Board of Trustees Meeting
Academic and Student Recreation Building
University Board Conference Room 515
1800 SW 6th Avenue
Portland, Oregon 97201
Thursday, 9/15/2016
1:00 - 5:00 PM PT
Audio Livestream Webcast Available at: http://www.pdx.edu/board/

Amended

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
      Faculty Senate Presiding Officer Brad Hansen will share comments with the Board.
   b. Comments from the Associated Students of Portland State University
      ASPSU President Liela Forbes and Vice President Kaitlyn Verret will share comments with the Board.

4. Consent Agenda
   a. Approval of Minutes from June 16, 2016 Meeting
      Meeting Minutes June 16, 2016 - Page 3
   b. Approval of Minutes from August 4, 2016 Special Meeting
      Special Meeting Minutes August 4, 2016 - Page 9
   c. Approval of the NWCCU Year One Report
      Cover Sheet: NWCCU Year One Report - Page 11
      NWCC One-Year Report - Page 12

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. Discussion Item: Presidential Search Update
   Chair Pete Nickerson will update the Board regarding the status of the presidential search process and introduce the search consultant retained to assist with the search.
   About Isaacson, Miller - Page 36
   Our Approach Isaacson, Miller - Page 38

7. Possible Executive Session
   The Board may go into executive session pursuant to ORS 192.660(2)(i), to review and evaluate the employment-related performance of the chief executive officer of the University and ORS 192.660(2)(f), to consider information or records that are exempt by law from public inspection.

8. Action Item: Approval of President Wiewel's Annual Goals
   Pursuant to the Board's Policy on Evaluation of the President, the Board will be asked to approve President Wiewel's goals for the upcoming year.
   Cover Sheet: President Wiewel's Annual Goals - Page 44

9. Discussion Items (con't)
   a. Report from the President
      President's Report September 2016 - Page 46
b. **Orientation Session: School of Business Administration**
   Dean Cliff Allen will provide an introduction to the School of Business Administration.

   *School of Business Administration Factsheet - Page 58*

c. **Orientation Session: Introduction to GEU**
   Aaron Johnson and Christian Marsh, representatives of the Graduate Employee Union (GEU), the newest collective bargaining unit on campus, will provide an introduction to GEU.

d. **Sustainability Initiatives at Portland State University**
   Robert Liberty, Director of PSU's Institute for Sustainable Solutions, will discuss PSU's sustainability leadership in education, research and community partnerships.

10. **Adjourn**
Minutes

**Board Members Present:** Swati Adarkar, Gale Castillo, Sho Dozono, Maria Carolina Gonzalez-Prats, Thomas Imeson, Margaret Kirkpatrick, Rick Miller, Lindsay Stewart, Peter Stott, Christine Vernier, and President Wiewel (ex-officio)

**Board Member(s) Not Present:** Erica Bestpitch, Maude Hines, Irving Levin, and Chair Nickerson

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

Vice Chair Imeson called the meeting to order at 1:09 pm. The Board Secretary took roll. A quorum was present, and the meeting proceeded.

2. **Open Comment**

The following individuals spoke to the Board for approximately three minutes each:

- **Tiffany Kraft** expressed her thoughts regarding Title IV funds and state divestment, encouraged student support and positive dialogue, and that the University should raise revenue.

- **Shannon Neale** expressed concerns regarding staffing, funding, and wages for student workers in the Fifth Avenue Cinema.

- **Emma Whetsell** expressed her opinion about minimum wage, administration salaries, and the President’s salary.

- **Trevor Jacobson** expressed his opinion about the divided nature of the student body and that the views expressed to the Board are often one-sided.

- **Olivia Pace** reflected on the past year and urged the Board to focus on a living wage for students.

Members from the audience presented the Board with copies of signed petitions for a $15 minimum wage for all workers on campus.
3. Invited Comments

a. Comments from Presiding Officer of the Portland State University Faculty Senate

Professor Gina Greco, outgoing Presiding Officer of the Faculty Senate, reported that she was proud of the work done during the 2015-16 academic year to develop new curriculum and pedagogy in diversity and the alignment of this work with the strategic plan. Greco also discussed the strategic planning process and the importance of faculty input. Greco introduced Professor Brad Hansen, the new Presiding Officer of the Faculty Senate for 2016-17.

b. Comments from the Associated Students of Portland State University (ASPSU)

ASPSU President Liela Forbes introduced herself to the Board and shared her priorities of disarming of campus security, campus sexual assault awareness, food security, and a $15 minimum wage. Forbes is interested in positive change and a relationship that works for all.

4. Reports and Orientation Sessions

a. Executive & Audit Committee

Trustee Castillo reported that the Executive and Audit Committee met on June 8, 2016. The committee heard a status report on the FY2016 internal audit plan and approved the FY2017 internal audit plan, which is before the Board today.

The Committee was also briefed regarding the outcome of the FY2015 Single Audit. This audit is required by the federal government for certain recipients of federal funds. This was the first audit done for PSU as a stand-alone entity since the establishment of independent governance. The audit report found no material deficiencies.

The Committee also discussed the draft Trustee Recommendation Policy. More research will be conducted and a revised policy brought back to the committee and full Board at a later time.

The E&A Committee requested a briefing on the status of PSU food services and the Student Health Insurance program. Both reports were included in the committee’s docket material and are available online.

b. Academic and Student Affairs Committee

Margaret Kirkpatrick, Chair of the Academic and Student Affairs Committee, reported that the committee met on May 11, 2016 and approved the PSU Strategic Plan Goals to serve as the University’s Northwest Commission on Colleges and Universities (NWCCU) Core Themes for the University’s Year One report.
The committee approved a new BA/BS in Urban and Public Affairs on behalf of the Board and recommended that it be forward to the Higher Education Coordinating Commission for approval.

The committee discussed the Strategic Plan and identified initiatives that will be committee priorities. The committee charter will be modified to align with the mission and goals of the committee and the Strategic Plan. The comprehensive campaign’s themes and “big ideas” were presented; further discussions on these matters will continue.

c. Finance and Administration Committee

Rick Miller, Chair of the Finance and Administration Committee, reported that the committee met on June 8, 2016. The financial dashboard requested by the committee is complete and updates will be provided annually or when the Board is asked to approve a project over $5 million. The committee reviewed third quarter budget reports, including budget-to-actual performance.

Miller reported that the committee met its established goals for the year: 1) review of quarterly financial reports, including budget-to-actual performance; 2) completion of a dashboard of financial indicators; 3) exploration of best practices for financial policies related to limits of authority, unbudgeted spending, and long-term contractual relationships; 4) discussions regarding alternative revenue sources; and 5) construction of a University Reserve’s Management Policy.

Miller shared the committee’s work plan for 2016-17, which includes: 1) contingency planning; 2) linking the budget with the Strategic Plan to ensure adequate funding for key priorities; 3) review of Auxiliary departments; 4) tuition stabilization; and 5) discussions regarding operating efficiencies, including savings and allocations.

5. Consent Agenda

a. Approval of the Minutes from March 31, 2016 meeting
b. Approval of the Minutes from May 25, 2016 special meeting
c. FY2017 Internal Audit Plan

Vice Chair Imeson asked for a motion to approve the Consent Agenda.

Action: Trustee Castillo made a motion to approve the Consent Agenda. Trustee Vernier seconded the motion. The motion was approved unanimously.
6. Action Items

a. Approval of Reserves Management Policy

Trustee Miller, Chair of the Finance and Administration Committee, presented an overview of the Reserves Management Policy. Adequate reserves are necessary for the long-term health and sustainability of the University. This policy aligns with Goal 5, initiative 2.2 of the Strategic Plan; and although is a stand-alone policy, it should be considered in conjunction with other University policies, strategic initiatives and institutional priorities. The Primary Reserve Ratio (PRR) will be the measure to monitor the long-term financial adequacy of University reserves. The PRR is indicative of financial strength and flexibility through demonstration of how long the institution can operate using expendable funds only. The target minimum will be a PRR of 0.25% (or 3 months of expendable funds). The time line to reach the target minimum is five years. This policy aligns with AGB and NACUBO’s recommended primary reserve ratio of 0.4 as an aspirational target.

Vice Chair Imeson asked for a motion to approve the Resolution Approving Reserves Management Policy.

Action: Trustee Vernier made a motion to approve the Resolution Approving Reserves Management Policy. Trustee Stott seconded the motion. The motion to approve the Resolution was approved unanimously.

b. Approval of the FY2017 University Budget

Trustee Miller, Chair of the Finance and Administration Committee, presented an overview of the FY2017 University Budget.

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 state allocation to PSU approved by the Higher Education Coordinating Commission (HECC) pursuant to the Student Success and Completion Model (SSCM). Each division was assigned a base budget of their adjusted 2015-16 budget plus 3%. The budget includes a $5 million positive operating margin and a strategic investment pool of $1.75 million. The strategic investment funds have been committed by the President, in consultation with the President’s executive committee. Over the 2015-17 biennium, the University has designated a total of $7.42 million for critical and strategic initiatives.

Vice Chair Imeson asked for a motion to approve the Resolution Concerning University FY 2016-17 Operating Budget.

Action: Trustee Stewart made a motion to approve the Resolution Concerning University FY 2016-17 Operating Budget. Trustee Stott seconded the motion. The motion to approve the Resolution Concerning University FY 2016-17 Operating Budget was approved unanimously.
7. Report from the President.

President Wiewel highlighted certain aspects of his written report, which is included in the Board docket.

8. Discussion Items

a. Research & Strategic Partnerships Presentation

Vice President Jon Fink shared a presentation on Research & Strategic Partnerships at PSU. He discussed the general purposes of research activities at universities, the funding of academic research and the history of research at PSU, highlighting the research strengths that link to major strategic partnerships. Vice President Fink also discussed entrepreneurship at PSU and student involvement in research. The challenges and opportunities of continued research and the availability of resources were also discussed.

b. Orientation Session: Maseeh College of Engineering & Computer Science

Dean Renjeng Su provided an overview of the Maseeh College of Engineering & Computer Science. He provided details regarding the College’s student body and highlighted the skill sets student have upon completion of their degree. Dean Su explained the distinction between a Science major and an Engineering major and also discussed the College’s partnerships with industry. Dean Su talked about the importance of recruitment of new students and the need to keep the College on the cutting edge of competitiveness with rapid changing technology.

9. Receipt of Written Reports

a. Campus Public Safety Report

Vice Chair Imeson reminded trustees that the semi-annual campus public safety report was included in the Board docket and invited Vice President Kevin Reynolds and Chief Zerzan to answer any questions from the Board about the report. Zerzan discussed the current coverage provided by campus public safety officers. In response to a question, he noted that the majority of campus police arrests were not student-related. He also shared that the written report does not include 86 incidents involving students in crisis (e.g., mental health, etc.) that involved Campus Public Safety, and noted that no use of force was used during those incidents. Chief Zerzan also discussed the use of body cameras, and the storage and review of body camera information. PSU is the first police agency in Multnomah County to use body cameras. Body cameras enable the department to review every police interaction or incident. Finally, Zerzan explained the mechanism for an individual to file a complaint against a campus police officer or safety officer. It was noted that there were no complaints related to arrests.
10. Adjourn

Vice Chair Imeson noted this was Carolina Gonzalez-Prats last meeting and thanked her for her service and contribution to the Board.

Trustee Miller noted this was Vice Chair Imeson’s last meeting as Vice Chair. Miller expressed his appreciation for Vice Chair Imeson’s leadership.

Vice Chair Imeson adjourned the meeting at 4:49 pm.
Minutes

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

Board Member(s) Not Present: Swati Adarkar and Irving Levin (Note: Trustee Levin attempted to call in to the meeting, but was unable to do so because the conference line was full.)

1. Call to Order/Roll/Declaration of Quorum

Chair Nickerson called the meeting to order at 10:03 am. Roll was taken, a quorum was present, and the meeting proceeded.

2. Approval of Executive and Audit Committee Membership

As of July 1, 2016, Rick Miller is both Vice-Chair of the Board and Chair of the Finance and Administration Committee, which are two of the four dedicated positions on the Executive and Audit Committee. The Chair requests discretion to appoint up to two at-large members.

ACTION: Chair Nickerson asked for a motion to allow up to two at-large members on the Executive and Audit Committee. Dozono made the motion. Vernier seconded. The motion passed unanimously.

3. Resolution Regarding Presidential Search Process

Board Secretary Reese reviewed the resolution included in the docket and the changes made by the Executive and Audit committee meeting on August 2, 2016. Chair Nickerson remarked that 10 trustees attended the committee meeting and participated in discussion of the resolution.

Trustee Vernier inquired if having community members would be appropriate. President Wiewel responded that members of the Board of Trustees, Foundation Board and Alumni Board are representatives of the community, which may serve the same purpose. The resolution does not foreclose the possibility of additional search committee members.
Trustee Hines commented that having a robust interaction with the Faculty Senate during the development of the position description is important.

Trustee Shao commented that the general student population needs to have interaction and regular updates about the process.

ACTION: Chair Nickerson asked for a motion to approve the Resolution Regarding Presidential Search Process. Dozono made the motion. Vernier seconded.

ACTION: Trustee Hines moved that the resolution be amended by adding the following sentence to the end of Section 8: “The position profile and desired characteristics, in particular, should rely on careful two-way communication with the campus community.” Imeson seconded the motion. A roll call vote was taken and the motion to amend the resolution was adopted unanimously.

Trustee Castillo commented that the process should be thoroughly discussed and communicated to Faculty Senate at its first meeting in October. Imeson reflected that it is important for the community to weigh in on the desirable attributes component of the process.

ACTION: Chair Nickerson asked for a motion to approve the resolution as amended. Dozono made the motion. Vernier seconded. The motion passed unanimously.

4. Adjourn

Chair Nickerson adjourned the meeting at 10:45 am.
AGENDA ITEM: 4.c. (Consent Agenda)

DATE: September 15, 2016

TITLE: Approval of Year One Self-Evaluation Report

COMMITTEE ACTION: The Academic and Student Affairs Committee recommends the Board approve the Northwest Commission on Colleges and Universities Year One Self-Evaluation Report.

SUMMARY OF ITEM: Portland State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The accreditation process is an ongoing process that requires reports to the Commission regarding Years One, Three, and Seven. For the year 2016, the University is required to submit the Year One Self Evaluation Report. The Year One report is due to NWCCU on September 15.

SUMMARY OF COMMITTEE DISCUSSION: The Committee met on September 8, 2016 and discussed the Year One Self-Evaluation Report. The report details the institutional changes since filing of the 2015 Year Seven Self-Evaluation Report and responses to the Commission’s recommendations; provides an executive summary of eligibility requirement 2 and 3, describes the university’s Mission Statement, and interpretation and articulation of mission fulfillment. The report provides detail of the core themes: elevate student success, advance excellence in teaching and research, extend leadership in community engagement, expand commitment to equity, and innovate for long-term sustainability. The report is reflective of the University’s Strategic Plan and is due to the commission on September 15, 2016. The Committee recommends the full Board approve the Year One Self-Evaluation report.

REQUESTED BOARD ACTION: Approval of the Year One Self Evaluation Report for submittal to the NWCCU as part of the Consent Agenda.

ATTACHED BACKGROUND READING: Year One Self Evaluation Report
Year One
Self-Evaluation Report

Prepared for the
Northwest Commission
On Colleges and Universities
by
Portland State University

September 15, 2016
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Institutional Overview

Portland State University occupies a unique position in Oregon and plays a crucial role in the metropolitan region that it serves. As the state’s premier urban research and teaching university, we have a well-defined mission to positively impact Portland and the broader community through educational access, engagement with local partners and the expertise of our top-quality faculty and staff.

Founded in 1946 as a college for returning World War II veterans, PSU has grown to offer more than 200 degrees and has become the most diverse public university in Oregon. We serve more than 28,000 students, including a significant number from historically marginalized and underrepresented racial and ethnic backgrounds, students with disabilities, working parents, first-generation students, international students, veterans and returning students. We also attract a large percentage of students who transfer from community colleges or other universities. We are an access institution that offers a quality liberal arts education as well as professional, graduate and doctoral programs. We consider our diversity an integral part of how we define academic excellence.

Based on our curriculum, faculty and dedication to community engagement, PSU is widely perceived as a national model for how universities can partner with their cities to solve problems and improve quality of life. Beginning in the early 1990s, PSU defined and embraced its identity as an innovative and engaged institution. Its location in the heart of downtown Portland, Oregon, enables the university and the city to maintain long-term collaborative partnerships, fostering community-based learning experiences for students and engaging faculty in applied teaching and research opportunities. We are among 240 universities that have achieved the Carnegie Community Engagement classification. Placed on a sky bridge over a major downtown thoroughfare, PSU’s motto, “Let Knowledge Serve the City,” reflects the importance we place on PSU’s relationship with the city and the region.

PSU’s innovative general education curriculum, University Studies1, is nationally acclaimed for its integration of community engagement and interdisciplinary teaching and learning across the four years of the program. Partnerships with other higher education institutions in the region, such as Oregon Health & Sciences University, and with public and private organizations, such as the Portland Development Commission and Portland General Electric, create opportunities for faculty and students to engage in cutting-edge research in a variety of areas, including health and sustainability-related fields, business, urban planning, engineering and social work. Connections with the city’s arts community enables students to learn from professional artists in a thriving urban environment. The joint emphasis of PSU and the City of Portland on sustainable urban futures provides a laboratory for applied research on transportation and energy alternatives and the development of social and political networks that support environmentally-conscious policies and systems.

PSU also has received national attention for its innovative reTHINK PSU2 initiative. PSU launched the initiative four years ago to address the growing challenges facing public urban universities, including the decreases in state funding, rising costs, the increasingly diverse and cost-conscious students, growth in online education and providing student centered services. This campus-wide effort has sparked significant changes to the way PSU delivers education and supports student success. Since the initiative began, the University has awarded more than $4.5 million to faculty and staff to advance new ideas related to programs and student support, including launching a new PSU Online website, developing new

1 https://www.pdx.edu/unst/home
2 http://www.pdx.edu/oai/rethink-psu
flexible degrees – both hybrid and fully online - and significantly revamping the student advising system. These efforts are proving to make PSU increasingly focused on student persistence and degree completion.

Central to PSU’s mission are strong graduate programs. The University offers a variety of educational and research opportunities through more than 70 masters and 20 doctoral programs, and PSU serves more graduate students than any other institution in Oregon. The growing research enterprise creates opportunities for faculty and graduate students to create new knowledge and to work with community partners in applying knowledge to real-world problems. External funding for our research has increased by an average of 8 percent per year over the past seven years. In fiscal year 2015, PSU received sponsored awards totaling $64.6 million.

Table 1 shows the magnitude of growth in enrollment, research, programs and space over the past 10 years.

Table 1. Growth at Portland State University from 2000-2001 to 2015-2016

<table>
<thead>
<tr>
<th></th>
<th>2000-2001</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>20,026</td>
<td>29,057</td>
</tr>
<tr>
<td>Research Expenditures</td>
<td>$26.4m</td>
<td>$62.5m (2014-15)</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>51</td>
<td>123</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>590</td>
<td>864</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>332</td>
<td>718</td>
</tr>
<tr>
<td>Square footage</td>
<td>3.91m</td>
<td>5.18m</td>
</tr>
</tbody>
</table>

In 2015, President Wim Wiewel led a campus wide effort that produced a new five-year strategic plan and commits the university to dozens of new initiatives aimed at ensuring excellence, equity, innovation and community engagement. Included in the plan are revised and updated vision and mission statements to reflect PSU’s changing role in the state, national and global academic arena. The University’s vision is to lead the way to an equitable and sustainable future through academic excellence, urban engagement, and expanding opportunity for all. Yet, as the title of the plan emphasizes, PSU remains committed to its motto: “Let Knowledge Serve the City.” To enable PSU to fulfill its mission, in spring 2016, the University announced a new partnership – the College Affordability and Success Coalition – that is chaired by President Wiewel and composed of regional civic and business leaders. The stated goal of the Coalition is to raise a minimum of $25 million a year in new funding to support PSU scholarships and student success initiatives.

Institutional changes since filing of 2015 Year Seven Self-Evaluation Report

The most recent report submitted to NWCCU was the fall 2015 Year Seven Report. Since the last external site visit in fall 2015, the University has experienced a few changes in leadership. In May 2016, Dan Connolly announced his resignation as Dean of the School of Business, effective at the end of June.

3 2014-15 is the most recent data available
Cliff Allen, previously the Associate Dean for Graduate Programs, was appointed as the new Dean of the School of Business Administration beginning in July. In June 2016, Jon Fink announced he is leaving his position as Vice President for Research and Strategic Partnerships. A search for a new VP will be undertaken during the 2016-17 academic year. In the interim period, Kevin Reynolds, Vice President for Finance and Administration assumed the title of Interim Vice President for Research and Strategic Partnerships; the Office of Research Development is reporting to Sona Andrews, Provost and Vice President for Academic Affairs; and the Institute for Sustainable Solutions is reporting to President Viewel. In addition, Alan Kolibaba was promoted to serve as the Interim Associate Vice President for Research Finance and Administration.

Response to recommendations from 2015 Year Seven Report

On February 1, 2016, NWCCU reaffirmed PSU’s accreditation based on the Year Seven Self Evaluation Report and provided two recommendations. The recommendations and PSU’s responses to the recommendations are detailed below.

Recommendation 1: The evaluation committee noted the absence of the required Management letter (Management Discussion and analysis – MD&A), which should accompany PSU audited financial statements per GASB requirements and NWCCU standard 2.F.7. The evaluation committee recommends that PSU include the MD&A for current and future fiscal years to fully meet the standard.

Response to Recommendation 1: On March 3, 2016 PSU submitted its Ad Hoc Report to Address Recommendation 1 of the Fall 2015 Year Seven Peer-Evaluation. This included the completed externally audited financial statements and MD&A letter, and a conclusion that the recommendation had been met. On July 20, 2016 NWCCU confirmed the March 3, 2016 Ad Hoc report adequately addressed Recommendation 1 and the University was in compliance with Standard 2.F.7.

Recommendation 2: The Assessment Table and interviews indicated that Portland State University does not yet regularly and comprehensively assess all student program learning outcomes for undergraduate and graduate programs (Standard 4.A.3). Additionally, graduate program student learning outcomes were not published for all graduate programs (Standard 2.C.2). The Commission recommends that the assessment of student learning outcomes be systematically accelerated such that continuous improvement resulting from assessment leads to enhancement of student achievement and to a meaningful evaluation of mission fulfillment (Standards 2.C.2, 4.A.3, and 4.B).

Response to Recommendation 2: The Office of Academic Affairs, in concert with the Office of Academic Innovation and the Institutional Assessment Council, immediately began drafting a plan to address the recommendation. Student Program Learning assessment is being systematically integrated into the Academic Program Review (APR) schedule, a process that results in a thorough review of all programmatic offerings. The Provost, Institutional Assessment Council, and the Office of Academic Innovation have strategically timed assessment work and administrative oversight meetings built into every APR schedule to ensure ongoing support, measurements and advising. Articulating the process and

4 http://www.pdx.edu/academic-affairs/academic-program-review

5
level of success in meeting NWCCU recommendation 2 will be done through data reporting on the number of students assessed on different programs’ student learning outcomes, development thresholds, and progress toward APR completion. This effort will be served through a reporting system comprised of an APR dashboard, individual program cycle tracking, NWCCU assessment development threshold matrices, and program specific student learning outcomes assessment reporting.

**Executive Summary of Eligibility Requirement 2 - Authority**

In 1946, the Oregon State Board of Higher Education approved the Vanport Extension Center which became Portland State College in 1955. Portland State became a university on February 14, 1969 when then Governor Tom McCall signed Senate Bill No. 65 establishing the university. On August 14, 2013 the Oregon State Legislature passed Senate Bill No. 270, allowing the seven Oregon universities to operate independently of the Oregon University System and State Board of Higher Education, and establish their own Boards of Trustees. On May 27, 2014 NWCCU approved PSU’s governance change request, and on July 1, 2014 PSU began independent operations with its own Board of Trustees.

**Executive Summary of Eligibility Requirement 3 - Mission and Core Themes**

PSU’s mission was reviewed and adopted by the Oregon University System Board in 1991 and amended and approved in 1999. The Academic and Student Affairs Committee of the PSU Board of Trustees reaffirmed the mission and core themes at its June 4, 2014 meeting and the full Board approved them at its June 26, 2014. The mission statement was approved by the Oregon Higher Education Coordinating Commission on June 11, 2015.

In 2015, the mission statement was updated as an outcome of strategic planning. It was approved by the PSU Board of Trustees on December 10, 2015, the Oregon Higher Education Coordinating Commission on April 14, 2016 and by NWCCU on July 11, 2016.

The mission statement appears on the University’s website and in the University’s catalog, the *Bulletin* (Standard 1.A.1).

**Institution Mission statement**

Throughout 2015 the University conducted an in-depth process involving over 3,800 faculty, student, staff and community stakeholders that resulted in a new strategic plan for the years 2016-2020. On December 10, 2015 the PSU Board of Trustees voted to adopt the new mission and the NWCCU approved the new mission on July 11, 2016.

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

On September 11, 2014, the PSU Board of Trustees approved a resolution that directed President Wiewel to develop a new strategic plan for the University. The last strategic plan was completed in 2011, and implemented from 2011-14. The Board’s resolution called on the strategic planning process to build on PSU’s historical role and strength and its existing vision and mission, to engage broadly with internal and external stakeholders, and to be based on reasonable assumptions regarding resources.

Structure of PSU’s Strategic Planning Process

Comprised of over thirty administrative, faculty, student and staff representatives from across campus, the Strategic Plan Development Team worked for nearly eighteen months, conducting a long series of focus groups, surveys and social events to garner input on the new strategic plan. Topic teams formed around 8 key issues and regularly convened. Each topic team issued reports on the respective issues, which were then incorporated into the strategic plan. In total, over 3,800 faculty, staff, students, administrators and community members provided input on the plan during its development.

The 2016-20 Strategic Plan represents an important picture of PSU’s future direction. The set of five goals – Elevate Student Success, Advance Excellence in Teaching and Research, Extend Our Leadership in Community Engagement, Expand Our Commitment to Equity and, Innovate for Long Term Sustainability – serve as the core themes for the University. These core themes and the attendant

5 https://www.pdx.edu/strategic-plan
6 http://www.pdx.edu/president/engagement-topic-teams
indicators provide compelling evidence of what PSU stands for and how it will fully execute on its vision and mission.

**Articulation of Mission Fulfillment**

PSU will continue to be guided by its mission as it serves as an anchor institution in the Portland region, providing the surrounding communities with a highly educated population, substantial economic impact and distinctive contributions to its culture. The strategic planning process that was undertaken and strategic plan that was born of that process is an indication of PSU’s strong commitment to ensure that its mission is being actualized in ways that are meaningful and appropriate to all of its constituents. The interpretation of mission fulfillment is clear in the themes and indicators presented below, all of which demonstrate that through the collective action of students, faculty, and staff, PSU is consistent and clear on how it continually fulfills its mission.

Presented below are the objectives and indicators for each of five Core Themes, which serve as the foundation for the new Strategic Plan. The five Core Themes provide a means for organizing “achievements, outcomes and expectations” in fulfillment of the University’s mission as an engaged, urban-serving institution. In order to monitor progress toward mission fulfillment and to ensure accountability and improvement, specific objectives and indicators have been articulated under each theme to “…represent an acceptable threshold or extent of mission fulfillment.”

Based on the Core Themes, PSU recognizes the inherent requirement for continuous improvement. The generative and engaged process that produced the Strategic Plan goals, and thus the Core Themes, involved the major constituencies of the campus—students, staff, faculty, administration, and the Board of Trustees. This broad involvement established the process as a meaningful collaboration designed to regularly examine and evaluate the University’s mission. The indicators are all assessable since each Core Theme indicator is based on associated measures. Furthermore, many of the indicators are included in the University Evaluation Framework adopted by Oregon’s Higher Education Coordinating Commission and the Student Success and Completion Model enacted by the state legislature. PSU will continually validate the threshold levels by comparing them with national accountability standards such as the Student Achievement Measure (SAM).

**Core Theme 1: Elevate Student Success - Provide a quality education and prepare students for careers and life in a global context.**

As an urban-serving institution, PSU serves a diverse population of learners, including first-generation college students, transfer students, part-time students, non-traditional students, students of color, low-income students and international students. These students come to PSU as undergraduate students, graduate students as well as those seeking professional training for career advancement. This student diversity can challenge traditional measures of student success and calls for innovative strategies to ensure the achievement of educational goals. Initiatives such as flexible degrees, fully online degrees,

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8 NWCCU Standard 1.A.2
and credit for prior learning are some of the ways that PSU is adapting to meet the changing needs of students.

PSU sees student success as an ongoing process with a focus on continual improvement. By participation in collaborative, inter-institutional projects PSU hopes to learn from peer institutions and implement the best practices to continually improve the understanding of our students and how to best meet their needs for achieving academic success. As an example, PSU was the recipient of a Gates Foundation APLU/USU Grant to research, develop, and test new, scalable university business models that can increase access, improve success rates, and find greater cost efficiencies.

PSU’s commitment to student success includes several important dimensions which are reflected in the objectives listed below.

Objectives

| Core Theme 1. Elevate Student Success – Provide a quality education and prepare students for careers and life in a global context |
|---|---|
| **Objective** | **Indicator** |
| 1.1 Contain the cost of completing a degree at PSU. | 1.1.1 Average time to completion |
| | 1.1.2 Amount awarded in scholarships |
| | 1.1.3 Number of courses designated as low cost textbook courses |
| | 1.1.4 Percentage of students with remaining unmet financial need |
| 1.2 Monitor Progress Towards Graduation | 1.2.1 Graduation rate within six years for first-time, full-time freshmen and transfer students |
| | 1.2.2 Percentage of students retained |
| | 1.2.3 Percentage of Oregon Community College transfer students retained |
| | 1.2.4 Number of undergraduate degrees awarded |
| | 1.2.5 Number of master’s degrees awarded |
| 1.3 Clarify Academic Pathways | 1.3.1 Number of bachelor degrees awarded to transfer students from Oregon Community Colleges |
| | 1.3.2 Number of enrolled transfer students from Oregon Community Colleges |
| | 1.3.3 Number of Articulation Agreements with Community Colleges |
| | 1.3.4 Number of newly admitted Oregon Freshman entering with high school dual or other early college |

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To ensure student success both while enrolled and post-graduation, PSU offers a portfolio of high quality programs at both the graduate and undergraduate levels. In order to serve the unique needs of the diverse student body, the objectives for this core theme are based around tracking the student’s progress towards a degree and providing an educational experience for students that can impact their life and careers beyond their time at PSU.

We will examine these data points by tracking from year to year and looking at the three year trends for each.

**Objective 1.1: Contain the Cost of Completing a Degree at PSU**

PSU understands that the cost to attend can be a deterrent to students completing their degrees. The indicators used for this objective will be: Average time to completion for undergraduates (indicator 1.1.1), Amount awarded in scholarships (indicator 1.1.2), Number of courses designated as using Open Educational Resources (indicator 1.1.3), Percentage of students with remaining unmet financial need (indicator 1.1.4).

While tracking the average time to completion and the amount awarded in scholarships are straight forward indicators, the other two look at how PSU is actively seeking to help the student overcome the financial burdens of attending.

Low cost course materials (including Open Educational Resources (OER)) are an effort to reduce the overall financial burden on students. Courses with textbooks and/or course materials that cost $50 or less will contain the overall cost of completing a degree.

Unmet financial need is defined as the difference between the cost of attendance and the amount of financial aid received. Unmet need can be a major factor in students not continuing their studies. This indicator will identify the extent to which there are gaps in students’ abilities to cover the costs of their education at PSU.

These indicators will help PSU to understand the time and expenses incurred by students as they move through and complete their degree programs. This information can then be used to inform institutional decision-making that will help to contain the cost of completing a degree at PSU.
Objective 1.2: Monitor Progress Towards Graduation

Once students have enrolled at PSU, their progress towards graduation can be tracked by using indicators that focus on retention rates and graduation rates. The key data points are: Graduation rate within six years for first-time, full-time freshmen and transfer students (indicator 1.2.1), Percentage of students retained (indicator 1.2.2), Percentage of Oregon Community College transfer students retained (indicator 1.2.3), Number of undergraduate degrees awarded (indicator 1.2.4), and Number of master's degrees awarded (indicator 1.2.5).

By examining the data that looks at student progress, PSU can have a better understanding of where students stand on the path to graduation and what improvements or adjustments should be made.

Objective 1.3: Clarifying Academic Pathways

A key component to helping students achieve their academic goals is to clearly articulate the pathways to obtaining a degree. PSU uses advising and online degree maps to inform students and provide them with guidance along their path to graduation. Recognizing that a significant portion of our students transfer in from community colleges, PSU has developed relationships with regional community colleges to make the transfer to PSU as seamless and straightforward as possible. The use of Articulation Agreements ensure that both institutions understand how the transfer process works and which credits are transferrable.

The indicators for this objective are Number of bachelor degrees awarded to transfer students from Oregon Community Colleges (indicator 1.3.1), Number of enrolled transfer students from Oregon Community Colleges (indicator 1.3.2), Number of Articulation Agreements (indicator 1.3.3), Number of newly admitted Oregon Freshman entering with high school dual or other early college credit (indicator 1.3.4).

Objective 1.4: Expand Culturally Responsive and Culturally Specific Supports for Students from Diverse Communities.

The student body at Portland State is a diverse collection of students from many cultures and backgrounds. In order to meet the needs of these students, PSU has established resource centers where these students can seek academic or personal assistance. These centers include the Disability Resource Center, La Casa Latina, Multicultural Center, Native American Student and Community Center, Queer Resource Center, Resource Center for Students with Children, Veterans Resource Center, Women’s Resource Center, a new Asian/Pacific Islander Student Center, and a new Black Student Resource Center.

To improve cultural competency in the classroom, Portland State will expand trainings for faculty in which there is a review of curriculum and pedagogy. This training focuses on improving the
accessibility of course material and the effectiveness of the faculty members in serving the diverse needs of their students.

For this objective, diversity refers to ethnicity and race. PSU will look at the Number and Percent of enrolled students from diverse communities (indicator 1.4.1) and Number and Percent of degrees awarded to students from diverse communities (indicator 1.4.2). These indicators will be tracked year to year and over time to determine how effective the resources committed to students and faculty members are impacting the retention and degree completion of students from diverse communities.

Core Theme 2: Advance Excellence in Teaching and Research

As a focus of Portland State’s strategic plan, attracting and retaining the highest quality faculty and entrusting them with academic freedom is the best means of achieving PSU’s mission as a top urban research and teaching university. Enhanced emphases on professional development, academic advising and shared governance will further the impact and achievement of PSU faculty.

By reviewing PSU programs through the Academic Program Review process, which includes in-depth internal and external reviews and action plans, and by continuing the discipline-specific specialized accreditations, PSU is able to systematically assess its program offerings to ensure relevance and quality.

While its origin is as a teaching university, PSU’s commitment to research continues to grow; since 2006, the level of sponsored research increased by more than 50 percent. Our faculty members excel at conducting research in search of solutions to problems for the rapidly evolving Portland region and beyond.

Objectives

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<tr>
<th>Core Theme 2. Advance Excellence in Teaching and Research</th>
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<td>Objective</td>
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<td>2.1 Make professional development for all faculty an individual and institutional priority</td>
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<td>2.2 Assess the array of academic program offerings on a regular basis to ensure relevance, quality and equity</td>
<td>2.2.1 Of the disciplines that have specialized national accreditation available, the percentage of programs that are accredited</td>
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<td>2.2.2 Percent of programs reviewed with satisfactory progress on program review action plans after one year</td>
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<td>2.3 Advance excellence in focused research</td>
<td>2.3.1 Total sponsored project expenditures</td>
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</table>
Objective 2.1: Make Professional Development for All Faculty an Individual and Institutional Priority

PSU values professional development as an essential investment in its employees. Providing professional development opportunities will not only help our faculty to reach their goals but also will help students by engaging them with new ideas, pedagogy and research opportunities.

By tracking the Amount of funding provided for professional development (indicator 2.1.1), we will be able to demonstrate the PSU’s commitment to professional development.

The Office of Academic Innovation (OAI) supports professional development on campus through workshops, trainings, coordination of peer mentoring, and other support functions in both individual and group settings. In partnership with the Office of Global Diversity and Inclusion, OAI works with faculty to enhance teaching environments, including curriculum, to ensure inclusion and affirmation for all students. By examining the Number of faculty interactions with the Office of Academic Innovation (indicator 2.1.2), we will be able to determine the extent to which faculty members are using this valuable campus resource.

Objective 2.2: Assess the Array of Academic Program Offerings on a Regular Basis to Ensure Relevance, Quality and Equity

To assess program quality, PSU utilizes the Academic Program Review process as part of its NWCCU accreditation requirements and discipline-specific specialized accreditation from external organizations.

There are twenty-three programs at PSU that are accredited by discipline-specific external agencies. The Office of Academic Affairs supports the efforts of the Schools and Colleges to ensure on-going accreditation of their specific programs. PSU will inventory the national accreditations available for its portfolio of programs. From that inventory, an indicator will reveal: Of the disciplines that have specialized national accreditation available, what is the percentage of programs that are accredited (indicator 2.2.1).

All academic programs at PSU undergo a coordinated and systematic Academic Program Review (APR) every seven years. The end result of this review is to develop an Action Plan that supports continuous improvement. The review process employed by PSU serves to track, review, measure, and assess each program to identify the successes and challenges of each program and identify its unique strengths. It provides a systematic way to improve programs by examining:

- Adequacy of resources needed to sustain a quality offering;
- Continued ability to address student access and market demand;
● Currency of the curriculum within the evolution of the discipline or field; and
● Success of the program in terms of student learning.

The APR process involves both an extensive self-study by the program and an in-depth review by external reviewers. Once the APR is completed, an Action Plan is developed in coordination with the Department Chair/Program Director, Dean, and the Provost. The Action Plan identifies what issues the program should address, how they will be addressed and by when. Follow up meetings with the Department Chair/Program Director, Dean and Provost are scheduled one year following the completion of the APR to ensure progress on the Action Plan. For this indicator, we will track the percent of programs reviewed with satisfactory progress on Action Plans after one year (indicator 2.2.2).

Objective 2.3: Advance Excellence in Focused Research Areas

The Office of Research and Strategic Partnerships works to support faculty and student research endeavors in all areas, and to guide university investment in high priority areas for the campus and region. PSU’s success in advancing the excellence in this area will be measured in several ways.

External funding for research projects fuels PSU’s efforts to continue building a successful research culture. Grant funds can not only be used to purchase specific items, instruments or materials, but also provide opportunities and funding for both undergraduate and graduate students to work in emerging areas of research. To gauge the success of PSU in the area of funded research, Total sponsored project expenditures each year (indicator 2.3.1), Number of faculty with externally funded projects each year (indicator 2.3.2), and the Number of Graduate Research Assistants (indicator 2.3.3) will be tracked.

Core Theme 3: Extend our Leadership in Community Engagement

When the PSU Board of Trustees adopted the new Strategic Plan in December 2015, it endorsed a new vision, calling for PSU to “Extend our leadership in community engagement.” Not only will this commitment to community engagement provide opportunities for our current students and faculty, it will also stimulate a life-long interest in engagement with PSU, our alumni, and the regional communities.

PSU is defined by its urban location and strives to fully integrate community engagement into its undergraduate and graduate curricula. This core theme is central to PSU’s approach to teaching, learning, and research. The new Strategic Plan expands on this commitment in order to extend its national leadership position in community engagement.

Initiatives from the Strategic Plan such as a Community Engagement Research Academy are intended “to analyze the practice and impact of engagement and inform the world about effective
community collaboration through research, data collection and academic writing”\textsuperscript{10} and act as a means to promote and support community engagement.

PSU will continue to be a leader in its community by looking for opportunities to collaborate and participate in projects such as the Portland Innovation Quadrant.\textsuperscript{11} This collaboration is a leading initiative in the city’s Economic Development Strategy, which is a five-year plan for promoting job creation and economic growth recently adopted by Portland’s City Council. By partnering with higher education institutions, workforce development providers, and private sector partners, PSU will be part of an active collaboration that will help develop, enhance, and guide decision making in an area of Portland that is “projected to grow by approximately 30,000 jobs in the next 25 years.”\textsuperscript{12}

Objectives

| Core Theme 3: Extend our Leadership in Community Engagement – Enhance engagement opportunities to further strengthen the reciprocal relationship between PSU and the broader Community |
|---|---|
| **Objective** | **Indicator** |
| 3.1 Make PSU’s Engagement More Visible and Accessible | 3.1.1 Number of institutional/community strategic partnerships |
| 3.2 Provide Opportunities for Students to Engage with the Community | 3.2.1 Number of Community-Based Learning courses offered |
|  | 3.2.2 Number of Students Participating in Internships |

**Objective 3.1: Make PSU’s Engagement More Visible and Accessible**

PSU will make community engagement more visible and accessible by developing and launching an electronic community engagement portal. This portal will profile community engagement activities and will be used to track and assess the variety of partnerships occurring across the campus and in communities throughout the state and region. While this portal is not yet complete, when it is, it will be used to track the number of institutional/community strategic partnerships (indicator 3.1.1). This data as well as the portal will provide PSU clearer evidence and enhanced communication of its community engagement activities and impact.

**Objective 3.2: Provide Opportunities for Students to Engage with the Community**

\textsuperscript{10} http://www.pdx.edu/strategic-plan-extend-our-leadership-in-community-engagement

\textsuperscript{11} http://www.pdxinnovation.com/iq.html

\textsuperscript{12} http://www.pdxinnovation.com/iq.html
Community-based Learning (CBL) involves educating students in an academic discipline while also preparing them to be contributing citizens. By becoming involved in community activities, students benefit others while benefiting themselves, learning about teamwork, civic responsibility, and the application of intellectual skills to community issues. CBL options in regular classes engage students in performing service as a way to gather, test, and apply content and skills from existing courses. Students perform a designated amount of service, and their learning from that experience is evaluated as part of the course. PSU will track the number of CBL courses offered (indicator 3.2.1).

Internships offer valuable experiential learning beyond the classroom setting and are realized through long standing relationships with the regional community. It is a stated goal in PSU’s Strategic Plan to offer flexible internship opportunities for students who face challenges in balancing family, work and learning responsibilities, or for students who require accommodations. By tracking the number of students participating in internships (indicator 3.2.2), PSU can determine where improvements can be made.

Core Theme 4: Expand our Commitment to Equity

It is stated in the Strategic Plan that PSU shall “create an environment that is open, inclusive, and committed to diversity, and to ensure that all students and faculty embrace culturally responsive teaching and learning.” In developing PSU’s Strategic Plan, a unique Equity Lens approach was used to examine the plan and its initiatives to ensure that it is inclusive and culturally sensitive to the broad diversity of students, faculty and staff. The concept of equity and social justice are key tenants to this approach.

Using the Equity Lens approach guides PSU in the following ways.

- Deepen our commitment by looking for opportunities to make PSU policy, programs and practice more equitable.
- Elevate the campuses expectations for greater accountability around equity issues.
- Consider acknowledging equity efforts in promotion and tenure guidelines, performance evaluations and similar assessments.
- Acknowledge that “the international educational experience” can be local, by making valuable cross-cultural experiences available to our students through increased contact with international students and communities in our area.
- Recognize that cultural understanding is a pre-requisite for an engaged education and that we have a responsibility to provide our students with the necessary competencies to be able to work with diverse colleagues and the organizations they serve.

PSU’s Diversity Action Council (DAC) guides our work in the equity arena. The DAC is a president-appointed advisory committee comprised of PSU faculty, staff, and students that works closely to fulfill the objectives outlined in the Strategic Plan.

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13 http://www.pdx.edu/strategic-plan-expand-our-commitment-to-equity
14 http://www.pdx.edu/strategic-plan-expand-our-commitment-to-equity
15 https://www.pdx.edu/diversity/diversity-action-council
with the Vice President for Global Diversity and Inclusion. DAC's role is to foster equity and social justice by guiding PSU programs, policies, and decision making so that the university works in conjunction with its diverse constituents.

As listed in Objective 1.4, providing resources to meet the needs of our diverse students is another way that PSU demonstrates its commitment to equity. Campus centers such as Disability Resource Center, La Casa Latina, Multicultural Center, Native American Student and Community Center, Queer Resource Center, Resource Center for Students with Children, Veterans Resource Center, and Women’s Resource Center provide places where students and faculty can seek assistance in safe and accepting environments.

Objectives

| Core Theme 4: Expand our Commitment to Equity - Create an environment at PSU that is open, inclusive and committed to diversity, and ensure that all students and faculty embrace culturally responsive teaching and learning. |
|---|---|
| Objective | Indicator |
| 4.1 | Create a more inclusive campus |
| | 4.1.1 Number of diversity/Inclusion trainings sponsored by Human Resources and the Office of Global Diversity and Inclusion |
| | 4.1.2 Percentage of Employee Participation in Diversity/Inclusion Training |
| 4.2 | Promote diversity through hiring and retention |
| | 4.2.1 Percentage of new employees who represent diverse populations |
| | 4.2.2 Number of employees retained who represent diverse populations |
| 4.3 | Diversity learning outcomes |
| | 4.3.1 Track results of pre and post tests which look directly at diversity and inclusion in General Education Courses |
| | 4.3.2 Number of General Education Courses whose pedagogy has been reviewed in the last year for diversity and inclusion |

**Objective 4.1: Create a More Inclusive Campus**

To create a more inclusive campus and improve cultural responsiveness, PSU offers training sessions. The trainings that are offered focus on a variety of topics such as: recruitment and retention of diverse employees and students and methods for assessing specific pedagogy to determine how course content and delivery can be changed to be more inclusive.
The first indicator for this objective is the number of trainings offered that focus on diversity and inclusion (indicator 4.1.1). The second indicator for this objective will be the percentage of faculty and staff participating in the trainings (indicator 4.1.2).

Training opportunities on the schedule for 2016-17 include: LGBTQ+ Inclusive Curriculum: Strategies for Implementation in Every Field, Creating an Inclusive Environment for Students of Color, Spotting and Addressing Microaggressions, Reconstructing Truth: The Impact of Centuries of Stereotypes about Disability, Diversity & Inclusion: A Catalyst for Developing a High Performance Organization and a Respectful and Inclusionary Workplace (Designed for Supervisors).

Past trainings include: More than Islamophobia Teach-In: Consequences of Xenophobia, Webinar: Authentic People with Real Disabilities: Learn How to Represent this Important Diversity, Intercultural Awareness and Creating Cultural Synergy in a Multicultural Classroom: Understanding Yourself and Your Students, Changing Demographics at PSU: Identifying and addressing factors that impede the success of students of color at PSU.

Objective 4.2: Promote Diversity Through Hiring and Retention

In order to evaluate efforts in the hiring and retention of diverse employees, PSU will examine both the total number of new faculty and staff hired and the number of people hired for these positions that represent diverse populations (indicator 4.2.1), and the Number of employees retained that represent diverse populations (indicator 4.2.2).

Retention is defined differently for the different employment classifications. Tenure track faculty will be considered as retained if they maintain continuous employment and are awarded tenure. Non-tenure Track Faculty will be considered as retained if they attain continuous appointment status. Staff members will be considered as retained if they are employed by PSU beyond one year.

The insights gained from these data points will permit PSU to continue to make important strides in creating a workforce that better reflects an increasingly diverse student body.

Objective 4.3: Diversity Learning Outcomes

PSU’s University Studies (general education) programs – including Freshman Inquiry, Sophomore Inquiry, Junior Cluster, and Senior Capstone courses – explicitly incorporate Diversity Learning Outcomes. A key feature of these courses is that students are taught how to communicate to diverse audiences. Through use of pre and post surveys, University Studies is able to assess student’s cultural awareness and sensitivity (indicator 4.3.1).

After students complete the University Studies program, they should be able to demonstrate their competency in the following ways.
● creatively and comprehensively demonstrates an understanding of personal, institutional and ideological issues surrounding diversity in a scholarly fashion, using concrete examples
● work reflects an ability to view issues from multiple perspectives, to question what is being taught, and to construct independent meaning and interpretations
● demonstrates broad awareness of how the self appears from the greater perspective of human experience, questions own views in light of this awareness, and contemplates its implications for life choices in the personal and public spheres

The results from the survey will permit PSU to continually improve its approach to developing students and graduates who are culturally aware and socially inclusive.

The general education courses are periodically reviewed to make sure that the subject matter and method of teaching address issues of diversity and inclusion. PSU will track the number of these courses that are reviewed each year (indicator 4.3.2) and provide support to faculty members as they consider how to adjust course content and/or delivery methods.

Core Theme 5: Innovate for Long-Term Stability- Foster Innovation and Continuous Improvement in All Areas of the University Including Identifying New Sources of Revenue to Advance the PSU Mission

PSU is always seeking to identify ways to effectively manage its budget while providing an environment in which faculty and students can succeed. The President, the Office of Finance and Administration and the Office of Academic Affairs work closely with other campus leaders, faculty and staff to establish fiscal priorities and operate the University in a financially sound manner.

In order to create long-term stability, the university is investing resources in the following areas:

● Development of a university level analysis of systems and processes identifying those that result in duplication, inefficiency, or excess cost.
● Prioritization of improvements to the systems and processes identified based on their potential impact and the resources required to implement them.
● Strategically implement improvements that have high priority over a period of time that institutional resources will allow.
● Create a heat map of critical systems that could be impacted by various natural disasters or other extraordinary circumstances identifying those with the most critical impact.
● Develop an Emergency Management Plan to ensure a rapid response providing for the safety of the campus community and restoration of critical services
● The establishment of a university reserve policy and a primary reserve ratio
Objectives

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<tr>
<th>Objective</th>
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<tr>
<td>5.1</td>
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<td>5.1.1 Gifts, Grants, &amp; Contracts as percent of University budget</td>
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<td>5.1.2 Meet PSU Board of Trustees Reserve Ratio Policy</td>
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<td>5.2</td>
<td>Eliminate or modernize practices or systems that are duplicative, inefficient or add unnecessary costs, taking into account costs generated by units and paying particular attention to costs incurred by students.</td>
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<td>5.2.1 Implementation of projects and measurement of outcomes</td>
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**Objective 5.1: Diversify Revenue Streams**

Because state funding has not kept pace with the costs of higher education, it has become more important to find other sources of revenue. By identifying new sources of revenue, whether through partnerships or new opportunities, PSU can continue to have the resources to support our long term stability while still serving the needs of students and faculty.

While tuition revenue and state allocations will remain significant portions of the University budget, diversifying the budget is important. Gifts, Grants, & Contracts as a percent of the University budget (*indicator 5.1.1*) will represent the extent to which PSU has been able to secure new and additional resources beyond tuition revenue and state allocations.

To manage the cyclical nature of higher education funding and make long term strategic investments, PSU will track the balance of reserve funds to meet or exceed the PSU Board of Trustees Reserve Ratio Policy (*indicator 5.1.2*). This reserve is necessary in order to be able to act quickly in case of any significant changes in state funding, student enrollment, or an unanticipated emergency.

**Objective 5.2: Eliminate or modernize practices or systems that are duplicative, inefficient or add unnecessary costs, taking into account costs generated by units and paying particular attention to costs incurred by students.**
There are numerous examples of projects that PSU has implemented to increase the efficiency of its services. A few years ago, a new system was put in place so that undergraduate students were enabled to declare their majors online. Previously, students had to submit a paper request to the registrar’s office but now they can do it online without having to come to campus, find parking, and wait in line. Last year, PSU started to use a single online graduate school application instead of two – one in the graduate school and one by individual schools. The ‘single app’ has streamlined the process, reduced overall costs and provided for uniformity across disciplines. Also in the last year, the Office of Research and Sponsored Projects began using an open source software called Kuali to track its finances. These electronic innovations streamline the administrative process, resulting in better data reporting and efficiencies within the processes for faculty and staff.

Each year, PSU will initiate and measure the impact of projects focused on rationalization and improvement of its services to students and faculty (indicator 5.2.1).

Conclusion

Since July 2014, PSU has been governed by its own Board of Trustees. The change has given PSU a broader degree of independence and ability to determine its own future. As part of this new direction, the board charged PSU President Wim Wiewel with drafting a new strategic plan to guide the University for the next five years and serve as a barometer for the Board. The strategic plan, developed over the course of 18 months, includes input from over a 3800 PSU faculty, staff, students, alumni and community members. The five objectives in this Year One Report reflect PSU’s deep history as an urban serving institution and its future as laid out in the Strategic Plan.

The work on this Year One Report was started in September 2015, soon after the Year Seven Report was submitted in August 2015. Input for this document was solicited and provided by many people across the campus community and from up and down the organization chart. As a result of this work, the core themes listed here congruently fit in with the Strategic Plan and the indicators create a framework for tracking performance over time. Work will continue on the indicators and on the frequency and nature of data collection as well the acceptable threshold for achievement.
Glossary

**Academic Program Review**- Usually conducted through a form of self-study or external accreditation, the process for the ongoing review of existing programs engages faculty, administrators, graduates, and community partners in a thoughtful exploration that parallels many of the same elements reviewed during the program's initial approval. Results help reaffirm an institution's commitment to a program area, confirm the program's linkage with the institution's mission and strategic plan, and provide useful data for the institution's planning cycle.

**Articulation Agreements**- Written agreements between institutions that plainly spell out the academic pathways for students transferring from one institution to another.

**Community Based Learning**- Involves educating students in an academic discipline while also preparing them to be contributing citizens. By becoming involved in community activities, students benefit others while benefiting themselves, learning about teamwork, civic responsibility, and the application of intellectual skills to community issues. Community-based Learning options in regular classes engage students in performing service as a way to gather, test, and apply content and skills from existing courses. Students perform a designated amount of service, and their learning from that experience is evaluated as part of the course.

**Completion**- The point at which a degree is awarded.

**Diversity**- A term used to describe the many national, racial, ethnic groups and sovereign tribal Nations in the United States that have brought their cultures, languages and belief systems to North America. It is a term that has grown to include the representation of all those who hold both dominant and minoritized identities, and it aims to prioritize attention to the importance of diversification across society, including employment, research, policy making, political representation, and institutional governance composition.

**Experiential Learning**- The process of learning by doing or by “learning through reflection on doing.”

**Faculty and Staff Retention**- Defined differently based on the employee’s classification. Tenure track faculty are considered retained if they remain at PSU through the awarding of tenure. Non Tenure Track Faculty will be considered retained if they achieve continuous appointments. Staff members will be considered retained if they are employed beyond one year.

**Open Educational Resources**- Freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes.

**Student Achievement Measure (SAM)**- Tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution.

**University Studies**- PSU’s four-year general education program is required of all students, with the exception of those enrolled in Liberal Studies or the Honors Program. University Studies begins with Freshman Inquiry, a year-long course introducing students to different modes of inquiry and providing them with the tools to succeed in advanced studies and their majors. At the sophomore level, students
choose three different Sophomore Inquiry courses, each which leads into a thematically linked, interdisciplinary cluster of courses at the upper-division level. Finally, all students are required to complete a Capstone course which consists of teams of students from different majors working together to complete a project addressing a real problem in the Portland metropolitan community.

**Unmet Financial Need** - The difference between a student’s financial need and a student’s financial aid.
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CeCe Ridder - Enrollment Management & Student Affairs
Nicholas Running - Enrollment Management & Student Affairs
Brian Sandlin - Office of Academic Affairs
Amy Spring - Research & Strategic Partnerships
Carmen Suarez - Office of Global Diversity & Inclusion
Sue Taylor - College of the Arts
Janelle Voegele - Office of Academic Innovation
Mark Wubbold - Office of the President
Lisa Zurk - Research & Strategic Partnerships
ABOUT ISAACSON, MILLER

Isaacson, Miller is a national executive search firm devoted to recruiting exceptional leaders for mission-driven organizations. Our founders created the firm in 1982, a time when civic institutions rarely used executive search firms.

The firm has grown steadily, and today, Isaacson, Miller stands alone as a large, national, retained search firm dedicated to the full range of public and civic missions. We have active practices in higher education, science and social science research, human services, conservation and environmental defense, human and civil rights advocacy, K-12 education, academic and community healthcare, philanthropy, arts and culture, and community-based economic development, with sub-specialties in almost every functional area.

Many of our clients and past candidates become part of an extended network that shares our goal of strengthening the civic infrastructure. They see their own missions reflected in the work of the firm and choose to assist us, generously, in our quest for the finest talent in their fields.

The country’s civic community has come to recognize our persistent commitment to recruiting diverse talent. Since we were founded, 42% of our placements have been women, and 23% have been people of color, with a total of 54% diversity hires.

Isaacson, Miller is a mission-driven business committed to the recruitment of powerful civic leaders who raise our own and our clients’ competitive aspirations. We believe that civic organizations are essential to a strong civil society, a vigorous democracy, and to a free market economy. Civic institutions educate us all. They encourage the marketplace of ideas through research, teaching, and advocacy. They inspire innovation, and, through foundations and philanthropy, they arouse the charitable endeavors of private citizens. The civic sector serves as the guardian of our economic and societal strength. We have made its success our business.

ABOUT OUR TEAM

DEBORAH HODSON                      (415) 655-4906
dhodson@imsearch.com

Deborah Hodson joined Isaacson, Miller in 2006 and has conducted searches ranging from president to director level for a variety of higher education and nonprofit organizations. She joined Isaacson, Miller following two years as a Principal for a boutique retained search firm. Deborah's earlier search experience includes business development and management roles at two San Francisco Bay Area boutique firms, and in total, she has 20 years of search and recruitment experience in the US, including four years with a well-known global search firm, where she gained broad functional experience in several industry practices. In addition to being a certified
coach, Deborah holds an MBA from Manchester Business School, a postgraduate certificate in education from the University of Bath and a BS from the University of Manchester, all UK institutions.

REBECCA ISAACSON
ASSOCIATE      risaacson@imsearch.com

Rebecca Isaacson joined Isaacson, Miller as an Associate in 2014. She brings K-12 teaching experience to the firm, having taught History in the International Baccalaureate program at Berkeley High School and at Tehiyah Day School. Most recently, Rebecca worked with the Stanford History Education Group and the Sacred Land Film Project to develop curriculum material. She holds a MA in Education from Stanford University and a BA in History from Carleton College, where she volunteers as an Alumni Admissions Representative.

NICOLE PEURIFOY
SEARCH COORDINATOR npeurifoy@imsearch.com

Nicole Peurifoy joined Isaacson, Miller in 2016 in the firm's San Francisco office. She provides logistical support to clients throughout the search process and facilitates the work of search teams. Prior to joining the firm, Nicole worked in Guest Services at the California Academy of Sciences. Nicole holds a BA in Media Studies and a Minor in Parks, Recreation and Tourism from San Francisco State University.
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**Associate**
risaacson@imsearch.com

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**Nicole Peurifoy**

**Search Coordinator**

npeurifoy@imsearch.com

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**OUR APPROACH TO EXECUTIVE SEARCH**

The Isaacson, Miller search process is simple but disciplined. We explain it in detail to our clients, adapt it to their requirements, and ask them to join us as partners in its implementation.

We typically divide a search into five phases:

- **Phase 1:** Understanding the Challenge;
- **Phase 2:** Networking and Screening of Prospective Candidates;
- **Phase 3:** Narrowing the Field: Semi-finalist Selection and Interviews;
- **Phase 4:** Selecting Finalists and Checking References; and
- **Phase 5:** The Final Choice.

**Understanding the Challenge**

We begin each search by asking our clients a deceptively modest question: “How would you know—one year, three years, or five years after you hire someone—that you had, in fact, hired exactly the right person?”

We interview as many stakeholders in the search as appropriate—senior management, board members, key staff and consultants—exploring with them the measures of success for this role.

We first want to learn the organization’s cultural clues. Most clients know within the first 90 days whether the new executive will survive. They do not know if he or she will actually succeed. That takes years. We want to understand the implicit values and standards of the organization so that we can find candidates with a skill set and a management style that fit.

On a more fundamental level, we ask our clients to make explicit the strategic goals that they expect to achieve with their new hire. We believe that search is a strategic act—that when you pick a person you pick a path—and that it is very useful to know the desired path when we design the search.

At the conclusion of our stakeholder interviews, we summarize, in writing, our understanding of the assignment: the organization, its context and strategic challenges, the specific objectives and expectations established for this particular role, and the resulting personal and professional characteristics of an ideal candidate. We review this “scope” document with our client and edit it until it is satisfactory. We often find this process helps to clarify, or even build, consensus within an organization about where it is going and what is expected of new people. It is also our way of ensuring that we share with our client the same understanding of the assignment as we begin to network for prospective candidates.
Networking and Screening of Prospective Candidates

In this phase of the search we ask, “What analogous experience would prepare a candidate for the challenges in this role?” Put another way, “Where does this person work today? What is he or she doing?” We want to know what kinds of tasks and accomplishments prepare candidates in some reasonable way for the work they will face in this role.

Once we have identified target industries and fields, roles, institutions, and even individuals, we systematically canvass them to identify and interest candidates who match our requirements. Recognizing that our clients often have excellent networks themselves, we carefully pursue their suggestions. Where appropriate, we advertise in targeted publications or extend our outreach through postings on relevant websites and email lists. Our networking always includes a concerted effort to reach and interest qualified women and people of color.

Many of the people we identify are busy and successful in their current positions and are not looking for another assignment; we work closely with our client to protect the confidentiality of their interest. We take particular care to keep prospective candidates advised of their status, to handle rejected candidates with consideration, and to inform our client of the progress of the search on a regular basis. In some searches there are strong internal candidates as well. These individuals undergo the same screening and assessment process as outside candidates.

As we complete our outreach, we focus on reviewing resumes and conducting telephone screens. Through this process, we narrow the long list of prospects to a reasonable number of candidates to interview in person before referring them to our client.

Narrowing the Field: Semi-Finalist Selection and Interviews

When our clients hire us, they expect us to know and understand the people we present for their consideration. We take this responsibility seriously. Through intensive personal, biographical interviews we learn each candidate’s history. We track a person through his or her entire career, asking how the person landed in each successive role, what he or she discovered, what ideas and actions were essential to success, what conflicts erupted, and how the candidate measured results. When we walk carefully through a person’s career, we begin to see the patterns. When we sum it up we ask, “Has this person encountered challenges that are analogous in scale and in measures of success to the work contained in this role?”

We treat our conclusions as hypotheses, our best guesses about candidates. As the search proceeds, we test these hypotheses with increasingly extensive and intensive reference checks—direct conversations with bosses, peers, and subordinates probing the same questions that we explore with candidates. At this stage, we typically expect to interview and conduct preliminary references on 10 to 20 candidates. We then work closely with our client to narrow the pool. We will be prepared to recommend semi-finalists but we prefer that our clients review and discuss all
the candidates with us to make an informed choice of semi-finalists. Usually our clients choose to see from four to eight semifinalists in their first-round interviews.

We aid our clients in their preparation for semi-finalist interviews. We review the challenges of the position, as outlined at the start of the search, and discuss how the interviewers can most effectively develop their impressions of each candidate’s preparation and suitability for the position. We can provide both written and oral guidance on the interview process, if that is desired.

**Selecting Finalists and Checking References**

Clients may face a considerable challenge after the semi-finalist round. If it is useful, we can help structure the candidate review, offering both a format for comparison and a series of organized straw votes that facilitate the process of selecting finalists. We are always prepared to offer our opinions and recommendations. However, we believe that these choices belong to our client and we only make recommendations at our client’s request.

When finalists are invited back for a second round of interviews, we help to structure the visits, both to provide an opportunity for the candidates to learn more about the organization and the position, and for our client to learn more about each candidate.

As candidates move through their final interviews, we begin an intensive and thorough process of reference checks and background verification on what is now a more select pool of candidates. We believe that references are just as important as, and often more important than, performance in a series of interviews as a means of learning about a candidate’s skills, experience, and temperament. We do not solicit letters of reference. Instead, we speak directly with each candidate’s bosses, peers, and subordinates over the course of his or her career, asking questions and eliciting comment on themes similar to those that we explored in our interviews. We document our lengthy reference conversations in a transcript style report and typically provide many pages of commentary on each finalist.

**The Final Choice**

A good search can be difficult to close. When there are several strong candidates whose strengths and weaknesses are known in detail, making the final choice can be complex.

We remain active through this phase of the search, helping our client make a well-informed decision and staying in close contact with the finalists to address their questions and concerns.

We are often asked to play an important role in the final negotiations between the candidate and our client. Although we do not provide legal advice, we can help think through compensation packages and provide advice on relocation and family considerations.
Portland State University - Search for the President
Proposed Search Work Plan*

<table>
<thead>
<tr>
<th>Understanding the Challenge</th>
<th>Scheduled Dates</th>
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<tbody>
<tr>
<td><strong>Launch Meeting</strong></td>
<td>Week 1 (2.5-3 hours)</td>
</tr>
<tr>
<td>Review the search process and timeline with the search advisory committee. Discuss the challenges, opportunities, and objectives for the position and begin developing a profile of the ideal candidate.</td>
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<tr>
<td><strong>Scoping Meetings</strong></td>
<td>Week 1</td>
</tr>
<tr>
<td>Isaacson, Miller meets with key constituents to discuss the challenges, opportunities, and objectives for the position.</td>
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<tr>
<td><strong>Finalize Position Profile and Search Schedule</strong></td>
<td>Week 4</td>
</tr>
<tr>
<td>Final approval of the public document. Confirm the search schedule. Solicit suggestions of sources and candidates.</td>
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<thead>
<tr>
<th>Networking &amp; Screening of Prospective Candidates</th>
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<tbody>
<tr>
<td><strong>Progress Reports</strong></td>
<td>Periodically with Search Advisory Committee Chair</td>
</tr>
<tr>
<td>Regular reports to the search advisory committee chair on the progress of the search; input from the search advisory committee including additional suggestions of sources and candidates.</td>
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<tr>
<th>Narrowing the Field</th>
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<tbody>
<tr>
<td><strong>First Presentation: A Work in Progress</strong></td>
<td>Week 12 (3 hours)</td>
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<tr>
<td>Presentation of potential candidates, resumes and/or biographies, to the search advisory committee. This is also an opportunity to share insights gleaned from initial networking and to review candidate models.</td>
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<tr>
<td><strong>Review Applications</strong></td>
<td>Week 13</td>
</tr>
<tr>
<td>Search chair and/or advisory committee members to review additional unsolicited applications submitted in response to advertising.</td>
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</tr>
<tr>
<td><strong>Interviews by Isaacson, Miller</strong></td>
<td>Week 16</td>
</tr>
<tr>
<td>Isaacson, Miller interviews candidates and notes impressions and recommendations for search advisory committee.</td>
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<tr>
<td><strong>Second Presentation: Candidates</strong></td>
<td></td>
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<tr>
<td>Presentation of full candidate pool, including resumes and cover letters, to the search advisory committee. Search advisory committee decides on which candidates to interview.</td>
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<thead>
<tr>
<th>Selecting Finalists &amp; Checking References</th>
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<tbody>
<tr>
<td><strong>Interviews by Search Advisory Committee</strong></td>
<td>Week 19 (8am-6pm both days)</td>
</tr>
<tr>
<td>Search advisory committee conducts confidential in person, off-site interviews with candidates and selects recommended finalists.</td>
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<tr>
<td><strong>Checking References</strong></td>
<td>Weeks 20-24</td>
</tr>
<tr>
<td>Isaacson, Miller conducts background checks and extensive references on each candidate and reports findings to the decision maker and search advisory committee chair.</td>
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<tr>
<td><strong>Finalist Interviews and Visits</strong></td>
<td>Weeks 22-23</td>
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<tr>
<td>Client arranges meetings for the finalists with the appropriate constituents and in some cases, a second round of interviews with the search advisory committee, equally evaluating each candidate and selling the organization. Client collects feedback via survey or other means.</td>
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<tr>
<td><strong>Final Debrief</strong></td>
<td>Either Week 23 or 24</td>
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<tr>
<td>Meeting between decision maker, search advisory committee, and search firm to discuss search advisory committee impressions, campus feedback, and reference summaries for each finalist.</td>
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<tr>
<th>The Final Choice</th>
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<tbody>
<tr>
<td><strong>Final Selection</strong></td>
<td>Weeks 23-24</td>
</tr>
<tr>
<td>Hiring executive reviews all references and evaluation materials and selects preferred candidate.</td>
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<tr>
<td><strong>Negotiations/Offer/Acceptance</strong></td>
<td>Weeks 23-24</td>
</tr>
<tr>
<td>Isaacson, Miller helps, as appropriate, with the transition of candidate to employee.</td>
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*Schedule is subject to change to accommodate organizational and holiday calendars.
AGENDA ITEM: 8.a.

DATE: September 15, 2016

TITLE: Approval of President’s Goals

COMMITTEE ACTION: The Executive and Audit Committee discussed the President’s evaluation and goals on September 1, 2016

SUMMARY OF ITEM: The Board’s Policy on Evaluation of the President states that President will present his goals to the full Board for approval at the Board’s September Board meeting.

The following goals were suggested by President Wiewel and discussed by the Executive and Audit Committee:

1. Implement Strategic Plan. The Strategic Plan has five strategic goals, and 71 specific initiatives for the 2016-2020 period. We are developing a tracking mechanism and Key Performance Indicators. My goal will be to oversee general progress on the Plan and I will regularly update the Board on the most important components.

2. Increase revenues. Enhancing revenues is critical to maintaining affordability and quality. The main methods will be to lead (with co-chair Greg Ness) the College Affordability and Success Coalition; advocacy for increased state funding in the 2017 legislative session; increase non-resident enrollment without reducing resident enrollment; and support the comprehensive campaign of the PSU Foundation.

3. Assist in transition. I will assist in the search for a new president and the transition if and when requested by the Board, and also by enabling the Executive Committee even more than is already the case to manage the affairs of the University with the highest degree of collaboration and competence. I intend to leave all matters pending at the end of this coming year either well-documented or solidly in the hands of one of the vice presidents.
SUMMARY OF COMMITTEE DISCUSSION: The Committee discussed the President’s evaluation and self-assessment in executive session. Feedback from the Committee will be provided by the Chair to the President. The Committee is supportive of the goals proposed by the President.

REQUESTED BOARD ACTION: A motion to approve the President’s goals for the upcoming year.

ATTACHED BACKGROUND READING: None
To: Portland State University Board of Trustees  
From: President Wim Wiewel  
Date: September 15, 2016  
Re: Quarterly Report  

President’s Goals:  
The final report on the 2015-16 goals was presented as part of my annual evaluation. Therefore, in this quarterly report I will switch to the 2016-17 goals.

Implement Strategic Plan  
We have developed a matrix to track progress on the Strategic Plan. The matrix contains information on lead and collaborating units; planned start and end dates, key performance indicators; and other issues. It will be updated continuously. I reported on many substantive areas of progress through June 30 in my annual evaluation, and will highlight select others in the remainder of this report.

Increase revenues  
There are four main areas of focus in regard to revenues. First, together with the other public universities in Oregon we have begun planning for the 2017 legislative session. At the very least, we will push for increasing funding so it covers current services. If measure 97 passes in November, we will advocate for a significant increase in state funding. Second, the College Affordability and Success Coalition has organized working groups which have started meeting over the summer. Third, with the new president of the PSU Foundation in place, planning for the comprehensive fundraising campaign has picked up, while regular fundraising continues apace. Finally, we will be evaluating this year’s experience with recruitment of non-resident students and adjust recruitment and financial aid strategies accordingly.

Assist in transition  
Since the announcement of my decision to step down from the presidency by August 31, 2017, I’ve worked with Board leadership as needed to move forward on the process to identify a search firm and establish a search committee. Also, the Executive Committee is planning to increase its internal collaboration beyond the already high current level. Finally, we have begun discussions with the university library about proper archiving of President’s Office materials.
Academic Affairs
(Sona Andrews, Provost)

Accreditation
The Northwest Commission on Colleges and Universities accepted PSU’s Spring 2016 Ad Hoc Report which addressed Recommendation 1 of the Fall 2015 Year Seven Mission Fulfillment and Sustainability Peer-Evaluation Report. The Commission has determined expectations have been met and that PSU is in compliance with Standard 2.F.7, requiring a financial audit and a management discussion letter.

Twenty-seven active reTHINK projects all aligned with the PSU Strategic Plan. Some examples are:
- In July, PSU was one of seven institutions across the country selected to receive a three-year, $515,000 grant from APLU/Gates Foundation to use adaptive courseware. This grant offers PSU an opportunity to creatively use cutting edge technology to personalize student learning, improve outcomes and reduce textbook costs.
- The Academic & Career Advising Redesign project team had a busy summer listening to and learning from students, advisors, faculty and staff through several surveys and a day-long engagement session. They will soon hold community sessions with advisors, faculty, staff, and students for feedback on preliminary design concepts.
- The Interactive Degree Maps project finished its Discovery and Design phases, culminating in a portfolio of possible projects that will be decided on for implementation soon. The project is issuing an RFP to identify a software solution for self-service degree mapping.
- The Redesign MyPSU project also finished its Discovery and Design phases, and is in the process of finalizing its recommendations to the campus for next steps.
- The Coordinated Service Network project hit a major milestone on June 1 when it launched EAB Campus for advisors, and nine cases (used to coordinate time sensitive resolution of student issues between advisors and service units) have been open and closed. This is the first use of a comprehensive and electronic case management system to facilitate coordination across Financial Aid, Registrar’s Office, Advisors and Student Financial Services.

Flexible Degrees for adult learners
There are fifteen active projects including an online start-to-finish business degree with local community colleges, a Bachelor’s in Urban and Public Affairs, a data analytics certificate, and a Bachelor’s in Social Work. This aligns with PSU’s goals to increase enrollment by targeting adult learners—those who have completed some college but who have not graduated.

Faculty accomplishments
Some key accomplishments during the summer include the following:
- Julie Esparza Brown, Graduate School of Education, received a $300,000 grant to improve literacy for second language learners in special education.
- Michael Sennott, Graduate School of Education, with his Intro to Special Education class is leading a fundraiser called Go Baby Go Brazil that will provide toy cars to toddlers affected with the Zika virus in Brazil. The story has been widely circulated on television and social media.
- Susan Carlile and Deborah Peterson, Graduate School of Education, received a $150,000 grant for a joint project with Chalkboard and the Confederation of Oregon School Administrators to support
culturally competency training for 22 new candidates in the Preliminary Administrative Licensure program.

-Yasmeen Hanoosh, College of Liberal Arts and Sciences, is partnering with the Oregon Humanities Council on a program called “Arab Refugees in our Midst: Terrorism, Bigotry, and Freedom.”

-Melissa Appleyard, School of Business Administration, is co-PI on a $330,000 NSF grant on “Improving Outcomes from Interdisciplinary R&D.”


-Christine Paschild, Library received a grant from the Oregon Cultural Trust to preserve and make accessible PSU’s historical collection of local Black-owned and published newspapers.

**Enrollment Management & Student Affairs**

*John Fraire, Vice President*

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

<table>
<thead>
<tr>
<th>Summer Term</th>
<th>Fall Term</th>
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<tr>
<td>Headcount: 11,964 down 236 or 1.9%</td>
<td>Headcount: 22,370 down 572 or 2.5%</td>
</tr>
<tr>
<td>SCH: 86,812 up 1,419 or 1.7%</td>
<td>SCH: 257,667 down 8,395 or 3.2%</td>
</tr>
<tr>
<td>Resident SCH: up 0.3%</td>
<td>Resident SCH: down 5.4%</td>
</tr>
<tr>
<td>Non-resident SCH: up 6.1%</td>
<td>Non-Resident SCH: up 4.1%</td>
</tr>
<tr>
<td>Undergraduate SCH: up 1.2%</td>
<td>Undergraduate SCH: down 3.6%</td>
</tr>
<tr>
<td>Graduate SCH: up 3.5%</td>
<td>Graduate SCH: up 0.1%</td>
</tr>
</tbody>
</table>

School/College SCH:

- SBA up 4.1%
- GSED up 7.7%
- MCECS up 1.9%
- SSW up 3.0%
- COTA down 1.7%
- CLAS down 6.4%
- CUPA down 1.3%
- UNST down 1.7%
- Honors down 5.0%

The Grand Opening of the new African American/African/Black and Asian American/Asian/Pacific Islander student resource centers will take place Wednesday, November 2nd, 2016. A naming ceremony will be part of the openings. Coordinators have been hired to staff the respective centers. Their opening is the result of a nearly yearlong process and in response to student requests for the centers.
With their establishment, the division of Enrollment Management and Student Affairs (EMAS) will enter the fall term with essentially a full staff. The only remaining key position to fill within the division is Assistant Dean/Director of Conduct. EMSA will use a search firm to help build the applicant pool for this critical and highly visible student affairs position.

Other recent key personnel additions to EMSA include Director of the Women’s Resource Center, and Director of the Veteran’s Resource Center (VRC). The new Viking Pavilion will be run by Conferences and Events and we have an offer accepted for a new Director of Conferences and Events Venues and Operations. Chris Augeri will be joining Portland State on September 13, 2016 and will serve a key role in opening the Pavilion.

The services we provide to students continues to grow. For example visits to the QRC this year increased from 6858 to 8071. In addition, the QRC and the PSU campus as a whole was recognized in the Campus Pride "Best of the Best." As well, total visits to the student rec center increased by over a thousand with most of the growth coming from increased usage by PSU alumni; and housing has enrolled the highest number of housing applications in PSU history and the largest number of new students electing to live on campus in PSU history. And the New Residence Hall Project has been researched and is ready for funding.

From a CARE perspective, there were 96 CARE reports from June 1, 2016-August 24, 2016. The top reports were mental health concerns, interpersonal violence and sudden change in behavior/general concern. Most of the reports were coupled with academic difficulty. We also saw an increase in housing insecurity which is likely correlated to the housing crisis in Portland.

The PSU Student Health Insurance Program will now cover medical claims incurred from intercollegiate athletics injuries. This is a result of collaboration between the office of risk management, Athletics, and SHAC. It will result in significant cost savings for student athletes and the university. SHAC will be monitoring the impact of including intercollegiate sports on the over-all cost of the plan over the next two years.

The university’s TRIO and other retention programs run by the office of Diversity and Multicultural Student Services (DMSS) continues to provide support to students. TRIO is a five year federal grant from US Department of Education. The programs support students who are first generation, low income and/or have a documented disability to graduate with their first bachelor’s degree. For the past 5 years, the retention and good academic standing rates have exceeded 90%. The graduation rate of the participants has steadily increased to at least 70% in the past year.

In the upcoming years, PSU will face increased demands on the Disability Resource Center (DRC). After experiencing a 600% increase in the number of blind and visually impaired DRC students in 18 months, we developed a strategic communication effort to improve outcomes for these learners. Additionally, we developed a handbook and video for all faculty of blind and visually impaired students to improve their comfort and efficacy in teaching students with visual impairments. Despite these improvements, PSU is still required by law to provide support for disabled students. Increased enrollment with the DRC will require additional support.
Finance and Administration
Kevin Reynolds, Vice President

Budget
After a successful year-end close of the financial books, preparation of externally audited financial statements is underway with the finalized report due in November. Based on internally prepared financial reports, total university revenue exceeded budget by $15 million and expenditures were $966,000 less than budget. The preliminary estimate, based on non-accrual, internal financial reports, is that the university's total fund balance increased by approximately $7.9 million. Within Education & General (E&G) funds, in keeping with the newly adopted Financial Reserves Policy, the university will increase its E&G fund balance by $15.7 million. University General Reserves are now $17.5 million or 5.6% of the E&G budget.

Additionally, the University Budget Office is developing a financial risk management model to evaluate the potential impact of a number of economic variables such as enrollment declines, reductions in government appropriations, or increases in operating expenses. This model will assist with future budget development and in testing assumptions and analyzing potential risks in the university's financial management.

Human Resources
Human Resources has engaged Sibson Consulting to facilitate a two-year compensation and classification study of the university's administrative staff positions, which will include identification of appropriate comparator institutions and development of an institutional compensation philosophy. The department is also preparing for the implementation of new standards under the Fair Labor Standards Act which will take effect on December 1, 2016, involving the review of over 400 positions descriptions and recategorization of employees who will become eligible for overtime under the new standards.

Student Debt
Finance & Administration has launched a collaborative effort to analyze students' use of debt to finance their education at Portland State. Preliminary results were presented at the Board of Trustees' F&A committee meeting on September 1st, along with a plan to examine the data in greater detail. The goal is to provide insights that will allow us to manage the processes affecting student debt accumulation, such as tuition setting, remission practices, advising, and financial literacy.

Employee Engagement
Finance & Administration has concluded a year-long effort to learn about the status of the division's employee engagement, and then to design programs to address the areas of greatest concern to employees. Based on surveys and focus group feedback, FADM is focused on enhancing professional development opportunities for all employees, improving training for managers, and improving communications within the division. This collaborative effort has resulted in increased focus on manager accountability for providing resources and time for employees to pursue opportunities to advance their careers. Human Resources has increased the number of front line managers attending a training series to help them be more effective supervisors. And, with a communications plan in place, Finance & Administration has committed to improving communication within and between its departments.
Global Diversity & Inclusion
Carmen Suarez, Chief Diversity Officer

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

1.1 Create expectations, training and incentives for faculty, staff, and students to regularly participate in culturally responsive education and sharing opportunities.

VP Suarez in partnership with leadership of Academic Affairs and various faculty has developed a workshop model for developing culturally responsive curriculum and pedagogy as well as a curriculum re-design program to be rolled out during the fall term for faculty.

In partnership with HR and campus units, various related workshops regarding culturally responsive services, utilization of the equity lens in decision making, understanding implicit bias and microaggressions, and other topics are planned as staff professional development and skill building offerings for the fall term.

1.2 Conduct a campus climate audit to assess and inform safety and inclusion.

A required U.S. Department of Education Title IX survey specific to sexual violence prevention was administered spring term 2016. The data has been analyzed and a draft report completed. The next step is for presidential review.

For the academic year 2016-2017 a campus-wide climate survey is planned, dependent on internal resources.

1.3 Develop and utilize an equity lens in campus decision-making.

Supervisor workshops on utilization of the equity lens in decision-making have been developed. The first will take place on September 16.

Goal 4, Initiative 2: Promote diversity through hiring and retention

Global Diversity and Inclusion continues delivering PSU wide workshops on best practices in hiring and search committee training.

Partnering with academic affairs, mandatory search committee training for chairs of faculty searches will commence beginning October, 2017. A person may not chair a search until completing the training.

Goal 4, Initiative 3: Define and Measure Diversity Learning Outcomes.

3.1 Incorporate assessment of diversity learning outcomes in academic units and the Diversity Action Plan.

The Diversity Action Plan is in process. Review by the Diversity Action Council, the President, and then constituencies will begin fall 2016.

Events and Accomplishments June 1, 2016 to August 31, 2016
GDI co-sponsored the first annual Black Graduation Celebration.
GDI co-sponsored the Latinos Unidos Graduation.
GDI provided funding for the API graduation reception.

VP Suarez served as a panelist for the University Network for Collaborative Governance on the topic of Public Spaces for Civic Discourse.

VP Suarez was a plenary panel presenter for the 2016 APLU CADE Summer Meeting: State of Campus Diversity and Implications for Institutional Excellence.

GDI co-sponsored with Alumni Services and the NAACP a conference held at PSU on community organizing for community-law enforcement relations.

**Community Involvement**

VP Suarez has joined the board of Adelante Mujeres.

GDI hosted a Latino Network summer youth program (40 participants) for a half day campus visit.

Global Diversity and Inclusion is the lead for PSU as host-site for the Campus Compact EEC (Equity and Compliance Corps) program. This is an early high school academic-year pipeline program that promotes college attendance amongst underrepresented populations. The program provides college readiness programming and pairs college student mentors with high school students. PSU is the host school organizing the program and providing the mentors. Reynolds High School is the partnering Portland school selected by Campus Compact. During this summer 2016, training was provided and staffing of the program for all participating institutions coordinated.

**Government Relations**

*Lois Davis, Vice President for Public Affairs and Chief of Staff*

Government relations has hired former student body Vice President Rayleen McMillan to serve as Assistant Director for local and community relations.

The Higher Education Coordinating Commission has recommended to the Governor that the GSE building be ranked #1 in her list of university capital construction priorities.

The Presidents Council continues to work together to prepare for two potential levels of state funding for the 2017-19 biennium. The lowest funding scenario would represent a reduction $9 million dollars per year from our current appropriation.

**Athletics**

*Athletic Director, Marc Rountree*

**Viking Pavilion –Peter W. Stott Center Project Update.** Several milestones of Phase I of the Viking Pavilion-Stott Center Renovation project were reached this summer. The new artificial field surface for the Stott Community Field was installed during the month of June, and the field reopened for use on July 8th. Another milestone from this summer was the opening of a new strength training facility in the Stott Center. Finally, demolition of the east half of the Stott Center began on July 11th.

**2015-16 Academic Success.** PSU student-athletes finished 2015-16 with an average academic year department grade point average of 3.109. For 2015-16, 100 student-athletes earned Big Sky Conference
All-Academic honors. Women’s Track and Women Soccer led all Viking teams with 12 Big Sky All-Academic scholars from each team.

**Vikings in the Community.** Portland State student-athletes continue to serve the local community. Several members of the Viking Football team volunteered at Camp Exceptional, a sport camp for special needs youth held July 18-22. In addition, the head football coach and athletic director engaged the community by participating in several public speaking events over the summer from Wilsonville to Vancouver, WA.

**2016 Football Season Planning and Ticket Sales.** The 2016 national preseason polls have the Vikings ranked #12 in the FCS Preseason Coaches Poll and 17th in the STATS FCS Preseason Poll. Viking Football will play five home games at Providence Park: September 3 vs. Central Washington (43-26), October 1 vs. Idaho State, October 15 vs. Cal Poly, October 29 vs. Northern Colorado, and November 18 vs. Eastern Washington. These five dates offer tremendous opportunities to showcase the University to the community and generate revenue for the department.

**Foundation**

*Bill Boldt, President/CEO*

Bill Boldt officially began on July 1 as President/CEO of the PSU Foundation. Bill comes to Portland State University with over 40 years of experience in higher education, including 22 years as chief development officer at three public universities. During Bill’s first two months, he has had individual meetings with 22 foundation trustees, 11 donors, 46 foundation staff, and 18 university staff including members of the President’s ExCom, vice provosts and deans.

**Coalition:** The co-chairs of the Philanthropic Committee have met and set the agenda for the first meeting of the Philanthropy Committee.

**Strategic Plan:** Coraggio Group, which led the design of the university’s strategic plan, is conducting interviews with PSUF trustees, university leaders and foundation staff to develop the foundation’s four-year strategic plan.

**Personnel:** Searches for leadership roles continue for: chief of staff, chief development officer and AVP of development.

**Development Update**

Final results are in for fiscal year 2015-16. Over 9,000 donors combined to contribute $33 million to serve PSU’s mission. This included:

- $14.4 million in outright gifts
- $12.5 million in new pledges
- $5.8 million in deferred gifts

Cash gifts and pledge payments hit an all-time high, coming in at $32 million compared to $26.7 million the previous year.

New gifts and pledges raised to date stand at $5.52 million vs. $5.78 million last year at this time.
Preparatory work on the campaign continues. The seven *Big Ideas for PSU* that will form the upcoming campaign priorities have developed preliminary budgets and are moving into the feasibility testing phase. All seven ideas have been aligned fit into campaign themes of *Creating Futures, Vibrant Communities,* and *Thriving Economies*.

The seven ideas currently moving forward are:

- Transforming Lives and Community Through Civic Engagement
- Entrepreneurship
- Sustainability and Smart Cities
- Public Health
- Center/Institute for Race, Equity and Inclusion
- Creating the Epicenter of STEM Education Excellence
- Climate Change

**Annual Simon Benson Awards Dinner Update**

The 17th Annual Simon Benson Awards Dinner will be presented **Thursday, Nov 3, 2016,** from 5:30 p.m. to 9 p.m. at the **Oregon Convention Center**.

**Fundraising to date** (as of 9.01.16): **$741,742** (Compared to $ 721,300 as of 9.01.15)

**Noteworthy Accolades and Stories**

**Scholarship Story**

This year's recipient of the Robert E. Taylor Endowed Scholarship is senior, and Vikings basketball player, Zach Gengler. Zach's goal for the upcoming basketball season is to score in the double digits, have four or five assists a game and on defense to, "continue to guard their best player."

Zach has another goal, too. He's an economics major and is set to graduate next spring. He's currently carrying a 3.3 GPA in Economics and has decided he wants to work in the sports apparel industry. Next summer he's hoping for an internship with one of the sports giants.

**PSU Alumna, Caressa Sims '08 makes it to Olympic Trials in Hammer**

Caressa Sims, one of the Portland State track & field program's most decorated alumni, placed 18th in the hammer at the U.S. Olympic Trials at Hayward Field on July 6. Caressa holds the Portland State records in the weight throw and hammer.

Caressa was the recipient of athletic scholarships, as well as five individual scholarships, while a student at PSU. As the first member in her family to pursue a degree, scholarships enabled Caressa to earn degrees in accounting and supply chain management.
PSU students fundraising for children with mobility issues in Brazil

Supervised by Dr. Samuel Sennott, students in Portland State University's Universal Design Lab have been raising money, through PSU Foundation's Crowdfunding site, to produce Go Baby Go cars for children impacted by the Zika virus in Brazil.

These cars are modified ride-on cars for toddlers, that are padded and made to drive easier for children who have orthopedic difficulties. They also aim to shine a light on mobility opportunities for orthopedic impairments like Microcephaly.

Research & Strategic Partnerships

Kevin Reynolds, Vice President (Interim)

New and Noteworthy News from Research

PSU spinout company StoneStable Inc. (Ken Stedman, Biology) received a $225K Small Business Technology Transfer grant from NIH to develop a technology that stabilizes flu vaccines by coating in silica and eliminates the need for cold storage during transportation.

PSU spinout company APDM (James McNames, Electrical & Computer Engineering) provided wearable motion sensors and data analysis software to US Olympic Team to help them train for Rio games interviewed on CNBC's Small Business Cities segment.

In the iStar Lab, Peter Dusicka (Civil and Environmental Engineering) is testing the seismic readiness of components to be used in the Framework building, the nation’s first wooden skyscraper, which is being built local firm Lever Architecture in Portland’s Pearl District.

PSU faculty members Peter Dusicka and Corey Griffin receive $400K to develop plans for seismically resilient wooden high-rises and train the next generation of green building scholars.

RRI researcher Ann Curry-Stevens published and presented the report “In Need of a Long Welcome: Supporting the Integration of Newcomers to Portland,” following the Portland City Council’s June 18 establishment of the New Portlanders Policy Commission.

PSU researchers Vivek Shandas and Jackson Voelkel (Urban Studies and Planning) help the cities of Eugene and Springfield prepare for climate extremes by mapping urban heat islands. Research featured on Eugene’s KMTR 16 news.

PSU researchers Megan Horst and Nathan McClintock (Urban Studies and Planning) provide expert opinions to The Atlantic City Lab article “Portland’s Disappearing Affordable Bungalow.”

Climate Central quotes PSU researcher Stefan Talke (Civil and Environmental Engineering) and references computer models developed in Talke's lab at PSU that the city of Wilmington N.C. are using to understand how a deeper channel through the city's port might interact with worsening storm surges.
The PSU/Wells Fargo Clean Tech Challenge Finals take place next week. This year’s competition brings together ten teams from seven universities competing to build a working prototype of a clean tech solution in 90 days.

**News and Noteworthy Developments with Strategic Partnerships**

**2016 C. Peter Magrath Community Engagement Scholarship Award**

In recognition of their extraordinary community outreach initiatives, PSU is one of the four members of the Association of Public and Land-grant Universities (APLU) to have been selected as regional recipients of the 2016 W.K. Kellogg Foundation Community Engagement Scholarship Award. As one of four regional winners, PSU will be competing for the national award in mid-November. This award recognizes the extraordinary community engaged research and teaching between the Bureau of Planning and Sustainability and Portland State. The 2 minute video below highlights the work done through this partnership. [https://drive.google.com/open?id=0B9Xib-4uWXhxYlZJRHJBQmR1REU](https://drive.google.com/open?id=0B9Xib-4uWXhxYlZJRHJBQmR1REU)

**New Strategic Partnership with Daimler Trucks North America (DTNA)**

DTNA and Portland State have for many years been engaged in a variety of partnership activities that demonstrated in the following ways:

1) senior DTNA leadership serving on advisory boards on campus,

2) more than $641,000 in philanthropic giving to various PSU programs and activities, and

3) workforce pipeline for PSU interns and graduates.

We are elevating this partnership to that of a Strategic Partnership where we will begin to collaboratively work on the following goals:

- grow employment and research opportunities for PSU students and faculty at Daimler,
- shape and grow academic programs that contribute to Daimler’s competitive position in the global economy,
- spur next generation ideas and innovation for new products and processes; and
- leverage the partnership to demonstrate the importance of university-business collaboration for regional economic development

We will formally launching this partnership in conjunction with the 2016 Simon Benson Awards Dinner on November 3, 2016.

**Innovation Quadrant (IQ)**

The IQ is the geographic nerve center of the flourishing innovation ecosystem that propels Portland to global prominence in the cross-collaboration of health, science, and technology industries. OHSU, PSU OMSI and PCC serve as partners to lift up the IQ. During the last quarter PSU staff served as convener of dozens of community-wide focus groups meant to surface the wider community’s interest and investment in the IQ. This exploration surfaced some clear priorities. We are now moving to the phase where we convene a strategy session to bring essential players together to 1) identify activities we will commit to working on together; 2) establish a governance/coordinating structure to drive efficiency, accountability and results in the IQ. This important next step will take place in early fall.
University Communications

Chris Broderick, Associate Vice President for Communications

Summer is supposed to be our slow time, but this year has proven to be quite busy. Here are some highlights.

We hired Ken Ma, communications manager for the University of Texas system in Austin, to be our new Director of Media Relations. Ma replaces PSU media spokesman Scott Gallagher, who left to take a job with Gard Communications. Ma comes to us with a wealth of experience in working with news outlets about higher education issues. He is married with two young children. His first day on the job will be Sept. 12.

We have worked closely with student housing, environmental health, facilities, incident management and others to communicate to our residential students and the campus at large about the ongoing testing of lead levels in drinking water. So far, some faucets in rooms of three older residence halls have shown levels exceeding the federal standard of 15 parts per billion. We are installing filters and replacing faucets where necessary, as well as determining whether more plumbing remediation is required. We are notifying residents regularly with published test results as soon as we receive them. We are informing them of remediation efforts, which include outreach by the Student Health and Counseling Center if appropriate. We will continue this communication effort when the fall term begins and beyond as all campus drinking water sources are being tested for lead.

Portland State of Mind, our annual 10-day festival in mid-October to celebrate knowledge and culture, is packed with 54 events (and counting). Highlights include a televised debate in partnership with KATU(2) TV on Oregon’s Measure 97, which would raise $3 billion a year in higher corporate taxes: PDXTalks, which features stories from the heart by PSU’s hard-charging faculty and alumni; and the homecoming football game and urban tailgate party, with the PSU Vikings taking on Cal-Poly.

Portland State Magazine will hit 130,000 alumni mailboxes this month, with a cover story about research by PSU Professor Niles Lehman on the origins of life and a photo feature on archived PSU yearbooks being made available online by the PSU library.

PSU’s new video, produced entirely by UCOMM staff, made its debut at June commencement ceremonies. It builds on the university’s motto “Let knowledge serve the city” with the theme that students who come to PSU have the opportunity to “do something great!”

Our staff collaborated with the School of Business Administration on their re-branding of The Portland MBA to compete against similar programs offered in the Portland area by University of Oregon and Oregon State University. The result is a new view book with a striking new look.

PSU continues to get strong media coverage, even during the normally quiet weeks of summer. Recent examples: Our high national ranking for our support of LGBTQ students; GSE students developing “Go Baby Go” cars for children stricken with Zika virus in Brazil; PSU and Willamette U. launching 3+3 undergrad-to-law degree partnership; the accomplishments of President Wiewel detailed with his retirement announcement; several inspiring grad stories out of June commencement.
At PSU’s School of Business Administration (SBA), three core tenets of forward-thinking business are deeply embedded across all educational offerings and initiatives: sustainability, entrepreneurship, and social innovation. The strength of this distinct combination sets the SBA apart and catalyzes economic opportunities as well as positive social and environmental impact.

**Business That Matters**

- **A remarkable MBA**: The Portland MBA draws on the city's creative thinkers and entrepreneurs to deliver an experience that will both elevate careers and drive meaningful change.

- **Advancing sustainability in business**: New and updated programs such as the Master of Science in Global Supply Chain Management explore leading-edge sustainable business practices including corporate social responsibility and circular economy frameworks.

- **Focus on impact**: The Impact Entrepreneurs program led PSU’s induction into the Ashoka U Changemaker Campus consortium of the world’s top institutions teaching social innovation.

- **Space for excellence**: Scheduled to open September 2017, the Karl Miller Center will raise the bar for sustainability on campus and provide a learning environment that matches quality and innovation of the SBA's teaching.

**Select Rankings & Recognition**

**AACSB Accredited**
- One of only 173 business schools worldwide (top 5%) accredited by the Association to Advance Collegiate Schools of Business (AACSB), the elite business school accreditation known internationally.

**Princeton Review**
- No. 295 Best Business School
- Best College to Major in Business

**Bloomberg Businessweek**
- No. 106 Best Undergrad Business School
- No. 56 ranked by Employers

**Conscious Company Magazine**
- No. 14 in affordable impact-focused programs in the U.S.

**Net Impact**
- Among top 40 programs in social entrepreneurship and top 25 in environmental sustainability

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**LEADERSHIP TEAM**

Cliff Allen, PhD, Dean  
Erica Wagner, PhD, Assoc. Dean, Undergraduate Programs  
Melissa Appleyard, PhD, Assoc. Dean, Graduate Programs  
Pamela Tierney, PhD, Assoc. Dean, Faculty and Research  
Kathy Black, Chief Accounting and Budgetary Officer  
Lauren Clark, Director of Development

**ENROLLMENT**
3400 undergraduate  
357 graduate

**DEGREES AWARDED 2015-2016**
807 Undergraduate  
193 Masters  
89 Certificates

**ALUMNI**
30,000+  
75% of graduates remain in Portland

**INTERNATIONAL STUDENT BODY**
12% of undergraduates are international students. They come from 35 countries.  
15% of graduates are international students. They come from 17 countries.

**TOP OPTION AREAS IN UNDERGRAD BUSINESS MAJOR**
Marketing  
Accounting  
Management & Leadership

**TOP GRADUATE PROGRAM**
Master of Business Administration

CONTINUES ON OTHER SIDE »
Visionary Leadership: Cliff Allen, Ph.D.

As the Dean of the School of Business, Cliff Allen brings both extensive industry experience and a passion for innovative business education to the table. On the horizon are updates to curricula with expanded research offerings in future-oriented areas such as retail and consumer analytics.

Recognizing diversity as a source of innovation, Allen is committed to building on the SBA’s strength as the most diverse campus of any public university in the state as he continues to push the envelope for inclusiveness along with increased enrollment and retention rates.

The ROI of Industry Connections

Located at the hub of Portland’s vibrant, globally connected business community, the SBA links capable future business leaders to expertise and opportunity in organizations ranging from mission-driven startups to Fortune 500 legacy brands in industries including retail and manufacturing, athletic and outdoor apparel, technology, and craft food and beverage.

- **Strong job placement rates:** Both the undergraduate and graduate supply chain programs boast a 100% placement rate.
- **Delivering in-demand education:** Several offerings, including the Athletic & Outdoor Certificate, the recently launched Certificate in Business Intelligence and Analytics, and the new Master of Taxation have been created in close collaboration with industry leaders to meet current demands for highly valued skills.
- **Serving the city:** Over 370 community partners – many of them women and minority-owned businesses – receive technical assistance from students and staff through capstone projects, internships, or consulting through the SBA’s Business Outreach Program.

Faculty Achievements

The SBA attracts professors and instructors with deep-rooted industry connections, relevant experience, and a drive to solve urgent economic problems and advance innovation in business through research. In the 2015-2016 academic year, SBA faculty...

- Served on 39 editorial boards (current # as of writing); 3 faculty members served as associate editors for journals
- Gave 111 presentations
- Wrote two books, revised a book, and co-edited a handbook

STUDENT CREDIT HOURS 2015-2016

Undergraduate: 90,176
Graduate: 11,413

FACULTY

Tenured: 25
Tenure Track: 10
Non-Tenure Track Full Time: 21
Non-Tenure Track Part Time: 60-80 per term

FULL TIME SUPPORT STAFF

48

BUDGET SUMMARY

Education & General Funds: $18,245,111

FUNDRAISING FY16

$5,737,000 total raised
80 scholarships awarded to students
190 donations from corporate & foundation partners
463 donations from alumni

DEGREE PROGRAMS

BACHELOR’S IN BUSINESS ADMINISTRATION:

MINORS
Business Minor, Advertising Minor for Graphic Design Majors, Advertising Minor for Communication Majors, Design Management Minor for Advertising Majors

CERTIFICATES
Food Industry Management, Post-Baccalaureate Accounting, Social Innovation, Athletic and Outdoor Industry, International Business Studies, Entrepreneurship, Business Intelligence and Analytics, Global Supply Chain Management

INITIATIVES
Center for Retail and Consumer Analytics, Center for Real Estate, Impact Entrepreneurs, Center for Innovation & Entrepreneurship, Center for Executive and Professional Education, Business Outreach Program

SELECT TOP EMPLOYERS OF SBA GRADUATES