Faculty Roles and Structure Topic Team  
*Strategic Planning Project*

**April 8, 2015, 1:00-3:00pm**  
**Location:** MCB, President’s Conference Room

**Invitees:**

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<tr>
<td>Jennifer Ruth</td>
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<td>Leslie McBride</td>
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<td>Susan Lindsay</td>
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<td>Keva Miller</td>
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<td>Kelly Cowan</td>
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<td>Pamela Miller</td>
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<td>Abel de la Cruz</td>
<td>X</td>
<td>Patricia Schecter</td>
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<td>John Eckroth</td>
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<td>Sonja Taylor</td>
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<td>Carol Hawkins</td>
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<td>Robert Daasch</td>
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<td>Steve Percy</td>
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X=Attended

**Agenda:**

1. Ground Rules  
2. SWOT  
3. Questions for upcoming ice cream town hall

**Meeting Notes:**

- **Ground Rules**
  - Empower our co-chairs to put forward proposals  
  - Start with the end in mind

- **SWOT filled out and attached**

- **Questions submitted to SPDT:**
  1. What ideas do you have for growing trust and collective spirit among faculty and between faculty and administration?  
  2. What ideas (other than compensation) do you have for increasing job satisfaction among faculty at PSU?  
  3. What other ideas or input do you wish to communicate to the Faculty Roles and Structure Topic Team?

- **Steve Percy’s DRAFT initiative attached:**
We don't recognize our strengths, mistrust between high-engaged campus admin & faculty—passionate about mission policies, paradigms that are committed faculty, not scalable, systems community engagement that impedes very flexible, responsive, lack of basic infrastructure support, nostalgia or a non-existent past, high qualified faculty, high salaries.

External opportunities—mismatch with PD, external threat disruptive technology—threat in the humanities, disruptive forces—online ed, diverse student body—different needs, lack of resources to respond, comprehensive university is not a sustainable model for the state price of a degree leads to questions of "Is it worth it?"

Portland is great...
Faculty Roles & Responsibilities Topic Team
Proposal for an Initiative

Proposal: Strengthen the Alignment of Faculty Responsibilities and Capacity to Advance Achievement of PSU’s Mission as an Urban Research University

Rationale: Faculty at PSU—including tenured and tenure track faculty, non-tenure track faculty, and adjunct faculty—play critical roles in enabling PSU to achieve its missions related to instruction and learning; scholarship, research, and creative activity; community engagement; and service. In order to effectively advance the collective mission and vision of PSU, it is critical that faculty responsibilities, workload, expectations, capacity and expertise, and rewards are appropriately aligned. To maximize alignment of faculty roles and responsibilities with the mission of the institution, PSU should engage in efforts to ensure that:

1. Criteria for tenure and promotion, merit review, annual review, post-tenure review and other assessments of faculty responsibilities explicitly recognize and value of all activities required to achieve the mission of the institution.

   Argument: This would mean that faculty assessment would include traditionally recognized work in scholarship and teaching quality, as well as efforts focused on creative activity, application of knowledge, innovation in teaching, community engagement, and service to campus, community, academic unit and discipline. This does not mean that each member of the faculty would be held to some common standard. Instead, it means that these assessment policies would be able to accommodate the diverse range of activities in which faculty may engage to support the institution in achievement of its mission.

2. The expectations for a faculty member’s work over any given time period should be determined through an organized and honest conversation between the faculty member and his or her department.

   Argument: Academic units have responsibilities to their instructional missions to offer quality teaching and effective student learning across the academic programs offered in the unit. Such units also have responsibilities to support active research activity and effective operation of the unit, including development and innovation in curriculum as well as effective faculty governance.

   Individual faculty at PSU, as in other higher education institutions, have their individual agendas for research, scholarship and creative activity. They also have individual interests and expertise relevant to teaching, community engagement, and service.

   To be most effective, an appropriate understanding needs to be created within an academic unit that balances the needs of the academic unit and the interests and expertise of faculty. To be sure, this does happen informally, but works better in some places more than others. An explicit process to empower conversations between and among faculty along with academic leaders can improve the overall balance to ensure that academic units are capable of advancing their individual missions and faculty have the freedom to achieve their personal goals and expectations.

3. Other Initiatives

   Performant Development (Research, Scholarship, Creative / Teaching)
   Job Security / NTT (Continued Employment / Purpose)
   Faculty Freedom?