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# **ONLINE APPENDICES**

**I. Conflict Resolution, II. Partnerships, III. Bylaws**

# Appendix 1: Conflict Resolution

**Idea:** Conflict Resolution Coordinator. New position, hopefully someone with actual training in conflict resolution and mediation. Potentially an outside neutral party. Be aware of and work with [existing PSU resources](#) and Unions. Perhaps one of the existing campus members at PSU with this skill set could apply FTE to this work.

-Ensures that existing resources and structures are included in the process

## **Conflict Resolution Goals**

Reduce employee workload

Increase effectiveness

Protect vulnerable parties in cases of large power differential

Comply with all Institutional policies related to fair/safe workplace

<b>Conflicted Parties</b>	<b>Ideal mediator</b>	<b>Notes related to consideration of goals stated above</b>
<b>Faculty v. Faculty (same program)</b>	Program lead and/or conflict resolution coordinator	Consults conflict resolution coordinator
<b>Faculty v. Faculty (different programs)</b>	New School Director and/or conflict resolution coordinator	Consults conflict resolution coordinator
<b>*Students v. Faculty</b>	Dean of Student Affairs, Program Leads, and/or conflict resolution coordinator	
<b>Conflicts related to New School: Transition</b>	Dean of CLAS	<b>Temporary committee:</b> All program leads, P & T committee, Director of New School <b>Major task:</b> Oversee bylaws merger and revision.
<b>Conflicts related to</b>	New School Director Dean of CLAS and/or conflict resolution coordinator	Consults conflict resolution coordinator

<b>New School: Permanent</b>		
<b>*UG Student to UG Student</b>	Dean of Student Affairs, Program Leads, and/or conflict resolution coordinator	
<b>*UG student to GTA</b>	Faculty Instructor of Record (if this is lacking, program lead) and/or conflict resolution coordinator	Consults conflict resolution coordinator
<b>GRA to GRA</b>	Graduate Affairs Committee, Program Leads, and/or conflict resolution coordinator	Consults conflict resolution coordinator
<b>Faculty to Admin</b>	Dean of CLAS	Consults conflict resolution coordinator
<b>Staff to Faculty</b>	New School Director and/or conflict resolution coordinator	Consults conflict resolution coordinator
<b>Staff to Staff</b>	New School Director and/or conflict resolution coordinator	Consults conflict resolution coordinator
<b>GRA to Faculty</b>	Graduate Affairs Committee, Program Leads	Consults conflict resolution coordinator

\*most common in the experience of chairs

## Appendix II: Partnerships

How can we create flexible strategies for how people outside the 6 units can connect with the school?

To be defined in bylaws:

- SCHOOL FACULTY MEMBER:
  - Members of departments that vote to join the school
    - TT will follow OAA guidelines for transfer of tenure home;
    - NTT-CA will require OAA and AAUP agreement to be established in the new school with continuous appointment. CLAS will help facilitate.
  - Faculty from other departments who transfer their tenure home to the school following OAA guidelines (requires school, dean, and home department approval), in full or in part (joint appointment).
  - The goal of the Exploratory School Initiative is to include all of the academic programming, research and other programs of the departments and programs that voted to join the conversation, leveraging the diverse work and talents of faculty and staff from these departments. That said, members of departments that vote to join the school who do not wish to join the school may transfer their tenure home to another unit per OAA guidelines, pending approval of the new unit, deans, and the home department.
- AFFILIATE FACULTY: Not moving tenure home but contributes to the school
  - Requires Courtesy Appointment with the school (year by year) - can be PSU faculty or non-PSU professionals that the school wishes to offer affiliate status.
  - Affiliate Faculty Roles: Serve on grad committees
    - *Teaching*: Affiliate who teaches classes for the school.
      - Offer a FRINQ, SINQ, a u-course (junior cluster) and our own capstones to appeal broadly to students across campus; or offer specific school courses.
    - *Service*: E.g., Coordinates an internship opportunity for the school
    - *Research*: Research partner of the school, and serve on graduate committees
  - No funding is required for affiliate status, but the School could offer teaching fellowships (via LDF) or fellowships for projects with our school as a means of incentivizing affiliate contributions.

Other connections to the school (not specified in the bylaws):

COMMUNITY PARTNER & COLLABORATORS: Affiliate status = opportunity to make connections

- Serve on grad committees (Option for Affiliate status)
- Community partners (e.g., employers, mentors) with an internship or other resource
- Option for Affiliate status = opportunity to make connections

COLLABORATOR: Beneficiaries of the school beyond the six units

- Offer a FRINQ, SINQ, a u-course (junior cluster) and our own capstones to appeal broadly to students across campus

- o Seminar attendees
- o External partners
  
- Potential resources:
  - o Fellowships for joint projects with our school
  - o Corporate/community partners
  - o Mention Day of Giving as a funding source and give grad students/others opportunity to spearhead effort as a résumé-builder
  
- Roles:
  - o Partnerships and Outreach Committee (ad hoc or standing in bylaws?)
  - o Have someone on-point to manage relationships centrally. Will need to be able to manage outreach from media, community colleges, employers – SEIU or AAUP outreach staff?
  - o Staff: Note that faculty affiliating does require staff to complete paperwork

Discussion:

- Self support program (e.g., EPP) to bring the skills of the units to the professional community and students looking for further training (e.g., CRM, GIS, Wetland Delineation, River Restoration, etc.)
- Importance of the director for relationship building and maintenance

How will we negotiate an agreement with PSU administration for new investments in TT, NTTF, and staff positions that are critical to support implementation of the school model?

- Emphasizing how we use our current resources in the most efficient way possible. This will help advocate for future resources. Example might be staffing.
- Make a case for how future investments are critical to short- and long-range goals associated with our vision for the school. Use strategic planning tools and processes as a school to guide goal setting and strategic investments.
- Develop tools for deciding where investments will go.
- Identify grants or other funding opportunities (e.g., training grants => coordinator position).
- Bring the PSU Foundation into the conversation to discuss potential donor support.
- Acknowledge that staff may know of synergies that aren't obvious to faculty who haven't worked together before.
- Complete and/or revisit market analysis for the programs in the new school to support advocacy

## Appendix III: Bylaws

### Bylaws Comparison Summary (see full table [here](#))

One of the first principles in this planning effort is that no one loses a right or privilege currently identified in department bylaws. Hence, we compared the bylaws from each unit involved in this exploratory effort to examine where there are similarities and where there exist differences. The main takeaway from this exercise is that the units' current bylaws are already largely similar. Where differences do occur, we will need to ensure that either all individuals are subsequently included in proposed school bylaw (e.g., who votes, or any affected individuals are in agreement to a change that potentially impacts a current bylaw right). Following is a summary of similarities and differences among new school units in their existing bylaws. We do not call out individual units in this summary. However, the specifics, by department, are identified in the table linked above.

#### Who Votes?

All tenure related, NTTF, and most academic professionals with 0.51 FTE or greater are eligible to vote. Variance occurs largely with respect to NTTF voting. In some cases, all NTTF with greater than 0.51 FTE vote, while several departments automatically extend that only to NTTF who have passed milestone promotion. Some departments reserve votes on tenure-related PPT to just tenure-related faculty.

#### Who Doesn't Vote?

Adjunct faculty and staff other than some Aps. Some departments clearly define procedures for various individuals to be permitted to vote.

#### Chair Selection

The Department chair is a tenured faculty member selected by a majority vote. Vote is done by secret ballot in some units.

#### P&T Committee Composition

3-5 elected, tenure-related faculty serve on a P&T committee for any tenure-related activities. Some units explicitly call for a student representative. Some units hold a secret ballot to elect committee membership.

#### NTTF Review Process

NTTF review is mostly conducted by the unit P&T committee. However, each unit specifically adds at least one NTTF voting member to this committee. Some units have a distinct NTTF review committee appointed by the Chair that conducts reviews and includes both tenure related and NTTF personnel.

### **Other Committee Assignments**

Each unit has a P&T Committee, Graduate Committee, Curriculum Committee, and a provision for Ad hoc committees. In addition, some units specifically call for an Executive Committee, Long Range Planning Committee, Technology Committee, Ph.D. Program Committee, Research and Development Committee, and a Faculty Search Committee.

### **Items That Require a Vote**

Majority approval is needed for changes to bylaws, election of department chair, program changes, and in some cases to confirm committee membership. Voting can occur on other matters not explicitly expressed in bylaws, including appointment of affiliate faculty, recommendation of job descriptions and hires, scholarships, and awards. Differences are related to who votes.

### **Items That Require a Secret Vote**

Department chair and as requested on other matters. In some units committee assignments recommended by the chair also require a secret ballot.

### **Quorum for a Vote**

Half the voting members, although not all units define a quorum.

### **Procedure for Changing Bylaws**

2/3 vote in most units and majority in others.

### **Meetings**

At least once per month and often twice per month. Some units hold committee meetings once per month to draft suggestions for regular meeting presentations. Some units have committees that meet less regularly and conduct business (e.g., awards), during full department meetings.