000’s

**Designated Operations - Research and Strategic Partnerships**

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales and Services</td>
<td>$92</td>
<td>$209</td>
<td>$102</td>
<td>$(107) -51%</td>
</tr>
<tr>
<td>Student Fees</td>
<td>13</td>
<td>24</td>
<td>21</td>
<td>(3) -13%</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>15</td>
<td>172</td>
<td>-</td>
<td>(172) -100%</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>426</td>
<td>406</td>
<td>180</td>
<td>(226) -56%</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$548</td>
<td>$811</td>
<td>$303</td>
<td>$(508) -63%</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>125</td>
<td>150</td>
<td>34</td>
<td>(116) -77%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>57</td>
<td>96</td>
<td>10</td>
<td>(86) -89%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>405</td>
<td>564</td>
<td>281</td>
<td>(283) -50%</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$588</td>
<td>$810</td>
<td>$325</td>
<td>$(485) -60%</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$(40)</td>
<td>$1</td>
<td>$(22)</td>
<td>$(23)</td>
</tr>
</tbody>
</table>

**Designated Operations - Revenues**

- Sales and Services: 79% FY14, 50% FY15, 34% FY16
- Student Fees: 17% FY14, 21% FY15, 34% FY16
- Gifts Grants and Contracts: 2% FY14, 3% FY15, 7% FY16
- Internal Sales: 3% FY14, 3% FY15, 3% FY16
- Other Revenue: 3% FY14, 3% FY15, 3% FY16

**Designated Operations - Expenses**

- Salaries & Wages: 69% FY14, 69% FY15, 87% FY16
- OPE (fringes): 21% FY14, 19% FY15, 10% FY16
- Service & Supplies (net of transfers): 10% FY14, 12% FY15, 3% FY16

Appendix I
## Service Centers - Research and Strategic Partnerships

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
<th>Dollars</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Sales</td>
<td>$430</td>
<td>$360</td>
<td>$528</td>
<td>$168</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Sales and Services</td>
<td>$612</td>
<td>$644</td>
<td>$662</td>
<td>$18</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$1,042</strong></td>
<td><strong>$1,004</strong></td>
<td><strong>$1,190</strong></td>
<td><strong>$186</strong></td>
<td><strong>19%</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
<th>Dollars</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>383</td>
<td>384</td>
<td>515</td>
<td>131</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>191</td>
<td>171</td>
<td>219</td>
<td>48</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>288</td>
<td>450</td>
<td>462</td>
<td>12</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td><strong>$862</strong></td>
<td><strong>$1,005</strong></td>
<td><strong>$1,196</strong></td>
<td><strong>$191</strong></td>
<td><strong>19%</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Net                          | **$180**    | **(1)**     | **(6)**     | **(5)**                        |         |         |

### Service Centers - Revenues

<table>
<thead>
<tr>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,042</td>
<td>$1,004</td>
<td>$1,190</td>
</tr>
</tbody>
</table>

### Service Centers - Expenses

<table>
<thead>
<tr>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$862</td>
<td>$1,005</td>
<td>$1,196</td>
</tr>
</tbody>
</table>
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000's

**Auxiliary Enterprises - Research and Strategic Partnerships**

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Fees</td>
<td>$683</td>
<td></td>
<td>$716</td>
<td>$35 7%</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>571</td>
<td>7%</td>
<td>491</td>
<td>35 7%</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>228</td>
<td>0%</td>
<td>225</td>
<td>8 3%</td>
</tr>
<tr>
<td>Government Resources &amp; Allocations</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>33</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$831</td>
<td></td>
<td>$716</td>
<td>$143 5%</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>50</td>
<td>73%</td>
<td>49</td>
<td>36 73%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>26</td>
<td>28%</td>
<td>30</td>
<td>8 28%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>769</td>
<td>21%</td>
<td>638</td>
<td>132 21%</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$845</td>
<td></td>
<td>$717</td>
<td>$176 25%</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$14</td>
<td></td>
<td>$143</td>
<td></td>
</tr>
</tbody>
</table>

**Auxiliary Enterprises - Revenues**

- **FY14 Actual**: $831,000
- **FY15 Budget**: $716,000
- **FY16 Budget**: $751,000

**Auxiliary Enterprises - Expenses**

- **FY14 Actual**: $845,000
- **FY15 Budget**: $717,000
- **FY16 Budget**: $893,000
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000's

**Education and General (E&G) - Finance and Administration** *(Recurring Only)*

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund Allocation</td>
<td>$38,828</td>
<td>$40,131</td>
<td>$42,635</td>
<td>$2,504</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td></td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Student Fees</td>
<td>35</td>
<td>35</td>
<td>58</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>13</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>4,734</td>
<td>3,718</td>
<td>3,746</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Revenue</td>
<td>3,623</td>
<td>303</td>
<td>223</td>
<td>(80)</td>
</tr>
<tr>
<td></td>
<td>-26%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$47,232</td>
<td>$44,187</td>
<td>$46,663</td>
<td>$2,476</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>$21,008</td>
<td>$22,533</td>
<td>$23,727</td>
<td>$1,193</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>$10,734</td>
<td>$11,155</td>
<td>$11,642</td>
<td>$487</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>$14,350</td>
<td>$10,499</td>
<td>$11,294</td>
<td>$795</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$46,092</td>
<td>$44,187</td>
<td>$46,663</td>
<td>$2,476</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$1,140</td>
<td>-</td>
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<td>-</td>
</tr>
</tbody>
</table>

**Education and General - Revenues**

- General Fund Allocation: 82%, 91%, 91%
- Student Fees: 10%, 1%, 1%
- Gifts Grants and Contracts: 8%, 8%, 8%
- Investment/Debt/Debt Service: 23%, 25%, 25%
- Internal Sales: 31%, 24%, 24%
- Other Revenue: 46%, 51%, 51%
- Service & Supplies: 23%, 25%, 25%
- OPE (fringes): 31%, 24%, 24%
- Salaries & Wages: 46%, 51%, 51%

**Education and General - Expenses**

- General Fund Allocation: 82%, 91%, 91%
- Student Fees: 10%, 1%, 1%
- Gifts Grants and Contracts: 8%, 8%, 8%
- Investment/Debt/Debt Service: 23%, 25%, 25%
- Internal Sales: 31%, 24%, 24%
- Other Revenue: 46%, 51%, 51%
- Service & Supplies: 23%, 25%, 25%
- OPE (fringes): 31%, 24%, 24%
- Salaries & Wages: 46%, 51%, 51%
## Service Centers - Finance and Administration

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Sales</td>
<td>$1,859</td>
<td>$1,564</td>
<td>$2,062</td>
<td>$498, 32%</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>$347</td>
<td>$366</td>
<td>$482</td>
<td>$116, 32%</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$2,206</td>
<td>$1,930</td>
<td>$2,544</td>
<td>$614, 32%</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>$694</td>
<td>$729</td>
<td>$809</td>
<td>$80, 11%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>$40</td>
<td>$300</td>
<td>$343</td>
<td>$43, 14%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>$1,889</td>
<td>$1,392</td>
<td>$1,617</td>
<td>$225, 16%</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$2,623</td>
<td>$2,421</td>
<td>$2,769</td>
<td>$348, 14%</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$ (417)</td>
<td>$ (491)</td>
<td>$(225)</td>
<td>$266</td>
</tr>
</tbody>
</table>

### Service Centers - Revenues

- FY14 Actual: $1,859 (84% Internal Sales, 16% Sales and Services)
- FY15 Budget: $1,564 (81% Internal Sales, 19% Sales and Services)
- FY16 Budget: $2,062 (81% Internal Sales, 19% Sales and Services)

### Service Centers - Expenses

- FY14 Actual: $1,889 (72% Service & Supplies, 28% Salaries & Wages)
- FY15 Budget: $1,392 (58% Service & Supplies, 22% Salaries & Wages, 20% OPE)
- FY16 Budget: $1,617 (59% Service & Supplies, 12% Salaries & Wages, 29% OPE)
Portland State University
Summary of Operating Budget
Fiscal Year 2015-16
Dollars in 000's

## Auxiliary Enterprises - Finance and Administration

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>16,388</td>
<td>3%</td>
<td>17,516</td>
<td>39%</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>5,788</td>
<td>-</td>
<td>2,367</td>
<td>-</td>
</tr>
<tr>
<td>Government Resources &amp; Allocations</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>0</td>
<td>-</td>
<td>17</td>
<td>4%</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>144</td>
<td>39%</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$ 22,321</td>
<td>7%</td>
<td>$ 19,899</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>2,361</td>
<td>-3%</td>
<td>2,606</td>
<td>-3%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>1,110</td>
<td>-9%</td>
<td>1,451</td>
<td>-12%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>25,877</td>
<td>7%</td>
<td>19,910</td>
<td>7%</td>
</tr>
<tr>
<td>Total Expense</td>
<td>$ 29,349</td>
<td>5%</td>
<td>$ 23,967</td>
<td>5%</td>
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</table>

<table>
<thead>
<tr>
<th>Net</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>$ (7,028)</td>
<td>-135%</td>
<td>$ (4,068)</td>
<td>-135%</td>
</tr>
</tbody>
</table>

### Auxiliary Enterprises - Revenues

- Student Fees: 1%
- Sales and Services: 26%
- OPE (fringes): 15%
- Internal Sales: 73%
- Service and Services: 88%
- Government Resources & Allocations: 12%
- Investment/Debt/Debt Service: 1%
- Other Revenue: 3%

### Auxiliary Enterprises - Expenses

- Salaries & Wages: 88%
- OPE (fringes): 83%
- Service & Supplies (net of transfers): 85%
- Internal Sales: 4%
## Education and General (E&G) - Athletics (Recurring Only)

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Dollars</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Allocation</td>
<td>$2,265</td>
<td>$1,373</td>
<td>$1,514</td>
<td>$141</td>
<td>10%</td>
</tr>
<tr>
<td>Student Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$2,265</td>
<td>$1,373</td>
<td>$1,514</td>
<td>$141</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Dollars</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>1,328</td>
<td>899</td>
<td>995</td>
<td>96</td>
<td>11%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>885</td>
<td>474</td>
<td>520</td>
<td>46</td>
<td>10%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>66</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$2,279</td>
<td>$1,373</td>
<td>$1,514</td>
<td>$141</td>
<td>10%</td>
</tr>
</tbody>
</table>

| Net                              | $ (14)      | -           | -           | $ -     | -       |

### Graphs

#### Education and General - Revenues
- **General Fund Allocation**
  - FY14 Actual: $2,265 (100%)
  - FY15 Budget: $1,373 (100%)
  - FY16 Budget: $1,514 (100%)

#### Education and General - Expenses
- **Salaries & Wages**
  - FY14 Actual: $1,328 (39%)
  - FY15 Budget: $899 (60%)
  - FY16 Budget: $995 (60%)
- **OPE (fringes)**
  - FY14 Actual: $885 (58%)
  - FY15 Budget: $474 (60%)
  - FY16 Budget: $520 (60%)
- **Service & Supplies (net of transfers)**
  - FY14 Actual: $66 (3%)
  - FY15 Budget: -
  - FY16 Budget: -

<table>
<thead>
<tr>
<th>Change from FY15 to FY16 Budget</th>
<th>Dollars</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund Allocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Sales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$141</td>
<td>10%</td>
</tr>
<tr>
<td>Expense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$141</td>
<td>10%</td>
</tr>
<tr>
<td>Net</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Designated Operations - Athletics

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and Services</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
<td>-</td>
</tr>
<tr>
<td>Student Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>25 $</td>
<td>-</td>
<td>25 $</td>
<td>25 $</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$</td>
<td>25 $</td>
<td>- $</td>
<td>25 $</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
</tr>
</tbody>
</table>

| Net                            | $           | 25 $        | - $         | 25 $                           |

---

**Designated Operations - Revenues**

**Designated Operations - Expenses**

---

Appendix I
## Auxiliary Enterprises - Athletics

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>1,375</td>
<td>2,378</td>
<td>2,081</td>
<td>(297) -12%</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>956</td>
<td>964</td>
<td>946</td>
<td>(18) -2%</td>
</tr>
<tr>
<td>Government Resources &amp; Allocations</td>
<td>973</td>
<td>973</td>
<td>973</td>
<td>(0) 0%</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>25</td>
<td>-</td>
<td>(25) -100%</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>101</td>
<td>562</td>
<td>372</td>
<td>(190) -34%</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$3,405</td>
<td>$4,902</td>
<td>$4,372</td>
<td>($30) -11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>2,027</td>
<td>2,045</td>
<td>2,177</td>
<td>132 6%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>739</td>
<td>957</td>
<td>1,121</td>
<td>164 17%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>1,710</td>
<td>2,032</td>
<td>1,427</td>
<td>(605) -30%</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$4,476</td>
<td>$5,034</td>
<td>$4,725</td>
<td>($309) -6%</td>
</tr>
</tbody>
</table>

| Net                                    | $ (1,071)   | $ (132)     | $ (353)     | $ (221)                         |

### Auxiliary Enterprises - Revenues

- **Student Fees**: 3%
- **Sales and Services**: 29%
- **Internal Sales**: 28%
- **Government Resources & Allocations**: 40%
- **Investment/Debt/Debt Service**: 10%
- **Other Revenue**: 8%
- **Total Revenue**: $3,405

### Auxiliary Enterprises - Expenses

- **Salaries & Wages**: 38%
- **OPE (fringes)**: 40%
- **Service & Supplies (net of transfers)**: 45%
- **Total Expense**: $4,476

---

The summary of operating budget for Portland State University for Fiscal Year 2015-16 includes a detailed analysis of revenues and expenses. The auxiliary enterprises, particularly Athletics, show a decrease in total revenue from FY14 to FY16, with various changes in different categories. The figures are presented in thousands ($1,000's).
### Education and General (E&G) - Internal Audit (Recurring Only)

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td>Percent</td>
<td>Dollars</td>
<td>Percent</td>
</tr>
<tr>
<td>General Fund Allocation</td>
<td>$411</td>
<td>(33)</td>
<td>$378</td>
<td>(33)</td>
</tr>
<tr>
<td>Student Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$411</td>
<td>(33)</td>
<td>$378</td>
<td>(33)</td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>-</td>
<td>221</td>
<td>188</td>
<td>(33)</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>-</td>
<td>89</td>
<td>87</td>
<td>(2)</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>-</td>
<td>101</td>
<td>104</td>
<td>3</td>
</tr>
<tr>
<td>Total Expense</td>
<td>$411</td>
<td>(33)</td>
<td>$378</td>
<td>(33)</td>
</tr>
<tr>
<td>Net</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
# Education and General (E&G) - Board of Trustees Office (Recurring Only)

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund Allocation</td>
<td>$150</td>
<td>$207</td>
<td>$304</td>
<td>$97</td>
</tr>
<tr>
<td>Student Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$150</td>
<td>$207</td>
<td>$304</td>
<td>$97</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>92</td>
<td>92</td>
<td>157</td>
<td>65</td>
</tr>
<tr>
<td>OPE (fringes)</td>
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<td>41</td>
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<tr>
<td>Service &amp; Supplies (net of transfers)</td>
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<td>74</td>
<td>74</td>
<td>-</td>
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<tr>
<td><strong>Total Expense</strong></td>
<td>$199</td>
<td>$207</td>
<td>$304</td>
<td>$97</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$ (49)</td>
<td>-</td>
<td>-</td>
<td>$ (97)</td>
</tr>
</tbody>
</table>
## Education and General (E&G) - General University (Recurring Only)

<table>
<thead>
<tr>
<th></th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Dollars</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund Allocation</td>
<td>$5,612</td>
<td>$15,241</td>
<td>$19,790</td>
<td>$4,549</td>
<td>30%</td>
</tr>
<tr>
<td>Student Fees</td>
<td>3,363</td>
<td>-</td>
<td>3,502</td>
<td>485</td>
<td>24%</td>
</tr>
<tr>
<td>Gifts Grants and Contracts</td>
<td>436</td>
<td>2,008</td>
<td>2,493</td>
<td>485</td>
<td>24%</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>3,178</td>
<td>2,980</td>
<td>2,180</td>
<td>(800)</td>
<td>-27%</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
<td>2,208</td>
<td>1,502</td>
<td>(706)</td>
<td>-32%</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>793</td>
<td>567</td>
<td>439</td>
<td>(128)</td>
<td>-23%</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$13,382</td>
<td>$23,004</td>
<td>$29,906</td>
<td>$6,902</td>
<td>30%</td>
</tr>
<tr>
<td>Expense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>164</td>
<td>683</td>
<td>388</td>
<td>(295)</td>
<td>-43%</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>(2,720)</td>
<td>203</td>
<td>129</td>
<td>(74)</td>
<td>-36%</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>19,559</td>
<td>25,025</td>
<td>23,779</td>
<td>(1,247)</td>
<td>-5%</td>
</tr>
<tr>
<td>Total Expense</td>
<td>$17,004</td>
<td>$25,911</td>
<td>$24,296</td>
<td>(1,615)</td>
<td>-6%</td>
</tr>
<tr>
<td>Net (held for reserves/initiatives in FY16)</td>
<td>$(3,622)</td>
<td>$(2,907)</td>
<td>$5,610</td>
<td>$8,517</td>
<td></td>
</tr>
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</table>

### Education and General - Revenues

<table>
<thead>
<tr>
<th>Category</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
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<td>$19,790</td>
<td>$4,549 30%</td>
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<tr>
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<td>-</td>
<td>3,502</td>
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<tr>
<td>Investment/Debt/Debt Service</td>
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<td>2,980</td>
<td>2,180</td>
<td>(800) -27%</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
<td>2,208</td>
<td>1,502</td>
<td>(706) -32%</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>793</td>
<td>567</td>
<td>439</td>
<td>(128) -23%</td>
</tr>
</tbody>
</table>

### Education and General - Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
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<td>19,559</td>
<td>25,025</td>
<td>23,779</td>
<td>(1,247) -5%</td>
</tr>
</tbody>
</table>
**Portland State University**  
Summary of Operating Budget  
Fiscal Year 2015-16  
*Dollars in 000's*  

### Auxiliary Enterprises - General University

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees</td>
<td>$16,831</td>
<td>$14,536</td>
<td>$14,620</td>
<td>$84</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>-</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>62</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Government Resources &amp; Allocations</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment/Debt/Debt Service</td>
<td>169</td>
<td>168</td>
<td>120</td>
<td>(48)</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$17,062</td>
<td>$14,704</td>
<td>$14,740</td>
<td>$36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY14 Actual</th>
<th>FY15 Budget</th>
<th>FY16 Budget</th>
<th>Change from FY15 to FY16 Budget</th>
</tr>
</thead>
<tbody>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>OPE (fringes)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Service &amp; Supplies (net of transfers)</td>
<td>16,725</td>
<td>12,775</td>
<td>16,398</td>
<td>3,622</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$16,725</td>
<td>$12,775</td>
<td>$16,398</td>
<td>$3,622</td>
</tr>
</tbody>
</table>

| Net                                          | $337        | $1,929      | $(1,658)    | $(3,587)                        |

#### Auxiliary Enterprises - Revenues

- **Student Fees**: 99% of FY14, 99% of FY15, 99% of FY16
- **Other Revenue**: 1% of FY14, 1% of FY15, 1% of FY16
- **Government Resources & Allocations**: 1% of FY14, 1% of FY15, 1% of FY16
- **Internal Sales**: 1% of FY14, 1% of FY15, 1% of FY16
- **Sales and Services**: 1% of FY14, 1% of FY15, 1% of FY16

#### Auxiliary Enterprises - Expenses

- **Service & Supplies (net of transfers)**: 100% of FY14, 100% of FY15, 100% of FY16
- **OPE (fringes)**: 100% of FY14, 100% of FY15, 100% of FY16
- **Salaries & Wages**: 100% of FY14, 100% of FY15, 100% of FY16
AGENDA ITEM:  6.c

DATE:  June 11, 2015

TITLE:  Approval of Board Policy Regarding Evaluation of the President

COMMITTEE ACTION:  The Executive and Audit Committee recommends to the Board approval of the Policy Regarding Presidential Evaluation.

SUMMARY OF ITEM:  At its meeting on December 11, 2014, the Board requested that the Executive and Audit Committee return to the full Board in June 2015 with a Board policy on presidential evaluation. The attached draft policy on presidential evaluation was prepared in consultation with the Board Chair and the President. It is derived from principles and examples contained in the AGB publication Assessing Presidential Effectiveness (Morrill, 2010).

SUMMARY OF COMMITTEE DISCUSSION:  The Committee discussed the proposed policy and AGB’s guidance regarding presidential evaluation. The Committee requested certain changes to the original draft: (1) the President’s self-assessment is to be provided by July 31 of each year, providing the President with access to end-of-fiscal-year data before the self-assessment is due; (2) the Board Chair is to seek input from others, as appropriate, in a timely matter and with consideration to the academic calendar; (3) the President’s self-assessment is to be provided to the full Board, rather than just the Executive and Audit Committee, prior to the Executive and Audit Committee’s meeting to discuss the evaluation; (4) a comprehensive 360 degree review may be performed at the Executive and Audit Committee’s discretion at any time; and (5) the policy is now clear that the President’s evaluation and self-assessment are intended to be confidential documents exempt from public records disclosure. With those revisions, the Committee recommends the Policy to the Board for adoption.

REQUESTED BOARD ACTION:  Approve the Board Policy Regarding Evaluation of the President.

ATTACHED BACKGROUND READING:  None.
Evaluation of the President

It is the policy of the Board to review the performance of the President annually.

The primary purposes of the annual review is to enable the President to strengthen his or her performance and effectiveness in leading the institution to success and to allow the President and the Board to set mutually agreeable goals. The review process is not intended as a substitute for regular, ongoing communication about progress toward goals between the President and the Board.

Annual reviews will inform decisions regarding compensation, although compensation adjustments are not necessarily awarded simultaneously with a positive performance review. Adjustments to, or renewal of, the President’s contract will be handled as a separate matter, taking into account presidential performance, peer-group comparisons and other factors.

The annual review process will occur on a July 1-June 30 cycle. The annual review will cover the preceding year.

The criteria for evaluation and information responsive to those criteria will be based principally on the President’s self-assessment with respect to goals mutually set by the Board and President for the year in review.

The retrospective elements of the President’s self-assessment will customarily include:

- A copy of the mutually-agreed upon goals, with a description of efforts to meet them and the President’s progress assessment.

- A description of other personal or institutional achievements of which the Board should, or might, be informed by the President as aspects of performance or accomplishment.

- Identification of significant institutional or personal challenges the President faced over the course of the review year that affected progress toward goals, with particular focus on those that are likely to persist into the upcoming year or beyond.

- Comments regarding the vice presidents and other equivalent University officers who report directly to the President.

- Key areas in which the Board has been especially supportive.

The prospective elements of the President’s self-assessment will customarily include:

- Goals the President proposes for him/herself and the institution over the course of the upcoming year and for three to five years.
- The President’s professional development plans and any associated requests of the Board.

- The President’s assessment of the University’s principal current opportunities and challenges.

- Key areas in which the President would especially benefit from Board support.

Review Process

The President will submit his or her self-assessment to the Board Chair by July 31 of each year. The Board Chair and the President will then meet to discuss the self-assessment. The Board Chair shall, in a timely manner, seek confidential input and comments from trustees and, as the Board Chair deems appropriate, from members of the University community.

The President’s self-assessment will be provided to the Board, along with any other information determined by the Board Chair. The Executive and Audit Committee will then meet in executive session for the purpose of evaluating the President, during which the President is to present his or her self-assessment and engage in a discussion with the Committee regarding both the retrospective and prospective elements of the assessment. The President may be excluded from any portion of the executive session at the discretion of the Board Chair.

Following the meeting of the Executive and Audit Committee, the Board Chair will prepare an evaluation of the President and a summary of the Committee’s comments. The evaluation and self-assessment will be shared with the full Board prior to the Board’s September meeting.

At the Board’s September meeting, the President will present to the Board for approval the goals that the President proposes for him/herself and for the institution for the upcoming year and for three to five years. The full Board will then go into an executive session to discuss the evaluation of the President. The President may be excluded from any portion of an executive session at the discretion of the Board Chair. The Board Chair will communicate to the President both verbally and in writing the conclusions of the evaluation and any recommendations, concerns, or priorities arising out of the evaluation.

The Executive and Audit Committee may, at its discretion, perform a comprehensive performance review of the President, including a 360 degree review. A comprehensive review of this nature should generally be performed prior to renewal of the President’s contract. When a comprehensive review is performed, it is to be incorporated into the annual review process described above, with such adjustments to the schedule as may be necessary.

Pursuant to ORS 351.065, documents regarding the President’s performance, including the Board’s evaluation and the President's self-assessment, are faculty personnel records and are not public records.

The Board will periodically review and, as necessary or desirable, revise this policy and its associated procedures in light of experience gained, best practices, and legal developments as applicable.
AGENDA ITEM: 6.d

DATE: June 11, 2015

TITLE: Presidential Contract

COMMITTEE ACTION: The Executive and Audit Committee recommends to the Board approval of a new three-year employment agreement with President Wim Wiewel.

SUMMARY OF ITEM: The proposed new employment agreement is based on AGB’s Model Employment Agreement for university presidents, modified to incorporate terms from the President’s current contract and Oregon law, as applicable.

The key points of the agreement are:

1. It is a three-year agreement, beginning July 1, 2015 and continuing until June 30, 2018.

2. President Wiewel has requested that his compensation not be increased in the new agreement. Therefore, the President’s compensation (salary, deferred compensation, automobile stipend, etc.) is unchanged. The Board reserves the right to change the President’s compensation in the context of its annual performance reviews of the President.

3. President Wiewel may take a one-year sabbatical following the end of his presidency, with an obligation to return to the faculty after the sabbatical for at least one academic year at 0.5 FTE or greater. A sabbatical provision, although common and included in the AGB template, was not explicitly addressed in the President’s current contract. University policy generally provides that employees with academic rank are eligible for a sabbatical following six years of service.

4. The contract details the terms under which President Wiewel may continue to serve as a tenured faculty member following his presidency. Although the current contract includes the ability to remain on the faculty, it did not include details regarding the terms of a faculty appointment.
SUMMARY OF COMMITTEE DISCUSSION:
The Chair discussed AGB guidance regarding presidential compensation and his review of presidential compensation at peer institutions, and then outlined the terms of the proposed agreement. The Chair also shared President Wiewel's request that his salary not be increased at this time, but that more detailed terms regarding a post-presidency sabbatical and faculty position be included in the contract. The Executive and Audit Committee discussed the terms and suggested revising the sabbatical provision so that the President receives full pay during a sabbatical only if he remains in the presidency for at least two years. That change has been made and has been agreed to by President Wiewel.

REQUESTED BOARD ACTION: Approve the New Employment Agreement with President Wiewel.

ATTACHED BACKGROUND READING: None.
THIS EMPLOYMENT AGREEMENT (the “Agreement”) is entered into this ___ day of June, 2015 (the “Effective Date”), by and between Portland State University (the “University”) and Marinus Wilhelmus Wiewel (the “President”). The University and President collectively are referred to as the “Parties.”

WHEREAS, the University desires to employ the President as the President of the University and the President desires to accept such employment on the terms and conditions set forth herein;

NOW, THEREFORE, the Parties, intending to be legally bound, hereby agree as follows:

1. Employment. The University agrees to employ Marinus Wilhelmus Wiewel and Marinus Wilhelmus Wiewel accepts employment as President of the University. During the term of this Agreement (as defined in Section 1.1), the President shall perform such duties for and render such services to the University as are customary and incidental to the position of President, or such other duties or services as may be from time to time assigned to him by the University’s Board of Trustees (the “Board”) and which are consistent with such position. The President shall report and be accountable exclusively to the Board. The President agrees to use best efforts to carry out the duties and responsibilities required by this Agreement and to devote substantially all of the President’s business time, attention, and energy in doing so.

1.1 Term of Agreement. This Agreement commences on July 1, 2015 and ends, unless terminated as provided elsewhere in this Agreement, on June 30, 2018 (the “Term”).

1.2 Compensation.
   (a) Base and Supplemental Salary. For all the services rendered by the President hereunder 1) the University shall pay the President a base salary (“Base Salary”), at the annual rate of $260,700.00 effective July 1, 2015, and 2) the University shall pay the President a supplemental salary funded by the University’s recognized foundation (“Supplemental Salary”) at the annual rate of $141,000.00 effective July 1, 2015. Both the Base Salary and the Supplemental Salary shall be earned, accrued, and paid in installments at such times (but not less often than monthly) as the University customarily pays its other professional staff, in a manner consistent with how the University customarily pays its other professional staff. The President’s performance shall be reviewed annually pursuant to the Board’s Policy on Presidential Evaluation. Based upon such review, the President may be awarded an increase in annual Base Salary or Supplemental Salary at the sole discretion of the Board.
   (b) Deferred Compensation. The University’s recognized foundation shall fund annually the sum of $138,300.00 in deferred compensation to be credited to the President’s account in the Oregon Public Universities Supplemental Retirement Plan or, if necessary, to his account in a tax-qualified excess benefit plan that would be excess to the Oregon Public Universities Supplemental Retirement Plan. Each annual credit will vest on June 30 of
each year, beginning June 30, 2016, provided that the President is President at all times during the 12 month period ending on June 30 of each year.

1.3 Benefits. The President shall receive the same benefits as those provided to other University employees, currently including, but not limited to, medical, dental, disability, life and retirement benefits, accrual of vacation and sick leave, and staff fee privileges, subject to the eligibility requirements of such plans and programs. Nothing in the Agreement, however, shall prevent the University from amending or terminating any employee retirement, welfare benefit, or any other employee benefit plan or program as the University deems appropriate.

1.4 Supplemental Benefits. In addition to the benefits provided in Section 1.3, the University shall provide the President the following benefits:
(a) Automobile. During the Term, and in lieu of a University-provided vehicle, the President shall receive a monthly vehicle stipend of $750.00 funded by the University’s recognized foundation. By accepting the monthly stipend, the President agrees that he is not entitled to any vehicle-related expense reimbursement when on University business or to a University owned vehicle for the discharge of his duties as President. Subject to applicable rules, policies, and procedures, this section does not apply when the President requires the use of a rental vehicle.
(b) Travel and Related Expenses. The President and the President’s spouse shall be entitled to reimbursement of reasonable and documented expenses related to the President’s employment by the University, on the same basis as other professional staff. Payment will be made on behalf of the President’s spouse only when the presence of the spouse is of benefit to the interests of the University. All travel will be in accordance with applicable University policies.
(c) Sabbatical. The President may take a twelve (12) month sabbatical leave upon the President ceasing to be the President for any reason, except if the President is terminated for cause as provided in Section 2.5. The applicable salary and benefits during the sabbatical leave shall be 1) the Base Salary, 2) the Supplemental Salary, and 3) the benefits under paragraphs 1.3, 1.4(a), and 1.4(b) as they are each in effect at the expiration or termination of this Agreement. The President will be deemed to have satisfied his obligation to return following the sabbatical leave if he completes one academic year as a faculty member at 0.5 FTE or greater.

1.5 Academic Rank and Tenure. The President has been appointed as a tenured Professor in the College of Urban and Public Affairs. Upon expiration or termination of this Agreement, the President’s employment as a tenured professor will continue at his option. The President may elect to continue employment as a tenured faculty member at any FTE level from 0.5 FTE to 1.0 FTE, at his option. Should the President continue as a tenured faculty member after completion of any sabbatical taken as provided in Section 1.4(c), his nine-month salary as a Professor, at 1.0 FTE, shall be the 9-month equivalent of his 12-month Base
Salary as President at the expiration or termination of this Agreement, calculated pursuant to the University’s standard methodology. In addition, the President shall receive the same benefits as all other tenured professors.

1.6 **Housing.** As a term and condition of employment and for the benefit and convenience of the Board and the University, the President shall reside during the Term of this Agreement at the Zehntbauer House, located at 11650 SW Military Road, Portland, Oregon (the “Presidential Residence”). The University shall pay all utilities (including telephone service, cable and Internet access) taxes, insurance, and expenses of maintenance and upkeep for the Presidential Residence; provided, however, that the President shall bear the cost of insuring his or his family members’ personal property. It is understood by the Parties that the Presidential Residence shall be used for University-related business and entertainment purposes on a reasonable and continuing basis and that all costs associated with such entertainment shall be borne by the University. The President’s family will be permitted to occupy the Presidential Residence under the same terms and condition for up to ninety (90) days following the President’s death or permanent disability. The President and his family shall vacate the Presidential Residence no later than thirty (30) days after he ceases his role as President for any reason other than death or permanent disability. The University shall pay reasonable and documented moving expenses for the President and his family upon the President ceasing to be President for any reason, except if the President is terminated for cause as provided in Section 2.5. In the event of the President’s death, the University shall pay such expenses for the President’s family.

1.7 **Board Service, Public Speaking, and Other Outside Activities.** As permitted by ORS 351.067, the Board permits the President to engage in outside activities such as serving on for-profit and non-profit boards of directors, delivering speeches, writing, and consulting services to the extent these outside activities comport with the mission of the University, do not interfere with the performance of the President’s obligations contained herein, and are consistent with applicable laws and University policies regarding conflicts of interest. Compensation and reimbursement of expenses received by the President related to such outside activities is considered official compensation or the reimbursement of expenses for purposes of ORS 244.040. If acceptance of any such compensation or reimbursement of expenses creates a potential conflict of interest, the President shall report the potential conflict in writing to the Board Chair. The President agrees to promptly disclose to the Board Chair each new recurring source of outside earned income and other compensation. The President agrees to disclose annually to the Board Chair the source and amounts of all outside income.
2. **Termination.** The President’s employment shall terminate upon the occurrence of any of the following events:

**2.1 Termination by the University Without Cause.** The University may terminate this Agreement at any time without Cause (“Cause” is defined in Section 2.5) upon no less than ninety (90) calendar days’ prior written notice to the President; provided, however, that in the event such notice is given, the President shall be under no obligation to render any additional services to the University and shall be allowed to seek other employment, subject to the terms, conditions, and covenants of this Agreement. If the University terminates this agreement without Cause:

(a) The President shall be entitled to all amounts earned or accrued under Section 1.2(a) above, that had not yet been paid as of the date of termination.

(b) The President shall be entitled to all other benefits earned or accrued in accordance with the terms of any applicable benefit plans and programs of the University described in Sections 1.2(b) and 1.3 through the date of his termination.

(c) The President shall be entitled to take sabbatical leave as provided in Section 1.4(c) and receive the salary and benefits described in Section 1.4(c).

(d) The President may elect to receive severance pay, contingent upon execution by the President of a Severance Agreement prepared and approved by counsel for the University, which, among other things, releases the University from any and all claims by the President related to this Agreement or the President’s employment. If the President elects to take severance pay, the University shall pay the President one year of the President’s Base Salary then in effect at the time the notice of termination is delivered to the President. The one year Base Salary will be paid to the President in twelve equal monthly installments, each payment to be one-twelfth of the Base Salary described in the preceding sentence. Amounts payable as severance pay under this Section shall be reduced by (1) any salary paid by the University to the President during a sabbatical as provided under Section 1.4, (2) any amounts paid by the President as salary as a professor under Section 1.5, and (3) any amounts received by the President as salary from another source. In addition, the University shall pay the amount due for continued COBRA coverage for the President under the University’s medical and dental plans, should he elect such coverage, for up to one year following the date of termination. Should the President become eligible for medical and dental insurance through another employer prior to the end of one year following the date of termination, the President shall immediately notify the University and the University’s obligation to make such COBRA payments will cease as of the last day of the month prior to the first month for which the President becomes eligible for medical and dental insurance through another employer.

**2.2 Voluntary Termination by the President.** The President may voluntarily terminate this Agreement at any time before the expiration of its Term by giving not less than ninety (90) days’ written notice to the Board Chair. The President shall
reasonably assist the University and Board in the orderly transition of the duties and responsibilities of his position. Upon such termination, the President shall be entitled to any accrued but unpaid Base Salary, Supplemental Salary, and benefits (including sabbatical leave) described in Sections 1.3 and 1.4; provided, however, that (i) if the President voluntarily terminates this Agreement with an effective date of June 30, 2016 or earlier, then the President’s salary during the sabbatical leave will be 60% of the total amount provided in Section 1.4(c), or (ii) if the President voluntarily terminates this Agreement with an effective date after June 30, 2016 and before July 1, 2017, then the President’s salary during the sabbatical leave will be 80% of the total amount provided in Section 1.4(c), or (iii) if the President voluntarily terminates this Agreement with an effective date of July 1, 2017 or later, then the President’s salary during the sabbatical leave will be the full amount provided in Section 1.4(c). The President shall not be entitled to severance pay upon voluntary termination of this Agreement by the President before the expiration of its Term.

2.3 Disability of the President. The University may terminate this Agreement if the President is unable to perform the essential functions of his job with or without reasonable accommodation during the Term because of physical or mental injury or illness (“Disability”), subject to any limitations imposed by federal, state or local laws. If the President is disabled, as defined by the federal Americans with Disabilities Act and applicable state or local laws, the University will provide a reasonable accommodation to the President so long as such reasonable accommodation would not impose an undue hardship to the University and would enable the President to satisfactorily perform the essential functions of the position. The President agrees, in the event of a dispute under this Section 2.3 relating to the President’s Disability, to submit to a physical examination by a licensed physician jointly selected by the Board and the President. If the University terminates this Agreement because of the President’s Disability, the President shall be entitled to receive the following:

(a) all amounts earned or accrued under Section 1.2 that had not been paid as of the date of termination; and

(b) all other benefits accrued or earned in accordance with the terms of any applicable benefit plans and programs of the University described in Section 1.3 through the date of termination. The President shall not be entitled to any severance pay in the event he is terminated for Disability.

2.4 Death of the President. If the President dies while employed as President by the University, the University shall pay to the President’s executor, legal representative, administrator or designated beneficiary, as applicable, all amounts earned or accrued under Section 1.2 that had not been paid as of the date of death, and all benefits accrued or earned before or upon his death in accordance with the terms of any applicable benefit plans and programs of the University described in Sections 1.3. Except as set forth above, the University shall have no further liability or obligation under this Agreement to the President’s executors, legal representatives, administrators, heirs, or assigns or any other person claiming
under or through the President, including (but not limited to) no liability for any severance pay.

2.5 **Termination by the University for Cause.** The University may terminate this Agreement at any time for Cause upon written notice to the President, in which event all payments under this Agreement shall cease, except for: (i) as a lump sum, Base Salary to the extent already accrued and unpaid up to the date of his termination, and (ii) all benefits accrued or earned before his termination in accordance with the terms of any applicable benefit plans and programs of the University described in Sections 1.3. The President shall forfeit any earned sabbatical leave, as well as any other payment or benefit under this Agreement that has not been paid or accrued as of the date of termination under this Section, and shall not be entitled to any severance pay. Whether the President will be terminated or otherwise sanctioned in his capacity as a tenured faculty member will be determined in accordance with the applicable University policies and procedures for termination and sanction of tenured faculty members. “Cause” shall mean any of the following grounds for termination by the University of this Agreement: (i) the President is convicted of or enters a guilty plea or a plea of no contest to any felony or any crime involving fraud, theft, misuse or misappropriation of money or other property, or moral turpitude; (ii) in the reasonable judgment of the Board, the President has breached in any material respect the terms of this Agreement; (iii) in the reasonable judgment of the Board, the President has neglected or willfully failed or refused to perform material assigned duties in good faith; (iv) in the reasonable judgment of the Board, the President has engaged in gross and willful misconduct with respect to the business affairs of the University; or (v) the President is absent from duty for more than thirty (30) days for reasons other than illness or disability without Board or University consent.

3. **Survivorship.** The respective rights and obligations of the parties under this Agreement shall survive any termination of the Presidents’ employment to the extent necessary to the intended preservation of such rights and obligations.

4. **Indemnification.** The University shall, to the extent legally permissible, defend, save harmless and indemnify the President against all liabilities and expenses (including legal fees) reasonably incurred in connection with the defense of any action, suit, or other proceeding (whether civil, criminal, administrative, or investigatory) to which he has been made a party by reason of being or having been President, provided he acted in good faith and in a manner reasonably believed to be in, or not opposed to, the best interests of the University. The President is not entitled to indemnification for acts that are adjudicated in such action, suit, or proceeding to be the result of malfeasance in office or willful or wanton neglect of duty.

5. **Notices.** All notices and other communications required or permitted under this Agreement or necessary or convenient in connection herewith shall be in writing and shall be deemed to have been given when hand delivered or mailed by registered or
certified mail, as follows (provided that notice or change of address shall be deemed given only when received):

If to the University by mail, to:

   Chair, Portland State University Board of Trustees
   Office of the President
   Portland State University
   P.O. Box 751
   Portland, Oregon 97207-0751

   With a copy to:

   Secretary to the Board of Trustees
   Office of the President
   Portland State University
   P.O. Box 751
   Portland, Oregon 97207-0751

If to the University by hand delivery, to:

   Chair, Portland State University Board of Trustees
   Office of the President
   Portland State University
   1600 SW 4th Avenue, Suite 850
   Portland, Oregon 97201

   With a copy to:

   Secretary to the Board of Trustees
   Office of the President
   Portland State University
   1600 SW 4th Avenue, Suite 850
   Portland, Oregon 97201

If to the President, to:

   Marinus Wilhelmus Wiewel
   11650 SW Military Road
   Portland, Oregon 97219

or to such other names or addresses as the University or the President, as the case may be, shall designate by notice to each other person entitled to receive notices in the manner specified in this Section 5.
6. **Contents of Agreement; Amendment and Assignment.** This Agreement sets forth the entire understanding between the Parties and cannot be changed, modified, extended or terminated except upon written amendment approved by the Board and executed on its behalf by a duly authorized member of the Board and by the President. All of the terms and provisions of this Agreement shall be binding upon and inure of the benefit of and be enforceable by the respective heirs, executors, administrators, legal representatives, successors, and assigns of the Parties, except that the duties and responsibilities of the President under this Agreement are of a personal nature and shall not be assignable or delegable in whole or in part by the President.

7. **No Conflicting Agreements.** The President represents and warrants that the President is free to enter into and preform this Agreement and the agreements referred to herein and that the President is not a party to any existing agreement within would prevent the President from entering into and performing this Agreement.

8. **Severability.** If any provision of this Agreement or application thereof to anyone or under any circumstances is adjudicated to be invalid or unenforceable in any jurisdiction, such invalidity or unenforceability shall not affect any other provision or application of this Agreement which can be given effect without the invalid or unenforceable provision or application and shall not invalidate or render unenforceable such provision or application in any other jurisdiction. If any provision is held void, invalid or unenforceable with respect to particular circumstances, it shall nevertheless remain in full force and effect in all other circumstances.

9. **No Waiver of Remedies.** No delay or omission by either party to this Agreement in exercising any right, remedy or power under this Agreement or existing at law or in equity shall be construed as a waiver thereof, and any such right, remedy or power may be exercised by such party from time to time and as often as may be deemed expedient or necessary by such party in its sole discretion.

10. **Beneficiaries/References.** The President shall be entitled, to the extent permitted under any applicable law, to select and change a beneficiary or beneficiaries to receive any compensation or benefit payable under this Agreement following the President’s death by giving the University written notice of such change. In the event of the President’s death or a judicial determination of the President’s incompetence, reference in this Agreement to the President shall be deemed, where appropriate, to refer to the President’s beneficiary, estate or other legal representative, as appropriate.

11. **Miscellaneous.** All section headings used in this Agreement are for convenience only. This Agreement may be executed in counterparts, each of which is an original. It shall not be necessary in making proof of this Agreement or any counterpart hereof to produce or account for any of the other counterparts.

12. **Withholding.** All payments under this Agreement shall be made subject to applicable tax withholding, and the University shall withhold from any payments under this Agreement all federal, state, and local taxes as the University is required to withhold pursuant to any
law or government rule or regulation. The President shall be solely responsible for all federal, state, and local taxes due with respect to any payment received under this Agreement.

13. **Governing Law.** This Agreement shall be governed by and interpreted under the laws of the State of Oregon without giving effect to any conflict of laws provisions.

14. **Section 409A of the Internal Revenue Code.** Notwithstanding anything herein or in the Contract to the contrary, no payments will be made or benefits provided under this Amendment or the Contract in violation of section 409A(2)(b)(i) of the Internal Revenue Code of 1986 (the “Code). The University will adopt such amendments to this Agreement as are necessary or appropriate to exempt the payments or benefits from section 409A of the Code or to modify such payments or benefits in a manner that maintains the value of this Agreement to you to the maximum extent possible while remaining in compliance with section 409A of the Code.

IN WITNESS WHEREOF, the undersigned, intending to be legally bound, have executed this Agreement as of the date first above written.

**PRESIDENT**  
**PORTLAND STATE UNIVERSITY**

______________________________  
Marinus Wilhelmus Wiewel  
Board Chair

______________________________  
Peter D. Nickerson  
Board Chair

______________________________  
David C. Reese  
General Counsel and Secretary to the Board
AGENDA ITEM: 6.e

DATE: June 11, 2015

TITLE: Resolution Approving University Public Safety Department Management and Implementation Plan

COMMITTEE ACTION: The Special Committee on Campus Public Safety recommends to the Board approval of the attached Resolution approving the University Public Safety Department Management and Implementation Plan.

SUMMARY OF ITEM: On December 11, 2014, the Board authorized the Portland State University Public Safety Department to employ and commission sworn and armed police officers as part of a bifurcated department with both sworn and armed police officers and unsworn and unarmed public safety officers. The Board directed the University to create a University Public Safety Department Management and Implementation Plan with the assistance of an Implementation Advisory Committee. The Board also directed that the Management and Implementation Plan be brought back to the Board in June 2015 for approval, prior to the deployment of sworn officers.

The Implementation Advisory Committee (IAC) was formed in January 2015 and was chaired by Dean Stephen Percy of the College of Urban and Public Affairs; CeCe Ridder, Director of Diversity and Multicultural Student Services; and Chas Lopez, interim Chief Diversity Officer. A committee of sixteen individuals nominated by stakeholder groups across campus, including some who were very concerned about or opposed to creation of a sworn and armed police force on campus, was appointed.

The IAC considered the topics outlined in the Board’s December resolution, held numerous public meetings and an open forum, and have presented its final report to the Vice President for Finance and Administration. The IAC’s final report was approved unanimously by the IAC.

IAC recommendations were taken into careful consideration in the development of the University Public Safety Department Management and Implementation Plan.
SUMMARY OF COMMITTEE DISCUSSION: The Committee was briefed by the co-chairs of the IAC regarding the IAC’s process and the contents of its report. The Committee was then briefed by Vice President Kevin Reynolds and CPSO Chief Phil Zerzan regarding the contents of the Management and Implementation Plan. The Committee engaged in a broad-ranging discussion about both documents. The Committee discussed the diversity of CPSO, training, the cost of training, the number of sworn officers, the Oversight Committee, and the fiscal impact of the transition. The Committee would like the Board to be kept informed regarding the creation of the Oversight Committee and the transition of oversight responsibilities from the current IAC to the Oversight Committee. The Committee expressed their gratitude and compliments to the IAC for their time and effort, for the collaborative process the IAC undertook, and for the thoroughness of the IAC report. The Committee unanimously recommends approval of the Management and Implementation Plan by the Board.

REQUESTED BOARD ACTION: Approve the Resolution Approving University Public Safety Department Management and Implementation Plan

ATTACHED BACKGROUND READING: Implementation Advisory Committee for Campus Public Safety Final Report
RESOLUTION APPROVING UNIVERSITY PUBLIC SAFETY DEPARTMENT
MANAGEMENT AND IMPLEMENTATION PLAN

Recommended by the Special Committee on Campus Public Safety
June 2, 2015

Approved by the Board
June ___, 2015

BACKGROUND

1. On December 11, 2104, the Board authorized the Portland State University Public Safety Department to employ and commission sworn and armed police officers as part of a bifurcated department with both sworn and armed police officers and unsworn and unarmed public safety officers. The Board also directed that sworn and armed officers were not to be deployed until the University had developed a University Public Safety Department Management and Implementation Plan (the “MIP”) and the Board had approved the MIP.

2. The Board directed that the MIP be developed with the assistance of an Implementation Advisory Committee (the “IAC”). The IAC was chaired by CeCe Ridder, Director of Diversity and Multicultural Student Services; Stephen Percy, Dean of the College of Urban and Public Affairs; and Chas Lopez, interim Chief Diversity Officer. The IAC was made up of a diverse set of sixteen individuals representing faculty, staff and students, informed by nominations from stakeholder groups across campus, and included individuals who were either very concerned about or opposed to the creation of a sworn and armed police force on campus. The overriding objective of the IAC was to craft a set of recommendations to propel the University forward as having an effective, campus-community centered approach to public safety.

3. The IAC began meeting in January 2015 and held numerous public meetings and an open forum. The IAC’s report was made publicly available in draft form in an effort to solicit comments from the University community. The IAC report was then approved unanimously by the IAC. The IAC report was also made available to the Board and is included in the Board’s docket.

4. The recommendations of the IAC were taken into careful consideration in the development of the MIP and have been largely incorporated into the MIP, which is attached as Exhibit A. Upon approval of the MIP by the Board, the University will move forward with the deployment of sworn and armed police officers as part of a bifurcated Public Safety Department.

RESOLUTION

Now, therefore, be it Resolved by the Board of Trustees, that the MIP, attached as Exhibit A, is approved.

APPROVED BY THE BOARD OF TRUSTEES
JUNE ___, 2015

______________________________
Secretary to the Board
Exhibit A

University Public Safety Department Management and Implementation Plan

June 2, 2015
Introduction

On December 11, 2014, the Portland State University Board of Trustees approved a resolution (see Appendix A) authorizing the Campus Public Safety Office to employ and commission sworn police officers, with the additional request that the university present to it a management and implementation plan. Creation of this plan was to be informed by recommendations developed by an Implementation Advisory Committee comprised of faculty, staff, students and a representative of the Board of Trustees.

The Implementation Advisory Committee (IAC) was formed in January 2015 and included members of all the campus constituencies specified in the resolution. The committee was co-chaired by Dean Stephen Percy of the College of Urban and Public Affairs, Director CeCe Ridder of Diversity and Multicultural Student Services, and Interim Vice President Chas Lopez of Global Diversity and Inclusion. The committee’s final report and its recommendations were reviewed and incorporated in the development of both this management and implementation plan and in the Campus Public Safety Policy Manual as appropriate and feasible.

The university will continue its use of Lexipol, a company specializing in producing state-specific public safety policy manuals, to ensure ongoing compliance with federal and state law, regulations and best practices. The current manual includes specific changes recommended by the IAC and incorporates the concepts of community policing, accountability, and the unique role of campus policing. The policy manual is an essential component of the management and implementation plan and can be accessed at this link: http://www.pdx.edu/cpso/.

As outlined in the board resolution, the Campus Public Safety Office will operate as a bifurcated department with both sworn, armed police officers and unarmed public safety officers. The implementation timeline below specifies the numbers of officers anticipated to serve in each of these roles over the first year of the implementation. With both police and public safety officers, the department embraces a problem-solving approach with the intent to defuse situations with the most collaborative, non-confrontational approach possible under the circumstances (see Appendix B, Organization Chart). The department will embrace best practices in university-oriented, community-based policing as reflected in its policies, recruitment and hiring practices, and in its field training practices.

The management and implementation plan includes the following sections with supporting documents provided in separate appendices or links for website access as indicated:

1. Department Mission and Values
2. Recruitment and Training
   a. Preparations for initial deployment of sworn officers on July 1, 2015
   b. Recruitment
   c. Training
   d. 12-month implementation timeline
3. Complaint Process
4. Oversight Committee
5. Ongoing reporting to the Board of Trustees

The following management and implementation plan, which incorporates the recommendations of the Implementation Advisory Committee where possible, is presented in fulfillment of the board’s request.

1. Department Mission and Values
   a. Mission. The Portland State University Campus Public Safety Office supports the mission of the University by providing professional and courteous law enforcement services that support a safe and healthy environment for learning, teaching and research.
   b. Values. The Campus Public Safety Office is a community-oriented and trust-based policing agency within Portland State University. CPSO plays an integral role in the university community by providing a safe, secure, and welcoming environment. It values equity, diversity and inclusion and it strives to consistently provide excellent service to the entire campus community with a specific focus on an ethos of trust and care and upholding the values of equity, diversity and inclusion. Constant efforts by Campus Police Officers and Campus Public Safety Officers are necessary to partner with and educate the community to deter, reduce, and solve crimes as well as to resolve issues through community policing.

2. Recruitment, Training, and Implementation
   The university’s goal by the end of the first full year of employing commissioned police officers is to have in place ten fully certified and sworn officers including an assistant chief, two sergeants, one detective, and six police officers. Additionally, the department will employ 13 non-sworn public safety officers, including a lieutenant and two sergeants.
   a. Preparations for initial deployment of officers on July 1, 2015. Work with the Department of Public Safety Standards and Training (DPSST) has ensured that a Campus Police Sergeant, two Campus Police Officers, and the Campus Police Detective are currently certified and authorized to serve as Police Officers, meeting all of the training and qualifications required to begin service effective July 1, 2015.
   b. Recruitment. The department is committed to recruiting and hiring a diverse, well-qualified team. Campus Public Safety policies and procedures have incorporated IAC suggestions to ensure a diverse and well-qualified Campus Public Safety Office, including both Campus Police Officers and Campus Public Safety Officers. These suggestions include extended outreach in recruiting, seeking broader representation in the interview process, and the addition of scenario-based questions in the selection process. CPSO’s specific recruitment and selection policies are found in the policy manual, section 1000.
c. Training. All sworn officers will complete police training from the Oregon Department of Public Safety Standards and Training (DPSST). The Training Sergeant has been working with DPSST to ensure that four Campus Police Officers are ready to be deployed on July 1, 2015 and have met all required training. In addition to DPSST training, specialized training reflecting the unique role of campus policing, Board of Trustees’ input, and IAC suggestions will be incorporated into officer training, including:

- Tactical communications and de-escalation training provided by in-house certified instructor (to be developed in 2015-2016)
- Mental health and crisis intervention training to be coordinated with Student Health and Counseling Center (SHAC) staff
- Initial response to sexual assaults training (training provided by in-house instructor coordinated with Women’s Resource Center, September 2015)
- Taser deployment and alternatives training (training provided by Taser International, Inc., subject to availability)
- Tactical ethics training in conjunction with university experts in criminology and criminal justice (developed, to be offered in 2015-2016)
- Alternatives to lethal force training (training provided by in-house instructor, December 2015)
- Firearms safety, manipulation, marksmanship, retention and qualification (Portland Police Bureau and in-house instructors, prior to July 1, 2015)
- Conflict resolution training (training in conjunction with Conflict Resolution department staff, to be developed in 2015-2016)
- Oregon history, micro-aggression, unconscious bias, mindfulness (training coordinated with the Office of Global Diversity and Inclusion staff in 2015-2016)

Newly hired Campus Police Officers will be required to complete all sections and phases of the Field Training and Evaluation Program (FTEP), available for review at this site: http://www.pdx.edu/cpso/. Community policing improvements to the manual have been implemented based on suggestions from the IAC, including:

- Community policing/safety project (FTEP week six)
- Women’s Resource Center, Queer Resource Center, and Veteran’s Services collaboration (FTEP week eleven)
- Residence Life Area Coordinator collaboration (FTEP week twelve)
- Collaboration with Portland Police Bureau district officers (FTEP week twelve)
- Community policing/safety project (FTEP week sixteen)

Ongoing in-service training for Campus Police Officers will include:
・ State and Federal updates to laws including use of force and search and seizure
・ CPR/First Aid/AED certification
・ Quarterly firearms qualification
・ Annual DPSST use of force training (8 hour minimum)
・ Use of force/defensive tactics refresher
・ Taser annual certification
・ Policy manual daily training bulletins
・ Annual DPSST continuing education (8 hour minimum)

d. 12-month implementation timeline. The transition of the campus public safety office into a bifurcated department with sworn police officers requires the careful coordination of personnel through the Basic Police Academy, into campus-specific training, assigning them to Field Training Officers (FTO), and then into service. That process has begun with four officers, who are current public safety officers serving the university with a collaborative and community-based ethos, who had been fully trained and certified as police officers prior to joining the campus public safety office, and who are ready to begin their service as sworn University officers on July 1, 2015. The equipment necessary for July 1 deployment of these four officers has been acquired and is ready for implementation. This includes body cameras, body camera data management, firearms, level III security holsters, and all necessary equipment.

Additional hiring and training of Campus Police Officers is dependent on a selection process that includes background investigations, academic qualification, psychological examination, and a physical agility test prior to securing Basic Police Academy appointment. This process has begun and current eligible serving Campus Public Safety Officers are being scheduled to attend the DPSST Basic Police Academy, beginning in August 2015. As outlined above the goal is to have 10 sworn officers in place by July 2016.

3. Oversight Committee

The university will form an oversight committee to provide feedback and insight on the ongoing operations of the Campus Public Safety Department. The committee’s charge, as outlined in the document attached as Appendix C, will be to review the department’s recruiting, hiring and training practices, and its arrest, citation, and use of force incidents to ensure it embraces an inclusive, community-oriented philosophy. The committee will be appointed by and report to the President and the Vice President for Finance and Administration with members representing students, faculty and staff representing a diverse range of experiences and backgrounds. These appointments will be made in September 2015. The IAC will function as the interim Oversight Committee until this time and will make membership recommendations to the President.
4. Complaint Process

The complaint process for police personnel is outlined in the Campus Public Safety Policy Manual section #1020. The policy provides guidelines for reporting, investigation and disposition of complaints against department employees, and outlines safeguards for employees who could face economic sanctions or dismissal from employment. The policy gives specific and detailed instructions regarding complaints originating within or from outside the department. Additionally, the policy provides that the department Lieutenant shall provide to the director an annual report of personnel complaints from the preceding year and include a report of training needs and policy changes.

5. Ongoing Reports to Board of Trustees

As required by the board’s resolution, the university will provide semi-annual reports at the June and December full Board of Trustees meetings regarding the implementation of its resolution and impact on the campus community.
Appendix A

RESOLUTION REGARDING THE COMMISSIONING OF SWORN OFFICERS BY THE UNIVERSITY PUBLIC SAFETY DEPARTMENT

Approved by the Special Committee on Campus Public Safety
December 3, 2014

Approved by the Full Board
December 11, 2014

BACKGROUND

A. Portland State University is currently served by a Campus Public Safety Office (CPSO) that provides basic public safety services to the campus. CPSO officers are “special campus security officers” under Oregon state law. As such, CPSO officers are not police officers under state law and possess only limited law enforcement authority. CPSO officers’ geographic authority is limited to the boundaries of the University’s porous and noncontiguous campus. In addition, such officers may not issue violation citations, apply for search warrants, engage in community caretaking, perform mental health holds, perform off-campus investigations, require an individual to submit to an involuntary detox, or perform other customary duties of police officers. CPSO officers are not eligible for Oregon police training or certification.

B. Portland State University is unique among large urban universities in the United States, and unique among large universities in Oregon, in that the University lacks access to sworn, dedicated university police officers. All other members of the Urban 21, a coalition of urban-serving universities across the country, are served by dedicated university police officers, as are Oregon State University, the University of Oregon and Oregon Health and Sciences University.

C. Currently, the Portland State University campus is policed almost exclusively by the Portland Police Bureau (PPB). The University is within PPB’s Central Precinct, which is a 41 square mile area of the City of Portland. The availability of a police response to the campus at any particular time is dependent on limited staffing and other demands existing in the Central Precinct at the time, which often results in considerable wait times to calls for a police response. PPB has conveyed its support for this Resolution.

D. In the Spring of 2013, President Wim Wiewel convened a Task Force on Campus Safety to make recommendations regarding growing campus safety concerns and potential improvements to the University’s response to criminal activities. The task force issues its final report in November 2013.

E. A key conclusion of the task force is that current “limitations on CPSO authority, jurisdiction and capability are the most concerning safety issue on campus.” The task force concluded that “the most ideal campus safety staffing model is one that allows PSU access to dedicated professionals, who are part of the PSU ethos and community, who have sworn officer status”
and recommended that PSU “explore ways to ensure access to sworn officers who are appropriately trained in campus policing and available on-site to the PSU campus community.”

F. Subsequently, the University explored various options to implement the task force’s recommendation, including contracting with the Portland Police Bureau, Oregon State Police or Oregon Health and Sciences University for the provision of a dedicated campus police force. Following those consultations, it was determined that creation of a University Police Department is the best and most viable option to meet the safety needs of the campus.

G. The Portland State University Board of Trustees is authorized by Oregon Revised Statutes 352.118 to establish a university police department and to commission employees as police officers with all of the privileges and immunities of police officers under the laws of the State of Oregon.

H. The Board established a Special Committee on Campus Public Safety to consider the recommendation that the University commission and employ university police officers.

I. The Committee held three public meetings, heard several hours of public comment, received numerous letters from members of the campus community, and reviewed over 200 comments submitted electronically. The Committee has recommended this Resolution to the Board for approval.

RESOLUTION

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

1. The Portland State University Public Safety Department is authorized to employ and commission sworn police officers, with all of the privileges and immunities customarily provided to sworn police officers, in a manner consistent with Oregon law, subject to the terms and conditions of this Resolution.

2. The University Public Safety Department is to operate based on a philosophy of university- and community-oriented policing, which focuses on building ties and working closely with members of the Portland State University community. The department is to be guided by best practices and is to work with other student- and community-focused University departments to develop and foster the systematic use of partnerships and problem-solving techniques that address public safety concerns in a manner that focuses on dialogue and defusing situations.

3. The University Public Safety Department is to be a bifurcated department, with both sworn, armed police officers and unsworn, unarmed public safety officers. The University Public Safety Department is to maintain an adequate number of unsworn, unarmed public safety officers and not rely unnecessarily on sworn, armed police officers.

4. Prior to the deployment of sworn, armed police officers, the University shall develop a University Public Safety Department Management and Implementation Plan. The University Public Safety Department Management and Implementation Plan is to be developed with the assistance of an Implementation Advisory Committee, which is to include faculty, staff and student representatives and is to be chaired by a dean of the University. The Board will appoint at least one liaison to the Implementation Advisory Committee
5. The Implementation Advisory Committee shall consider and make recommendations on any matters it determines to be relevant, which are to include, at a minimum:
   a. The recruitment and hiring of a diverse and well-qualified pool of candidates to be University police officers.
   b. The training of University police officers. In addition to basic police training through the Oregon Department of Public Safety Standards and Training, the Implementation Advisory Committee is to consider and make recommendations regarding specialized training on topics including:
      i. the specific needs of effective university-oriented policing,
      ii. cultural competency,
      iii. unconscious bias,
      iv. mental health issues and interacting with persons with disabilities, and
      v. alternatives to the use of lethal force for ensuring public safety.
   c. The creation of a University Public Safety Oversight Committee, which includes faculty, staff and student representatives, and which is authorized to receive and act on complaints regarding the University Public Safety Department’s policies or the actions of its officers;
   d. A complaint process regarding the University Public Safety Department;
   e. The appropriate use and implementation of relevant innovations, such as police officer body cameras;
   f. Proposed policies governing the University Public Safety Department, including policies regarding the use of force that demonstrate a high regard for the value of human life and prioritize the use of the least amount of force reasonably necessary in light of the facts and circumstances;
   g. A schedule for the implementation and incorporation of sworn police officers into the University Public Safety Department; and
   h. The development of performance indicators to enable future assessment of the effectiveness of the new University Public Safety Department.

6. The Implementation Advisory Committee is to continue to make recommendations and provide oversight regarding the University Public Safety Department until a University Public Safety Oversight Committee is established and has begun meeting.

7. The Board recognizes that various campus constituencies have urged that the Board and University consider other approaches and innovations to enhance public safety in ways that do not rely on sworn, armed police officers, such as the establishment of trained student patrols, bystander intervention training and greater focus on nonviolent dispute resolution. The commissioning of university police officers and the consideration and implementation of other approaches and innovations to enhance public safety are not mutually exclusive. University police officers are only one component of a strong and student-focused safety net. The Implementation Advisory Committee is encouraged to consider such other approaches and innovations as it deems appropriate and may include recommendations regarding such matters in either the University Public Safety Department Management and Implementation Plan or in separate recommendations to the University Public Safety Department.
8. The Special Committee on Campus Public Safety intends to remain engaged and informed as this Resolution is implemented and will remain in place until the Implementation and Management Plan is complete and until the University Public Safety Oversight Committee is established and has begun meeting. The Committee will provide guidance to the Implementation Advisory Committee and provide updates to the full Board.

9. At its March and June 2015 meetings, the full Board will be updated and provided an opportunity to discuss the development of the University Public Safety Department Management and Implementation Plan and the implementation of this Resolution. The Board is required to approve the Plan prior to the deployment of sworn, armed officers. For at least the next five years thereafter, the Board is to be updated at least semi-annually regarding the implementation of this Resolution and its impact on the campus and its students, faculty and staff.

APPROVED BY THE BOARD OF TRUSTEES
DECEMBER 11, 2014

______________________________
Secretary to the Board
University Oversight Committee for Campus Public Safety

1. Mission, Goals and Objectives

The University Oversight Committee for Public Safety (Oversight Committee) shall provide counsel and advice to campus leadership and serve as an oversight body in order to advance overall public safety on the Portland State University campus. One goal of forming the Oversight Committee is to provide members of the Portland State University community opportunities to review Campus Public Safety Office (CPSO) operations in order to advance social justice, fair treatment, and ensure community confidence in the department. The other goal is to review and make recommendations regarding campus public safety overall. Specific actions the committee may take to advance this goal are:

a. Review and make recommendations regarding policies and procedures adopted by CPSO. To give the Oversight Committee an opportunity for comment, CPSO will share proposed changes to its policies and procedures prior to their adoption. They will also share any proposed memorandums of understanding with other law enforcement agencies for review and comment.

b. Review CPSO recruitment, hiring, and training practices for their alignment with delivery of culturally competent public safety services in an urban university environment. To facilitate this work, CPSO will provide annually a report summarizing personnel hired and professional development training provided to each department employee.

c. Review significant public safety incidents that have occurred on campus in order to provide advice and counsel, where appropriate, on how similar incidents might be avoided or how the department might improve its response in the future.

d. Review at least yearly crime report data by type of incident, stop and citation data, and cases of use of force above simple handcuffing, as allowable under applicable regulations and laws, in order to make recommendations to university leadership to advance campus public safety.

e. Conduct outreach sessions, as needed, with the campus community to solicit comment, input and feedback on both campus public safety, as well as the operations of CPSO. Such outreach sessions will not include specific complaints about individual department personnel, as those will be handled by department and university human resources policies.
f. Provide a yearly report in May to the President and Vice President for Finance and Administration on the data and feedback collected in order to offer recommendations on improvements to campus public safety and CPSO’s operations.

2. Complaint Investigations

   a. CPSO is responsible for investigating all citizen complaints about police personnel conduct according to Campus Public Safety Policy #1020 in concert with the university’s Office of Human Resources. The Oversight Committee may review complaints and their disposition within the guidelines of CPSO, university, and human resources policies and procedures, which may require protecting the confidentiality of the personnel involved.

   b. The Oversight Committee will recognize and not interfere with the respective responsibilities of the Office of Equity & Compliance and the Office of Human Resources, which may also have responsibility to investigate or become involved in personnel matters related to complaints against police personnel.

3. Membership and Governance

   a. The University President shall appoint approximately 12 members to the Oversight Committee following the Guiding Principles established by the Implementation Advisory Committee (IAC). The President will consult with the IAC for initial appointments to the Oversight Committee, and subsequently with current members. The goal will be to have broad representation from the university community of students, faculty, and staff representing a diverse range of experiences and backgrounds. The University President shall also appoint the Chair of the Oversight Committee.

   b. The chair will be responsible for calling meetings, creating agendas, and maintaining communication among members.

   c. Committee appointments will be for two-year terms. In year one of implementation, half of the membership will serve for a one-year term, creating a system of staggered terms. Each member may serve no more than two consecutive full terms.

   d. The committee shall construct a learning program that will advance the public safety knowledge of the members.

   e. Committee members will be expected to regularly attend meetings, protect confidentiality and participate in the learning program.
RECOMMENDATIONS FOR IMPLEMENTATION
OF A SWORN POLICE DEPARTMENT
AT PORTLAND STATE UNIVERSITY

Final Report of the
Implementation Advisory Committee for
Campus Public Safety

Submitted to the President of Portland State University
and the Portland State University Board of Trustees

May 29, 2015
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Introduction to the Report

Background
In spring 2013, Portland State University (PSU) President Wim Wiewel convened the Task Force on Public Safety to make recommendations to address growing concerns about campus safety. PSU’s current Campus Public Safety Office (CPSO) provides basic public safety services, but employs no sworn police officers and has limited law enforcement authority. The Task Force on Public Safety concluded that the limited authority of CPSO officers presented the greatest barrier to creating a safer campus.

Subsequently, the Board of Trustees established a Special Committee on Campus Public Safety that included a wide range of PSU stakeholders who gathered public input on the concept of establishing a PSU police department. Based on extensive public input, the Special Committee on Campus Public Safety drafted a resolution to establish a police department. The Board of Trustees adopted the resolution in December 2014, and directed the creation of an Implementation Advisory Committee for Campus Public Safety (IAC) to conduct research and gather public input on approaches for implementing the police unit. (The Board of Trustees resolution is included as Appendix A to this report).

The following report presents the IAC’s recommendations for review by the Special Committee on Campus Public Safety. Review by the Board of Trustees will follow. The Board will make a final vote on June 11, 2015, at which time CPSO will proceed with implementation in line with the Board’s decision.

The IAC’s Charge
In the Board of Trustees resolution, the IAC was directed to “make recommendations on any matters it determines to be relevant,” including recruitment and training of police officers, and creation of a University Public Safety Oversight Committee. The Vice President for Administration and Finance gave the IAC its charge, which included providing “advice on the implementation plan, including both the deployment of sworn, armed officers and larger issues of campus safety.” The IAC was also directed to—in all of its work—“make its recommendations after careful review of best practices in policing, both within a university context and more generally.” The overriding objective of the IAC was to craft a set of recommendations to propel PSU toward creation of an effective, community-centered approach to public safety at PSU. (The full text of the Vice President’s charge to the IAC is included in Appendix B to this report.)

IAC’s Diverse Membership
The IAC undertook its work with civility and respect in order to create an environment in which all IAC members were able to express their views. The IAC included a diverse set of 16 representatives of campus stakeholder groups, including faculty, staff, students, unions, and campus programs and academic units whose disciplines relate to public safety and student life. The IAC included a mix of individuals who had supported and opposed creation of a police unit, but who were all committed to
identifying best approaches to implementing the police unit in line with the IAC’s charge. IAC members were as follows:

- CeCe Ridder, Director, Diversity and Multicultural Student Services (Co-Chair)
- Stephen Percy, Dean, College of Urban and Public Affairs (Co-Chair)
- Charles Lopez, Global Diversity & Inclusion
- Lisa Hawash, American Association of University Professors (AAUP) Representative
- Tony Funchess, Associated Students of Portland State University (ASPSU) Representative
- Ukiah Hawkins, ASPSU Representative
- Gregory Marks, Public Safety Office, Service Employees International Union (SEIU) Representative
- Marc Nisenfeld, SEIU Representative
- Jessica Amo, Director, Women’s Resource Center
- Kris Henning, Criminal Justice Faculty Member
- Rob Gould, Conflict Resolution Faculty Member
- Marlene Howell, School of Gender, Race, & Nations Faculty Member
- Kirsten Keith, Assistant Coordinator, Queer Resource Center
- Michael Walsh, Director of Housing and Residence Life
- Marcy Hunt, Director of Counseling and Psychological Services
- Danielle Ali Cassim, ASPSU Representative

Mr. Mark Wubbold and Ms. Susan Klees provided valuable staff support for the Committee, and Mr. Jeffrey Bunn, a PSU graduate student, provided helpful research support.

IAC Process
The IAC divided itself into the following topic teams, each of which focused on a distinct part of the IAC charge:

- Policies and Practices for Campus Public Safety
- Recruitment and Training of Campus Public Safety Personnel
- Creation of an Oversight Committee for Campus Public Safety

From January through May 2015, the teams researched their topics. At the same time, the IAC conducted outreach to the campus community to solicit ideas and feedback about creating an effective sworn police unit appropriate for a large urban university. Outreach included the following:

- Ten listening sessions in April 2015, sponsored by different groups, to update the campus community and solicit feedback on the IAC’s work.
- A website requesting feedback on specific issues under consideration by the topic teams.
• A May 2015 PSU listening session in which the campus community provided feedback on a draft version of the IAC's final report. The listening session was supplemented with a website for commenting online.

This final report provides the IAC's recommendations based on its research and input from the campus community. It should be noted that a number of comments and feedback from a variety of sources have continued to express opposition to having armed police officers on campus.

This report is arranged into four sections that align with the work of the topic teams:

• Section 1: Policies and Practices for Campus Public Safety
• Section 2: Recruitment and Training for Campus Public Safety Personnel
• Section 3: Creating an Oversight Committee for Campus Public Safety
• Section 4: Supplemental Strategies for Advancing Campus Public Safety

The report reflects the IAC's focused commitment to drawing on best practices in the field and building on the valuable input of the PSU community. The report presents a recommended preliminary map for establishing a PSU police unit that is dedicated to the proposition of collaborative, community-based policing, and well-equipped to ensure public safety, build strong relationships, and create a campus environment that is a positive place to learn and work.

The Implementation Advisory Committee wishes to express its appreciation to the many members of the campus community who provided ideas and feedback through the process of creating this report. This feedback was instrumental to many of the recommendations included in this report by the Committee.
Section 1

Recommendations for Campus Public Safety Policies

The Board of Trustees and the Vice President of Finance and Administration provided a charge to the Implementation Advisory Committee (IAC) to provide advisement on the following policy related topics: use of force; the appropriate use and implementation of relevant innovations, to include body cameras; and to consider specific needs of effective university-oriented policing. The Policy Topic Team reviewed proposed Campus Public Safety Office (CPSO) policies; researched topics include use of force and body cameras and concluded with a set of recommendations.

1 IAC Review of Proposed Campus Public Safety Office Policies

The topic team’s work included reviewing 127 proposed changes to Campus Public Safety Office (CPSO) policies. (The policies are available for viewing on the IAC website at go.pdx.edu/IAC.) CPSO’s proposed changes would define police authority and tactics, address training, and more. The proposed policies, as drafted, do not yet include full implementation procedures or training processes; however, CPSO will operationalize the policies by developing a detailed implementation procedure and an accompanying training curriculum once policies are agreed upon.

The proposed policy changes were drafted by Lexipol, a risk management provider that develops state-specific policy manuals, and provides frequent updates in response to federal and state law changes. Lexipol manuals are integrated with scenario-based training that prepares officers for high-risk, low-frequency policing events. Lexipol currently provides these policy-development services to PSU, the University of Oregon, approximately 100 other campuses, and more than 1,000 fire, rescue, and police departments nationwide.

The Policies and Practices Topic Team reviewed each proposed policy and made recommendations or posed questions for CPSO and Lexipol. Exhibit 1-A includes the team’s detailed analysis and response to all of the proposed policy changes. The team’s analysis involved comparing the proposed policies with policies drafted by Lexipol for the University of Oregon. The analysis also included a review of a wide range of relevant articles, films, and news stories. Research materials were provided by IAC members, campus community members, and via public feedback submitted online at the IAC website. Notes from the PSU listening sessions, included here as Exhibit 1-B, were also reviewed for relevant recommendations.

2 Comments on Proposed Campus Public Safety Office Policies

The topic team offers the following discussion and recommendations regarding the current CPSO policies:
2.1 Policy on communication with people with disabilities

At the request of the topic team, the PSU Disability Resource Center reviewed Policy 372: Hearing Impaired/Disabled Communications. The center’s suggested revisions are detailed in Exhibit 1-C. The IAC concurs with the suggestions and offers no additional suggestions.

In addition, the topic team recommends that Policy 384: Service Animals be revised to mirror PSU’s current policy on Assistance Animals.

2.2 Policy on mental health

In Exhibit 1-A, the topic team offers several recommendations, and poses questions about Policy 320: Responding to Persons Affected by Mental Illness or In Crisis. The discussion also addresses how to respond to community members who are perceived as homeless. Crisis Intervention Training and involuntary holds are also discussed. Note that the Portland Police Bureau (PPB) just released an update of their policy “Response to Mental Health Crisis.” (The policy is available at https://www.portlandoregon.gov/police/article/485645.) The topic team recommends that the PPB policy be thoroughly reviewed and perhaps mirrored or taken into consideration when deciding on PSU’s policy for responding to individuals who are in a mental health crisis. Also note that the work of the IAC Topic Team on Recruitment and Training of Campus Public Safety Personnel includes recommendations for mental health training in table 3 of section 2 of this report.

2.3 Use of force

Nationally, recent incidents in which police used force on a suspect have raised questions about how much force is appropriate. The question is complicated by the fact that researchers vary in their definition of force; for example, experts differ on whether force includes verbal coercion, physical coercion or both. Because of the discrepancies in how police use of force is measured, estimates of the frequency of use of force range from less than one percent of police-suspect interactions to 58% nationally.

Nonetheless, criminal justice researchers have examined many aspects of police use of force. Much of the research suggests that extralegal issues impact the likelihood that an officer will use force. For example, one study found that use of force is most likely to occur when a suspect is resistant to an officer, is a minority, and is younger than 30. Other research has found that a suspect being male, nonwhite, poor, and young was positively related to use of force. Research suggests that officers may be more likely to use force when responding to a call about property crime or violence and when a suspect poses a safety concern. Another study also found that interactions that began with police force—physical or verbal—were associated with citizen resistance and associated with use of force later in the interaction as well. (This study found that
officers used force in nearly half of the observations.) One study suggested that officer inexperience does not increase the likelihood that an officer will use force.

Because the criminal justice field has not clearly defined use of force, a police department should carefully consider its own understanding of what constitutes force and how the use of force affects interactions between police and the community. A report by the National Institute of Justice (Bulman, P., 2010) recommends that police departments consider a use-of-force continuum. The continuum may cover the spectrum from no use of force, in which having an officer present is enough to de-escalate a situation, to use of lethal force. The topic team recommends that CPSO consider what their continuum for use of force might be.

Policy 300 of the proposed CPSO policies defines use of force and recommends that officers understand and appreciate their authority and limitations. Some highlights of recommendations offered by the topic team regarding Policy 300 and the use of force include the following:

- Add the phrase “tactical retreat may be the best option,” as one alternative to the use of force, and ensure, through training, that officers understand what tactical retreat means and when it is called for.
- Add a policy section that offers guidance about how to protect a suspect who may be engaged in self harm.
- Add a policy about responding to passive resistance.
- Consult with the University Oversight Committee prior to implementation of any policy which authorizes the use of tasers by personnel of Campus Public Safety.
- Consult with the University Oversight Committee prior to implementation of any changes in use of force policies.
- Conduct research on the carotid control hold since some police departments are reexamining the technique and may be eliminating it. Note that the vascular neck restraint is not taught at the Oregon Department of Public Safety Standards and Training (DPSST). It is also not an approved tactic or part of the current policy at the University of Oregon. However, CPSO Policy 300: Use of Force does mention the carotid control hold. If the carotid control hold will be included in CPSO policies, we recommend that CPSO be prepared to inform the campus community of the rationale for its use.

The topic team offers the following additional recommendations related to use of force:

- Consider evaluating officer views and training needs regarding the use of force. The Community Oriented Policing Services article, Emerging Use of Force Issues (March 2012) from the U.S. Department of Justice recommends using a survey to evaluate police officers’ mindsets about using force, and to assess where training may be needed.
• Consider establishing citizen police academies as a way to help the campus community understand CPSO policy. Citizen police academies provide police training courses to the general public in order to give community members insight into common police procedures. The academies would create space for conversations regarding issues such as use of force.

• Conduct a thorough discussion about the use of pepper spray or chemical agents (addressed in Policy 308). The discussion was beyond the scope of the IAC’s work due to time constraints.

• Hold a broader discussion between the Oversight Committee and CPSO regarding the types of weapons that may be in use.

2.4 Body cameras

Police departments in the United States rely on positive relationships with the public to maintain safety. Recent killings of unarmed, African American men in Missouri, New York, South Carolina, Baltimore, and elsewhere have caused many U.S. communities to question police tactics and to distrust officers. Cameras worn by officers now represent a check on the abuses of the police and a mechanism for transparency in police–citizen dealings. Law enforcement is increasingly using body-worn cameras to improve community relations, collect evidence, and encourage professional policing behavior.

Research indicates that police use of body cameras has been related to fewer use-of-force incidents and fewer complaints against officers. Additionally, law enforcement groups have noted that, because use of body cameras increases the accountability of officers, they may lead to improved relationships between the police and the people they serve. Nonetheless, the practice of using body cameras to film police interactions with citizens raises some concerns and questions. Questions include the following:

• What type of situations should officers film?
• Do officers need the subject’s consent before filming members of the public?
• How departments should handle public requests for videos?

According to a recent U.S. Department of Justice (DOJ) report on implementing use of body cameras, law enforcement agencies should evaluate their needs and the community’s attitudes when creating policies about body cameras.

We recommend that, when developing policies about what type of situations officers should film, the CPSO refer to the University of Oregon Policy 450: Portable Audio/Video Recorders, particularly 450.5: Activation of the Audio/Video Recorder, which states:
Officers should activate the recorder during all enforcement stops and field interview situations when MAV is not used and any other time the member reasonably believes that a recording of an on-duty contact may be useful. Once started, recordings should continue without interruption until the contact ends, if feasible. Officers are allowed to de-activate the recorder when exchanging information with other officers and supervisors. Only primary officers should record contacts with portable recorders. Secondary or cover officers are not required to record the contact unless they take action or have conversations independent of the primary officer.

Unless body camera footage is being used for evidence, a department should determine how long to save the footage after it is downloaded from each camera at the end of each shift. DOJ recommends that, when developing policies regarding public release of body camera footage, departments create a policy that promotes transparency but is sensitive to releasing images of witnesses, victims, and people filmed in their homes. The report suggests that a law enforcement agency should base much of its video release policy around its state’s public disclosure laws.

After surveying police departments across the country and hosting a national conference of law enforcement officials, the authors of a DOJ report found that many departments cited the financial cost of cameras prohibitive. The cameras range from $800 to $1,200 each and departments incur additional costs for storing video footage.

According to an interview conducted by Mark Wubbolt with the PSU President’s Office, Lieutenant Bechdolt of the University of Oregon reported that University of Oregon Police Department officers wear Axon and Puma body cameras. They have been using Puma cameras since 2013 and have recently been experimenting with the Tazer brand of Axon cameras as a possible alternative. However, they seem to be leaning towards continuing to use Puma cameras because they are familiar with the equipment and are able to store the digital content on secure servers they control. The ability to store content on their current servers helps limit the costs of the service, since to fully adopt the Puma cameras would require purchasing a new server or paying a subscription fee to use the Puma secure storage service.

The IAC offers the following recommendations regarding use of body cameras by the PSU police unit:

2.4.1 Implement Policy 450 (implements Body Camera Policy)

2.4.2 Based on the available evidence, the Chief’s interest, and the policy as proposed, move forward with use of body cameras.
2.4.3 Hold an in-depth conversation regarding collective bargaining agreements and human resources policies to explore any concerns or issues about use of body cameras.

2.4.4 Do a side-by-side comparison of the University of Oregon policy manual in order to determine what they have identified as key issues and how they chose to address those issues in the manual. We also recommend that the Oversight Committee have an in-depth conversation with the University of Oregon as a comparator university.

2.4.5 Research available models of body cameras. Given that body cameras are a relatively new technology, issues such as enhanced versus human vision, and video review prior to report writing, as well as other emerging matters need to be thoroughly explored. Due to time and resource constraints, the topic team was unable to conduct a thorough investigation of product features.

Undoubtedly, researchers will learn more about the use of body cameras as they become increasingly common. Law enforcement agencies should remain committed to learning about other departments' experiences with cameras, and should understand the complexity of policies associated with the new technology. The University Oversight Committee should participate in the development of CPSO policies regarding the use of police body cameras.

2.5 Evaluating police effectiveness

We recommend that CPSO and the Oversight Committee develop a broader array of criteria for evaluating the effectiveness of PSU police. Criteria could include the following:

- The community perceives that the campus is safe (as determined through surveys)
- Police contacts are perceived to be positive (as determined through surveys)
- Police participation in campus events meets an established standard
- Effective liaison relationships are in place
- Departmental partners report positive relationships with police (as determined through surveys)

We recommend avoiding focusing solely on clearance rates, response time, and number of arrests when evaluating police effectiveness. There is still a significant amount of research that needs to be conducted on this issue.
3 Recommended Policy Processes

According to the Interim Report of the President’s task force on 21st century policing, March 2015, there are best practices for building trust and legitimacy in law enforcement agencies and the communities they serve. We recommend that CPSO adopt the following best practices:

- Consistently make CPSO policies available to the public.
- Create documents that are accessible to people who have visual impairments or use a screen reader.
- Define when and how the public will be invited to comment on CPSO policies.
- Define when and how decisions will be made regarding implementing public feedback.
- Have PSU General Counsel and the Unions (AFT, AAUP and SEIU) review all CPSO policies to identify employment issues and any overlap or conflicts with PSU policies. Identify a process for remedying any such policy overlap or conflicts. We recommend that, whenever Lexipol policies duplicate or conflict with PSU policies, the Lexipol policy be removed and a reference to the relevant PSU policy be inserted in its place.
- Have the Oversight Committee oversee a bi-annual review of policies.
- Examine policies through an equity lens. For more information on equity lenses, see the PSU Strategic Plan Equity Lens at https://www.pdx.edu/president/equity-lens or the Multnomah County Equity and Empowerment Lens at https://multco.us/diversity-equity/equity-and-empowerment-lens.
- Ensure that relevant departmental partners are closely involved in developing implementation procedures for policies that relate to their service programs (e.g., mental health policies and sexual assault policies)

4 Other Considerations

4.1 Clarify Jurisdiction

Jurisdictional authority should also be factored into decision making about CPSO policies. Clearly defining the jurisdictional authority of armed officers will ensure that officers from PSU and neighboring law enforcement agencies understand where their authority begins and ends. It is also important to consider whether the campus police department has a formal mutual aid agreement or memorandum of understanding (MOU) in place with the neighboring law enforcement agency. If these agencies do not have such an agreement in place, the university will need to develop one prior to arming PSU officers. According to King (2014), establishing such formal documentation ensures that agencies with adjacent jurisdictions clearly understand their roles and responsibilities.
4.2 Clarify which policies apply to sworn and non-sworn officers

Throughout the document, language must reflect a department that includes both sworn officers and campus safety officers. A series of inconsistencies was noted in the proposed policies. Maintaining clarity about which policies apply directly to each population of officers, and how those policies will impact each is extremely important. Policies could also be translated into non-English languages for maximum accessibility.

References


Section 2

Recommendations for Recruitment and Training for PSU’s Public Safety Department

The recommendations listed below were made with the intent of building PSU’s Public Safety Department based on an ethos of trust and care and a mission of ensuring safety for everyone and upholding the values of equity, diversity and inclusion. The recommendations reflect careful consideration of online and in-person public input relevant to our topic area. See Exhibit 2-C for a full list of comments/feedback.

1 Create and Implement a Community-Policing Model for PSU

In order to promote effective university policing, we recommend the use of a community-policing model for PSU. (See the references list for articles that discuss the benefits of community-based policing.) The intent of implementing a community policing model is to develop intentional partnerships between all areas of the university and CPSO. (Some approaches for building those partnerships include participating in community events and public lectures, volunteering in the community, participating in committees, and making regularly scheduled visits to community partners.)

We recommend that the Chief of CPSO assign at least one officer (sworn or non-sworn) to explore mutually-agreeable engagement with each one of the nine clusters of PSU departments, divisions, and groups listed below. We also recommend that each of the groups identify one primary point of contact to facilitate discussions with the designated CPSO officers. We recommend that the partnerships be listed on the CPSO website.

- Diversity and Multicultural Student Services (DMSS), Cultural Resource Centers, Global Diversity & Inclusion (GDI), International Affairs, Intensive English Language Program (IELP), and Student Activities and Leadership Program (SALP).
- Queer Resource Center (QRC), College of Liberal Arts & Sciences (CLAS), Social Science and Arts & Letters Departments, Library, and Conflict Resolution Center.
- Resource Center for Students with Children, Helen Gordon Center, College of the Arts (COTA), Graduate School of Education (GSE), and PSU Foundation.
- Women’s Resource Center (WRC), Office of the Dean of Student Life (DOSL), Equity & Compliance/Title IX Coordinator, Residence Life, Athletics, and Office of General Counsel.
• Maseeh College of Engineering, Research & Strategic Partnerships (RSP), Environmental Health & Safety, Risk Management, CLAS National & Physical Science Departments, Collaborative Life Science Building/OHSU.
• Human Resources (HR), Office of Academic Affairs (OAA), Enrollment Management & Student Affairs (EMSA), Admissions, Financial Aid & Scholarships, Registrar’s Office, University Communications, Financial Services, Office of Information Technology (OIT), Government Relations, and the President’s Office.
• College of Urban & Public Affairs (CUPA), School of Business Administration (SBA), and local businesses on and around campuses.
• Associated Students of Portland State (ASPSU), and general student body undergraduate and graduate students.

1.1 Add the following statement to all position descriptions and job postings regarding the type of PSU Public Safety Officer we are seeking.

“The PSU Public Safety Department values equity, diversity and inclusion. The PSU Public Safety Department strives to consistently provide excellent service to the entire campus community with a specific focus on an ethos of trust and care and upholding the values of equity, diversity and inclusion.”

1.3 Add evaluation of community policing to officers’ yearly performance evaluations.
Focus evaluation specifically on the officer’s efforts to engage in the community, and the quality of the partnerships the officer builds. As part of the review process, we recommend the evaluator seek input from campus partners.

1.4 Make the roles of PSU sworn and non-sworn officers clear to the PSU community.
Use a decision matrix to clarify which type of officer (sworn or non-sworn) will be dispatched in various situations.

1.5 Consider adopting preferences for seeking “least harm” resolutions.

1.6 Consider uniforms for Public Safety Department Officers that would allow for proper identification while at the same time promote community-policing efforts (e.g., park ranger uniforms).

2 Recruitment and Hiring of a Diverse and Well-Qualified Pool of Candidates
We offer the following recommendations for attracting and selecting diverse and well-qualified candidates for CPSO officer positions. We recommend that any of the recommendations that are adopted be incorporated into CPSO policy 1000: Recruitment and Selection. Our recommendations are as follows:
2.1 Conduct targeted recruitment of diverse candidates and utilize Affirmative Action data for benchmarking.

2.2 Post any CPSO job offering on the PSU Human Resources website for 4–6 weeks.

2.3 Make a good faith effort to obtain a diverse applicant pool by advertising and engaging in local and national outreach with, at a minimum, the following:

- International Association of Campus Law Enforcement Agency (IACLEA)
- Western Association Campus Law Enforcement Agency (WACLEA)
- Law Enforcement Data System (LEDS)
- Various College and University Department Communication Resources such as email distribution lists. (Examples of potential departments to advertise with include Criminology/Criminal Justice, Sociology, Social Work, Conflict Resolution, and Student Affairs.)
- Resource Fairs
- Diverse Police Officer Associations (e.g., Black Police Officers Association, LGBT Police Officers Association).

2.4 Expand search committees to include diverse representation from the entire campus community.

Search committee representatives should be nominated by their respective manager or above, their chair or above, their student-body government executive officer or their authorized union representative. Possible search committee members could include representatives from the following groups:

- Student Health and Counseling
- Women’s Resource Center
- Queer Resource Center
- Diversity & Multicultural Student Services and the Cultural Resource Centers
- Global Diversity & Inclusion
- PSU’s Board of Trustees (one board member)
- ASPSU student representative (one student representative)
- The general student body (one student)
- SEIU representative
- AAUP representative
- PSU Faculty Association representative
- Faculty Senate representative
- Public-at-large member

2.5 Add scenario-type questions to employment applications.
2.6 Expand the time allotted for in-person campus interviews, and host a campus-wide meeting with applicants.
In-person campus interviews should be expanded from 20–30 minutes to a minimum of 60 minutes, if necessary. Hosting a campus-wide meeting with applicants would allow the campus community an opportunity to engage with the prospective officers.

2.7 Expand interview questions and add scenario-based interview questions.

2.8 Review the new hiring processes adopted by Portland Police Bureau (PPB).

2.9 Consider starting an internship program for students interested in law enforcement.

2.10 If allowable, consider instituting a service commitment requirement based on the amount of training received.

3 Training of CPSO Sworn and Non-Sworn Officers
We begin by providing an overview of the training that will be received by sworn officers at the Department of Public Safety Standards and Training (DPSST) (a.k.a. the Police Academy). Non-sworn officers will not attend DPSST. We then make a series of recommendations for enhancing training, both initially and then on an ongoing basis, for both sworn and non-sworn CPSO to provide them with the necessary tools to best serve the PSU community.

3.1 Police Academy Training for Sworn Officers
Candidates attending the Department of Public Safety Standards and Training (DPSST) will receive 640 hours of basic police curriculum (See Exhibit 2-A for a breakdown of DPSST curriculum).

The summary of initial DPSST training and requirements, totaling a minimum of 1,500 hours, includes:

- 640 hours: Department of Public Safety Standards and Training (DPSST) Basic Police Academy (see Exhibit 2-A for a breakdown of DPSST curriculum)
- 800 hours: Field Training and Evaluation Program (FTEP) training (prior to operating as a solo officer)
DPSST requires **sworn officers** to complete annual training as follows:

- 8 hours  Firearms / Use of Force
- 20 hours Other training at discretion of department

DPSST requires **sworn supervisors** to complete annual training as follows:

- 8 hours  Firearms / Use of Force
- 8 hours  Leadership
- 20 hours Other training at the department’s discretion

3.2 **Recommendations for enhancing CPSO officer (both sworn and non-sworn) training**

We recommend the following actions to ensure that CPSO officers are well-trained to serve the PSU community:

3.2.1 Require all CPSO officers to complete all training listed in tables 1–10. Some of the training will occur before the basic DPSST basic policy academy training, some will occur after, and some of the training will be ongoing.

3.2.2 CPSO will track all training and report out to the Oversight Committee.

3.2.3 Consult and include PSU students the training recommended in tables 1–10. Potential student participants could be nominated by ASPSU, Student Activities and Leadership Program (SALP), and/or Enrollment Management & Student Affairs Departments, etc.

3.2.4 Sworn and non-sworn officers should be trained to gather demographic data of individuals with whom they engage; official questioning; and the ultimate disposition of the encounter.

3.2.5 Consider consulting with the Center for Policing Equity at
http://cpe.psych.ucla.edu/

“The Center for Policing Equity (CPE) is a research consortium that promotes police transparency and accountability by facilitating innovative research collaborations between law enforcement agencies and empirical social scientists . . . . The CPE is committed to research transparency and, as such, does not charge participating law enforcement agencies for access to our expert researchers.”
3.2.6 The CPSO Director and the Vice President of Finance and Administration develop a budget to accomplish the recommended trainings.

3.2.7 Consider drawing on the training curriculum recommendations from some of the urban universities that are comparators for PSU and Oregon University Police Departments. Suggestions are detailed in Exhibit 2-B.

3.2.8 Review the 10-Point Justice: National Urban League Police Reform and Accountability Recommendations (available at http://nul.iamempowered.com/content/10-point-justice-plan)

3.2.9 CPSO officers visit the following mental health site locations:
   - SHAC
   - OHSU Emergency Department/Inpatient Unit (and Unity Center for Behavioral Health once it opens)
   - Crisis Line/Project Respond/Cascadia
   - Homeless Shelter

3.2.10 CPSO officers attend panel discussions or interactive experiences with:
   - Students who have experienced or experience mental health conditions or the National Alliance for the Mentally Ill (NAMI Oregon)
   - Parent or another family member of a student who has experienced or experiences a mental health issue
   - Hearing Voices—a video/learning module through the National Empowerment Center
   - Veteran’s Justice Outreach

3.2.11 Conduct a half-day of scenario training with SHAC and other departments.

3.2.12 Establish routine bi-monthly meetings between SHAC personnel and CPSO officers the title of sergeant and above to review interactions with individuals with mental illness or in mental health crisis.

3.2.13 Review and incorporate the “Remedial Measures” outlined in the September 12, 2012, Department of Justice (DOJ) Report. The report documents DOJ’s investigation of the Portland Public Police Bureau (PPB) in the context of current best practices for interactions between police and individuals with mental illness or in mental health crisis. (Note that some of the DOJ recommendations
have been made in other areas of this IAC report). The DOJ report offers the following remedial measures:

1. In addition to exposing all officers to crisis intervention training, have a specialized unit of crisis intervention officers who are selected based on their temperament, experience and desire to interact with individuals with mental illness or in mental health crisis.

2. Revise policies to place greater emphasis on de-escalation techniques and require officers to consider less intrusive alternatives before employing force.

3. Implement scenario-based training to ensure officers do not use excessive force and only use force justified to meet the government interest.

4. Train officers to go hands on following the first application of less-lethal force, when feasible, to effectuate the arrest, and to use as few cycles of the ECW as possible.

5. Train and require officers to avoid using more intrusive forms of force, such as beanbag guns and ECWs, on individuals who do not pose a threat to the safety of officers and others or who are suspected of committing minor offenses.

6. Train and require officers to give warnings, where feasible, before using force.

7. Monitor all uses of force to ensure practice consistent with these standards and affirmatively enforce these standards when force is used in an inconsistent manner.

8. Conduct on-site supervisory investigations of all uses of force, including contemporaneous public safety and investigatory statements subject to constitutional protections against self-incrimination.

9. Require that PPB officers document each citizen contact, including the reason they stopped the subject, whether the subject consented to the conversation, whether the officer informed the subject that he/she had the right to decline consent, whether the mere conversation
escalated further, and demographical information about the subject. Require that supervisors conduct timely reviews of this data.

10. Adopt policies and practices to streamline the investigation of all allegations of officer misconduct to increase efficacy of corrective action. This should include a mandate to address investigative inadequacies identified by CRC. PPB should also keep complainants actively informed and involved of the process.

11. Require PPB to develop a community engagement and outreach plan, with the goal of creating robust community relationships and sustainable dialogue with Portland's diverse communities.”

3.2.14 Make 24-hour interpretation services or technology available to any students, faculty, staff or visitors who request interpretation services.
Table 1. PSU Discrimination, Harassment, Title IX, Sexual Assault Response, Professional Standards of Conduct, CARE Team Training

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre- or Post-Academy</th>
<th>Potential Instructor(s)¹</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSU's Creating a Culture of Respect Learning Module</td>
<td>Pre-Academy</td>
<td>Online Module</td>
<td>Once</td>
</tr>
<tr>
<td>PSU Policy Review (Prohibited Discrimination and Harassment, Disability and Religious Accommodation, Consensual Relationship Policy)</td>
<td>Pre-Academy</td>
<td>Equity and Compliance Office</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Professional Standards of Conduct</td>
<td>Pre-Academy</td>
<td>Human Resources</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Title IX and Sexual Violence Awareness</td>
<td>Pre-Academy</td>
<td>Office of Equity and Compliance—Title IX Coordinator, Women's Resource Center and the Office of the Dean of Student Life</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Forensic Experiential Trauma Investigations</td>
<td>Post-Academy</td>
<td>Detective Carrie Hull and Oregon Attorney General Sexual Assault Task Force</td>
<td>Once and repeated as necessary</td>
</tr>
</tbody>
</table>

¹ The instructors listed are only potential instructors for consideration. A more robust list of instructors both internal to Portland State University and external community experts will be developed and updated on an ongoing basis.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre- or Post-Academy</th>
<th>Potential Instructor(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Education of Marginalized Populations in Oregon</td>
<td>Pre- and Post-Academy</td>
<td>Faculty from School of Gender Race &amp; Nations and other PSU Faculty with specific scholarship in the area. Also outside consultants from surrounding community</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Antiracism</td>
<td>Post-Academy</td>
<td>Crossroads Antiracism Organization &amp; Training</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Micro-Aggressions</td>
<td>Pre-Academy</td>
<td>City of Portland</td>
<td>Once and repeated every six months</td>
</tr>
<tr>
<td>Implicit/Unconscious Bias</td>
<td>Pre-Academy</td>
<td>Marshall ACM</td>
<td>Once and repeated every six months</td>
</tr>
<tr>
<td>Lawfulness &amp; Legitimacy in Law Enforcement</td>
<td>Portions Pre-Academy and Portions Post-Academy</td>
<td>To be Determined</td>
<td>Once and repeated as necessary</td>
</tr>
<tr>
<td>Mindfulness in Policing</td>
<td>Post-Academy</td>
<td>Consult with Hillsboro Police Department</td>
<td>Once and repeated as necessary</td>
</tr>
<tr>
<td>Multi-culturalism</td>
<td>Post-Academy</td>
<td>Cultural Resource Centers</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Subject</td>
<td>Pre- or Post-Academy</td>
<td>Potential Instructor(s)</td>
<td>Frequency</td>
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<tr>
<td>----------------------------------------------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>Mental Health Awareness</td>
<td>Pre-Academy</td>
<td>Student Health and Counseling (SHAC)</td>
<td>Once and repeated as necessary</td>
</tr>
<tr>
<td>Brain and Mental Health Issues</td>
<td>Post-Academy</td>
<td>SHAC</td>
<td>Once and repeated as necessary</td>
</tr>
<tr>
<td>Mood Disorders (Depression, Anxiety, Bi-Polar, PTSD)</td>
<td>Post-Academy</td>
<td>SHAC</td>
<td>Once and repeated as necessary</td>
</tr>
<tr>
<td>Drug and Alcohol Disorders</td>
<td>Post-Academy</td>
<td>SHAC</td>
<td>Once and repeated as necessary</td>
</tr>
<tr>
<td>Thought Disorders and Schizophrenia</td>
<td>Post-Academy</td>
<td>Early Assessment and Support Alliance (EASA)</td>
<td>Once and repeated as necessary</td>
</tr>
<tr>
<td>Suicide Prevention &amp; Response</td>
<td>Post-Academy</td>
<td>SHAC</td>
<td>Once and repeated as necessary</td>
</tr>
<tr>
<td>Autism</td>
<td>Post-Academy</td>
<td>SHAC</td>
<td>Once and repeated as necessary</td>
</tr>
<tr>
<td>Threat Assessment/CARE Team</td>
<td>Post-Academy</td>
<td>SHAC</td>
<td>Once and repeated as necessary</td>
</tr>
<tr>
<td>Trauma Informed Care</td>
<td>Post-Academy</td>
<td>SHAC</td>
<td>Once and repeated as necessary</td>
</tr>
</tbody>
</table>
### Table 4. Individuals with Disabilities Awareness Training

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre- or Post-Academy</th>
<th>Potential Instructor(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Awareness</td>
<td>Pre-Academy</td>
<td>Portland Commission on Disabilities, Group that is overseeing the DOJ Settlement for the City of Portland regarding policing and persons with disabilities, Director Disability Resource Center</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Ableism/Language/Stigma</td>
<td>Post-Academy</td>
<td>Disability Resource Center</td>
<td>Once and repeated annually</td>
</tr>
</tbody>
</table>

### Table 5. Veterans Awareness Training

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre- or Post-Academy</th>
<th>Potential Instructor(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran Experiences and Resources</td>
<td>Pre-Academy</td>
<td>Veteran Resource Center</td>
<td>Once and repeated annually</td>
</tr>
</tbody>
</table>

### Table 6. LGBTQ Awareness Training

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre- or Post-Academy</th>
<th>Potential Instructor(s)</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBTQ Awareness</td>
<td>Pre-Academy</td>
<td>Queer Resource Center</td>
<td>Once and repeated annually</td>
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</tbody>
</table>
Table 7. Religious Awareness Training

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre- or Post-Academy</th>
<th>Potential Instructor(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Awareness</td>
<td>Pre-Academy</td>
<td>Ecumenical Ministries of Oregon and Special interest groups on campus</td>
<td>Once and repeated annually</td>
</tr>
</tbody>
</table>

Table 8. International Students and Staff Awareness Training

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre- or Post-Academy</th>
<th>Potential Instructor(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Students</td>
<td>Post-Academy</td>
<td>Associate Director of International Student Life and Director of Intensive English Language Program</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Subject</td>
<td>Pre- or Post-Academy</td>
<td>Potential Instructor(s)</td>
<td>Frequency</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>The Interpersonal Neurobiology of Conflict</td>
<td>Post-Academy</td>
<td>Conflict Resolution Faculty</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Security through Restorative Justice</td>
<td>Post-Academy</td>
<td>Conflict Resolution Faculty</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Basic Verbal Judo, CLARA (Calm, Listen, Affirm, Respond, And other Information), Redirection, Reframing, Redefining</td>
<td>Post-Academy</td>
<td>Conflict Resolution Faculty and Students</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Intercultural Conflict Communication</td>
<td>Post-Academy</td>
<td>Conflict Resolution Faculty</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Crowd Management to Preserve Civil Rights/Community Policing</td>
<td>Post-Academy</td>
<td>Conflict Resolution Faculty and Student</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Mediation in the field</td>
<td>Post-Academy</td>
<td>Conflict Resolution Faculty and Student</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Integrating nonviolent campus culture</td>
<td>Post-Academy</td>
<td>Conflict Resolution Faculty and Student</td>
<td>Once and repeated annually</td>
</tr>
</tbody>
</table>
### Table 10. Non-Lethal Force Training

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre- or Post-Academy</th>
<th>Potential Instructor(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal De-Escalation</td>
<td>Post- Academy</td>
<td>Internal Verbal De-escalation Instructor</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>ASP Baton</td>
<td>Post- Academy</td>
<td>Internal Use of Force Instructor</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Pepper Spray</td>
<td>Post- Academy</td>
<td>Internal Use of Force Instructor</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Taser X2</td>
<td>Post- Academy</td>
<td>Internal Use of Force Instructor</td>
<td>Once and repeated annually</td>
</tr>
<tr>
<td>Beanbag Shotgun</td>
<td>Post- Academy</td>
<td>Internal Use of Force Instructor</td>
<td>Once and repeated annually</td>
</tr>
</tbody>
</table>
References


Section 3

Recommendations for Creating and Implementing a University Oversight Committee for Campus Public Safety

The IAC offers the following recommendations regarding establishment of an Oversight Committee for Public Safety.

1 Mission, Goals, and Objectives

The University Oversight Committee for Public Safety (also referred to in this document as the “Oversight Committee”) shall provide counsel, advice and oversight to campus leadership in order to advance overall public safety on the PSU campus. In pursuing this objective, the Committee shall:

1.1 Voice: Expand the voice of the PSU campus community into matters of public safety services and outcomes.

The intent of this action will be to advance social justice, fair treatment, and confidence in the provision of campus public safety.

1.2 Policy Review. Review, when appropriate, campus policies, procedures, and practices related to public safety and the Campus Public Safety Office.

Based upon this review and its understanding of the diverse needs and interests of the PSU campus community, the Oversight Committee shall make recommendations regarding new or modified policies, procedures or practices. Further, Campus Public Safety shall, when making significant policy changes, share the proposed policy changes with the Committee (or a subcommittee thereof) for comment and feedback. Campus Public Safety will also share all proposed Memorandum of Understanding with other law enforcement agencies with the Oversight Committee for review and comment.

1.3 Review Recruitment and Training: Review, and when appropriate, make recommendations regarding the recruitment and training of personnel in the Campus Public Safety Office.

Provide the review and recommendations in order to enhance delivery of culturally-competent public safety services in an urban university environment. To facilitate this work, Campus Public Safety shall provide to the Oversight Committee once a year a report that summarizes the recruitment of any personnel hired in the unit and the professional development training received by each person in the unit.
1.4 Review of Activities and Practice: Regularly review the practices, activities and public safety incidents that occur on campus.

A. Review significant public safety incidents that occur.

Conduct the reviews in order to provide advice and counsel, where appropriate, on how such incidents might be avoided or better responded to. This may include recommendations concerning changes in policy and practice.

B. Review relevant data on crime, complaints, and police activity on at least a quarterly basis to understand and address any systematic concerns or in public safety. This will include, but not be limited to, examination of:

- Crime report data by type of incident (for the most recent time period and longitudinally)
- Complaints made against police personnel by type of incident, including final disposition of the complaint
- Documentation of citizen contacts

The Oversight Committee is empowered to request other types of information that it may deem necessary to carry out its oversight responsibilities.

C. Review with Campus Public Safety all cases of use of force above simple handcuffing and including custody techniques.

Current Campus Public Safety Policy requires that incident reports be submitted for all uses of force above simple handcuffing.

1.5 On the basis of its reviews of police incidents as described in items 1.5 and 1.6 above, the Oversight Committee shall make any recommendations it deems appropriate to advance public safety at PSU.

The recommendations will be made to the University President, Vice President for Administration and Finance, and Chief of the Campus Public Safety Office, and the Vice President of Enrollment Management, Student Affairs, and Associated Students of Portland State University (ASPSU). This shall include recommendations regarding policy, procedure, and practice.
1.6 Proactive Outreach

In order to inform its work and achieve its mission, the Oversight Committee will:

A. Solicit ideas, input, concerns and feedback from the full PSU campus community concerning the provision of campus public safety on a regular basis (excluding complaints as described in Section 2 ("Complaint Investigations") below.
B. Disseminate information on access to public safety strategies and policies to the full PSU campus community.
C. Disseminate information on policies and mechanisms through which members of the PSU campus community may register a complaint or voice a concern about the actions or policies of the Campus Public Safety Office.

1.7 Conduct an annual assessment of the Campus Public Safety Office and the status of public safety on the PSU campus.

This report will utilize the performance metrics identified in 1.4 above. The assessment shall also include appropriate information from the campus community about perceptions of crime and safety efforts gathered through such methods as town hall meetings, electronic surveys, listening sessions, and focus groups. The annual report shall be provided to the President, the Vice President for Finance and Management, the Vice President for Enrollment Management and Student Affairs, other members of the President's Executive Committee, the Director of Campus Public Safety, Associated Students of Portland State University and the PSU Board of Trustees one week before its public release. The report shall be made available to the entire PSU campus community (along with a response from campus leadership if so desired).

1.8 Make recommendations to campus leadership on strategies to enhance public safety and the effective performance of campus public safety personnel.

Such recommendations may include efforts to enlist members of the PSU campus community in efforts to increase public safety.

1.9 Consider creation of learning programs/curriculum that can advance the public safety knowledge and practice of students.

The overall capacity of students to enhance their own public safety as well as contribute to public safety and security on campus and in urban communities could be enhanced by learning modules, seminars, events and curriculum that include such items as knowing individual rights and responsibilities under the law regarding public safety, civil rights and liberties, conflict management and de-escalation, and personal safety strategies. The Oversight Committee could take a lead in facilitating conversations and action regarding such learning.
2 Complaint Investigations

The Campus Public Safety Office is responsible for investigating all citizen complaints about police personnel according to the Portland State University-Campus Public Safety Office Policy 1020: Personnel Complaint Policy and in concert with the PSU Human Resources Office. Such complaints may result in discipline, training recommendations or policy change. The complaints and their disposition shall be reviewed by the Oversight Committee (possibly with names redacted from the complaint reports when so required by Human Resources and other relevant campus policies and procedures).

The Oversight Committee will recognize, and not interfere with, the respective responsibilities of the Office of Equity & Compliance and the Office of Human Resources which also may have responsibility to investigate or become involved in personnel matters related to complaints against police personnel, including those which involve discrimination and harassment as defined by relevant campus policies and law.

3 Membership and Governance

3.1 Independence in its work

The Oversight Committee on Campus Public Safety shall oversee its own operations within the overall framework outlined in this proposal. The Oversight Committee shall act independently and its members shall perform their responsibilities in the overall best interest of the PSU campus community.

3.2 Membership and selection

A. Guiding Principles

The membership of the Oversight Committee shall be composed with reference to the following guiding principles:

1. Committee membership shall represent a wide spectrum of roles at PSU, including students, academic professionals, staff, faculty and administrators.
2. Committee membership shall include community members who are not formally affiliated with PSU and who can contribute knowledge and expertise in (1) mental health in criminal justice and (2) civil rights, liberties and social justice.
3. Committee membership shall include representation from traditionally marginalized groups.
4. Committee members should demonstrate expertise, experience and/or interest in campus public safety.
B. Rotating Terms

The Oversight Committee members shall have rotating terms of office so that only one half of committee members have terms that expire in any given year.

C. Selection of Oversight Committee Members

The Oversight Committee shall select new members each year to fill expiring terms. The Committee shall invite applications from any member of the campus community who may wish to serve on the Oversight Committee. Applications should be brief and focus upon the experience, expertise and/or interest that the applicant has regarding campus public safety at PSU. Interest in the position will be assessed as highly as experience or expertise.

Start-Up: The membership of the Oversight Committee at its start shall be appointed by a special subcommittee of the Implementation Advisory Committee established for this purpose. This is a one-time only mechanism designed to support initial start-up of the Committee. The members of the special subcommittee shall not be eligible to serve on the Oversight Committee in the first two years of operation.

3.3 Term of office

The term of office for members of the Oversight Committee will generally be two years. At the start-up of the Committee, half the members will serve for one year in order to stagger terms.

3.4 Leadership

At the start of the academic year, members of the Committee shall elect from among themselves a Chair and Vice Chair. These leaders will be responsible for calling meetings, creating agendas, and maintaining communication among the members.

3.5 Student stipends

Recognizing the anticipated time commitment of work on this Committee, student members shall receive a $500 stipend a year to support purchase of textbooks and academic study at PSU.

3.6 Learning program

In order to prepare themselves for the responsibilities of this Committee, the Committee shall create its own learning program that will advance the public safety knowledge of members. The learning program, activated each year, may include such things as attendance at police training sessions, ride-a-long or walk-a-long with campus police officers, and presentations by faculty representatives from disciplines with deep connection to public safety including the Division of
Criminology and Criminal Justice, the School of Social Work, the School of Gender, Race & Nations, and the Conflict Negotiation Program. Presentations by the campus C.A.R.E. Team and other providers of campus emergency response services will also be an appropriate part of learning sessions.

For the start-up of the University Oversight Committee, to inform its work in its formative year, a special subcommittee of the Implementation Advisory Committee will create a learning program for the incoming members of the newly formed University Oversight Committee.

3.7 Expectations

Members of the Oversight Committee will be expected to:

- Regularly attend committee meetings
- Protect confidentiality where legally required or appropriate
- Participate in the learning program developed by the Committee for its members

3.7 Time Commitment

Members of the University Oversight Committee will be expected to devote time and energy in support of their role on the committee. It is expected that the campus overall and the respective units which are home to members of the Oversight Committee will recognize this time commitment and important contribution to university service.

3.8 Committee operation

In order to maintain independence, votes of the Committee on decision-making matters may be done by confidential paper ballot. The total votes (for-against-abstain) on any motion of vote shall be made public.

It will be important for the campus to provide appropriate staff resources to support the work of the Oversight Committee.

4 Reporting Responsibility

The Oversight Committee reports directly to the President of the University. The Committee may, at its own discretion, also share reports with the Chief of the Campus Public Safety Office, the Vice President for Finance and Administration, and the Vice President for Enrollment Management and Student Affairs, other members of the President’s Executive Committee and the Associated Students of Portland State University.
Through its annual report, the Oversight Committee will communicate its assessment of campus public safety to the PSU campus community.

The Oversight Committee shall maintain a website that provides information concerning, but not limited to, Committee membership, Committee meetings and activities, procedures for communicating with the Committee about public safety issues and concerns, and presentation of its Annual Report.
Section 4

Supplemental Strategies for Advancing Campus Public Safety

In addition to its other work, the Implementation Advisory Committee for Public Safety had the chance to briefly explore alternatives to traditional public safety strategies that seem relevant to public safety in a university policing unit. While the Committee did not have time to explore these strategies in detail, we feel that they may be potentially useful to advancing public safety training on campus. For this reason, we recommend that appropriate campus units consider implementation of these strategies to advance campus public safety

1 Bystander Intervention Training

Colleges are increasingly broadening their outreach to students to maintain safety. This is particularly the case with sexual assault prevention and bystander intervention trainings. A 2014 report by the White House Task Force to Protect Students from Sexual Assault summarizes college campus campaigns that target sexual assault. The authors cite a Center for Disease and Control report that stated that bystander intervention training may be an effective strategy to prevent sexual assaults. The CDC’s Preventing Sexual Violence on College Campus: Lessons from Research and Practice references two programs that teach college students how to intervene when they believe someone is at risk for sexual victimization. Bringing in the Bystander, an evidence-based program, offers trainings that discuss how to safely intervene when someone may be at risk of sexual assault; how to use college resources to prevent sexual assault and how to support a victim. Green Dot is another widely used sexual assault prevention program. It is bystander focused.

Bystander programs typically educate specific groups about interventions. Groups often include resident assistants, faculty, staff and student groups, such as athletic teams and fraternities and sororities, according to the CDC report. The CDC report includes a catalogue of what trainings colleges are offering to address sexual assault. Two Oregon institutions are named – Western Oregon University for its bystander intervention program and Eastern Oregon University for its Sex Matters: Sexual Assault Prevention and Response Program.

The CDC, through notalone.gov, references bystander trainings that have yet to be researched but are being used on campuses nationwide. The University of Montana, for example, offers a training for all students on how to be an effective bystander. Emory University, on the other hand, has a three-hour training for men that includes information on bystander intervention. The CDC document also mentions an app entitled Circle of 6 that helps people contact a support system when in fear of victimization. Some colleges, such as the University of Michigan, California State and Rutgers, use interactive theater during orientations to model ways of intervening.
Public feedback generated comments regarding a wish to implement bystander intervention as an alternative to sworn police response to campus sexual violence. The Committee recommends supporting bystander intervention programming on campus, but does not view bystander intervention as an "alternative" to sworn police, but rather a "supplement." Violence prevention and response are not mutually exclusive - our campus needs both. Given that CPSO is responsible for incident response, the committee does not recommend that this service be housed in CPSO. The University recently approved funding for a Sexual and Relationship Violence Prevention Coordinator, who will be housed in the Center for Student Health and responsible for planning and implementing primary prevention activities on campus, including bystander intervention. The Committee suggests that community recommendations regarding sexual violence prevention be coordinated with this new role.

References:


2 Student Patrols

Student patrols are used by many campus police departments nationwide to supplement the work of sworn and non-sworn officers. According to Bromley and Reaves (1999), who surveyed 578 college law enforcement entities, 79% of campus police departments with sworn officers used student patrol. Some 50% of departments with non-sworn officers used student patrols. The authors state that student patrols allow students to act as “additional ‘eyes and ears’ for the campus law enforcement agency and are used to report crimes or other suspicious activities” (270).

An argument could be made that student patrol affects feelings of the legitimacy of campus police departments – though this has not been studied. Legitimacy theorists argue that the community should feel that officers share the concerns of community members. If campus police departments employed students to patrol, some members of the campus community – students, in particular – might feel that the department better represents them. A study by Johnson and Bromley (1999) found that students and facility were two to three times less likely to know a campus officer than campus staff members. The authors then argued that campus should look to increase the number of positive interactions between officers and community members. One would be curious to know how student patrols affect satisfaction rates for campus police.
References:


3 Blue Light Emergency Communication Systems

The Oversight Implementation received a few recommendations regarding use of blue lights on campus as an alternative to sworn police. National organizations have demonstrated that blue lights are not effective tools for either preventing or responding to campus sexual assault. For example, see Safer Campus report, which further highlights the need for primary sexual and relationship violence prevention activities. The Committee instead encourages support of existing sexual violence prevention and response services.

References:

Appendix A

Resolution Regarding the Commissioning of Sworn Officers by the University Public Safety Department
RESOLUTION REGARDING THE COMMISSIONING OF SWORN OFFICERS
BY THE UNIVERSITY PUBLIC SAFETY DEPARTMENT

Approved by the Special Committee on Campus Public Safety
December 3, 2014

Approved by the Full Board
December 11, 2014

BACKGROUND

A. Portland State University is currently served by a Campus Public Safety Office (CPSO) that provides basic public safety services to the campus. CPSO officers are “special campus security officers” under Oregon state law. As such, CPSO officers are not police officers under state law and possess only limited law enforcement authority. CPSO officers’ geographic authority is limited to the boundaries of the University’s porous and noncontiguous campus. In addition, such officers may not issue violation citations, apply for search warrants, engage in community caretaking, perform mental health holds, perform off-campus investigations, require an individual to submit to an involuntary detox, or perform other customary duties of police officers. CPSO officers are not eligible for Oregon police training or certification.

B. Portland State University is unique among large urban universities in the United States, and unique among large universities in Oregon, in that the University lacks access to sworn, dedicated university police officers. All other members of the Urban 21, a coalition of urban-serving universities across the country, are served by dedicated university police officers, as are Oregon State University, the University of Oregon and Oregon Health and Sciences University.

C. Currently, the Portland State University campus is policed almost exclusively by the Portland Police Bureau (PPB). The University is within PPB’s Central Precinct, which is a 41 square mile area of the City of Portland. The availability of a police response to the campus at any particular time is dependent on limited staffing and other demands existing in the Central Precinct at the time, which often results in considerable wait times to calls for a police response. PPB has conveyed its support for this Resolution.

D. In the Spring of 2013, President Wim Wiewel convened a Task Force on Campus Safety to make recommendations regarding growing campus safety concerns and potential improvements to the University’s response to criminal activities. The task force issues its final report in November 2013.

E. A key conclusion of the task force is that current “limitations on CPSO authority, jurisdiction and capability are the most concerning safety issue on campus.” The task force concluded that “the most ideal campus safety staffing model is one that allows PSU access to dedicated professionals, who are part of the PSU ethos and community, who have sworn officer status” and recommended that PSU “explore ways to ensure access to sworn officers who are appropriately trained in campus policing and available on-site to the PSU campus community.”

F. Subsequently, the University explored various options to implement the task force’s recommendation, including contracting with the Portland Police Bureau, Oregon State Police or Oregon Health and Sciences University for the provision of a dedicated campus police force. Following those consultations, it was determined that creation of a University Police Department is the best and most viable option to meet the safety needs of the campus.

G. The Portland State University Board of Trustees is authorized by Oregon Revised Statutes 352.118 to establish a university police department and to commission employees as police
officers with all of the privileges and immunities of police officers under the laws of the State of Oregon.

H. The Board established a Special Committee on Campus Public Safety to consider the recommendation that the University commission and employ university police officers.

I. The Committee held three public meetings, heard several hours of public comment, received numerous letters from members of the campus community, and reviewed over 200 comments submitted electronically. The Committee has recommended this Resolution to the Board for approval.

**RESOLUTION**

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

1. The Portland State University Public Safety Department is authorized to employ and commission sworn police officers, with all of the privileges and immunities customarily provided to sworn police officers, in a manner consistent with Oregon law, subject to the terms and conditions of this Resolution.

2. The University Public Safety Department is to operate based on a philosophy of university- and community-oriented policing, which focuses on building ties and working closely with members of the Portland State University community. The department is to be guided by best practices and is to work with other student- and community-focused University departments to develop and foster the systematic use of partnerships and problem-solving techniques that address public safety concerns in a manner that focuses on dialogue and defusing situations.

3. The University Public Safety Department is to be a bifurcated department, with both sworn, armed police officers and unsworn, unarmed public safety officers. The University Public Safety Department is to maintain an adequate number of unsworn, unarmed public safety officers and not rely unnecessarily on sworn, armed police officers.

4. Prior to the deployment of sworn, armed police officers, the University shall develop a University Public Safety Department Management and Implementation Plan. The University Public Safety Department Management and Implementation Plan is to be developed with the assistance of an Implementation Advisory Committee, which is to include faculty, staff and student representatives and is to be chaired by a dean of the University. The Board will appoint at least one liaison to the Implementation Advisory Committee.

5. The Implementation Advisory Committee shall consider and make recommendations on any matters it determines to be relevant, which are to include, at a minimum:
   a. The recruitment and hiring of a diverse and well-qualified pool of candidates to be University police officers.
   b. The training of University police officers. In addition to basic police training through the Oregon Department of Public Safety Standards and Training, the Implementation Advisory Committee is to consider and make recommendations regarding specialized training on topics including:
      i. the specific needs of effective university-oriented policing,
      ii. cultural competency,
      iii. unconscious bias,
      iv. mental health issues and interacting with persons with disabilities, and
      v. alternatives to the use of lethal force for ensuring public safety.
   c. The creation of a University Public Safety Oversight Committee, which includes faculty, staff and student representatives, and which is authorized to receive and act on
complaints regarding the University Public Safety Department’s policies or the actions of its officers;

d. A complaint process regarding the University Public Safety Department;

e. The appropriate use and implementation of relevant innovations, such as police officer body cameras;

f. Proposed policies governing the University Public Safety Department, including policies regarding the use of force that demonstrate a high regard for the value of human life and prioritize the use of the least amount of force reasonably necessary in light of the facts and circumstances;

g. A schedule for the implementation and incorporation of sworn police officers into the University Public Safety Department; and

h. The development of performance indicators to enable future assessment of the effectiveness of the new University Public Safety Department.

6. The Implementation Advisory Committee is to continue to make recommendations and provide oversight regarding the University Public Safety Department until a University Public Safety Oversight Committee is established and has begun meeting.

7. The Board recognizes that various campus constituencies have urged that the Board and University consider other approaches and innovations to enhance public safety in ways that do not rely on sworn, armed police officers, such as the establishment of trained student patrols, bystander intervention training and greater focus on nonviolent dispute resolution. The commissionering of university police officers and the consideration and implementation of other approaches and innovations to enhance public safety are not mutually exclusive. University police officers are only one component of a strong and student-focused safety net. The Implementation Advisory Committee is encouraged to consider such other approaches and innovations as it deems appropriate and may include recommendations regarding such matters in either the University Public Safety Department Management and Implementation Plan or in separate recommendations to the University Public Safety Department.

8. The Special Committee on Campus Public Safety Intends to remain engaged and informed as this Resolution is implemented and will remain in place until the Implementation and Management Plan is complete and until the University Public Safety Oversight Committee is established and has begun meeting. The Committee will provide guidance to the Implementation Advisory Committee and provide updates to the full Board.

9. At its March and June 2015 meetings, the full Board will be updated and provided an opportunity to discuss the development of the University Public Safety Department Management and Implementation Plan and the implementation of this Resolution. The Board is required to approve the Plan prior to the deployment of sworn, armed officers. For at least the next five years thereafter, the Board is to be updated at least semi-annually regarding the implementation of this Resolution and its impact on the campus and its students, faculty and staff.

APPROVED BY THE BOARD OF TRUSTEES
DECEMBER 11, 2014

Secretary to the Board
APPENDIX B

Charge Given to the Implementation Advisory Committee for Campus Public Safety
Portland State University Public Safety Department Management and Implementation Plan  
(PSUPSDMIP)  

Implementation Advisory Committee (IAC)  

Introduction  
At its December 11th meeting, the Board of Trustees approved a resolution authorizing the Portland State University Public Safety Department to employ and commission sworn police officers, with all of the privileges and immunities customarily provided to sworn police officers, in a manner consistent with Oregon law. At its March and June 2015 meetings, the full Board will be updated and provided an opportunity to discuss the development of the University Public Safety Department Management and Implementation Plan and the implementation of their resolution. The Vice President for Finance and Administration and the Chief of the Campus Public Safety Office are tasked with assembling this plan with support from an Implementation advisory committee (IAC). The Board is required to approve the plan prior to the deployment of sworn, armed officers.  

Implementation Advisory Committee (IAC) Charge  
The committee will be formed in January 2015 to provide advice on the development of the implementation plan, including both the deployment of sworn, armed officers and larger issues of campus safety. The IAC will provide their input in a timely and collaborative manner in order to reach the timeline established by the Board of Trustees. In all of its work, the IAC is expected to make its recommendations after careful review of current best practices in policing, both within a University context and more generally.  

A. Deployment of sworn, armed officers:  
At a general level, the IAC will provide advice on achieving a University Public Safety Department with sworn armed officers which operates based on a philosophy of university-and community-oriented policing, and focuses on building ties and working closely with members of the Portland State University community. The department will be guided by best practices and will work with other student and community focused University departments to develop and foster the systematic use of partnerships and problem solving techniques that address public safety concerns in a manner that focuses on dialogue and defusing situations.  

Specifically, the IAC shall consider and make recommendations on the following:  

a. Recruitment and hiring of a diverse and well-qualified pool of candidates to be University Police Officers.
b. Training of University Police Officers. In addition to basic police training through the Oregon Department of Public Safety Standards and Training (DPSST), the IAC will consider and make recommendations regarding specialized training on topics including:

i. the specific needs of effective university-oriented policing,
ii. cultural competency,
iii. unconscious bias,
iv. mental health issues and interacting with persons with disabilities, and
v. alternatives to the use of lethal force for ensuring public safety.

The committee will make practical recommendations both on initial and ongoing training of officers. The initial training will need to be asynchronous (officers will not join at the same time) and will potentially involve one or two officers at a time. It is anticipated that during a multi-year phased implementation, less than 5 officers a year will be recruited. At full implementation, the number of officers trained each year will likely be fewer and driven only by personnel turnover.

c. The creation of a Campus Safety Oversight Committee (CSOC) which includes faculty, staff and student representatives, and which is authorized to receive and act on complaints regarding the Campus Public Safety Department’s policies or the actions of its officers.

d. A complaint process regarding the University Public Safety Department for complaints that do not involve allegations of protected class discrimination and harassment, which will continue to be investigated by the Office of Equity & Compliance.

e. A use-of-force policy that demonstrates a high regard for the value of human life. This policy will prioritize the use of the least amount of force reasonably necessary in light of the facts and circumstances and establish reporting, investigation, and oversight systems to ensure that all incidents are consistently reported and investigated in a prompt, thorough, and unbiased manner.

f. The appropriate use and implementation of relevant innovations, such as police officer body cameras.

g. A schedule for the implementation and incorporation of sworn police officers into the University Public Safety Department.

h. The development of performance indicators to enable future assessment of the effectiveness of the new University Public Safety Department.

i. The specific needs of effective university-oriented policing.
B. Campus Safety Writ Large:

The Board of Trustees recognized that various campus constituencies have urged them and the University to continue to consider other approaches and innovations to enhance public safety in ways that do not rely on sworn, armed police officers, such as the establishment of trained student patrols, bystander intervention training and greater focus on nonviolent dispute resolution. Other suggestions included continued improvements in lighting, greater use of security cameras and greater access control to campus buildings. The IAC is encouraged to consider such other approaches and innovations as it deems appropriate and may include recommendations regarding such matters in either the PSU/PSDMIP or in separate recommendations to the University Public Safety Department. The IAC is also tasked with considering whether its role providing advice on campus safety should continue as a Campus Safety Advisory Committee (CSAC) after establishment and first meeting of the Campus Safety Oversight Committee (CSOC).

Membership

The IAC will be co-chaired by an Academic Dean (Dr. Stephen Percy) and the Director of Multicultural Student Services (Dr. CecCe Ridder). At least one member of the PSU Board of Trustees will act as a liaison. The IAC will have a representative from the Office of Global Diversity and Inclusion, and at least one representative from SEIU, ASPSU, AAUP and AFT. Each of these groups will be asked for multiple nominations. Members will be appointed to the committee after consultation among the IAC co-chairs, the Vice President for Finance and Administration and the Chief of the Campus Public Safety Office. This same group will also consider IAC membership of others who bring key knowledge, expertise, and perspectives. All members of the IAC are expected to focus on the specific charge to the committee, to be collaborative, and to have open but respectful dialogue.

The core committee is anticipated to be approximately 20 members in order to be manageable and effective.

Process and Outreach

The IAC core team will meet at least bi-monthly from January through June 2015. Meetings will be open and advertised. The IAC will establish a process that is deliberative, inclusive and transparent. It is suggested that members of the IAC reach out to their appropriate constituencies to keep them abreast of the work and to solicit input. Other approaches such as open forums, online surveys, consultancy with different groups and constituencies, a website, and newsletters will be considered. The IAC will provide a detailed report of their work and outreach for the presentation to the Board of Trustees in March and June 2015.
EXHIBIT 1-A

COMMENTS, QUESTIONS, SUGGESTIONS ON CPSO’s PROPOSED POLICIES
EXHIBIT 1-A

COMMENTS, QUESTIONS, SUGGESTIONS ON CPSO’s PROPOSED POLICIES

Note: text provided in italics comes directly from the proposed policies generated for CPSO by Lexipol. The version we reviewed was dated 02/05/2015.

100 - Law Enforcement Authority

Sworn members of this Department are peace officers pursuant to Oregon Revised Statutes 161.015. Peace officer authority extends to any place in the State of Oregon.
• Recommendation: Clarify the jurisdiction and authority as controlled by PSU property.

101 - Public Safety Certification
• Recommendation: Certification references DPSST, “executive officers”, etc. May be helpful to provide organizational chart for readers not familiar with CPSO structure and relationship to state organizations.

103 - Oath of Office

Officers of this department are sworn to uphold the federal and state constitutions and to enforce federal, state and local laws.
• Question: How does this work when federal, state, and local laws conflict (e.g., marijuana laws)?
• Question: Should Lexipol be asked to address what other states are doing with federal regulations in regard to marijuana laws?

105 - Policy Manual

PERIODIC REVIEW OF THE POLICY MANUAL. The Director of Public Safety will ensure that the Policy Manual is periodically reviewed and updated as necessary.
• Recommendation: This policy should be coordinated with the Oversight committee to ensure that the policies herein are periodically reviewed by a broader range of people on campus.

200 - Organizational Structure and Responsibility
• Reviewed – no comments, suggestions, questions

204 - Departmental Directive
• Reviewed – no comments, suggestions, questions

206 - Emergency Operations Plan
• Reviewed – no comments, suggestions, questions

212 - E Mail
• Comment: Policy should more completely conform to University retention schedule OAR 166-475-0105
214 - Administrative Communications
- Reviewed – no comments, suggestions, questions

216 - Staffing levels
- Reviewed – no comments, suggestions, questions

300 - Use of Force

300.1.1 Force - It is not a use of force when a person allows him/herself to be searched, escorted, handcuffed or restrained.
- Question: Do officers have a responsibility to inform people of their rights to refuse a search? Racial Profiling often comes into play here as well.
- Recommendation: Change "allows" to "gives consent".
- Recommendation: CPSO should consider a PSU policy to inform people. 'I am about to do a search, you do not have to consent to do this'.
- Recommendation: Offer training on de-escalation.

300.2 POLICY - The use of force by law enforcement personnel is a matter of critical concern, both to the public and to the law enforcement community. Officers are involved on a daily basis in numerous and varied interactions and, when warranted, may use reasonable force in carrying out their duties.
- Question: Is this policy for the sworn officers or the whole CPSO office?
- Recommendation: When referencing "Officers", clarify whether definition is Sworn officers or Campus safety officers.
- Recommendation: Clarify when "department" is referenced if this includes entire department.

300.2.1 DUTY TO INTERCEDE Any officer present and observing another officer using force that is clearly beyond that which is objectively reasonable under the circumstances shall, when in a position to do so, intercede to prevent the use of unreasonable force. An officer who observes another employee use force that exceeds the degree of force permitted by law should promptly report these observations to a Supervisor.
- Question: Are there provisions in the policy to ensure that people will not be fired/mistreated for reporting such events?

300.3 USE OF FORCE - Officers shall use only that amount of force that reasonably appears necessary given the facts and circumstances perceived by the officer at the time of the event to accomplish a legitimate law enforcement purpose.
- Recommendation – In last sentence of full statement, add "though a tactical retreat may in some circumstances be the best option."

300.3.1 - USE OF FORCE TO EFFECT AN ARREST - An officer is justified in using force upon another person only when and to the extent that the officer reasonably believes it necessary (ORS 161.235)
- Recommendation: add parenthesis (see policy 300.3.2)
- Comment: "Tactical retreat" is something some PDs are moving toward in the wake of Ferguson and other events. Might it be worth adding something here that mediates this statement - currently it sounds like retreat may not be a good option.
• Question: What about protecting the suspect when the suspect is engaged in self harm? What will CPSO’s policy be on intervening with suicidal students, employees, etc.?

300.3.3 PAIN COMPLIANCE TECHNIQUES - Pain compliance techniques may be effective in controlling a physically or actively resisting individual. Officers may only apply those pain compliance techniques for which they have successfully completed department approved training. Officers utilizing any pain compliance technique should consider:

• Recommendation: What is the use of force policy for passive resistance and how is this defined in the document? For a college campus in Portland, this may be useful to define.
• Question: What is compliance and how is it achieved? This needs a clear definition in the policy. What about physical signs to indicate when pain compliance should be terminated (i.e. eyes rolling back, seizure, loss of consciousness, etc)?

300.3.4 CAROTID CONTROL HOLD - The proper application of the carotid control hold may be effective in restraining a violent or combative individual. However, due to the potential for injury, the use of the carotid control hold is subject to the following:

• Questions: Given that other Oregon Universities are not allowing this, it would be helpful to provide additional justification (i.e., research) to warrant this at PSU. Should we as a campus decide which force tactics we allow or is this something solely at the discretion of CPSO? Certainly this is worth further discussion.
• Question: Bar choke - this is very complex and deals with Eric Gardner case. Do we have something that says whether this will be allowed or banned here? There are many nuances with different types of holds.
• Recommendation: This policy definitely needs more discussion. If this tactic is available, there should be further investigation of the effectiveness, the context of the college campus, etc.

300.4 - DEADLY FORCE APPLICATIONS - Use of deadly force is justified in the following circumstances:

• Question: What is the policy on whether officers should get into a suspect's vehicle or removing a person from his/her vehicle (i.e., Kendra James)?
• Recommendation: Statement should be added that officers should not create their own exigent circumstances.

...Any individual exhibiting signs of distress after such an encounter shall be medically cleared prior to booking.

• Question: How do we operationally ensure this?

300.5 REPORTING THE USE OF FORCE - When a Sergeant is able to respond to an incident in which there has been a reported application of force, the Sergeant is expected to: .....(f) Review and approve all related reports. .....In the event that a Sergeant is unable to respond to the scene of an incident involving the reported application of force, the Sergeant is still expected to complete as many of the above items as circumstances permit.

• Question: Is this referencing a standardized “use of force report”? Has the report been reviewed by the campus community, administration, etc.? This is important to do from the outset since
the data from these forms will be later used to examine force incidents in aggregate and on a case-by-case basis for an oversight committee.

- Recommendation: CPSO should make their use of force report form available for review by the forthcoming Oversight Committee.
- Recommendation: The timing of officer's use of force reports has been a controversial issue around the country. CPSO needs a clear policy to guide the timing of these reports if one is not already available.

300.5 USE OF FORCE REVIEW BOARD - The Portland State University Public Safety Oversight committee shall have the discretion to review use of force incidents as they deem appropriate. The Campus Public Safety Office, in consultation with the Multnomah County District Attorney's Office and the Office of General Counsel will assist in these reviews. On an annual basis, all adjudicated use of force reports will be provided to the Office of Portland State University Oversight Committee for review.

- Recommendation - Coordinate this with IAC Oversight subcommittee

300.7 SUPERVISOR RESPONSIBILITY - When a supervisor is able to respond to an incident in which there has been a reported application of force, the supervisor is expected to: (a) Obtain the basic facts from the involved officers. Absent an allegation of misconduct or excessive force, this will be considered a routine contact in the normal course of duties.

- Question: Timing of interviews with officers after Use of Force is highly contentious. What happens in cases where the complaint is lodged a week after a person gains consciousness?
306 - Restraint

306.1 PURPOSE AND SCOPE - This policy provides guidelines for the use of handcuffs and other restraints during detentions and arrests.
- Recommendation: Clarify what is meant by “other” restraints. It would also be helpful for the general campus to define an “arrest” and clarify if this differs from a “detention.”

306.2 POLICY - The Portland State University-Campus Public Safety Office
- Question: Is this the correct name for the organization (e.g., CPSO) and is it consistently used throughout this policy document?

306.3 USE OF RESTRAINTS - Only members who have successfully completed Portland State University-Campus Public Safety Office-approved training on the use of restraint devices described in this policy are authorized to use these devices....When deciding whether to use any restraint, officers should carefully balance officer safety concerns with factors that include, but are not limited to....
- Comment: The criteria listed for deciding when to use restraint are all quite vague - for example the direction of the relationship is not really clear. Do use more or less restraint when someone is pregnant? What do we mean by “demeanor” and what demeans justify greater restraint?

306.3.2 RESTRAN OF PREGNANT PERSONS - Persons who are known to be pregnant should be restrained in the least restrictive manner that is effective for officer safety. No person who is in labor shall be handcuffed or restrained except in extraordinary circumstances and only when a Supervisor makes an individualized determination that such restraints are necessary to prevent escape or injury.
- Recommendation: CPSO and the forthcoming Oversight Committee should explore the likely campus concerns about this policy and consider alternative strategies or restrictions on the use of force versus pregnant women.

308 - Control Devices and Techniques

308.3 ISSUING, CARRYING AND USING CONTROL DEVICES - Control devices described in this policy may be carried and used by members of this department only if the device has been issued by the Department or approved by the Director of Public Safety or the authorized designee....Only officers who have successfully completed department approved training in the use of any control device are authorized to carry and use the device.
- Recommendation: Policy would be easier to interpret/follow if it cross-referenced training curriculum.

308.4 OLEO CAPSICUM (OC) GUIDELINES - Chemical agents, OC spray and pepper projectiles, are weapons used to minimize the potential for injury to officers, offenders, or persons.
- Recommendation: Clarify in document what specific devices will CPSO be using.

308.4.2 TREATMENT FOR OC EXPOSURE - Persons who have been sprayed with or otherwise affected by the use of OC should be promptly provided with clean water to flush the affected areas and moved, where practicable to an uncontaminated environment. These persons who complain of further severe effects shall be examined by appropriate medical personnel.
• Question: Who will provide clean water? Will it be necessary for CPSO to carry clean water if they carry OC? Will officers allow affected person to freely be carried by others to uncontaminated area?

310 - Officer-Involved Shooting

310.1 PURPOSE AND SCOPE - The purpose of this policy is to establish policy and procedures for the investigation of an incident in which a person is injured as the result of an officer involved shooting. The intent of this policy is to ensure that such incidents be investigated in a fair and impartial manner.

• Question: Why narrow this oversight process to just officer involved shootings as opposed to officer involved injuries more broadly?

• Recommendation: Share this information with IAC Oversight subcommittee

310.2 TYPES OF INVESTIGATIONS - Officer involved shootings involve several separate investigations. The investigations may include:

• Recommendation: It would be helpful to specify which investigations and outcomes (including any sanctions) would be shared with the campus community, and which are confidential. And to have a clear community communication process around these kinds of investigations. How will transparency of process and outcome be assured when HR/administration processes and sanctioning are confidential?

310.4.3 NOTIFICATIONS - The following persons shall be notified as soon as practical...

• Question: Is this the complete list of people who will be notified?

310.4.5 INVOLVED OFFICERS - Once the involved officers have arrived at the station, the Patrol Sergeant should admonish each officer that the incident shall not be discussed except with authorized personnel or representatives. The following shall be considered for the involved officers (ORS 181.789):

• Question: What does “admonish” here mean? Is this the best choice of terms?

310.4.5 INVOLVED OFFICERS ...... Interviews with a mental health professional will be considered privileged and will not be disclosed except to the extent that the officer is or is not fit for return to duty...... Have received training in counseling and in providing emotional and moral support to public safety personnel or emergency services personnel who have been involved in emotionally traumatic incidents by reason of their employment.

• Question: Should counselors working with officers involved in shootings be licensed by the state?

310.5.2 CRIMINAL - ...... (d) Absent consent from the involved officer or as required by law, no administratively coerced statements will be provided to any criminal investigators.

• Recommendation: This policy, like many others in the document needs to be coordinated with unions, HR, etc.
310.6 ADMINISTRATIVE INVESTIGATION - In addition to all other investigations associated with an officer involved shooting, this department will conduct an internal administrative investigation to determine conformance with department policy. This investigation will be conducted under the supervision of the Lieutenant and will be considered a confidential peace officer personnel file.

- Recommendation: The committee recommends that the implementation process include an articulated communication plan regarding process and findings in the event of an officer-involved shooting. The process should clearly community what information will be shared with the public campus community in the event of an officer-involved shooting, and, in the event that all information is confidential, what steps will be taken to address community concerns regarding transparency and accountability.

313 - Firearms

313.2.1 Officers, while on-duty and working in uniform or plainclothes.....

- Question: What about off-duty? If they are taking classes for example are they allowed by policy to carry a firearm on campus?

313.2.2 AMMUNITION - Officers desiring to carry a secondary weapon are subject to the following restrictions. The weapon shall be of good quality and workmanship (e.g., Colt, Smith & Wesson, Browning, SigSauer, etc.) Only one secondary weapon may be carried at a time. The purchase of the weapon and ammunition shall be the responsibility of the officer. The weapon shall be carried out of sight at all times and in such a manner as to prevent accidental cocking, discharge, or loss of physical control. The weapon shall be subject to inspection whenever deemed necessary.

- Question: Why are officers being allowed to carry a Department issued and secondary firearm?
- Recommendation: The Committee recommends that the implementation process include communication around the possibility of officers carrying more than one gun, and be prepared to address community concerns regarding this issue since this was not raised previously.

313.2.5 ALCOHOL AND DRUGS - Weapons shall not be carried by any officer who has consumed an amount of an alcoholic beverage or taken any drugs that would tend to adversely affect the officers senses or judgment.

- Question: Should this be “tend to adversely affect” or “has adversely affected”?

314 - Vehicle Pursuit Policy

3.14.1 PURPOSE AND SCOPE - Vehicle pursuits expose innocent citizens, law enforcement officers and fleeing violators to the risk of serious injury or death. The primary purpose of this policy is to provide officers with guidance in balancing the safety of the public and themselves against law enforcements duty to apprehend violators of the law.

- Recommendation: This policy needs better clarification on the boundaries of PSU and where pursuits are permissible. For example, how far from campus can a pursuit be maintained?

314.2 Office Responsibilities - (g) The mission of the Portland Police Bureau in policing the area surrounding the campus.
- Recommendation: Statement regarding PPB needs clarification

**316 - Motor Vehicle Stops**

316.2 - It is the policy of this department that motor vehicle stops shall be performed professionally and courteously. This department will maintain a view towards educating the public about proper driving procedures while recognizing and taking steps to minimize the dangers involved in this activity for the officer, the motorist, and other users of the highway. While Campus Police Officers have the authority to conduct traffic stops on the City Streets adjacent to the Portland State University Campus, they are the responsibility of the Portland Police Bureau, to include the primary responsibility for traffic safety.

- Recommendation: This policy needs language more appropriate to a campus environment (i.e., "highway").

316.2 - Special Campus Security Officers are prohibited from conducting traffic stops on motor vehicles including cars, trucks and motorcycles. For the purpose of this policy, traffic stop is defined as the halting of a moving vehicle by the use of emergency lighting, audible signal, or other directions, from an officer operating a patrol motor vehicle.

- Question: Who are the special campus security officers? Who is being prohibited from making traffic stops and does this represent a departure from prior practice at CPSO?

316.4 Procedures - Officers are prohibited from stopping vehicles under the guise of legal authority when in fact the stop is based solely on the officer's prejudice concerning a person's race, ethnicity, sex, or similar distinction.

- Recommendation: This seems to suggest that "prejudice" is required for problematic stops. The definition of this term becomes very important in this context.

316.4 Procedures - Most persons form their perceptions of the police based on brief encounters with officers during stops for traffic violations. As such, officers should adopt a customer service and educational approach when dealing with otherwise law-abiding members of the public who have violated traffic laws. This approach includes the following measures....

- Recommendation: Currently the policy seems to limit the "customer service" approach to just traffic stops. The Committee encourages CPSO to infuse the entire policy manual with the notion that officers should adopt a customer service and educational approach for ALL citizen contacts. They should adopt those behaviors because they are dealing with fellow humans deserving of respect.

316.4 Procedures - Use command presence as compared to an aggressive or condescending approach, tone of voice, or facial expressions.

- Recommendation: Define what is meant by "command presence". There is growing interest (and evidence supporting the benefits of) in legitimacy-based policing. Most of the items listed in this section of the policy address this, but there are others that could be considered.

316.4 Procedures - (h) Issuing Citations
• Question: Are policies regarding documentation of traffic stops (i.e., race, gender, search results, etc.) covered in another area? These data will be needed to evaluate whether there are disproportionate stops/searches involving people of color. As such the forms and data being collected should be reviewed by the forthcoming Oversight Committee to ensure that appropriate data are being collected from the outset.

317 - Police-Citizen Contacts

317.4 PROCEDURES - 1. Citizen contacts may be initiated by an officer when the officer believes that it may serve the interests of a police investigation, inquiry or other bonafide police business.

• Recommendation: Broaden this to address community engagement and building relationships on campus. As currently written these contacts have an investigatory feel to them that conforms more closely to traditional police activities rather than campus safety.

317.4 PROCEDURES - Do not create a physical or other barrier to the citizen’s ability to leave, such as keeping a driver’s license or by creating a physically imposing and intimidating presence.

• Question: Is there a specific training and/or guidelines as to what physically imposing and/or intimidating presence looks like? We are not sure about CPSO, but this has a wide range of interpretations in other agencies.

317.4 PROCEDURES - 11. Persons who identify as Portland State University Students are required by the Student Code of Conduct to provide their student identification when requested to do so. Failure to provide this is not a criminal violation and does not constitute authority to arrest. Failure to provide student identification should be referred to the Dean of Students Office and the person instructed to leave the space.

• Question: What about faculty and staff? We need a way to verify that people are allowed in locations where public traffic should normally be limited. Also, should this reference the Student Code of Conduct and not DOSL?

318 - Officer Response to Calls

3.18.1 PURPOSE AND SCOPE - This policy provides for the safe and appropriate response to emergency and non-emergency situations whether dispatched or self-initiated.

• Question: Do we need a policy for Code 3 (and general) calls for bicycles?

319 - Sexual Assault

3.19.1 PURPOSE AND SCOPE The purpose of this policy is to provide officers and investigators with guidelines for responding to reports of sexual assault, assisting victims, collaborating with local health and service agencies, and conducting interviews with victims, witnesses, and suspects.

• Recommendation: This policy needs to be coordinated with WRC, CARE & SHAC.
• Recommendation: Information on required training related to sexual assault and Intimate Partner Violence needs to be added (for both responding officers and detective). Also needs to
ensure that this policy covers dating/domestic violence and stalking, or that there are separate policies for those. The procedures should be the same as those outlined here, so it might be most efficient to have one sexual assault/IPV policy.

- Question: Can we look at Ashland PD's "You Have Choices" program/sexual assault policy for reference?

319.2 DEFINITIONS Definitions related to this policy...Sexual Assault- As used in the policy refers to all crimes of sexual violence. (ORS 163.305)

- Recommendation: This specific ORS does not appear to use the term "sexual violence" - they refer to "forcible compulsion"

319.3 POLICY - A victim's distress may create an unwillingness or psychological inability to assist in the investigation. Officers and investigators play a significant role in both the victim's willingness to cooperate in the investigation and ability to cope with the emotional and psychological after effects of the crime. Therefore, it is especially important that these cases be handled from a nonjudgmental perspective so as not to communicate in any way to a victim that the victim is to blame for the crime.

- Comment: This is a good addition.

3.19.4 INITIAL RESPONSE - (2) Victim Assistance...d. Supply victims of sexual assault with victim advocate information for the Portland State University (PSU) Women's Resource Center (WRC) (503-725-5672) and/or the Portland Women's Crisis Line (PWCL) (503-235-5333)

- Recommendation: The timeline for this needs to be specified (i.e., when the advocate should be called by dispatch, when the detective is called). Need to ensure that the advocate is present for the victim interview.

3.19.4 INITIAL RESPONSE - b. Contact a victim advocate as soon as possible to provide assistance throughout the reporting and investigative process. c. Notify appropriate Portland State University officials.

- Question: Does this notification process get detailed in the procedures or is it needed here?

3.19.4 INITIAL RESPONSE - (C) Detective - 1. Respond to the crime scene, take control of the investigation, and interview the victim. 2. Notify (1) the PSU Center for Student Health and Counseling (SHAC) for a Sexual Assault Nurse Examiner (SANE) nurse if applicable to the crime (2). SAFE (3) Kits should be obtained 84 hours post assault (4).

- Recommendation: (1) Detective should explain the option of receiving SANE care and forensic evidence collection, clarifying that evidence collection is not required to receive medical care. Explain the investigatory implications of collecting forensic evidence. If the student wishes to receive SANE services, notify SHAC. (2) and requested by the victim. (3) Forensic SAFE (4) After hours, Detective should offer SANE care via OHSU. SANE wellness exams are available up to 7 days after assault at OHSU. Detective should explain that an advocate can be present for the exam based on victim wishes.

3.19.4 INITIAL RESPONSE - (C) Detective - (a) Respond and conduct initial interview. (b) Initiate advocate response.
• Recommendation: This order should be changed, so the advocate is present before/during the initial interview.

3.19.4 INITIAL RESPONSE - e) Contact and coordinate for student services with the appropriate PSU offices, Dean of Student Life (DOSL), WRC, and SHAC as necessary.

• Recommendation: Can we add, “...make follow-up plan with victim, clarify next steps in the process, ensure victim knows who to call with questions, is registered with VINE if applicable, explain investigation timeline, etc.” Also, can we outline how the Detective acts as liaison to criminal justice process?

320 - Responding to Persons Affected By Mental Illness or In Crisis

320.2 Policy ...In the context of enforcement and related activities, officers shall be guided by this state’s law regarding the detention of persons affected by mental illness or in crises. Officers shall use this policy to assist them in determining whether a person’s behavior is indicative of mental illness or crisis and to provide guidance, techniques, and resources so that the situation may be resolved in as constructive and humane a manner as possible.

• Question: What about the laws of the city? Are officers really equipped/trained to determine of a person is experiencing a mental health crisis?

320.3 DEFINITIONS - Mental Illness: An impairment of an individual’s normal cognitive, emotional, or behavioral functioning, caused by physiological or psychosocial factors. A person may be affected by mental illness if he or she displays an inability to think rationally (e.g., delusions or hallucinations); exercise adequate control over behavior or impulses (e.g., aggressive, suicidal, homicidal, sexual; and/or take reasonable care of his or her welfare with regard to basic provisions for clothing, food, shelter, or safety.

• Question: How does this definition include/exclude pharmacological effects of drugs/alcohol? Might need to clarify this.

320.4 PROCEDURES - ...(e) Hallucinations of any of the five senses (e.g., hearing voices commanding the person to act

• Recommendation: Add visual hallucinations to list.

320.4 PROCEDURES - (g) Assessing Risk

• Comment: There are a few other risk factors we might include (See Witt meta-analysis on factors associated with violence among people with psychosis). This includes a history of or current suicidal ideation/attempts, medication or treatment noncompliance, and recent victimization.

320.4 PROCEDURES - Response to Persons Affected by Mental Illness or in Crisis...to help and that the person will be provided with appropriate care....communicate with the individual in an attempt to determine what is bothering him or her. If possible, speak slowly and use a low tone of voice. Relate concern for the persons feelings and allow the person to express feelings without judgment. Where possible, gather information on the individual from acquaintances or family members and/or request
professional assistance if available and appropriate to assist in communicating with and calming the person. Do not threaten the individual with arrest, or make other similar threats or demands, as this may create additional fright, stress, and potential aggression. Avoid topics that may agitate the person and guide the conversation toward subjects that help bring the individual back to reality. Always attempt to be truthful with the individual. If the person becomes aware of a deception, he or she may withdraw from the contact in distrust and may become hypersensitive or retaliate in anger. In the event an individual is experiencing delusions and/or hallucinations.

- Comment: These are good suggestions for all citizen & suspect contacts. Interesting that we state this more clearly for people with mental illness.
- Comment: We wonder if this policy spends too much time telling officers to treat mental illness as a threat rather than making it policy that we don't treat those who exhibit signs of mental illness as anything other than a person who should be respected -- and that it is the behavior that informs the actions and decision making of an officer regardless of the mental health status of the person.

320.4 PROCEDURES - Request assistance from individuals with specialized training in dealing with mental illness or crisis situations (e.g., Crisis Intervention Training (CIT) officers, community crisis mental health personnel,

- Question: Will all officers have CIT training or just select officers? If the latter, how feasible is it to have a CIT officer always available on campus given our low staffing levels?

320.4 PROCEDURES - Taking Custody or Making Referrals to Mental Health Professionals...1. Based on the totality of the circumstances and a reasonable belief of the potential for violence, the officer may provide the individual and/or family members with referral information on available community mental health resources, or take custody of the individual in order to seek an involuntary emergency evaluation. Officers should do the following:

- Question: Are involuntary holds & applicable policies regarding this covered elsewhere?
- Comment: If it's not covered here, we must have a policy on that topic as it is an ever present concern on campus, especially the residential campus.

322 - Domestic Violence

322.3 OFFICER SAFETY - The Departments policy with respect to domestic violence stresses the enforcement of the laws to protect the victim and is intended to communicate the attitude that violent behavior is criminal behavior and will not be tolerated. Campus Public Safety Officers will respond to domestic violence reports on campus, assist the Portland Police Bureau in such responses, and provide university resources to students, staff and faculty. The Portland Police Bureau will be notified of all arrests for domestic violence.

- Recommendation: We need a policy for how off campus DV, stalking, and harassment cases will be handled.

322.4 INVESTIGATIONS - (c) Officers should list the full name and date of birth (and school if available) of each child who was present in the household at the time of the offense. The names of
other children who may not have been in the house at that particular time should also be obtained for follow-up.

- Comment: This language is odd for a university campus, except inasmuch as CPSO would respond to off campus domestic violence cases. But still, language should be reconsidered considering context.

322.4 INVESTIGATIONS - (i) Seize any firearms or other dangerous weapons in the home, if appropriate and legally permitted, for safekeeping or as evidence.

- Comment: In the campus residential community there is no question, nor any legal issues, with confiscating guns or weapons. This should be noted here.

322.4.2 IF NO ARREST IS MADE If no arrest is made, the officer should: (a) Advise the parties of any options, including but not limited to: 1. Voluntary separation of the parties. 2. Appropriate resource referrals (e.g., counselors, friends, relatives, shelter homes, victim witness unit). (b) Document the resolution in a report.

- Comment: For the residential campus, officers should notify University Housing so they can take administrative action to separate the parties.

324 - Search & Seizure

324.1 PURPOSE AND SCOPE - Both the federal and state Constitutions provide every individual with the right to be free from unreasonable searches and seizures. This policy provides general guidelines for Portland State University-Campus Public Safety Office personnel to consider when dealing with search and seizure issues.

- Recommendation: We might need some specific language regarding residence hall rooms and personal offices.
- Question: What is the protocol for female officers’ searches?

326 - Temporary Custody of Juveniles

- Reviewed – no comments, suggestions, questions

328 - Elder Abuse

- Reviewed – no comments, suggestions, questions

330 - Discriminatory Harassment

330.2 POLICY ... The non-discrimination policies of the Department may be more comprehensive than state or federal law. Conduct that violates this policy may not violate state or federal law but still could subject a member to discipline.

- Question: Is “member” the right word here?

330.3.1 DISCRIMINATION - The Department prohibits all forms of discrimination, including any employment related action by a member that adversely affects an applicant or member and is based on race, color, religion, sex, age, national origin or ancestry, genetic information, disability, military service, sexual orientation and other classifications protected by law.
• Recommendation: “or” instead of “and”

330.3 Examples of inappropriate behavior include: sexual or derogatory comments; grabbing or touching parts of the body; and sending letters, notes, cartoons, emails, text or audio messages of a sexually suggestive nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature.

• Comment: The last sentence here seems unnecessary.

330.5 INVESTIGATION OF COMPLAINTS
• Reviewed – no comments, suggestions, questions

332 - Child Abuse Reporting
• Reviewed – no comments, suggestions, questions

333 - Missing Persons

333.1 PURPOSE AND SCOPE This policy provides guidance for handling missing person investigations....
• Comment: Three general comments: First, the university already has a "missing person's policy" and this policy should refer and/or quote that policy. Second, we suggest this policy speak more intentionally about how we will coordinate a missing person's response with other agencies, especially Portland. And finally, as currently written, this policy seems to pertain more to "juveniles" or those under 18.

337 - Emergency Notification System
• Reviewed – no comments, suggestions, questions

338 - Victim Witness Assistance

338.3 CRIME VICTIM LIASON - Every employee reporting or investigating a crime where a victim has suffered injury as a direct proximate cause of that crime will ensure the victim has been provided with information about the existence of the local victim assistance resources. This advisement shall include presenting the victim with a Victim of Violent Crime form, which should include the case number for the specific Crime report (Oregon Revised Statutes 147.365).
• Question: Is this limited to physical injuries? What about mental injury?

338.5 INFORMATION... (k) A statement of legal rights and remedies available to victims of abuse, as required by ORS 133.055.
• Recommendation: Consider adding the text from the given ORS so people have access to it in the policy document.
340 - Hate Crimes

340.1 PURPOSE AND SCOPE - This department recognizes and places a high priority on the rights of all individuals guaranteed under the Constitution and the laws of this state. When such rights are infringed upon by violence, threats or other harassment, this department will utilize all available resources to see that justice is served under the law. This policy provides members of this department with guidelines for identifying and investigating incidents and crimes that may be motivated by hatred or other bias.....

- Question: Is this policy aligned with GDI/E & C's Discrimination Policy?
- Recommendation: We suggest adding something about CPSO liaisons after creation of the new police department.

340.6 TRAINING - All members of this Department will receive periodic approved training on hate crime recognition and investigation.

- Recommendation – Make sure this is coordinated with the IAC's Recruitment and Training team.

342 - Disciplinary Policy

342.1 PURPOSE AND SCOPE - This policy establishes standards of conduct that are consistent with the values and mission of this department and are expected of its members. The standards contained in this policy are not intended to be an exhaustive list of requirements and prohibitions but they do identify many of the important matters concerning member conduct. Members are also subject to provisions contained throughout this manual as well as any additional guidance on conduct that may be disseminated by the Department or the member's supervisors.

- Question: Is this policy aligned with the union contracts, HR regulations, etc.?
- Recommendation: Make sure this is coordinated with the forthcoming Oversight Committee regarding information available to the community on outcomes and sanctions.

342.2.1 DUE PROCESS - No disciplinary action shall be taken against an employee without just cause. All discipline shall be processed in accordance with the current Collective Bargaining Agreement

- Comment: What is the definition of “just cause”? And what about at-will employees? Cause is not necessary for them.

342.2.2 PROGRESSIVE DISCIPLINE - ... Nothing in this policy is intended to preclude the administration of more serious forms of discipline, including termination, for a first offense if the seriousness of the offense warrants it.

- Comment: Nor does this policy preclude any existing standards for the administration of justice prescribed already by the university.

342.3.1 ATTENDANCE - (d) Failure to notify the Department within 24-hours of any change in residence address, home phone number, or marital status....(j) Seeking restraining orders against individuals encountered in the line of duty without the express permission of the Director of Public Safety.
• Question: Why include marital status here? What if the Director engages in any of these behaviors?

342.6 EMPLOYEE RESPONSE - The pre-discipline process is intended to provide the accused employee with an opportunity to present a written or oral response to the Director of Public Safety after having had an opportunity to review the supporting materials and prior to imposition of any recommended discipline. The employee shall consider the following....

• Suggestion: It just seems that this entire section needs to talk a lot more about current processes through HR and via the unions regarding employee discipline, especially as it relates to termination.

344 - Department Technology Use

344.1 PURPOSE AND SCOPE - This policy describes the use of department computers, software and systems.

• Comment: This policy should reference OIT policies already in place.

346 - Report Preparation

• Reviewed – no comments, suggestions, questions

348 - News Media Relations

348.2 RESPONSIBILITIES - The Office of University Communications has the responsibility for releasing and coordinating media relations. Incidents involving media interest shall be discussed and coordinated with the Office of University Communications. The ultimate authority and responsibility for the release of information from this office to the media shall remain with the Director of Public Safety, however, in situations not warranting immediate notice to the Director of Public Safety and in situations where the Director of Public Safety has given prior approval, Lieutenants, may prepare and release information to the media in accordance with this policy and the applicable law.

• Comment: This is not exactly the clearest language possible. Who is to decide whether a situation warrants notice to the Director?

348.2.1 MEDIA REQUEST - Any media request for information or access to a law enforcement situation shall be referred to the Lieutenant or Director. Prior to releasing any information to the media, employees shall consider the following...

• Comment: This needs to be coordinated with FERPA restrictions.

350 - Court Appearance and Subpoenas

• Reviewed – no comments, suggestions, questions

354 - Mutual Aid and Outside Agency Assistance

354.1.1 ASSISTING OUTSIDE AGENCIES - Generally, calls for assistance from other agencies are routed to the Sergeant/Lead Workers office for approval. When an authorized employee of an
outside agency requests the assistance of this department in taking a person into custody, available officers shall respond and assist in making a lawful arrest.

- Comment: Given that we are surrounded on all sides by PPB controlled space, are there reasonable limits that can/should be placed on the assistance provided?

358 - Registered Offender Information

358.3 Sex offenders in any of the above categories are required to register at one of several criminal justice locations...

- Comment: The categories do not appear to be listed in the policy.
- Comment: There may be sex offender requirements specifically of colleges that this policy might need to refer to.

....The Portland State University Public Safety Office will not register sex offenders. Any person requested such services will be referred to a law enforcement agency.

- Question: Is this consistent with current CPSO practices?

358.4 MONITORING OF REGISTERED OFFENDERS - The patrol supervisor should establish a system to periodically, and at least once annually, verify that a registrant remains in compliance with his/her registration requirements after the initial registration.

- Question: Is this being done currently by CPSO? How will this change with move to sworn officers?

360 - Major Incident Notification

360.1 PURPOSE AND SCOPE The purpose of this policy is to provide guidance to members of this department in determining when, how and to whom notification of major incidents should be made...

- Question: Should this include info on Clery timely warnings and alerts, to ensure the information is aligned and in one central policy?
- Comment: The current policy does not specify who should be notified.

362 - Death Investigation

362.1 PURPOSE AND SCOPE - The investigations of cases involving death include those ranging from natural cause to homicide. Some causes of death may not be readily apparent and some cases differ substantially from what they appeared to be initially. The thoroughness of death investigations cannot be emphasized enough...

- Comment: This should be aligned with the forthcoming Oversight Committee’s charge.

364 - Identity Theft

- Reviewed – no comments, suggestions, questions

366 - Private Persons Arrests

- Reviewed – no comments, suggestions, questions
370 - Limited English Proficiency Services

370.1 PURPOSE AND SCOPE This policy provides guidance to members when communicating with individuals with limited English proficiency (LEP) (42 USC 2000d).

- Question: who serves as the interpreters? Are these people from campus? How quickly would they be expected to get to the situation and how are they trained?

372 - Hearing Impaired/Disabled Communications

- Reviewed – no comments, suggestions, questions

378 - Stalking

378.1 PURPOSE AND SCOPE This policy establishes procedures for the investigation and enforcement of stalking complaints (Oregon Revised Statutes 163.730 to 163.755).

- Recommendation: This policy needs to be reviewed for consistency with the IPV and sexual assault policies & protocols, with a focus on ensuring early & consistent advocate involvement.

378.2 UNIFORM STALKING COMPLAINT - The Department will make available an Oregon Uniform Stalking Complaint form to any person desiring to file a stalking complaint regardless of where the violation is alleged to have occurred. Officers will provide reasonable assistance as necessary to petitioners to properly complete and sign the form.

- Question: Does the protocol map out the distinction between these stalking citations and civil stalking orders?

... (d) If the citation is served on the respondent, the DAs office will initiate the hearing process. 1. A private attorney, 2. Legal Aid, 3. The District Attorneys office Victims Assistance Unit

- Question: What happens with these three resources? Is the policy intended to say they’re referrals that will be given? If these are from CPSO, can SLS be included?

378.4 ARREST Officers may arrest or cite a suspect for any criminal offense committed (including stalking) if the statutory elements have been met, as well as issue a (civil) Uniform Stalking Citation; the two actions are not mutually exclusive.

378.4.1 STALKING PROTECTIVE ORDERS Once the court issues a Stalking Protective Order and it is served on the Respondent, officers may arrest the respondent for violating the terms of the order (Oregon Revised Statutes 163.750).

378.5 RESTRAINING ORDERS Court stalking orders and restraining orders are different and are not mutually exclusive. Stalking reports may be appropriate even if a valid restraining order is in place.

- Comment: We thought stalking order violations were a mandatory arrest. Need to verify language here with state law.

- Comment: Would be good to check the protocol to ensure that both the officer and the advocate give students info on both the stalking and RO processes, including SLS referral if
382 - Child Safety Policy
- Reviewed – no comments, suggestions, questions

384 - Service Animals
- Reviewed – no comments, suggestions, questions

386 - Public Safety Camera System

Public and media requests for video images captured by public safety cameras will be made available only to the extent required by law.
- Comment: A reference to the statute for public records requests of video would be helpful here, or guidance for the minimum required response to public records requests of video.

386.6 ANNUAL REVIEW OF THE PUBLIC SAFETY CAMERA SYSTEM - The Director of Public Safety or his/her designee will conduct an annual review the agency’s use of the public safety camera system. The annual review will include an inventory of video monitoring installations, date of installation, summary of their purpose, adherence to this policy and any proposed policy changes.
- Question: What about any data supporting the continued use of cameras? Criminal cases using tape, etc.? Are there opportunities for groups/units/buildings to request the addition of camera surveillance?

390 - Off-Duty Law Enforcement Actions

Officers are not expected to place themselves in unreasonable peril. However, any sworn member of this department who becomes aware of an incident or circumstance that he/she reasonably believes poses an imminent threat of serious bodily injury or death, or significant property damage may take reasonable action to minimize the threat.
- Comment: In cases involving sexual abuse of children this applies to all PSU employees now (i.e., post Penn State). Do we need to coordinate language here with that new law?

390.3 FIREARMS State law prohibits Campus Public safety Officers from being armed, as such officers do not have possession of an authorized firearm.
- Comment: This obviously will change. Policy should reflect that officers will have a firearm and possibly a secondary weapon.

Firearms shall not be carried by any officer who has consumed an amount of an alcoholic beverage or taken any drugs that would tend to adversely affect the officers senses or judgment.
- Comment: This should be referred to the Oversight Committee.

400 - Patrol Function
- Reviewed – no comments, suggestions, questions
402 - Racial/Bias Based Profiling

402.1 PURPOSE AND SCOPE - This policy provides guidance to department members and establishes appropriate controls to ensure that employees of the Portland State University-Campus Public Safety Office do not engage in racial- or bias-based profiling or violate any related laws while serving the community.

- **Comment:** Since the policy applies to race, ethnicity, gender, sexual orientation, etc., should the policy name reference "Racial"? Does that give greater concern to one demographics over others? "Bias-based Profiling" is the more inclusive term to use here.

402.2 POLICY - The Portland State University-Campus Public Safety Office is committed to providing law enforcement services to the community with due regard...

- **Question:** “With due regard” means essentially to respect the differences which is a good sentiment, but is not exactly congruent with the last sentence here. Without regard would imply treating people equally regardless of race, etc.

402.4 MEMBER RESPONSIBILITY Every member of this department shall perform his/her duties in a fair and objective manner and is responsible for promptly reporting any known instances of racial- or bias-based profiling to a supervisor.

- **Question:** Does this need to be aligned with the Oversight Committee?
- **Comment:** It would be hard to report this when the policy above does not clearly define what "inappropriate reliance" actually means.

402.4.2 REPORTING TRAFFIC STOP S - Each time an officer makes a traffic stop, the officer shall report (ORS 131,906).... (c) The individual’s gender.

- **Recommendation:** The forthcoming Oversight Committee should review the form used to capture stop data. Unless the right data are collected it is very difficult to review stops data to assess biased-based policing.
- **Comment:** Recording of gender and race of people stopped usually means the officer's perception of these characteristics. This may not be the same as how the person self-identifies.

(b) Supervisors should periodically review MAV recordings, IMDTIMDC) data and any other available resource used to document contact between officers and the public to ensure compliance with this policy.

- **Comment:** This probably needs significant review with the union. Also need to define terms (MAV, IMDTMDC).

402.7 ADMINISTRATION - Each year, the Patrol Lieutenant shall review the efforts of the Department to prevent racial- or bias-based profiling and submit an overview, including public concerns and complaints, to the Director of Public Safety. This report should not contain any identifying information regarding any specific complaint, citizen or officers. It should be reviewed by the Director of Public Safety to identify any changes in training or operations that should be made to improve service.

- **Recommendation:** This process needs significant input from the IAC Oversight team and
forthcoming Oversight Committee.

406 - Crime and Disaster Scene Integrity
- Reviewed – no comments, suggestions, questions

410 - Ride-Along Policy

...if the participant is under 18-years of age, a parent guardian must be present to complete the RideAlong Form.
- Comment: Given our population, does it really make sense to offer a ride along to minors who more than likely are not part of the PSU campus?

412 - Hazardous Material Response
- Reviewed – no comments, suggestions, questions

414 - Hostages and Barricaded Suspects

414.4 FIRST RESPONDER CONSIDERATIONS - First responding officers should promptly and carefully evaluate all available information to determine whether an incident involves, or may later develop into, a hostage or barricade situation.
- Question: Does this apply to sworn and/or unsworn officers? The latter would be unarmed.

416 - Response to Bomb Calls
- Reviewed – no comments, suggestions, questions

418 - Civil Commitments

418.3 An officer shall also take a person into custody at the direction of the community mental health program director when the director has probable cause to believe the person is imminently dangerous to him/herself or to another person. The director is mandated to prepare a report for the officer to deliver to the treating physician (ORS 426.2282).
- Question: Will this still be Project Respond? Will the protocol outline coordination with SHAC?
- Comment: During SHAC hours of operation, it would likely be SHAC coordinating if person was a PSU student; after hours, it would need to be coordinated with Project Respond; past after hour instances, Project Respond has coordinated with SHAC, but strengthening the coordination would be important (SHAC would take responsibility for doing this).

If, upon delivery of the person to the facility, the attending physician finds the person is not in need of emergency care or treatment for mental illness, the person is to be released from custody. The officer or the program director shall return the person to the place where he/she was taken into custody, unless the person declines that service.
- Question: Should this specify who has this authority for PSU?
- Comment: From SHAC Currently, some, not all, of SHAC’s licensed clinicians have the director hold authority; we plan to update staff credentials this summer.
• Question: Just sworn officers will have the authority to transport and this passage suggests that the transporting officer will have to wait for the medical evaluation. Do we realistically have enough coverage to provide this service?

418.3.1 VOLUNTARY EVALUATION - If officers encounter an individual who may qualify for a civil commitment, they may inquire as to whether the person desires to voluntarily be evaluated at an appropriate facility. If the individual so desires, the officers should:
• Question: Will this still be done by campus safety officers (non-sworn)?

418.3.2 EXTREMELY DANGEROUS PERSONS - 418.3.2 EXTREMELY DANGEROUS PERSONS An officer may take into custody an individual on conditional release from a state hospital pursuant to an order of revocation. The written order does not have to be in the possession of the officer, and may be confirmed through the Law Enforcement Data System (LEDS) (OAR 859-200-310).
• Question: Will this still be done by campus safety officers (non-sworn)?

420 - Citation Releases

420.3.3 DISQUALIFYING CIRCUMSTANCES In certain circumstances, cite and release may not be appropriate. These situations include:......2. the person lacks ties to the area, such as a residence, job or family.
• Comment: This suggests homeless people may be disproportionately arrested.

422 - Arrest or Detention of Foreign Nationals
• Reviewed – no comments, suggestions, questions

424 - Active Shooter
• Reviewed – no comments, suggestions, questions

426 - Reporting Police Activity Outside of Jurisdiction
• Reviewed – no comments, suggestions, questions

428 - Immigration Violations

428.7 INFORMATION SHARING No member of this department will prohibit, or in any way restrict, any other member from doing any of the following regarding the citizenship or immigration status, lawful or unlawful, of any individual (8 USC 1373):
• Question: How does this interact with FERPA?

430 - Emergency Utility Service
• Reviewed – no comments, suggestions, questions

436 - Field Training and Evaluation Program

36.1 PURPOSE AND SCOPE PSU Campus Public Safety (CPSO) has an obligation to the Portland State University (PSU) Community to provide the most current, professional and effective knowledge and skills to CPSO members....
• Question: Is this policy aligned with the training recommendations?
• Question: Does this apply to sworn officers and campus safety officers?

d) Administer ADORE software program.
• Question: Has this acronym been previously identified?

436.5 REQUIRED TRAINING Recruit officers will be required to successfully attain Phase V (solo) status, prior to the end of the probationary period, which is twenty-four (24) weeks. Phase I through completing Phase IV, is projected to require sixteen (16) weeks. Recruit officers then continue in Phase V (solo) status through the end of the probationary period. Recruit officers may progress through Phases at a faster rate, depending upon demonstrated performance and experience level. All recruits, regardless of performance experience, must complete a minimum four (4) weeks in Phase IV. Recruit officers will be assigned to a minimum of two (2) FTOs and two (2) shifts.
• Comment: This policy paragraph seem to contain conflicting statements.

440 - Detentions and Photographing Detainees

440.1 PURPOSE AND SCOPE The purpose of this policy is to establish guidelines for conducting field interviews (FI) and pat-down searches and the taking and retention of photographs of persons detained in the field but not arrested. Due to a variety of situations confronting the officer, the decision to Flor photograph a field detainee shall be left to the discretion of the involved officer based on the totality of the circumstances available to them at the time of the detention.
• Question: Are there protocols around communicating with people why they’re being photographed?

Detentions and Photographing Detainees ....(a) The appearance or demeanor of an individual suggests that he/she is part of a criminal enterprise or is engaged in a criminal act.
• Comment: This may raise concerns about targeting based on physical characteristics (i.e., race, ethnicity, etc.).
• Question: People are also photographed when they’re excluded, right?
• Comment: We think it would be helpful to have a protocol that speaks to communicating reasons for this to people who are photographed.

442 - Criminal Organizations
• Reviewed – no comments, suggestions, questions

444 - Patrol Sergeants
• Reviewed – no comments, suggestions, questions

450 - Portable Audio/Video Recorders

450.1 PURPOSE AND SCOPE - This policy provides guidelines for the use of portable audio/video recording devices by members of this department while in the performance of their duties. Portable audio/video recording devices include all recording systems whether body-worn, hand held or integrated into portable equipment.
• Question: Is this aligned with the Oversight Committee?
450.2 POLICY - The Portland State University-Campus Public Safety Office may provide members with access to portable recorders, either audio or video or both, for use during the performance of their duties.
- Comment: Language listed in statement suggests recorders will be provided, not may (at least for uniformed officers).

450.3 MEMBER EXPECTATION- All recordings made by members acting in their official capacity shall remain the property of the Department...
- Question: Will administrators have access to these videos? What policies exist to prevent the administration from using videos against victims suing the university, against faculty, etc.?

450.5.5 EXPLOSIVE DEVICE
- Comment: repetition of 450.5.5

Recordings that unreasonably violate a person's privacy or sense of dignity should not be publicly released unless disclosure is required by law or order of the court.
- Comment: Court orders but not subpoenas, correct?

458 - Foot Pursuit Policy

458.3 GUIDELINES FOR FOOT PURSUIT
- Question: The vehicle pursuit policy addresses jurisdictional boundaries. I didn't see this addressed here. Also, does this same policy apply to bike pursuits?

458.5 The initiating officers shall complete the appropriate crime arrest reports documenting, at minimum, the following:
- Question: Will officers always file a written report for every pursuit, regardless of whether an arrest is made/offense is reported? The full range of pursuits is needed to study and monitor this activity (i.e., we want the denominator not just the numerator)

460 - Bicycle Patrol Unit
- Reviewed – no comments, suggestions, questions

464 - Homeless Persons

- 464.1.1 It is the policy of the Portland State University-Campus Public Safety Office to provide law enforcement services to all members of the community while protecting the rights, dignity and private property of the homeless. Homelessness is not a crime and members of this department will not use homelessness solely as a basis for detention or law enforcement action.
- Comment: We recommend highlighting this to the campus community.
465 - Public Recording of Law Enforcement Activity

465.3 Members of the public who wish to record law enforcement activities are limited only in certain aspects
• Question: What if they are recording victims? What rights do victim have in Oregon that might conflict with the right to record in public settings?

(a) Recordings may be made from any public place or any private property where the individual has the legal right to be present.
• Question: Are there some situations on campus where they have a right to be present but not record?

500 - Traffic Collision Reporting

500.4.3 TRAFFIC COLLISIONS INVOLVING OTHER CAMPUS EMPLOYEES OR OFFICIALS The Patrol Lieutenant or Patrol Sergeant will request assistance from the Portland Police Bureau for the investigation of any traffic collision involving any Portland State University official or employee where a serious injury or fatality has occurred.
• Question: Shouldn't this specify whether the crash happened on campus vs. off campus? Also, does this include crashes that were outside of the employees work duties?

508 - Vehicle Towing

508.5 VEHICLE SEARCHES Case law regarding search and seizure is ever changing and frequently subject to interpretation under the varying facts of each situation.
• Comment: We thought the benefit of using Lexipol was to keep this updated. Seems kind of difficult to leave this up to each officers' "familiarity with relevant case law." That is what this Lexipol's policy updates should provide.

514 - Traffic Citations

514.1 PURPOSE AND SCOPE This policy outlines the responsibility for traffic citations, the procedure for dismissal, correction, and voiding of traffic citations,
• Question: we are assuming more will be added here...also needs clarification regarding moving vehicles versus parked. How is latter coordinated with the PSU Parking office? Another question concerns traffic patrols in/around campus. As a full Police department, will CPSO be making more traffic stops to address driving infractions?

518 - Disabled Vehicles
• Recommendation: use language like inoperative.
600 - Investigation and Prosecution

The Campus Police Detective is available for assistance as well as Detective assistance from the Portland Police Bureau...

- Question: Portland police will be on call to campus?

600.2 MODIFICATION OF CHARGES FILED Employees....

- Question: Does this mean CPSO employees or broader university employees and administrators? This topic is important given some recent events where campuses have been accused of discouraging officers from filing charges.

608 - Confidential Informants

...(p) Update on active or inactive status of informant. The informant files shall be maintained in a secure area within the Campus Public Safety Office. These files shall be used to provide a source of background information about the informant, enable review and evaluation of information given by the informant, and minimize incidents that could be used to question the integrity of officers.

- Comment: This statement might need additional clarification.

608.3 USE INFORMANTS - Before using an individual as a confidential informant, an officer must receive approval from the Director. The officer shall compile sufficient information through a background investigation in order to determine the reliability, credibility, and suitability, of the individual, including age, maturity, and risk of physical harm.

608.3.1 The use of juvenile confidential informants is discouraged due to a number of risks. They will only be used when the investigation is of such a nature as to justify the risks. The district attorney should be consulted and a parent or legal guardians written consent shall be secured. Final approval to use a juvenile confidential informant must be obtained from the Director of Public Safety.

- Question: Given the broader historical context of feds infiltrating student groups in the 60s and 70s, it seems like the need for and conditions surrounding the use of informants should be more clearly defined. Where does it say that informants will only be cultivated in regards to specific criminal investigations as opposed to broader information gathering? This seems to require further explaining. Would students be used as CI's?

608.5.1 PAYMENT - The amount of funds to be paid to any confidential informant will be evaluated against the following criteria

- Question: Do we realistically expect a need for paid informants on campus? Would like to see broader argument in favor of this being provided, one that is specific to campus policing.

(b) A confidential informant may receive a cash amount for each quantity of drugs seized whether or not assets are also seized.

- Question: Would students be involved in these situations?
610- Eyewitness Identification

610.1.1 DEFINITIONS Blind Presentation The presenter does not know who the suspect is; this is also known as double blind presentation.

Blinded Presentation - The equivalent of a blind presentation; used the when presenter knows who the suspect is. To be conducted so that the presenter does not know which photograph is being presented to the witness.

- Comment: This section needs further clarity. Not sure this is accurate terminology - a double-blind means neither the presenter nor the witness would know who the suspect is. There are also grammatical issues in this policy as currently written and it lacks the clarity of other policies. Given the extensive body of research on eyewitness testimony and the concerns we should have with photo line-up procedures we suggest that further work be done to clarify this policy. It might also be a good idea to preface the policy with a bit more caution regarding the problems of eye-witness testimony and limitations of traditional police line-ups.

612 - Brady Material Disclosure
- Reviewed – no comments, suggestions, questions

700 - Department Owned and Personal Property
- Reviewed – no comments, suggestions, questions

702 - Personal Communication Devices

(c) Employees shall promptly notify the Department in the event the PCD is lost or stolen.
- Question: Will PSU cover this cost?

(g) Use of a personally owned PCD constitutes consent for the Department to access the PCD to inspect and copy data to meet the needs of the Department, which may include litigation, public records retention and release obligations and internal investigations.
- Question: Is this true also for other PSU employees? That our personal cell phones are subject to inspection?

704 - Vehicle Maintenance.
- Reviewed – no comments, suggestions, questions

706 - Vehicle Use

704.5 NON-SWORN EMPLOYEE USE Non-sworn employees using marked vehicles shall ensure all weapons are removed from vehicles before going into service. Non-sworn employees shall also prominently display the out of service placards or lightbar covers at all times. Non-sworn employees shall not operate the emergency lights or siren of any vehicle unless expressly authorized by a supervisor.

Marked vehicles released to non-members for service or any other reason shall have all weapons removed and out of service placards or lightbar covers in place.
• Question: Does this represent a change from current CPSO practice with Public Safety Officers? If yes, why is this being changed? And “marked vehicle” sentence is unclear.

800 - Communication Operations
• Reviewed – no comments, suggestions, questions

802 - Property and Evidence
• Reviewed – no comments, suggestions, questions

804 - Records Procedures
• Reviewed – Coordinate with Oversight Committee

806 - Restoration of Firearm Serial Numbers

806.2.2 PROPERTY BOOKING PROCEDURE Any employee taking possession of a firearm with removed/obiterated serial numbers shall book the firearm into property following standard procedures. The employee booking the firearm shall indicate on the property form that serial numbers have been removed or obliterated.

• Question: Will we have our own property and evidence control unit or is this being coordinated with PPB? If the latter, may need to revise language presented here to indicate partnership.

808 - Records Release and Security

• Question: Is this aligned with the work of the Oversight committee? Seems like there is a lot to balance here with wish for transparency and legal regulations.

808.3 REPORT RELEASE RESTRICTIONS - The procedures set forth in Policy are to be applied in conjunction with the Oregon Public Records Law and the Bar Press Guidelines.
• Question: What is Bar Press Guidelines?

(a) The arrested person’s name, age, residence, employment, marital status and similar biographical information.

• Question: Does this mean race...ethnicity? Why Marital status? What about children at home? Might be nice to have something stated that guides the specific information released. Explicitly state the standard information (e.g., name, age, gender) released on all arrests and then list secondary information that can be released when there are extenuating circumstances that make this necessary. This helps to avoid possible biases in what information gets released on different suspects.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are eligible students."
• Question: Does FERPA give parents rights to access CPSO records? Not clear to us how FERPA and police department records (and laws governing the latter) interact and which has precedence. Certainly something our general council needs to review in depth.

808.5.1 MEDICAL RECORDS, SEALED RECORDS, IN CUSTODY RECORDS AND STUDENT RECORDS
• Comment: Coordination of this with WRC, SHAC, etc. is important given recent U of O case.

810 - Computerized Criminal Offender Information/Computerized Criminal History (Cch)
• Reviewed — no comments, suggestions, questions

811 - Security Surveillance Cameras

811.7 POLICY REVIEW AND OVERSIGHT - At the instigation of the Campus Public Safety Office this policy may be reviewed two years after it is accepted, and every two years thereafter. Recommendations will then be forwarded to the Director of Public Safety.
• Comment: Not clear why this one policy is being reviewed like this. All policies should be reviewed in a uniform fashion.

812 - Computers and Digital Evidence
• Reviewed — no comments, suggestions, questions

818 - Animal Control
• Reviewed — no comments, suggestions, questions

820 - Jeanne Clery Campus Security Act

820.1 PURPOSE AND SCOPE - The purpose of this policy is to establish guidelines to ensure this department fulfills its obligation in complying with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).
• Comment: We don’t see anything in here regarding how CPSO should handle efforts (if any) by others at PSU to under-report, reclassify, or suppress crime data. Might this be something that is needed given recent cases at other institutions? Something about the independence of authority of CPSO to document crimes?

900 - Temporary Holding Facility

900.1.2 DETENTION IN THE TEMPORARY HOLDING AREA - It is the policy of the Portland State University-Campus Public Safety Office that prisoners detained in the Temporary Holding Room shall be released or transported to another facility, per the provisions of this manual, as soon as possible and practical.
• Comment: This needs greater specificity and/or approval of a supervisor beyond a set amount of time.
900.1.3 NON-DETAINABLE PRISONERS Arreestees who fall within the following classifications should not be detained in the Temporary Holding Room. They should be transported to the county jail, the designated medical facility or the county mental health facility as appropriate: (f) Any person suspected of being under the influence of a hallucinogen, hyperglycemic agent, psychotropic medication, narcotic, sedative, tranquilizer, anti-neoplastic (cancer) drug, research medication or any person suffering from withdrawals of the above.

- Comment: Given that research finds 60-70% of jail inmates test positive for recent drug use, this would seem to exclude holding most people.

900.1.6 INTOXICATED PERSONS

Any officer encountering a person who is intoxicated or under the influence of controlled substances in a public place and who is incapacitated, whose health appears to be in immediate danger, or there is reasonable cause to believe the person is dangerous to him herself or to any other person, shall summon designated authority (Portland Police Bureau) or community resources, to transport the individual to the nearest appropriate treatment facility (ORS 430.399).

If the person is in need of medical attention, an ambulance should be summoned to transport the person to the nearest emergency room.

Any person who is arrested for a criminal offense and who is in need of emergency medical treatment due to drug or alcohol intoxication, or any other reason, shall immediately be taken to the nearest appropriate treatment facility.

- Comment: This seems to contradict some current practices. It is our understanding that CPSO sometimes transports students to OHSU when in crisis or intoxicated. This text makes it seem CPSO can only do this now if the person is a suspect. Clarification needed.

902 - Custodial Searches

- Reviewed – no comments, suggestions, questions

904 - Prison Rape Elimination

904. 1. 1 Definitions related to this policy include:

The Portland State University-Campus Public Safety Office will take immediate action to protect prisoners who are reasonably believed to be subject to a substantial risk of imminent sexual abuse (28 CFR 115.162).

- Comment: The term "prisoners" does not seem to be defined in the policy. Does this apply to people being interviewed, detained, involuntarily or voluntarily transported to OHSU, etc.?

1000 - Recruitment and Selection

- See attached appendix

1002 - Evaluation of Employees
• Needs to align with collective bargaining and human resources.

1004 - Promotional and Transfer Policy

• Reviewed – no comments, suggestions, questions

1006 - Grievance Procedure

• Reviewed – no comments, suggestions, questions

1008 - Anti-Retaliation

• Reviewed – no comments, suggestions, questions

1010 - Reporting of Employee Convictions

• Reviewed – no comments, suggestions, questions

1012 - Alcohol and Drug Use Policy

• Reviewed – no comments, suggestions, questions

1014 - Sick Leave Reporting

• Reviewed – no comments, suggestions, questions

1016 - Communicable Diseases

• Reviewed – no comments, suggestions, questions

1018 - Smoking Policy

1018.2 POLICY - Although the Campus does not base employment decisions on the fact that an applicant or employee may smoke while off-duty, smoking is not permitted inside department facilities, within 25 feet of any building, or any department vehicle. It shall also be the responsibility of all employees to ensure that no person smokes inside department facilities and vehicles.

• Comment: As currently written, this is not going to be in compliance with PSU's smoke free campus. We'll just want to be sure this fits in with the smoke free campus.

1020 - Personnel Complaint Procedure

• Reviewed – no comments, suggestions, questions

1022 - Seat Belts
• Reviewed – no comments, suggestions, questions

1024 - Body Armor

• Reviewed – no comments, suggestions, questions

1026 - Personnel Files

1026.1 PURPOSE AND SCOPE This section governs the maintenance, retention and access to personnel files in accordance with established law. It is the policy of this department to maintain the confidentiality of personnel records pursuant to Oregon Revised Statutes 192.502.

• Comment: As with many of the policies in Chapter 10, this should be aligned with HR and the union contracts.

1028 - Request for Change of Assignment

• Reviewed – no comments, suggestions, questions

1030 - Employee Commendations

• Reviewed – no comments, suggestions, questions

1032 - Fitness for Duty

• Reviewed – no comments, suggestions, questions

1034 - Meal Periods and Breaks

• Reviewed – no comments, suggestions, questions

1035 - Lactation Break Policy

• Reviewed – no comments, suggestions, questions

1036 - Payroll Record Procedures

• Reviewed – no comments, suggestions, questions

1038 - Overtime Payment Requests

• Reviewed – no comments, suggestions, questions

1040 - Outside Employment

• Reviewed – no comments, suggestions, questions
1042 - On Duty Injuries
  • Reviewed – no comments, suggestions, questions

1044 - Personal Appearance Standards
  • Reviewed – no comments, suggestions, questions

1046 - Uniform Regulations
  • Reviewed – no comments, suggestions, questions

1050 - Nepotism and Conflicting Relationships
  • Reviewed – no comments, suggestions, questions

1052 - Employee Involved Domestic Violence
  • Reviewed – no comments, suggestions, questions

1054 - Department Badges
  • Reviewed – no comments, suggestions, questions

1056 - Modified Duty Assignments
  • Reviewed – no comments, suggestions, questions

1060 - Employee Speech, Expression and Social Networking
  • Reviewed – no comments, suggestions, questions
Exhibit 1-B

IAC - Listening Sessions and Online Public Comments on Policies
Exhibit 1-B
IAC - Listening Sessions and Online Public Comments

Policy, Procedures and Assessment Topic Team

Summary: These comments were submitted to the Implementation Advisory Committee (IAC) by the campus community between April 3 and April 28, 2015. They were submitted via an online form and through “listening sessions” held across campus during this time period. For purposes of this report, the comments have been organized by content area: policy, procedures, assessment. When a comment does not fit into any of these categories, it has been put into an “others” category. The online submissions are taken verbatim from the submission form and are unedited. The “listening session” comments are taken from staff notes.

Policy:

• Policy # 212.4 - MANAGEMENT OF E-MAIL - should more completely conform to the University’s retention schedule: OAR 166-475-0105 (Safety and Security Records) or alternately refer to 804.1.2. "E-mail that the employee desires to save" lacks the backbone to ensure compliance with state records law. If all possible CPSO should not be advising the printing of it’s e-mail as doing so robs the message of essential metadata. Instead encourage using services such as Google Takeout for retention of e-mail records.
• Will all new officers hired be armed?
• What type of arms will the PSU Police use?
• What policies will be implemented to assure that de-escalation techniques are favored over use of force?
• What will the new CPSO’s jurisdiction be? I.E., will they be called for incidents that involve PSU students that are off-campus?
• With the new sworn/armed police, will there be changes in how PSU Police deal with the homeless who live on campus?
• Will body cameras be used? If yes, what will the policy be for when they are turned on and off? This group felt they should be turned on at the beginning of an officer’s shift and remain on throughout the shift. However, there was some discussion about whether it was really necessary to keep cameras on during breaks, and other non-service related activities (filing reports, giving testimony...etc.)
• Will the bifurcation of the PSU police allow for specialized training for the unarmed officers? The QRC group expressed an interest in having unarmed officers trained to serve as the “bridge builders” that will be needed in a community policing setting.
• Will it be the policy of the PSU Police to provide liaisons to the different multi-cultural centers that represent marginalized communities on campus?
• What will be the “description of suspects” policy? There was concern that black students in particular are more likely to be inadequately described in police bulletins, which make it inevitable that this community will be more broadly targeted.

• What type of side arm and magazine capacity will the use of force policy call for? This group wants the minimum magazine size.

• Will the CPSO have policies on the use of force when children or the elderly are present?

• What will be the minimum standards for securing PSU Police weapons on campus? Will the policy for officers accessing their arms be written to prioritize fast access or safe access?

• Will there be a body cam policy for PSU Police? If so, what will its elements be?

• Given the cultural and linguistic complexity of our campus, will there be an interpretation policy that allows for adequate communication with our non-native English speakers?

• Has PSU considered a policy of using police dogs as an alternative to - or augmentation of - lethal force on campus?

Procedures:

• Increase numbers of officers, install more campus help lines, hire non-hetero/non-white officers, and arm officers with non-lethal weaponry. Enforce PSU perimeter as well. I support CPSO, and invite them to remember that giving officers firearms is detrimental to student safety. CPSO deals mostly with idiotic students, not gun-toting felons, and with the exception of the drug addicts that make their way onto campus, the people they are arresting are harmless.

• Observe, Report, and say Hello to everyone. A smile lets people know you are there and care.

• There needs to be increased hiring of CPSO officers. The force should be expanded to match the increasing size of the PSU student body. A suggested ratio is 3 officers to every 1000 students.

• If all officers are to be sworn, but only some are to be armed, how will it be decided who is armed and who is not?

• What will be the procedure for selecting officers who are to be trained to be armed?

• With sworn and armed officers on campus, will RA’s still need to contact the PPD for certain types of service calls? If so, what will those service calls be?

• Will there be a way to visually differentiate armed officers from unarmed officers...for example, will they wear a different uniform?

• When dispatching officers, will it be possible to request that an unarmed officer respond to a service call?

• Will PSU community be able to initiate a service request using a text message?
Assessment:

- How would we compare PSU's implementation to the implementation of other campuses?
- The QRC group spent quite a bit of time discussing the importance of using the six month probationary period for new employees as a screening mechanism for new officers. Two of the questions they had: should armed officers have a longer probationary period; and should the evaluation of probationary officers include input from the campus community?

Other:

- There needs to be increased hiring of CPSO officers. The force should be expanded to match the increasing size of the PSU student body. A suggested ratio is 3 officers to every 1000 students.
- It makes me extremely uncomfortable and makes me feel unsafe on campus to know that CPS officers carry firearms. It is unacceptable and unnecessary; it is only a matter of time before a violent gun crime occurs and such an event would be only aggravated by an armed CPS officer if not committed with their gun.
- Saw an email suggesting CPSO's may become armed in the future. I believe that is a horrible idea. The risk high density area and training involved is counter intuitive to the officer’s primary function as someone who observes, reports, and provides visual deterrence on campus. Much of the downtown security, as a former security officer, has unarmed security. In short, call emergency responders if there is an issue. It will save money, careers, and potentially lives.
- As an institution of higher education, we ought to promote the active use of persuasion that does NOT involve lethal weaponry. Firearms are antithetical to everything that we stand for with respect to the power and appeal of reason.
- No guns. That simple.
- With the change in force, there may be more arrests requiring detention on-campus, if so will PSU build a jail?
- It is clear that more marketing needs to be done to inform the PSU campus community about how to access CPSO. When asked...few people in this "listening group" knew about the 4404 or 4407 line, the function and location of blue phones, and/or the physical location of CPSO.
- The QRC group wanted to know why PSU has gone from pepper spray and batons to fully armed officers without phasing in lethal force through experience with and use of - tazers and other non-lethal options?
Exhibit 1-C

Section for Hearing Impaired/Disabled Communications (Policy 372)
Exhibit 1-C

Section for Hearing Impaired/Disabled Communications (Policy 372)

Disability Resource Center comments:

1. Language used to define/describe people with disabilities is outdated.
   a. “Disabled” should not be used unless there is no other appropriate
   b. Recommend: “Communication with People with Disabilities” instead of “Disabled Communications”
   c. Recommend: “people with disabilities” instead of “people who are

2. Section 372.1.1. Consider inclusion of other types of disabilities which can cause communication issues in definitions: traumatic brain injury, cognitive impairment, auditory processing disorders, etc.

3. Section 372.3(e). “Developing procedures that will enable...” Recommend: “Developing procedures and trainings”

4. Section 372.4(a). “When there is any doubt...” Recommend: “Whether there is any doubt” as officers cannot readily assess for all types of disabilities/conditions which may affect understanding.

5. Section 372.5. “use of all gestures, and verbal and written...” Recommend: “use of all gestures, verbal, and written...”
   1. Section 372.7. In order to be clear about access, recommend adding “closed captioning for all video content”.

7. Section 372.9. TTY and relay services are relatively old technologies.

Recommend inclusion of online video relay services, texting, and instant messaging. (Example of online video relay: Purple http://www.purple.us)

8. Section 372.13.1. Consider adding “(f) Paraphrasing or using different terminology when appropriate” or similar concept.

9. Section 372.18.1. Consider inclusion of training in online video relay, texting, and instant messaging to required trainings.
Exhibit 1-D

Comments on Recruitment and Training Policies
Recruitment and Selection

1000.1 PURPOSE AND SCOPE
The employment policy of the Portland State University shall provide equal opportunities for applicants and its employees regardless of race, sexual orientation, age, pregnancy, religion, creed, color, national origin, ancestry, physical or mental handicap, marital status, veteran status, or sex, and shall not show partiality or grant any special favors to any applicant, employee or group of employees. The rules governing employment practices for this department are maintained by the Portland State University Department of Human Resources.

1000.2 RECRUITING
The Portland State University Campus Public Safety Office values multiculturalism and inclusiveness consistent with providing services to a diverse and international campus community. Efforts in recruiting a diverse workforce will include specific efforts to achieve this goal by reaching out to community groups and organizations that provide services to multicultural populations. Examples include multicultural centers and academic disciplines centered on traditionally marginalized groups. These efforts will include presentations and outreach on available career opportunities in the Campus Public Safety Office.

1000.3 APPLICANT QUALIFICATIONS AND SELECTION PROCESS
Candidates for job openings will be selected based on merit, ability, competence and experience by the following method:

- Position is posted on the PSU-HR website for 2-3 weeks. Job is advertised through other law enforcement agencies: IACLEA (International Association Campus Law Enforcement Agency), WACLEA (Western Association Campus Law Enforcement Agency), LEDs (Law Enforcement Data System), and the FAServ for CCJ (Criminal Justice/Criminal Justice) students.
- Officer candidates are invited to take an eighty-three minute written test: Standard & Associates National Police Officer Selection Test. Officer Supervisor candidates take a written test: ERDO Merit's Sergeant Promotional Exam. Candidates must obtain 80% or better to pass.
- Candidates who pass the test will have an on-site interview with the Hiring Board for 20-30 minutes. The Hiring Board is chaired by the Lieutenant of Operations and consists of community members on campus that Officers will have direct contact with and will require collaborative team work. Hiring Board Members may include Student Health and Counseling, Women's Resource Center, Queer Resource Center, Dean of Student Affairs, and Mult-Cultural Centers.
- Based on the Hiring Board’s rankings, candidate(s) will be send a background packet to fill out. Campus Public Safety hires a background investigator to provide an in-depth background check.
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1000.1 PURPOSE, AND SCOPE, AND VALUES
The Portland State University Campus Public Safety Office values equity, diversity and inclusion. The Campus Public Safety Office strives to consistently provide excellent services to the entire campus community with a specific focus on an ethos of care.

The employment policy of the Portland State University shall provide equal opportunities for applicants and its employees regardless of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information, or any other basis protected by federal, state or local law. Race, sex, sexual orientation, age, pregnancy, religion, creed, color, national origin, ancestry, physical or mental handicap, marital status, veteran status, or sex, and shall not show partiality or grant any special favors to any applicant, employee or group of employees. The rules governing employment practices for this department are maintained by the Portland State University Department of Human Resources.

1000.2 RECRUITING

Position is posted on the PSU-HR website for 4-6 weeks. Good faith efforts will be made to obtain a diverse applicant pool by advertising and doing local and national outreach with a minimum; IACLEA (International Association Campus Law Enforcement Agency), WACLEA (Western Association Campus Law Enforcement Agency), LEDs (Law Enforcement Data System), various college and university department communication resources such as listservs (e.g. of potential departments to advertise with: Criminology/Criminal Justice, Sociology, Social Work, Conflict Resolution, etc.), resource fairs, and diverse police officer associations (e.g., Black Police Officers Association, LGBT Police Officers, etc.).

The Portland State University Campus Public Safety Office values multicultural and inclusiveness consistent with providing services to a diverse and international campus community. Efforts in recruiting a diverse workforce will include specific efforts to achieve this goal by reaching out to community groups and organizations that provide services to multicultural populations.

Examples include multi-cultural centers and academic disciplines centered on traditionally marginalized groups. These efforts will include presentations and outreach on available career opportunities in the Campus Public Safety Office.

1000.3 APPLICANT QUALIFICATIONS AND SELECTION PROCESS

Candidate will submit an online application on PSU's website.
- Candidates for job openings will be selected based on merit, ability, competence and experience by the following methods:

Position is posted on the PSU HR website for 4-6-2-3 weeks. Good faith efforts will be made to obtain a diverse applicant pool by advertising and do outreach with jobs advertised through other law enforcement agencies: IACLEA (International Association Campus Law-Enforcement Agency), WACLEA (Western Association Campus Law-Enforcement Agency), LEGS (Law Enforcement Data System) and the listserv for PSU_CGJ (Criminology/Criminal Justice) students, resource fairs, diverse police officer associations (e.g., Black Police Officers Association, LGBT Police Officers, etc.).

Officer candidates are invited to take an eighty-three minute written test: Standard & Associates' National Police Officer Selection Test. Officer Supervisor candidates take a written test: ERGO Metrics' Sergeant Promotional Exam. Candidates must obtain 80% or better to pass.

Candidates who pass the test, will have an onsite interview with the search committee Hiring Board for a minimum of 20-30 minutes. The search committee Hiring Board is chaired by the Lieutenant of Operations and consists of community members on campus that officers will have direct contact with and will require collaborative team work. The search committee Hiring Board members should include a diverse representation of the entire campus community (representatives should be nominated by their respective manager or above/chair or above/student officer, government executive officer or authorized union representative) and may include representatives from: Student Health and Counseling, Women's Resource Center, Queer Resource Center, The Dean of Students Office, and Multi-Cultural Center, Diversity & Multicultural Student Services (DMSS), DMSS Cultural & Resource Centers, Global Diversity & Inclusion. 1 member of the PSU Board of Trustees, 1 ASPSU student representative, 1 student from the general student body, SEIU representative, AAUP representative, AFT representative, and a community member.

Based on the search committee Hiring Board's rankings, candidate(s) will be sent a background packet to fill out. Campus Public Safety contracts hires a background investigator to provide an in depth background check.

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on candidate(s). This process takes an average of 40 hours a week per person. The background investigator gives a final evaluation of the candidate. Disqualifying behaviors are defined in Policy.

If the candidate passes the background evaluation, they will then require a Psychological Evaluation by a Licensed Psychologist. The psychological evaluation is an eight hour process. The psychologist screens for: Social Competence; Team Work; Adaptability-Flexibility; Conscientiousness-Dependability; Impulse Control-Attention to Safety; Integrity-Ethics; Emotional Regulation & Stress Tolerance; Decision-Making & Judgment; Assertiveness-Persuasiveness; and Avoiding Substance Abuse & Other Risk-Taking Behavior. The psychologist will give a recommendation to hire or not.

Depending on psychological evaluation, a Medical Exam Form (DPSST FORM F2) is given to the candidate to have completed by a Licensed Physician or Surgeon.

Candidates for Campus Police Officer must additionally pass the Oregon Police Agility Test (OPAT)

If candidate completes all steps successfully, candidate is hired for position.

1000.3.1 MINIMUM REQUIREMENTS

All persons hired by this department must meet the applicable minimum standards established by law, in addition to any standards established by this department. The Administration supervisor shall ensure that:

(A) Persons hired as law enforcement officers by this department must meet the minimum employment standards and requirements set by the Oregon Department of Public Safety Standards and Training (DPSST) (OAR 259-008-0010 and OAR 259-008-0070).

(B) Persons hired as telecommunicators by this department must meet the minimum employment standards and requirements set by the DPSST (OAR 259-008-0011 and OAR 259-008-0070).

(C) Persons hired for any other position must meet the requirements established by this department.

(D) Personal history investigations for law enforcement officer and telecommunicator positions are conducted and retained appropriately and that all applicants are interviewed personally, prior to employment, by the Director of Public Safety or the authorized designee (OAR 259-008-0015).

1000.4 STANDARDS

Employment standards shall be established for each job classification and shall include minimally, the special training, abilities, knowledge and skills required to perform the duties of the job in a satisfactory manner. The Portland State University Department of Human Resources maintains standards for all positions.

The dilemma facing the Department is one of developing a job-valid and non-discriminatory set of policies which will allow it to lawfully exclude persons who do not meet the Portland State University or State of Oregon hiring standards. The disqualifiers listed below are examples and...
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- This process takes an average of 40 hours a week per person. The background investigator gives a final evaluation of the candidate. Disqualifying behaviors are defined in Policy and Oregon Administrative Rules.

- If the candidate passes the background evaluation, they will then be required to take a Psychological Evaluation by a Licensed Psychologist. The psychological evaluation is an eight hour process. The psychologist screens for: Social Competence; Team-Work; Adaptability-Flexibility; Conscientiousness-Dependability; Impulse Control Attention to Safety; Integrity-Ethics; Emotional Regulation & Stress Tolerance; Decision Making Judgment; Assertiveness-Persuasiveness; and Avoiding Substance Abuse & Other Risk Taking Behavior. The psychologist will give a recommendation to hire or not hire.

- Depending on psychological evaluation, a Medical Exam Form (DPSST FORM) is given to the candidate to have completed by a Licensed Physician or Surgeon.

- Candidates for Campus Police Officer must additionally pass the Oregon Police Agility Test (ORPAT)

- A candidate must complete all steps successfully to be considered for employment. If candidate completes all steps successfully, candidate is hired for position.

1000.3.1 Minimum Requirements

- All persons hired by this department must meet the applicable minimum standards established by law, in addition to any standards established by this department. The Administration supervisor shall ensure that:

  (a) Persons hired as law enforcement officers by this department meet the minimum employment standards and requirements set by the Oregon Department of Public Safety Standards and Training (DPSST) (OAR 259-008-0010 and OAR 259-008-0070).

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  (c) Persons hired for any other position meet the requirements established by this department.

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1000.4 Standards

- Employment standards shall be established for each job classification and shall include minimally, the special training, abilities, knowledge and skills required to perform the duties of the job in a satisfactory manner. The Portland State University Department of Human Resources maintains standards for all positions.

The dilemma facing the Department is one of developing a job valid and non-discriminatory set
of policies which will allow it to lawfully exclude persons who do not meet the Portland State University or State of Oregon hiring standards. The disqualifiers listed below are examples and
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are not intended to be all inclusive. Other factors may also disqualify applicants. Final decisions will be at the discretion of the Director of Public Safety.

The following standards have been adopted for public safety applicants:

1000.4.1 OPERATION OF A MOTOR VEHICLE
(a) The ability to possess a valid Oregon driver’s license
(b) The ability to drive safely
(c) The ability to control a motor vehicle at high speeds
(d) The ability to operate a motor vehicle in all types of weather conditions
(e) The following shall be disqualifying:

1. Receipt of three or more moving violations (or any single instance of a potential life threatening violation, such as reckless driving, speed contest, suspect of a pursuit, etc.) within three years prior to application. Moving violations for which there is a factual finding of innocence shall not be included.

2. Involvement as a driver in two or more chargeable (at fault) collisions within three years prior to date of application.

3. A conviction for driving under the influence of alcohol and/or drugs within three years prior to application or any two convictions for driving under the influence of alcohol and/or drugs.

1000.4.2 INTEGRITY
(a) Refusing to yield to the temptation of bribes, gratuities, payoffs, etc.
(b) Refusing to tolerate unethical or illegal conduct on the part of other law enforcement personnel.
(c) Showing strong moral character and integrity in dealing with the public.
(d) Being honest in dealing with the public.
(e) The following may be disqualifying:

1. Any material misstatement of fact or significant omission during the application of background process shall be disqualifying, including inconsistent statements made during the initial background interview (Personal History Statement or Supplemental Questionnaire) or discrepancies between this background investigation and other investigations conducted by other law enforcement agencies.

2. Any forgery, alteration, or intentional omission of material facts on an official employment application document or sustained episodes of academic cheating.
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are not intended to be all inclusive. Other factors may also disqualify applicants. Final decisions will be at the discretion of the Director of Public Safety.

Listed below are the standards that have been adopted for public safety applicants and potential reasons for disqualification (the following are not intended to be all inclusive. Other factors may also disqualify applicants. Final decisions will be at the discretion of the Director of Public Safety):

(a) The ability to possess a valid Oregon drivers license
(b) The ability to drive safely
(c) The ability to control a motor vehicle at high speeds
(d) The ability to operate a motor vehicle in all types of weather conditions
(e) The following shall be disqualifying:
   1. Receipt of three or more moving violations (or any single instance of a potential life threatening violation, such as reckless driving, speed contest, suspect of a pursuit, etc.) within three years prior to application. Moving violations for which there is a factual finding of innocence shall not be included.
   2. Involvement as a driver in two or more chargeable (at fault) collisions within three years prior to date of application.
   3. A conviction for driving under the influence of alcohol and or drugs within three years prior to application or any two convictions for driving under the influence of alcohol and or drugs.

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   1. Any material misstatement of fact or significant omission during the application or background process shall be disqualifying, including inconsistent statements made during the initial background interview (Personal History Statement or Supplemental Questionnaire) or discrepancies between this background investigation and other investigations conducted by other law enforcement agencies.
   2. Any forgery, alteration, or intentional omission of material facts on an official employment application document or sustained episodes of academic cheating.
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1000.4.3 CREDIBILITY AS A WITNESS IN A COURT OF LAW
(a) The ability to give testimony in a court of law without being subject to impeachment due to sinister honesty or versality (or their opposites) or due to prior felony conviction.
(b) The following may be disqualifying:
   1. Conviction of any criminal offense classified as a misdemeanor under Oregon law within three years prior to application
   2. Conviction for two or more misdemeanor offenses under law as an adult
   3. Conviction of any offense classified as a misdemeanor under Oregon law while employed as a peace officer (including military police officers)
   4. Admission(s) of having committed any act amounting to a felony (including felonies treated as misdemeanors at sentencing) under Oregon law, as an adult, within five years prior to application or while employed as a peace officer (including military police officers)
   5. Admission(s) of administrative conviction of any act while employed as a peace officer (including military police officers) involving lying, falsification of any official report or document, or theft
   6. Admission(s) of any act of domestic violence as defined by law, committed as an adult
   7. Admission(s) of any criminal act, whether misdemeanor or felony, committed against children including but not limited to: molesting or annoying children, child abduction, child abuse, lewd and lascivious acts with a child, or indecent exposure. Acts of consensual unlawful intercourse accomplished between two minors shall not be included, unless more than three years difference in age existed at the time of the acts
   8. Any history of actions resulting in civil lawsuits against the applicant or his/her employer may be disqualifying

1000.4.4 DEPENDABILITY
(a) A record of submitting reports on time and not malingering on calls
(b) A record of being motivated to perform well
(c) A record of dependability and follow through on assignments
(d) A history of taking the extra effort required for complete accuracy in all details of work
(e) A willingness to work the hours needed to complete a job
(f) The following may be disqualifying:
   1. Missing any scheduled appointment during the process without prior permission

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(d) A history of taking the extra effort required for complete accuracy in all details of work
(e) A willingness to work the hours needed to complete a job
(f) The following may be disqualifying:

1. Missing any scheduled appointment during the process without prior permission,
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2. Having been discharged by any employer (including military) as an adult for abuse of leave, gross insubordination, dereliction of duty or persistent failure to follow established policies and regulations

3. Having been involuntarily dismissed (for any reason other than lay-off) from two or more employers as an adult

4. Having a work history that indicates an inability to maintain a long-term relationship with an employer or to establish and work toward achieving long-term goals

5. For officer applicants, having undergone personal bankruptcy more than once; having current financial obligations for which legal judgments have not been satisfied; currently having wages garnished; or any other history of financial instability. The credit history of an applicant or employee shall not be used or obtained as part of an employment decision, including hiring, discharge, promotion or demotion, unless the position qualifies as a public safety officer as defined in OAR 650-005-5070 (ORS 650A.320).

6. Resigning from any paid position without notice may be disqualifying, except where the presence of a hostile work environment is alleged

7. Having any outstanding warrant of arrest at the time of the application

1000.4.5 LEARNING ABILITY

(a) The ability to comprehend and retain information

(b) The ability to recall information pertaining to laws, statutes, codes, etc.

(c) The ability to learn and to apply what is learned

(d) The ability to learn and apply the material, tactics and procedures that are required of a law enforcement officer

(e) The following may be disqualifying:

1. Being under current academic dismissal from any college or university where such dismissal is still in effect and was initiated within the past two years prior to the date of application

2. Having been academically dismissed from any DPSST certified basic law enforcement academy wherein no demonstrated effort has been made to improve in the deficient areas, except subsequent successful completion of another DPSST basic law enforcement academy shall rescind this requirement

1000.4.6 PERSONAL SENSITIVITY

(a) The ability to resolve problems in a way that shows sensitivity for the feelings of others.

(b) Empathy
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2. Having been disciplined by any employer (including military) as an adult for abuse of leave, gross insubordination, dereliction of duty or persistent failure to follow established policies and regulations

3. Having been involuntarily dismissed (for any reason other than lay-off) from two or more employers as an adult

4. Having a work history that indicates an inability to maintain a long-term relationship with an employer or to establish and work toward achieving long-term goals

5. For officer applicants having undergone personal bankruptcy more than once; having current financial obligations for which legal judgments have not been satisfied; currently having wages garnished; or any other history of financial instability. The credit history of an applicant or employee shall not be used or obtained as part of an employment decision, including hiring, discharge, promotion or demotion, unless the position qualifies as a public safety officer as defined in OAR 839-005-0075 (ORS 659A.320).

6. Resigning from any paid position without notice may be disqualifying where notice is required, except where the presence of a hostile work environment is alleged

7. Having any outstanding warrant of arrest at the time of the application

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(b) The ability to recall information pertaining to laws, statutes, codes, etc.

(c) The ability to learn and to apply what is learned

(d) The ability to learn and apply the material, tactics and procedures that are required of a law enforcement officer

(e) The following may be disqualifying:

1. Being under current academic dismissal from any college or university where such dismissal is still in effect and was initiated within the past two years prior to the date of application (follow-up with Phil re: academic dismissal and no bachelor’s degree being required).

2. Having been academically dismissed from any DPSST certified basic law enforcement academy wherein no demonstrated effort has been made to improve in the deficient areas, except: subsequent successful completion of another DPSST basic law enforcement academy shall rescind this requirement

1000.4.6. PERSONAL SENSITIVITY

(a) The ability to resolve problems in a way that shows sensitivity for the feelings of others.
(b) Empathy
(c) Discretion, not enforcing the law blindly
(d) Effectiveness in dealing with people without arousing antagonism
(e) The ability to understand the motives of people and how they will react and interact
(f) The following may be disqualifying:

1. Having been disciplined by any employer (including the military and/or any law enforcement training facility) for acts constituting racial, ethnic or sexual harassment or discrimination based on a person's age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information, or any other basis protected by federal, state or local law

2. Uttering any epithet derogatory of another person's age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information, or any other basis protected by federal, state or local law, race, religion, gender, national origin, or sexual orientation, or any other protected class outlined in paragraph two on page 1 of the policy.

3. Having been disciplined by any employer as an adult for fighting in the workplace

1000.4.8 ILLEGAL USE OR POSSESSION OF DRUGS

(a) The following examples of illegal drug use or possession will be considered automatic disqualifiers for public safety applicants, with no exceptions:

1. Any adult use or possession of a drug classified as a hallucinogenic within seven years prior to application for employment
2. Any adult use or possession of marijuana within one year prior to application for employment
3. Any other illegal adult use or possession of a drug not mentioned above (including cocaine) within three years prior to application for employment
4. Any illegal adult use or possession of a drug while employed in any law enforcement capacity, military police, or as a student enrolled in college accredited courses related to the criminal justice field
5. Any adult manufacture or cultivation of a drug or illegal substance
6. Failure to divulge to the Department any information about personal illegal use or possession of drugs
7. Any drug test of the applicant, during the course of the hiring process, where illegal drugs are detected

(b) The following examples of illegal drug use or possession will be considered in relationship to the overall background of that individual and may result in disqualification:

1. Any illegal use or possession of a drug as a juvenile
2. Any illegal adult use or possession of a drug that does not meet the criteria of the
automatic disqualifiers specified above (e.g., marijuana use longer than one year ago or cocaine use longer than three years ago.)

3. Any illegal or unauthorized use of prescription medications

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(c) Discretion, not enforcing the law blindly
(d) Effectiveness in dealing with people without arousing antagonism
(e) The ability to understand the motives of people and how they will react and interact
(f) The following may be disqualifying:
   1. Having been disciplined by any employer (including the military and/or any law enforcement training facility) for acts constituting racial, ethnic or sexual harassment or discrimination
   2. Uttering any epithet derogatory of another person's race, religion, gender, national origin or sexual orientation
   3. Having been disciplined by any employer as an adult for fighting in the workplace

1000.4.7 JUDGMENT UNDER PRESSURE
(a) The ability to apply common sense during pressure situations
(b) The ability to make sound decisions on the spot
(c) The ability to use good judgment in dealing with potentially explosive situations
(d) The ability to make effective, logical decisions under pressure
(e) The following may be disqualifying:
   1. Admission(s) of administrative conviction or criminal convictions for any act amounting to assault under color of authority or any other violation of federal or state Civil Rights laws
   2. Any admission(s) of administrative conviction or criminal conviction for failure to properly report witnessed criminal conduct committed by another law enforcement officer

1000.4.8 ILLEGAL USE OR POSSESSION OF DRUGS
(a) The following examples of illegal drug use or possession will be considered automatic disqualifiers for public safety applicants, with no exceptions:
   1. Any adult use or possession of a drug classified as a hallucinogenic within seven years prior to application for employment
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4. Any illegal adult use or possession of a drug while employed in any law enforcement capacity, military police, or as a student enrolled in college-approved courses related to the criminal justice field
5. Any adult manufacture or cultivation of a drug or illegal substance
6. Failure to divulge to the Department any information about personal illegal use or possession of drugs
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2. Any illegal adult use or possession of a drug that does not meet the criteria of the automatic disqualifiers specified above (e.g., marijuana use longer than one year ago or cocaine use longer than three years ago.)
3. Any illegal or unauthorized use of prescription medications
EXHIBIT 2-A

Department of Public Safety Standards
And Training
Basic Police Curriculum Breakdown
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<td>305 Intoxilizer Certification</td>
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<td>306 Investigative Report Writing &amp; Note Taking</td>
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Vienna Convention ORS 181.642
Bias Crimes ORS 181.642
2 Additional Hours
Mandated ORS 181.665
NEW CLASS
NEW CLASS
NEW CLASS
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<td>Crash Investigation</td>
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<td>Criminal Investigations</td>
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<td>Forensics</td>
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<td>407</td>
<td>Interview and Interrogation</td>
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<td>MDT Child Abuse Investigation</td>
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<td>Missing and Abducted Children</td>
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**SKILLS**

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<td>Health and Fitness</td>
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**SCENARIO/PRACTICAL**

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<td>Solo Officer Response</td>
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<td>Tactical Safety Briefing</td>
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<td>606</td>
<td>SC - Crime Scene and Interview &amp; Interrogation</td>
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<td>SC - Domestic Violence</td>
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<td>SC - Forensics</td>
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<td>611</td>
<td>SC - Incident Command/WMD</td>
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<td>SC - Tactical Firearms</td>
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**ADMINISTRATION**

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<td>Examinations / Review</td>
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**GRAND TOTAL**

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EXHIBIT 2-B

IAC - Recruitment and Training Outreach
Exhibit 2-B

IAC - Recruitment and Training Outreach

**Note:** The following information was gathered through phone calls, face-to-face interviews and emails between April and May 15, 2015.

Research Task: Speak to the OHSU’s Police training supervisor about the following:

- Pre and Post DPSST training
- Community Policing at OHSU
- Supplemental training on de-escalation, working with the homeless and working with individuals suffering a mental health crisis
- How OHSU officers are armed
- Implicit Bias Training
- Employee Assistance Programs for officers after a use of force incident

Interviewed:

OHSU Deputy Chief Heath Kula
Phone: 503-494-0086
kula@ohsu.edu

**Pre and Post DPSST training:** In addition to DPSST training, OHSU officers (they are a bifurcated force) receive 140 additional hours of supplemental skills training before they are armed. This training is specific to OHSU’s community standards and focuses on empathy, de-escalation, policy and policing in a clinical setting. Regardless of whether they are armed or not, once officers are trained they must complete 10 additional hours per month of in-service training to remain employed. This training is topical and focuses on current events and changes in policy.

**Community Policing at OHSU:** Deputy Chief Kula emphasized that effective Community Policing is specifically tailored to the community being policed. At OHSU, this means their police force is trained to emulate the cultural norms of a clinical environment. Sensitivity and a safety first bias are the characteristics they look for in their recruits. They inculcate these values through policy. For example, they have a *dis-engagement policy* that spells out the conditions under which their officers are given discretion to “stand down” during an encounter. Chief Kula described several instances where this would be appropriate in a clinical setting. He went on to say that not only did this policy help ensure that individuals received proper care (even if they were involved in illegal behavior) but it gave officers
support if they made a judgment call to dis-engage and the encounter went badly. Although OHSU uses
Lexipol, community standards—like those resulting in the dis-engagement policy—have caused them to
create their own, or significantly modify, fully one third of the policies Lexipol provides.

Supplemental training on de-escalation, working with the homeless and working with individuals
suffering mental health crises: In addition to the dis-engagement policy described previously, OHSU
provides supplemental training on trauma informed policing. This training teaches officers how to
engage with subjects in a way that illicit information about their background and history that may
inform the interaction. The example he cited was the physical search of a transgender subject. In this
example, the officer was able to use trauma informed communication techniques to determine it would
be more effective to allow this person—who was experiencing a psychotic episode—to remain in their
street clothes (which they equated with their identity) rather than to require them to change into
medical scrubs, which is policy in the type of search required. Supplemental training is done in-house
utilizing experts from the external community. Deputy Chief Kula indicated his willingness to collaborate
with the PSU Police Force in the future to either/or share trainings and collaborate on creating new
trainings of interest to both forces.

How OHSU officers are armed: OHSU’s is a bifurcated force. Community Service Officers carry Tasers,
Pepper Spray and a Baton. Armed officers carry the aforementioned, plus a Glock 17mm handgun,
secured in a level 4 retention (Note: PPB officers holsters are level 3) holster. The uniforms for the two
types of officers differ from each other; armed officers wear additional insignia indicating their
qualification to carry a gun. OHSU guns are secured in the access controlled room where officers have
their lockers. The lockers themselves have an additional lock box in which officers are expected to keep
their guns when they are off duty. OHSU police do not currently use body cams. Because they work in a
clinical environment, in order to be compliant with federal HIPAA regulations, they are precluded from
filming subjects because they must maintain extraordinarily high levels of patient privacy. A campus
policy committee is considering whether to enable the use of body cams, and under what
circumstances. NOTE TO THE IAC: PSU is now in the process of trying to get HIPAA status so it can be
compliant with the terms of several large federal grants it already has, and compete for additional ones
in the future.

Implicit Bias Training: Deputy Chief Kula took PPB’s implicit bias training and does not feel it adequately
meets OHSU’s needs. Instead, he pulled together a panel of community experts from the Mayor’s
Office, the Albina Ministerial Alliance and other local organizations to create a more appropriate
training. Led by Dr. Alisha Moreland, OHSU created the program and then ran simulations and table top
scenarios to confirm its efficacy before training its officers on it. Deputy Chief Kula suggested that PSU
do the same. As he did with all of these issues, Kula indicated his enthusiasm for sharing this training
with PSU in the future.

108
Employee Assistance Programs for officers after a use of force incident: OHSU does not currently have anything besides the EAP to offer officers after a use of force incident. Kula hopes to remedy this deficit in the near future using an approach similar to the one OHSU used for implicit bias training. That is, identify internal experts and collaborate with them to create a program. Then run the program in-house.

***********************************************************************

Research Task: Speak to the U of O's training Lieutenant about the following:

- Implicit Bias Training
- Lessons Learned after two years as a sworn and armed force

Interviewed:

Lt. Andrew Bechdolt
Police Lieutenant - Professional Standards and Training
Phone: 541-346-5040
bechdolt@uoregon.edu

Implicit bias training: The U of O PD² provides this important training after their officers have completed their DPSST training. The training is done by U of O Chief of Police Carolyn McDermed³ in collaboration with Eugene Police Captain Samuel Kamkar.⁴ This training is offered every other year.

U of O PD officers also receive post DPSST supplemental training for working with community members experiencing mental illness and homelessness. This weeklong training occurs during the summer. This summer's program is under development now and the curriculum will be delivered on campus by appropriate U of O faculty. The curriculum will take a “crisis intervention” approach and emphasize resources that are currently available both on and off campus.

Lessons Learned: Lt. Bechdolt mentioned several lessons learned that may be of interest to the appropriate IAC Topic Teams; they are:

- Sexual Assault training resources - The U of O PD provides their officers with post DPSST training on the nuances of the Cleary Act and Title IX as they apply to sexual assaults on campus. This training is provided during a week-long class that is offered on campus and in-service. There

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² University of Oregon Police Department: http://police.uoregon.edu/
³ Carolyn McDermed - Phone: 541-346-4127 -mcderrmed@uoregon.edu
⁴ Learn more about Captain Kamkar: https://www.eugene-or.gov/CivicAlerts.aspx?AID=1280
may be opportunities for PSU Police to attend this training. Lt. Bechodlt can provide more particulars about the training and its availability.

- Evidence and Property storage - Now that the U of O PD has felony arrest capability, they are finding their capacity for the proper management and storage of evidence and property is inadequate. So far they have been able to limp along by repurposing existing space they control to provide secure lockers and storage. However, they acknowledge they will need additional space for this function in the future. Note: U of O PD is particularly sensitive to this issue after an audit done of Eugene PD's evidence lockups found property and evidence to be missing.

- Management of evidence and property - Similar to the previous issue, the U of O PD has learned the need to properly track and retain evidence and property has grown exponentially since they converted to a sworn unit. In fact, this element of their work has become so complex and time consuming that they anticipate having to hire a full time coordinator for this function in the near future.

- Preferred sidearm: U of O PD uses a Glock 45 caliber sidearm in a level 2 retention holster. This weapon takes a magazine of 13 rounds as opposed to the more commonly used Glock 9 mm, which takes 16. The second level holster requires officers to make two manipulations before their weapons can be un-holstered.

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Research Task: Speak to Portland Police Chief in charge of training about supplemental training on Implicit Bias and Community Policing with a focus on homelessness, mental illness and de-escalation.

Interviewed:

Assistant Chief of Police Mike Crebs
Phone: 503-823-0990
michael.crebs@portlandpolicebureau.com

Background: I interviewed Commander Crebs at the 5/5 meeting of the City of Portland's Public Involvement Advisory Committee; on which I serve. We discussed the training of PPB officers on the subjects of Implicit Bias and Community Policing with a focus on homelessness, mental illness and de-escalation.

Findings: As the PPB's Assistant Chief of Services, Commander Crebs oversees the Training Division, Personnel, the Office Professional Standards, Fiscal Services Division, Statistical Support Division and the Records Division. He is the executive who is most familiar with the training available to PPB officers and spoke to me about national trainings he had participated in, as well as new trainings programs being developed by the PPB to address our subjects of interest.
**Recommendations:** According to Commander Crebs, the most impactful training he has experienced in terms of appreciating Implicit Bias is the *White Men as Full Diversity Partners* training produced by Proudman and Whelp.

He also recommended a diversity issues training program he provides his officers. It was developed by Dr. Caprice Hollins in collaboration with the Seattle police department.

Finally, the PPD has hired a new Equity and Diversity Manager, Elle Weatheroy (elle.weatheroy@portlandpolicebureau.com). Ms. Weatheroy will be responsible for “making sure the bureau's recruiting, hiring and promotional practices serve all people fairly.” Commander Crebs suggested Phil contact him and Ms. Weatheroy if he wishes to learn more about PPD training opportunities and he seemed sincere in his interest in collaborative training.

He also told me he would consider including PSU in the PPB’s ongoing supplemental trainings. Since they train 700 officers at a time, our 10 would not burden the trainers.

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**Research Task:** Contact the Police Chiefs of the Urban 21 Universities and find out what supplemental trainings and trainers they use; particularly in regards to Implicit Bias and Community Policing with a focus on homelessness, mental illness and de-escalation.

**Process:** All 21 Chiefs were contacted between the end of April and first week of May by phone or email. A follow up email was sent May 5th.

**Findings:** Four Chiefs responded to my request for information. Their contact information and responses follows.

1. Congrats on the change of status. I did the externship for my master’s degree in Portland and have been on your campus. I’m glad to see you making the transition.

    For training, Jyl Shaffer, our Title IX Coordinator and I team teach a good program on Bias Management. We also do a victim centered process class as well as a police / Title IX concurrent investigations class. We would be happy to deliver any or all of those topics free of charge if you can cover our expenses. I have copied Jyl on this email if you have any questions for us.

    Thanks and good luck!

    C. Jason Goodrich
    Director of Public Safety & Chief of Police
2. I would suggest contacting the Fair and Impartial Policing program (http://www.fairimpartialpolicing.com/) for implicit bias training for your officers. If you contact them please let them know I directed you to them. This training has been deployed in Ferguson and is the best that is out there.

Best
John

John Venuti
Chief of Police
VCU Police Department
938 West Grace Street

Richmond, Virginia 23284

(804) 690-8868 Cell
(804) 828-1210 Office
(804) 828-1199 Fax

3. Response to my telephone interview of 5/7/15 with:

Lt. David Scott
Director of Community Policing, Crime Prevention, Safety Awareness
ab3559@wayne.edu
313-577-6064

Q. Can you recommend an effective implicit bias training program?
A. Wayne State sends its officers to our local Police Academy where this subject (Michigan calls it “sensitivity” training) is covered. Wayne State is not allowed to provide supplemental trainings on any subject unless the training is vetted and approved by the Michigan Commission on Law Enforcement Standards (MCOLES). Consequently, we do all our training -- including in-service, advanced and refresher -- through the academy.
Q. What advice do you have for a newly sworn force?
A. Wayne State has been sworn and armed since 1967 so we are not “newbies” however based on my 39 years of campus experience, here are a couple of issues I suggest you consider:

- When you are fully sworn and armed you can anticipate a change in how the community perceives your force. Not just the concerns they may have about having armed cops on campus, but also the shift in how you are perceived by people and businesses located near the campus. Wayne State is located in the middle of Detroit and has permeable boundaries. We often get calls inside (and on the outskirts) of our geographical jurisdiction that in the past would have gone to the Detroit PD. However, locals know that our service response times are faster and our officers are better trained and more sensitive to local conditions...so they call us first.

- After Virginia Tech, Wayne State invested in training and equipment to prepare for active shooters. Part of the training was running simulations involving the whole campus. While debriefing one such experience, we heard from students who participated that it was clear the campus police were being prepared to deal with such a situation...but what about students. At that time there was no training for students on how to respond in an active shooter situation, so we developed a program of our own. This program has now been picked up and adapted by other campuses. Lt. Scott still does this training and would be happy to discuss with Chief Zerzan if there is interest at PSU.

4. Mark, Captain Greg Butler is the chief training supervisor for the Indiana University Police Academy that is one of seven certified training academies in the Indiana with the specific purpose of training university police officers (undergrad IU student sworn police). Below is his preliminary response however his email address is included below should you have additional questions.

Thank you

Jerry

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Jerry L. Minger
Indiana University PSIA
Superintendent of Public Safety
812-855-4296
In response to your inquiry the following information is presented:

**Implicit bias** is not taught at the IU Police Academy. The closest subject matter taught we label Racial Profiling. Federal guideline on Racial Profiling are taught to our officers from the USDOJ fact sheet of 2003 and the new US Federal Law Enforcement profiling ban, other materials are used as appropriate.

**Community Policing** is taught by the Public Safety Director and Assistant to the President at Butler University, Benjamin Hunter. Ben Hunter is a former Indianapolis Police Sgt. and Indianapolis City Councilman. His instruction is based on the SARA model (scanning-analysis-response-assessment) and his experience conducting Community Policing programs in Indianapolis.

**Mental Illness** – This subject matter is covered in a 3-5 day course coordinated by the National Alliance of Mental Illness. It teaches the basics to Police Officers on the different types of mental illness and how to recognize individuals who may be displaying symptoms of mental illness. This training also allows for visits to facilities that would handle mental illness patients. In the academy the subject matter is presented by IU ADA office with second session regarding individuals with intellectual disabilities.

**De-escalation** – What we present in the academy is Verbal Judo as designed by George Thompson. It is basically referred to the professional use of language or tactical communication to “Generate Voluntary Compliance”. Taught on the principles that:

All people want-
- to be treated with respect
- to be asked rather than told what to do
- to know why they are asked or told to do something
- to have options rather than threats
- a second chance to make it right
EXHIBIT 2-C

IAC – Public Comment for the Recruitment and Training Topic Team
Exhibit 2-C

IAC - Public Comment for the Recruitment and Training Topic Team

Note: Public Comment was gathered via two different online forms: a general comment form hosted by FADM that was active before the Implementation Advisory Committee (IAC) formed; and a second, IAC managed form. Additional comments were provided at IAC produced “listening” sessions that took place across campus during April and May of 2015. Forty four unique comments pertaining to Recruitment and Training were generated using these forums.

*****************************************************************************

Listening Session Feedback: (16 comments)

3 Students could be assets in police trainings, helping officers and staffers understand the views and perspectives of students.

4 When will the conversion from a non-sworn/armed campus safety force to a fully sworn/armed force be completed and implemented? For example, will there be sworn/armed PSU officers on campus this fall?

5 RAs are particularly concerned about issues that arise when students display suicidal tendencies and want the new force to be well trained in PSU’s mental health policies.

6 How will the conversion to a PSU police force change how RAs do their job? For example, will there be new RA training to better understand the changes in CPSO policies?

7 RAs felt the emphasis of community policing should be on training that integrates (rather than segregates) officers into the community.

8 Recruits should be screened for bias as part of their psychological evaluation. There was particular concern that there is currently only one psychologist in Oregon who does these screenings.

9 All agreed that PSU has to expand its outreach to potential officer candidates and advertise in more diverse communities.

10 Given the large number of Veterans on campus, should new hires be given specialized training in how to respond to students suffering from PTSD?

11 There was concern that LGBTQ community members are considered “deviant” by the police and thus are assumed to be “trouble-makers.” What training will PSU officers get to address this concern?

12 Will officers receive age-group specific, emerging mental health issues, and working with the homeless-specific training?

13 Will dispatch also be part of the training? For example, folks wanted to know if they will have the option to ask for an armed or unarmed officer when initiating a request for service.

14 Will PSU Police be trained to be gender specific in their identifications? The LGBTQ group expressed the opinion that gender should in no way influence how officers respond to a community member during a service call.

15 The LGBTQ group wants to see the PSU Police spend the maximum amount of academy time possible - as well as pre and post training time - on learning non-lethal use of force techniques.
16 What will be the retraining/refreshment training cycles for PSU Police? The LGBTQ group would like to see this occur at least every two years.
17 Will officers receive “safe restraint” training for the mentally disabled?
18 The LGBTQ group would like to see “verbal” conflict resolution emphasized in any training PSU Police engage in.

Online General Feedback Form - Pre IAC (8 comments - unedited)

i. I approve of the actions the committee is making by improving the enforcement on campus. My one suggestion would be to implement body cams onto the officers that will benefit all parties involved. Thanks for making an effort to increase the security of the schools staff and students.

ii. I have two recommendations. First, I would like to encourage the implementation committee to work collaboratively with experts at PSU on culturally responsive practices and the Coalition of the Communities of Color to develop model culturally responsive training modules for sworn police officers. These modules could become models for other police departments. Next, I would like to encourage the implementation committee to develop a strong method of collecting and regularly analyzing data (disaggregated by race, ethnicity, gender, gender identification, national origin, and religion) on all aspects of the force’s work (stops, citations, arrests, use of diverse strategies such as handcuffing) to ensure there are no disparities between the populations represented on the PSU campus and the police actions. Should we find disparities by any individual sworn officer or units, we must require additional training and consider disciplinary actions up to and including dismissal if the actions are not in alignment with our commitment to equity and diversity. The analysis must be done often, possibly monthly; the findings must be made public; and the solutions to the disparities must be collaboratively identified by the community impacted by disparities, PSU representatives, and the force’s representatives. While the communities of PSU are not in agreement regarding the use of a sworn, armed police force, the decision provides PSU with the opportunity to lead the way locally and nationally with a culturally responsive police force that contributes to the human dignity of all our students, faculty, and community members.

iii. First I want to commend you on the open and transparent process you have engaged in. Second, I would like to suggest that - to the extent possible - we make an intentional effort to recruit a PSU Police that is representative of the ethnic distribution on campus.

iv. There are such things as rubber bullet that don't kill people. I don't believe deadly force should be an option for campus police

v. To ensure the safety of all people affected by the implementation of an armed security force, firearms need to be regulated on a checkout system. For each day that a security officer wishes to carry a firearm, they should be required to file a request specifying the individual weapon, the quantity of ammunition, and the reason that checking out a firearm is necessary. Any discrepancy between reports and inventory must be grounds for immediate suspension and possible termination. Such a system would be a natural, regular
vi. It would be prudent for the committee to work with Randy Miller, Director of the Physical Education Program at PSU, to spread the word about the Self Defense PE Class offered at PSU. Any student can sign up to take this class for one credit! In addition, the campus police should be aware of the class and hand out flyers for concerned PSU students. It would be great to see a variety of departments to work together and create a safe campus community. Thanks.

vii. Despite my wish that a police force would not be needed, I knew early on it was inevitable that PSU would hire police officers. My only hope now is that clear Pre-Planned Procedures are set in place so that police officers know exactly what to do in all kinds of scenarios. There are programs to help train officers via video games that help officers practice and drill. I'm sure the police force is aware of this but it doesn't hurt to mention it. Secondly, it would put my mind at ease, as well as my peers with whom I spoken about this issue, if the police force would wear body cameras. Has this been looked into? I have not seen any info on the FAQ sheet. Lastly, I saw on the FAQ sheet that police would be trained in de-escalation techniques and multiculturalism which seems like a good idea. I also think a business class or communication class would be helpful. You may be asking yourself why? Well I have approached a CSSPO in the past and he was very rough and short in his demeanor when I first approached him about a campus safety issue. Once he realized there was a potential issue his demeanor changed and he gave me his card which was all very nice but I still felt rather uncomfortable because he had been quite rude initially. At another time I had called the dispatcher over other concerns and she was very dismissive at first. Customer service makes all the difference and if our police force was more approachable I don't think there would be as much concern about hiring sworn officers. My experiences make me not want to bring up any issue so the last time I found a lady sleeping on the middle of the floor, I talked to someone who might have been a faculty member. I don't think that's acceptable and I am having a hard time imagining a positive outcome with sworn police officers. Despite going against student wishes, I hope PSU does keep their safety in mind and implements body cameras. I think it would help police officers do their jobs more easily. Thank you.

viii. I applaud the Student Council for recognizing the need for safety and preparedness at PSU and welcome the open discussion and engagements to take place now and forward in ensuring the assimilation of this new police force. After reading over the information
given in favor of the proposal of adding 12 sworn officers and 1 police detective, I agree with the necessitation of being well prepared in the extremity of an unfavourable event; However, the Committee must accept the threat that a mere presence of an armed police force is a threat to the public order. The positioning of these armed officers will be crucial to maintaining the traditional "chill and relaxed" vibe of PSU's student life on campus rather than having every new freshman feeling as if they are entering a state prison when they walk the district. Focus the armed officers at key points of the most anticipated areas of crime that spill from the city with a few reserves participating in LIGHT patrols and engaging with students directly and openly, yet ready to respond in an emergency. Training should include: -Specific Training for Policing Forces in dealing with: -Rich varieties of ethnicities -Marijuana and the social effects of Legalization -Developing Adults and Students

Online IAC Feedback Form: (20 comments - unedited)

i. I am disappointed about the CPS because I lost my backpack one time, last month. After that, I realized the library is very unsafe when there is only two cameras in the door and no camera in each floor. I only left my sheet for a while but my backpack is disappeared. There is nearly no clue to find the stoler and more importantly, it's very difficult for me to believe that CPS is doing well in our campus.

ii. I recommend the same process other police depts in oregon do. Background and history questionnaire, oral interview, background check, psychological evaluation, medical examination. Veterans preference also. No waivers for police academy unless the officer is a lateral. Complete police academy and annual training consisting of use of force, weapons qualifications, shoot dont shoot scenarios. Diversity and crisis intervention training. Ride along with current police, and evaluated by current or former police Only. Pass physical test yearly. Probationary period mandatory.

iii. Beyond the standard training that we want the officers to receive, they need to know our campus and our student population. To help with that, I would suggest that part of the training checklist needs to include meetings with the resource centers for specific populations on campus. For example: Veterans Resource Center, Queer Resource Center, Disability Resource Center, Women's Resource Center, La Casa Latina, Resource Center for Students with Children, etc. This will help officers understand the needs of specific populations and provide them with an intro to people who can be a resource for information.

iv. I hope you will keep as many current officers as possible during the transition.

v. As a faculty member and a member of a minority community, I think diversity among the police force is very important, but also adequate training on how to deal with people and in particular since the new force will be an armed force, how to use, and when to use and when not to use deadly force. It
seems this is a major concern of many students who - looking to non-campus police forces use of deadly force in questionable situations fear that this might be an issue here. I have worked over 15 years at universities and all had armed police forces, but all had perhaps the best trained officers I have ever met who had adequate training in conflict resolution, nonviolent communication/arrest methods, and spent time getting to know the needs of students, faculty, and staff - in particular understanding the safety needs of on-campus and near-campus students. A model force is that at Princeton University where I worked on faculty:  
https://publicsafety.princeton.edu/about/sworn-officers

vi. This is more a question than a suggestion. I'm wondering about whether there might be any issues about recruiting veterans who have served in Iraq or Afghanistan. Would they have a better understanding of Muslim cultures and values than other recruits? Or might they have a darker concept of Muslims as 'the enemy'? We have a lot of students from the Gulf area....

vii. I don't like the idea of armed police on campus but I agree that if they are going to be here they should have proven appropriate temperaments and multicultural training and additional training in handling college environments including students. Also considering the number of students attending PSU from countries torn by conflict and violence, often with the experience of abuse at the hands of police (frequently connected with the military and who ever rules or is attempting to rule the country) and students from places of poverty and intolerable experiences with police... Has there been any consideration of holding orientation style workshops with counselors and knowledgeable personnel to assist in addressing possible fears?

viii. As a tenured faculty member and Portland citizen, I am against the idea of campus police carrying firearms. US campuses are not their own countries. They should not be overseeing and judging sexual assault charges, nor arming themselves like a militia. If campus security is armed, I will feel markedly less safe.

ix. CPSO should not be armed. There is no reason to have guns on campus.

x. recruit people WITHOUT GUNS! keep all guns off campus! I as faculty I am greatly concerned by the militarization of our college campus. we have police officers downtown with guns. guns are designed to kill people-- keep them off our campus!

xi. It will be important for salaries, training, oversight and supervision to be equal to what Portland Police receive. All officers should be fully trained in working with individuals with mental illness and there should be rapid access to mental health support.

xii. How will PSU work to ensure that the police force reflects the diversity of the PSU student body, including international students, including students who are here learning English and who are from cultures where the role and
function of police forces is quite different from those here? (That is, while they may be of adult age, they are not fully linguistically or culturally competent.) What arrangements are currently or will be made to ensure that student will have access to interpreters who have both linguistic and cultural knowledge in such cases?

xiii. There are ample resources for reviewing precedent already set from other Universities and Supreme Court rulings. I would encourage the committee to review current best practices and not try and re-create already established protocol.

xiv. Working at a university requires an understanding of collegiate experiences. I would make a minimum requirement a BA/BS. I am not 100% on having a requirement of prior police experience. It should be able to be supplemented with demonstrated community/public/municipal involvement along with professional experience of some kind. Also, a written statement supplemental submission on how police/CPSO can have positive impacts on a university community.

xv. I saw three men that I am assuming are new recruits today (or maybe two recruits and a trainer). What I saw were white men in uniform walking three abreast on various parts of the campus (I saw them twice). I would have felt better if there had been only two and one wore some indication that he was in training. I might also have felt better if they weren’t all white men. This is an opportunity to show racial and gender diversity on campus. Please!

xvi. Please include recruitment components that will include scenarios and simulations before candidates move on to training.

xvii. I would suggest that CPSO recruit recent PSU graduates with experience in community outreach and conflict resolution, and to make Conflict Resolution courses available to sworn officers. Another suggestion is gender and racial equality in hiring, without giving preference to one specific non-white and non-hetero group.

xviii. Saw an email suggesting CPSO’s may become armed in the future. I believe that is a horrible idea. The risk high density area and training involved is counter intuitive to the officers primary function as someone who observes, reports, and provides visual deterrence on campus. Much of the downtown security, as a former security officer, has unarmed security. In short, call emergency responders if there is an issue. It will save money, careers, and potentially lives.

xix. Sworn officers should reflect the diversity of the PSU Community, including an expansion of female and trans officers. There should be liaisons to every student group, every college and unit on PSU campus so trusting relationships can be built. Patrolling officers should not carry firearms, but rather be armed with their knowledge of and commitment to social justice. Trainings for every CPSO officer should be mandatory at least twice monthly.
to review policies, to expand cultural sensitivity and competency, and to provide greater learning and awareness of all aspects of the PSU Community of which they are a part.

XX. Cops are awful. Please, if it is decided that there has to be armed cops on campus train them in methods of de-escalating situations non-violently, teach them cultural competency (i.e., how not to be racist) and how to generally not be violent terrorists.