Portland State University

Symposium on Law and Policy
For University Leadership

PRESENTED BY:
OFFICE OF GENERAL COUNSEL
Office of General Counsel

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The obligatory lawyer joke:

What do you throw to a drowning lawyer?
His colleagues.
Providing Equal Opportunity and Access
Agenda

• Reasonable Accommodations
  • Disability Resource Center
  • Human Resources
• Family Medical Leaves
• Prohibited Discrimination and Harassment Reporting Requirements
Disability Law and Policy
Portland State University

Accessibility
PSU’s Obligations to People With Disabilities

• Don’t discriminate or retaliate
• Provide reasonable accommodations
What is a Disability?

• “A substantial limitation in one or more major life activities”

• NOT ALL DISABILITIES ARE READILY APPARENT.

• If there is any question about whether a disability exists, refer the individual to the appropriate office.
PSU Provides Reasonable Accommodations for:

• Students and prospective students, to give them the opportunity for equal access to education programs and activities

• Employees and job applicants, to allow them to perform the essential functions of their jobs

• Members of the public
What is a Reasonable Accommodation for Students?

• reasonable modifications in practices, policies and procedures
• auxiliary aids and services
• *Unless*
  • the modifications or services fundamentally alter the nature of the program or
  • would result in an undue financial or administrative burden on the institution
What is a Reasonable Accommodation for Employees?

• Modifications or adjustments that will allow a qualified individual with a disability to perform the essential functions of the position

• *Unless*
  • The accommodation would result in an undue burden on the institution
What is the Interactive Process?

• An ongoing, collaborative effort between the individual with a disability and PSU to determine a reasonable accommodation

• Interactive process is required by law

• Individual is entitled to a reasonable accommodation, not to the accommodation of his or her choice
Who Engages in the Interactive Process on Behalf of PSU?

• Front line:
  • Disability Resource Center (students)
  • Human Resources (employees)

• Supporting participants:
  • Professors
  • Managers
What if . . .

• A chronically tardy employee says she has been late because she has trouble sleeping?
• A student brings you a note from his doctor stating that he needs to sit in the front row?
• A colleague confides that her hands are cramping so she can’t type?
Disability Resource Center

- Disability Resource Center (DRC) collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life.
- Determining reasonable accommodations for students is an interactive process that includes students, staff, administration, and the DRC.
- Contact the DRC:
  - Phone: 503-725-4150
  - Email: drc@pdx.edu
  - Web: www.drc.pdx.edu
  - In person: 116 Smith Memorial Student Union
Human Resources

- The Human Resources Leaves Manager works with employees who have disabilities to provide reasonable accommodations that will allow the employees to perform the essential functions of their jobs.
- Determining reasonable accommodations for employees is an interactive process that includes Human Resources, managers, and the employee.
- Contact Kristin Smith, Leaves Manager:
  - Phone: 503-725-4150
  - Email: drc@pdx.edu
  - Web: www.drc.pdx.edu
  - In person: 116 Smith Memorial Student Union
Service Animals
What is a Service Animal?

“Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.”
What is a Service Animal?

• A service animal is not a pet.
• A service animal does not have to be approved by the DRC or HR, though PSU asks for notice from the student or employee.
• A service dog does not have to wear a vest. It does not have to be “certified.”
Miniature horses can also be service animals in some cases.
Examples of Tasks Performed by Service Animals

- Alerting people who are Deaf or hard-of-hearing to sounds.
- Pulling wheelchairs or carrying and picking up things.
- Assisting people with balance impairments.
- Assisting people with PTSD, panic, or similar symptoms by interrupting those symptoms.
Or this?

**HOLD ON A SECOND, SIR**

**MY CONNECTION'S A LITTLE RUFF**
What is an Emotional Support Animal?

• “An animal that provides emotional support that eases one or more identified symptoms or effects of a person’s disability.”

• An emotional support animal is not a service animal.

• Absent special notification from DRC or HR, emotional support animals are not allowed in public areas of PSU.
If you need to know whether an animal is a service animal:

Ask:

• “Is the dog (or horse) required because of a disability?”
• “What work or task has the dog (or horse) been trained to perform?”

Be discreet about these inquiries.
Interacting with people who have service / emotional support animals:

• Allow service animals to accompany their owners.
• Do not ask for details about a person’s disabilities.
• Do not pet or feed a service animal.
• Do not deliberately startle, tease, or taunt a service animal.
• Do not separate or attempt to separate an owner from his or her service animal.
All owners of animals are responsible for their animals, regardless of type.

- Compliance with laws
- Controlling the animal and taking effective action when it is out of control
- Disposal of waste and other cleanup
- Noise and disruption
Employee Family Medical Leaves
Family and Medical Leave Laws

Family Medical Leave Act – FMLA
Oregon Family Leave Act – OFLA
Highlights

- Family Medical Leave Laws Overview
- Leave Eligibility
- FMLA/OFLA: Types and Lengths of Leaves
- Responsibilities – Department/ HR / employee
Leave Laws Overview

Family Medical Leave Act - FMLA
Federal Law enacted by Congress in 1993

- Job Reinstatement
- Benefits Continuation
- 12 weeks unpaid leave

Oregon Family Leave Act - OFLA
State Law enacted by Oregon Legislature in 1991

- Job Reinstatement
- 12 weeks unpaid leave
  * Exceptions for qualified conditions during pregnancy and sick child care*
- Protection against retaliation and discrimination for using leave
Eligibility

- Full time
- Part time
- Temporary
- Student employees

FMLA = 12 months / 1250 hours
OFLA = 180 days / avg. 25 hours per week
(exception for parental leave)
Types and Lengths of Medical Leave

- **12 weeks** Serious Health Condition of Employee
- **12 weeks** Serious Health Condition of Family (spouse/parent/child)
- **12 weeks** Birth / Adoption / Foster Care of Child

Leave may be continuous or intermittent
Types and Lengths of Medical Leave

OFLA qualifying leaves

- **12 weeks** Serious Health Condition of Employee
- **12 weeks** Serious Health Condition of Family
  - spouse/parent/child/parent-in-law/same gender domestic partner (DP)/parent or child of DP /grandparent/grandchild
- **12 weeks** Birth / Adoption / Foster Care of Child
- **12 weeks** Pregnancy Disability + parental
- **12 weeks** Sick Child + parental + pregnancy disability
- Leave may be continuous or intermittent
Huh? I have a department to run; what do I really need to know?
Department Responsibilities

✓ Notice can come over time or in multiple communications
✓ Know that ‘serious health condition’ is a broad employee-friendly definition
✓ Understand that serious health conditions and disabilities can be both visible and invisible
✓ Recognize when an employee may be eligible for protected leave – no magic words
✓ Say ‘let me check on that’ instead of ‘no’

Most Important ...........
Relax....Your HR professional knows the laws and how to administer them. We are here to answer any questions you have.
Prohibited Discrimination and Harassment
Office of Equity & Compliance

OEC’s investigations protect PSU by

• Stopping discrimination or harassment
• Providing helpful insight to prevent future problems
• Helping to determine collective and individual remedies
• Demonstrating for outside regulators and the public that PSU takes discrimination and harassment seriously
Protected Classifications

• age
• disability
• marital status,
• national origin,
• race or color
• religion or creed,
• sex or gender,
• gender identity / gender expression,
• sexual orientation,
• veteran status,
• “any other basis in law.”
Report Concerns To:

- A supervisor or department head most directly concerned, excluding the person accused of the prohibited discrimination or discriminatory harassment;
- Any academic or administrative official of Portland State University including but not limited to, the President, Vice President, University Counsel, the Provost, Vice Provost, Dean, Chair or a Director;
- The Office of Equity & Compliance;
- The Office of the Dean of Student Life;
- PSU’s Title IX Coordinator; or
- Campus Public Safety.
Resulting Obligations . . .

1. PSU must act to investigate (*prompt, thorough and neutral*) reports of discrimination; and harassment; and

2. Take action to end it; and

3. Remedy the damage caused to individuals.
Required Reporting

“Required Reporting to the Office of Equity & Compliance or the Office of the Dean of Student Life: Any supervisor, manager, faculty member, or other University Official (which includes, but is not limited to, all individuals with oversight responsibility for students or employees and all other employees with the title of Director or higher) who becomes aware of an incident that may constitute discrimination or discriminatory harassment is required to promptly notify the Office of Equity & Compliance or the Office of the Dean of Student Life. Any person unsure whether he or she is required to report is encouraged to contact Portland State University’s Office of General Counsel.”
Should You Report When:

• A colleague in another department tells you he doesn’t believe his chair is treating him fairly?
• A student is contesting a grade given by a professor in your department and says that the professor treated him differently than other students?
• You receive an anonymous note stating that Professor Smith calls on male students more often than female students?
• You overhear two students talking about how their friend was taken advantage of sexually while at a student group party last weekend?
• What about if there is a request for confidentiality?
Can I Tell You That?

...or student records
FERPA

The Family Educational Rights and Privacy Act of 1974

College student have the right, in general, to:

• Inspect and review their own “education records”
• Control the disclosure of their “education records” to others
• Seek amendment of their “education records”
What’s an “Education Record”?

Four parts to the definition:

- records...
- that directly relate...
- to a student....
- that are maintained by an educational institution
What’s a “Record”?

• “Any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche”

• Includes transcripts, exams, papers, disciplinary records, photographs, emails, etc.
When does a record “directly relate” to a student?

• If it contains “personally identifiable information” about the student

• “Personally identifiable information” includes name, address, personal identifiers (such as University ID number, SSN, etc.), or a list of personal characteristics or any other information that would make the student’s identity “easily traceable”
Who is a “student”?

- Any person who is or has been in attendance at the University, whether in person or by correspondence

When is a record “maintained” by an educational institution?

- “Maintain” is . . . not defined
Are there any exceptions?

- “Sole possession records”
  - “Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except as a temporary substitute for the maker of the record”
- Other exceptions for law enforcement records (with limits), employment records (except student employees), treatment records (sort of), and alumni records
Inspect and Review

• Students have the right to inspect and review their education records within 45 days of a request.

• Are there exceptions?
  - Financial aid information from parents
  - Confidential recommendation letters (if student has waived access)
  - Medical treatment records (at least under FERPA), except to another appropriate professional

• If record relates to more than one student, must redact information regarding other students.
Disclosure

• Before disclosing education records – or information from education records – the University must obtain a signed and dated written consent from all relevant students specifying the records that may be disclosed, the purpose for which they may be disclosed, and the persons or classes of persons to whom they may be disclosed.

• Form is on Records & Registration webpage: http://www.pdx.edu/registration/admissions-registration-and-records-forms
Are there any exceptions?
Of course...

- Disclosure to school officials that the University has determined have a legitimate need to access the information in order to do their jobs

- Disclosure of “directory information” as long as the student has not opted out
“Directory Information” at PSU

- Name
- Address
- Telephone number
- E mail address
- Dates of attendance
- Major & Minor
- Degrees and awards received
- # of credits earned
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Facts of enrollment, including whether the student is enrolled full-time or part-time
More Exceptions…

• In response to a subpoena or judicial order
  ➢ Contact Office of General Counsel immediately

• In a “health or safety emergency,” if to appropriate parties and only to the extent necessary
  ➢ Contact Office of Dean of Student Life immediately

• The “final results” of certain student disciplinary proceedings

• And several others….
Amendment

- Students may request that the University amend a record if it contains information that is “inaccurate, misleading, or in violation of the student’s rights of privacy”
- If the University denies the request, we must provide an opportunity for a hearing
- If the University still denies the request, we must allow the student to supplement the record
- This is not a process to seek a grade change or reversal of University action; it is simply about the accuracy of the record
Question 1

Immediately after the end of a class, a professor is approached by two Portland Police officers. They tell the professor that they’re looking for Jim Brown, who was supposed to be in her class. The professor tells the officers that Jim left the class and went down the hall about a minute ago.

Violation of FERPA?
Question 2

Professor has students share their written work product with the student next to them to be critiqued by that fellow student before turning it in to be evaluated by the professor.

Violation of FERPA?
Question 3

An irate parent of a 17 year old PSU student currently enrolled in a professor’s class shows up in the professor’s office and demands to see his daughter’s mid-term grade and threatens to call his attorney if he doesn’t get it. The professor discloses the grade because the student is a dependent minor.

Violation of FERPA?
Question 4

A student files a grade dispute claiming that she and two fellow students were treated unfairly and her grade should be changed. The professor prepares a memo to the Associate Dean defending the grades. The student filing the dispute demands a copy of the memo and the Associate Dean provides it.

Violation of FERPA?
Question 5

Campus Recreation takes photographs of students engaged in an intermural basketball game and posts the photographs on the Campus Recreation webpage.

Violation of FERPA?
Question 6

The Vanguard asks for the email addresses of all students taking the hugely popular Law in Higher Education class. The professor checks PSU’s Student Records Policy and sees that email addresses are considered “directory information.” Therefore, she releases the list.

Violation of FERPA?
Questions?
Students and the Law: Handling Students in Distress
The Challenge: Students in Distress

- Distressed: Behavior that causes us to feel alarmed, upset, or worried (most common).
- Disruptive: Behavior that interferes with or interrupts the education process of other students or the normal business functions of the university.
- Dangerous: Behavior that leaves us feeling frightened and in fear for our personal safety or the safety of others.
The Challenge: Students in Distress

Sudden academic change in performance or classroom participation
Repeated requests for special consideration
Excessive class absences
Isolation
Dramatic changes in self-care (eating, sleeping, hygiene)
Exaggerated emotional responses, moodiness or irritability
Mention of self-harm, assault, abuse, or incarceration
Inability to maintain appropriate boundaries
Hyperactivity and/or rapid speech
Bizarre, tangential, or paranoid communication
Substance use
Threats of violence
Repeated risky behavior
The Response

Students in crisis raise the stress level for the University community, including themselves. We are all part of the calming solution.

- Students
- Faculty
- Staff / administration

Knowing about available resources and strategies in advance allows all of us to respond appropriately in the stressful moment.
What Laws Govern Our Response?

- FERPA: Protects privacy of student records
- ADA / Rehabilitation Act:
  - Prohibits discrimination based on disability
  - Requires reasonable accommodation / interactive process
- Title VI: Prohibits discrimination based on race, color, or national origin
- Title IX: Prohibits sex discrimination
- Clery Act: Requires “timely warnings”
- First Amendment / Article I, Section 8, of the Oregon Constitution: Protects free speech
- Other Constitutional and Statutory Provisions
Internal Resources: SHAC

- Crisis/Walk-In mental health and medical services
- After-hours nurse advice line
- Consultation for Faculty and Staff
- Scope of SHAC services
- Sharing information-when and why
Internal Resources: The Student Conduct Code

Code applies to all students

Three main areas to know

1. “Disruption of university activity, classroom, or learning environment”
2. “Failure to comply”
3. “Academic Misconduct”

• Consultation regarding addressing Academic Integrity
  • Turnitin.com; Proctoring support
Internal Resources: Campus Public Safety

• 24/7 contact point for students in crisis or concerns
• Immediate response to classroom disruptions
• Integrated with both internal and external resources
• Proactive response (welfare checks, outreach, referrals)
• Changing face of campus public safety
OUS Policy Bans Firearms

- Carried by students and university employees
- Carried by business invitees / event attendees
- In university buildings or at university events
- Concealed weapons permits are no exception
- If you see someone with a firearm,
  - do not confront the person
  - remain calm
  - call CPSO
C.A.R.E. Team
Coordination, Assessment, Response and Education

Members:
• Michele Toppe, Dean of Student Life
• Gina Senarighi, Assistant Dean of Student Life, C.A.R.E. Case Manager
• Domanic Thomas, Director of Conduct and Community Standards
• Phil Zerzan, Director, CPSO
• Craig Whitten, Lieutenant, CPSO
• Dana Tasson, Director, Center for Student Health and Counseling
• Marcy Hunt-Morse, Director, Counseling and Psychological Services
• Corey Ray, Director, UHRL
• Christina Shafer, Assistant Director, UHRL
• Jessica Amo, Assistant Director, Women’s Resource Center
C.A.R.E. Team

C.A.R.E. is a multi-disciplinary leadership team convened in order to foster sharing of essential information and collaboration. We use a case management approach to coordinate with members of the team and others in the campus community to address situations in which a member of the community (or group of individuals) is experiencing a difficulty or a crisis situation.

Through this work, we hope to create a campus environment where members of our community are:

• Motivated and empowered to notice when individuals in the community need outreach and assistance;
• Aware of resources and systems in order to appropriately refer to these resources.
Other Internal Resources

- University Housing
- Learning Center / Writing Center / Advising
- Disability Resource Center
- Emergency Loans
- Affinity Groups (Viking Vets, WRC, Center for Students With Children, QRC, etc.)
- Office of Equity and Compliance
- Dean of Students Office is a hub
What if . . .

A student is disrupting the class by . . .
• Constantly raising offensive opinions?
• Accusing the professor of racism or sexual harassment?
• Raising her voice at the professor and other students?

What if you have reason to believe the same student is cheating?
Preventing Disruption in Class

• State expectations for conduct in the syllabus.
• Review these expectations during the first class meeting and explain consequences for inappropriate behavior.
• Model respectful communication.
• Facilitate the respectful exchange of ideas.
• Respond to problems consistently and in a timely manner.
Responding to Disruption in Class

• Call CPSO for any immediate threat.
• Discuss disruptions privately with the student; follow up with a written summary, stating expectations and consequences.
• Ask chronic disrupters to leave.
• Consult with your dean or the Dean of Students
• File a formal complaint of misconduct.
• Your thoughts?
What if . . .

• What if the student isn’t disruptive, but seems unusually agitated and stressed?
• What if you learn the student is going through a stressful life event?
• What if the student just seems “off”?
• Other concerns / scenarios?
Public Employment 101:

“Elections, Ethics, and Gifts, Oh my!!
Political Campaigning and Government Ethics

A Summary of Oregon Law for Public Employees and Officials
Agenda

➢ Primary focus:
  Restrictions on Political Activity
  Restrictions on Accepting Gifts
  Conflicts of Interest
  Prohibited Use of Office

➢ Approach:
  State the Rule
  Where to watch out for problems
  What you can do
Who is covered?

- Public employees and public officials, include any non-elected public employee or appointed official serving the State of Oregon or any of its political subdivisions or any other public bodies.

- All PSU employees are public employees and public officials.
Oregon Revised Statutes 260.432

RESTRICTIONS ON POLITICAL CAMPAIGNING BY PUBLIC EMPLOYEES
Restrictions on Political Activity

No public employee shall promote or oppose any political committee, the nomination or election of a candidate, an initiative, referendum or recall petition, or the adoption of a ballot measure while on the job during working hours.
What political activity is prohibited?

- Public employees may not engage in political advocacy while on the job.
- Public employees may conduct political activity during personal non-work time.
- Public employees may express personal political views.
When are salaried employees “on the job”?

- If the person is acting, or appears to be acting, in an official capacity.
- If the activity falls generally within the job duties.
- Use of title, while not determinative, is a factor.
Where might issues arise?

- Candidate Visits
- Candidate Forums or Debates
- Use of PSU Facilities by Political Groups
- Ballot Measure Debates
- Discussions of Ballot Measures
On the Job

✓ DO remain impartial when performing organizing activities.
✓ DO use caution to avoid political advocacy that appears biased.
✓ DO avoid explicitly or implicitly encouraging support or opposition.
✓ DO NOT initiate candidate visits.
✓ DO NOT draft or select questions for the candidates.
On Your Own Time

✓ DO, announce to the audience that you are not acting in your official capacity.
✓ DO document when you are off duty.
✓ DO use personal e-mail accounts and phone numbers; DO NOT use work e-mail.
✓ DO NOT use your official title in written materials or in introductions.
✓ DO NOT submit an expense reimbursement request for an event.
Enforcement

- ORS 260.432 is a civil statute with fines of up to $250.00 per violation.
- Potential personal liability for misuse of public resources.
Oregon Revised Statutes Chapter 244

GOVERNMENT ETHICS LAW
Overview

- Public service is a public trust.
- Government ethics laws are intended to protect that trust.
- Government ethics laws place limitations on certain actions.
- Potential personal liability for violations.
Gifts

During a calendar year, a public official or a relative or member of the household of the public official may not accept any gift or gifts with an aggregate value in excess of $50.00 from any single source reasonably known to have a legislative or administrative interest.
Gifts

- A “gift” is something of economic value that is offered:
  - without valuable consideration of equal value,
  - without cost or at a discount,
  - which is not available to the general public.
Gifts

“Relative” is specifically defined to include:

- spouse;
- children, spouse’s children;
- siblings, siblings’ spouses;
- parents;
- an individual for whom you have a legal support obligation; or
- an individual for whom you provide benefits or from whom you receive benefits arising out of employment.
Gifts

“Legislative or administrative interest” means

- an economic interest,
- distinct from that of the general public,
- in any matter subject to the decision of the public official.
Gifts

Key questions:

1. Who is the source of the gift?
2. Do I make decisions that affect the source?

YES, then subject to limit ($50/year).
NO, then no limit.
Conflicts of Interest

Under the Oregon Government Ethics Law, a public official faces a conflict of interest if:

- any action by the public official
- could or would result in a private financial benefit or detriment
- to the public official, a relative of the public official, or a business with which either is associated.
Conflicts of Interest

When faced with a conflict of interest, the public official must provide **written notice** to the appointing official (generally the supervisor):

- describing the nature of the conflict of interest and
- requesting that the appointing official handle the matter.
Use of Position

- A public official may not use his or her position:
  - to obtain a financial benefit or avoid a financial detriment,
  - if the opportunity would not otherwise be available **but for** the position held by the public official.
Use of Position

- Public officials may not use property or resources belonging to public agency, including:
  - Equipment
  - Resources, such as credit cards, and
  - Facilities
Use of Position

➢ Key Question:

Would I have this opportunity if I were not a public official?
Use of Position: Exceptions

- Official compensation packages;
- Reimbursement of expenses;
- Professional achievement awards; and
- Permissible gifts
Hypothetically speaking...

- Blake and Marques are each offered a round of golf at Bandon Dunes or box seats at the opera from a potential consultant.
- Lauren wants to keep puppies that are the offspring of a canine research subject and her personal pet dog.
- Ellis has the opportunity to approve a disbursement of grant proceeds to a non-profit he serves in the capacity of a volunteer board member.
Continuing to Speak Hypothetically...

- Sue faces a decision whether to recommend a proposal that includes a subcontractor owned by her brother’s spouse.
- Dylan borrows a pressure washer, leaf blower, and riding lawn mower for some early spring yard work at his new house.
Enforcement

The Oregon Government Ethics Commission may impose civil penalties:

- Up to $5,000 for a violation of ORS 244, plus
- An amount equal to twice the value of any financial benefit realized as a result of the violation.
Additional Resources

- **Elections Law:** The Secretary of State Elections Division publishes a manual titled “Restrictions on Political Campaigning by Public Employees ORS 260.432”. A copy is in the binders and it is available online at [www.oregonvotes.gov](http://www.oregonvotes.gov).

Key Findings of the Freeh Report regarding Penn State:

There was a total and consistent disregard by the most senior leaders at Penn State for the safety and welfare of Sandusky’s child victims.

In order to avoid the consequences of bad publicity, the most powerful leaders at the University repeatedly concealed critical facts relating to Sandusky’s child abuse from the authorities, the University’s Board of Trustees, the Penn State community, and the public at large.

The Penn State culture discouraged dissent or discussion.

There was a general lack of awareness regarding child abuse issues.
Oregon’s
Mandatory Child Abuse Reporting Law
PSU Joins the Team

Effective January 1, 2013, University employees are mandated to report child abuse.

75% of child abuse reported to DHS comes from a mandatory reporter.

You are now part of a team of professionals providing a critical link in the chain to protect children.
Who is a child?

A “child” is any “unmarried person who is under 18 years of age.”

This includes PSU students under age 18.
DHS Video

- Definition of abuse
- When to report concerns
- How to report
- Consequences for not reporting
- Immunity protections
How do I make a report?

Report to DHS or law enforcement.

Most DHS offices are open 8-5 Mon – Fri.

Call 911 if you believe a child is in immediate danger of harm.

Multnomah County has a dedicated child abuse hotline that is open 24 hours a day
(503) 731-3100 • 800-509-5439
Reporting PSU-related concerns

Supervisors should notify the **Campus Public Safety Office** of any abuse concerns related to PSU, or allegations of abuse that occurred on campus.

Supervisors should also report to other PSU administrators as appropriate for the circumstances.
What if I don’t report?

- Failure to report is a Class A criminal violation of the law and carries a maximum penalty of $2,000.

- Some mandatory reporters have been sued for damages in civil court for failure to report.

- Failure to comply with the law can be grounds for employee discipline, up to and including termination.

- A child could be harmed who might have been protected.
QUESTIONS?
Web Resources

Office of the General Counsel website:
http://www.pdx.edu/ogc/mandatory-child-abuse-reporting

Department of Human Services website:
Lunch/Discussion
And now, the OGC Players Present . . .

A Week in the Life of Charlie Chair
CAST

- **Annie**, a graduate student in the English department. Also a research assistant to Professor Bob who is paid out of Professor Bob’s grant.

- **Professor Bob**, Annie’s advisor, a energetic and popular lecturer and nationally renowned expert on the life and writings of e.e. cummings.

- **Chair Charlie**, the chair of the English department. Charlie has known Annie for several years and was her undergraduate mentor.
ACT I

In which Annie seeks advice from Charlie Chair
Questions

1. Did Charlie do anything wrong?

2. What should Charlie do next?
ACT II

In which Annie returns
Questions

1. Did Charlie do anything wrong?

2. What should Charlie do next?
ACT III

In which Charlie consults with the Dean.
Questions

1. Did Charlie do anything wrong?
2. What should Charlie do next?
Thank You!

- **Dean of Student Life**
  Michele Toppe
  Domanic Thomas
- **Diversity & Inclusion**
  Chas Lopez
- **Campus Public Safety Office**
  Phillip Zerzan
  Joe Schilling
  Matthew Horton
- **Human Resources**
  Shana Sechrist
  Kristin Smith
- **SHAC**
  Dana Tasson
- **Disability Resource Center**
  Jen Dugger
- **FADM/EMSA**
  Nicole Morris
- **OAA**
  Patricia Williams
  Carol Mack
- **Student Affairs**
  Lisa Wittorff
- **Child Welfare Partnership**
  Marty Lowrey
Please Help Us Improve!

Thanks for Leaving Your Completed Evaluation Forms in the Box by the Door