

**Minutes of the Portland State University Faculty Senate, 3 January 2022
(Online Conference)**

Presiding Officer: Vicki Reitenauer

Secretary: Richard Beyler

Senators present: Ajibade, Baccar, Borden, Carpenter, Caughman, Chorpenning, Clark, Clucas, Colligan, Cortez, Cruzan, De La Vega, Donlan, Dusicka, Eastin, Eppley, Farahmandpur, Feng (Wu-chang), Ferbel-Azcarate, Finn, Flores, Goforth, Gómez, Harris, Heilmair, Heryer, Hunt, Izumi, Jaén Portillo, Kelley, Kinsella, Labissiere, Lafferriere, Law, Limbu, Lindsay, Loney, Luckett, Mikulski, Mudiamu, Oschwald, Raffo, Rai, Reitenauer, Romaniuk, Sanchez, Smith, Taylor, Thieman, Thorne, Tretheway, Watanabe, Webb, Wern, Wilkinson.

Alternates present: Emily Ford for Mikulski [also as ex-officio member].

Senators absent: Duncan, Erev, Gamburd, Kennedy, Tuor.

Ex-officio members present: Beyler, Bowman, Burgess, Bynum, Chabon, Chaillé, Chivers, Comer, Emery, Estes, Feng (Wu-chi), Ford [also as alternate], Jeffords, Knepfle, Lambert, Mbock, Mulkerin, Percy, Podrabsky, Read, Recktenwald, Reynolds, Taylor Rodriguez, Wooster.

The meeting was **called to order** at 3:00 p.m.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call** was effected using the participants list of the online meeting.
2. **Minutes of 6 December meeting** were **received** as part of the *Consent Agenda*.
3. **Procedural change**, Presiding Officer may move any agenda item, was approved as part the *Consent Agenda*.

Discussion (item C) was dropped. The reports were modified: an update on COVID response was added as G.0; docketed reports then followed in the order G.1,4,3,2.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

REITENAUER reflected that after 18 months of the pandemic we still face many challenges, some long in the making and some connected directly with the pandemic. She felt had not had much of a break, and not especially ready for winter term. She was speaking from a hotel room on the East Coast due to disrupted travel plans. A poem by the Japanese poet Okamoto Kanoko (1889-1939), sent to her by a friend at a difficult family moment some time ago, seemed now to speak present situation: “Cherry blossoms blooming with all the strength they possess, oblige me to view them with all the strength I possess.” As we welcome students back to campus, what does it mean to meet this moment and encourage the blooming of, first and foremost, our students? In the course she co-teaches with Senator WILKINSON, already today a number of students couldn’t be there because of COVID. Knowing that we need all the strength we possess to create the conditions under which others can feel that way too, she thanked senators for indulging her starting the meeting in this way.

REITENAUER announced changes in the agenda [noted above], inter alia because some members of the panel were unable to be here. However, Steering Committee will

continue the discussion, and may reopen it at the February meeting. Their hope is to begin to engage in a different kind of discourse about the budget, being with each other rather than talking past each other, and building mutually beneficial actions through genuine processes of shared governance. Laura NISSEN (SSW) of the Futures Collaborative has commented that to work collaboratively, we need to engage in change at the speed of trust.

REITENAUER had been thinking about the phrase since learning it from her this summer, in the context of simultaneous issues from multiple directions. Long-standing faculty, REITENAUER said, had often heard of a sense that faculty distrust the administration—sometimes more, sometimes less. We talk less about how administration might distrust faculty members, or faculty members distrust each other.

If distrust is in our way, REITENAUER viewed the budget panel as one small way of building more trust. She hoped as we enter the next phase of the work relative to [program] review, we figure out ways to use every platform available for discourse that will enable mutually beneficial way of moving forward.

REITENAUER had asked the President and Provost to begin the reports [G.0] by giving an update on, and answering questions senators and comments might have about, the re-opening of campus at the start of winter term, as well as continuing and changing responses to a changing situation with the pandemic. This was, in part, motivated by an open letter recently circulated by AAUP, expressing concerns felt by a number of faculty. PERCY had also been asked to give an overview of the Strategic Investment Plan which he will be presenting to the Board of Trustees [BoT].

Apropos of this, REITENAUER encouraged senators to listen to the livestream of Board meetings and various Board committee meetings. These are spaces in which these important issues are discussed. Individuals may also sign up to make public comment.

2. Announcements from Secretary

BEYLER directed senators' attention to reports appearing on the consent agenda, particularly one from December and one from this month, whose recommendations would likely receive further discussion and consideration by Senate in upcoming meetings: reports of the Ad-Hoc Committees on Constitutional Definitions, and on Language on Diversity, Equity, and Inclusion for the Promotion and Tenure Guidelines.

Having received a question about it, BEYLER reviewed ways in which items appear on the Senate agenda. With a few exceptions for extraordinary circumstances, the principal way is that they are referred to Senate by any of the constitutional committees, including Steering Committee. Therefore an initial approach for a senator, or any faculty member, is to contact the chair of a relevant committee for a first discussion of the issue. This can include Steering Committee for topics that aren't clearly in the domain of any one committee. The Presiding Officer and Secretary are available for consultation about the appropriate path for any issue.

There is another way to bring items before Senate in the agenda. BEYLER said that, someone to his surprise, it had never been used during his time as Secretary. This was for any senator, in collaboration with any two other senators, may request "in open meeting" the placing of an item on the next meeting's agenda. He was not necessarily advocating

this, but he did want to call to senators' attention this avenue for bringing concerns to Senate's consideration. It is in the Bylaws. Senators have the privilege, and the responsibility, of speaking for the Faculty colleagues that they represent, and he welcomed senators to make use of the avenues available to them to do that. This is a way of advancing the discourse of shared governance, as REITENAUER had discussed.

C. DISCUSSION – *Per A.3, the anticipated discussion item was dropped*

E. NEW BUSINESS

1. Curricular proposals (GC, UCC) – Consent Agenda

The new courses, changes to courses, dropped courses, new prefix, and changes to programs listed in **January Agenda Attachment E.1** were approved as part of the *Consent Agenda*, there having been no objection before the end of announcements.

2. Revision of appraisal signature sheet and recommendation form for TTF P&T (Steering)

THORNE / AJIBADE **moved** the revision of the appraisal form and recommendation signature sheet for tenure-track faculty in the University Promotion and Tenure Guidelines, as specified in **January Agenda Attachment E.2**.

REITENAUER explained that last year P.O. GAMURD worked with OAA and AAUP to develop this language for the P&T Guidelines. OAA and AAUP have come to agreement about the language, and to make it official Faculty Senate needs vote to approve the changes. The goal was to streamline the forms and make them more understandable.

CHORPENNING: the forms pertain to review of tenure-track faculty only. Are there similar changes for non-tenure-track faculty?

[After some back-and-forth,] CHABON responded: a goal of these changes was clarify certain differences in process between NTTF and TTF. The two processes work in alignment but separately.

The revision of the P&T forms for tenure-track faculty as given in **Attachment E.2** was **approved** (46 yes, 0 no, 4 abstain, vote recorded by online survey).

F. QUESTION PERIOD – *none*

G. REPORTS

Per A.3, the order of reports was modified as follows:

The Presiding Officer asked President and Provost to first update Senate on campus re-opening and pandemic response measures. This special report (or separated portion of their respective reports) is listed here as G.0.

The President's report on the Strategic Investment Plan, agenda item G.1, followed that.

Then the report from ASPSU President, regular report from Provost, and regular report from President followed in reverse order: G.4, G.3, G.2.

0. Update on campus re-opening and pandemic response measures – portion of G.2-3 moved here by request of Presiding Officer, per A.3.

REITENAUER asked President and Provost for an update on the re-opening of campus at the start of winter term and on the University's continuing response to the pandemic.

PERCY appreciated those who had written to him with concerns about the pandemic situation. The feelings of excitement usual at the start of the year were covered by anxiety, and a sense of the ground shifting.

Plans for in-person instruction as announced in December, PERCY said, were moving forward. The decision was arrived at through guidance from the Incident Management Team {IMT}, monitoring state and local government and health authority guidelines. Our responses include vaccine mandates, access control, and other mitigation measures. With these policies in place, we have in winter term a mix of about 30% in-person and about 70% percent online instruction. Vaccination rates are 90% for employees and 97% for students. Throughout December his team monitored health conditions and consulted with the presidents of other Oregon universities and HECC. They plan to move forward with requiring booster shots, though details for how to do this are still being figured out. In the meanwhile they are encouraging everyone who's eligible for a booster to get one.

PERCY said they continue to monitor, with SHAC [Student Health and Counseling], what is happening with our students. They likewise are interested to hear from the academic side—department chairs, deans, etc.—what is happening in classrooms. They are continuing to monitor guidance from health authorities, and are also looking carefully at how K-12 partners are responding. Based on feedback from employees, PERCY said, they are continuing the COVID sick leave program through March 30th.

The development of an effective vaccine, PERCY reflected, had led to hopes for a swift and certain end to the pandemic. Unfortunately, that is not the case. Safety for faculty, staff, administrators, and students remains at the core of our work.

PERCY would be asking for advice from IMT about masks and testing, issues raised in a recent AAUP letter.

Picking up from this overview of pandemic response measures, JEFFORDS urged faculty to look at the resources for classroom management [posted on the web by OAI, OAA, etc.] as they face questions from students—for example, what to do if a student or they themselves test positive. She had just been consulting with Dana TASSON [Director of SHAC] about this. The Oregon Health Authority had come into alignment with CDC quarantine policies, and this is now reflected in the guidelines posted to the website. TASSON had offered to any department or units who were interested a presentation by someone from SHAC about the policies and guidelines. She had been in communication with the other Oregon public universities: they are staying with their plans [as developed in the fall].

FORD saw in today's announcement that SHAC is no longer testing employees. She knew that regular testing for employees was being offered or required at a number of universities. She wish to know what PSU is considering about testing for employees.

PERCY, answering: in the fall there did not seem to be a compelling need for a massive testing program. He now will discuss with IMT what the best solution is [for the current situation] given capacity and resources.

LUCKETT: what should we expect about public programming on campus?

JEFFORDS: we will follow CDC guidelines. Also she believed the Governor had encouraged K-12 institutions to minimize extracurricular activities. She would try to get clarity on this issue.

REITENAUER had received messages from various colleagues that they themselves, students, family members, etc., had COVID. It was important in this new manifestation of the pandemic to think carefully about how to support students and each other.

1. Overview of President's Strategic Investment Plan

PERCY was pleased to talk about something positive, the Strategic Investment Plan. [For summary, see **January Agenda Attachment G.1**; for presentation slides, see **January Minutes Appendix G.1**.] His goal was more transparency about financial issues, budgets, and substantiality overall. Hopefully by 2024 we will get to place where budget cuts are not the discussion every year, where we have some stability and can grow from that.

An important piece, PERCY said, is growing revenue. Despite a challenging start to new student recruitment, we ended up with 13% more students compared to last year—30% for first-year students, 1% for transfers. We graduated a lot of people last year, and we didn't retain all of our students, but there is a positive note in attracting and enrolling students. In terms of improving retention and enrollment, we have a 10-year strategic enrollment plan. Another part of closing the [budget] gap is looking at academic programs and administrative and support services. Academic program review work is ongoing; he thanked AHC-APRCA, Provost, Deans and others who were working on this. PERCY stated that we have retained a consulting firm to take a deep look into administrative and support-service practices and report on potential efficiencies. The Athletics Future Committee has produced a report which he is looking at now.

PERCY then turned to strategic investments. The source of funds is central reserves. Operational reserves are in the divisions of the institutes, accruing from the fact that people underspend their budgets. Central reserves, held by the campus at-large, grow largely from whether or not we put them into the budget, or from other sources than flow into the campus on a one-time basis—not permanent funding. We can spend them on one-time basis, though not as part of the ongoing budget. Appropriate uses might be: allocating resources to areas of growth, pilot programs, trying out innovations, etc. The Board of Trustees is very concerned with fiduciary responsibility for the reserves.

PERCY said he worked with the Executive Council and divisional leaders, who in term worked within their own divisions to figure out what possible strategic investments we would make. Guiding priorities include prioritizing student access, advancing racial justice and equity, pivoting engagement to advance community relations and revitalization, and supporting fiscal sustainability.

A concern he heard frequently, PERCY said, is that our approach to financial sustainability seems to be only cutting, whereas routinely operating expenditures are less than or equal to our revenues. In a balanced budget, we need to use there an approach of investment in innovation, faculty development research, and other areas for positive change. It's unfair to expect professional development, programmatic development without resources to support it.

PERCY continued: the plan also includes a variety of pilot projects—as it were, testing hypotheses that doing X is something that will lead to change for the better. We also seek to affirm research and student success. Finally, we heard ideas about expanding to new markets or program types, such as is professional and executive education, whether for credit or non-credit, or non-degree certificates.

Details are in the Packet [**January Agenda Attachment G.1**]. PERCY said the plan would roll out over three fiscal years. About 60% in the proposal given to BoT is in the area of student success. This includes funds to jump-start the hiring of faculty in high-demand programs, where there is capacity to generate new tuition revenue right away with new faculty. Some of those identified by the Provost are Business, Social Work, Computer Science, and Speech and Hearing. To be clear: after this initial investment, they have to have their own funding source. We also want to support curricular and pedagogical innovation, such as online programs, the new race and ethnic studies requirement, etc. The Last Mile program is an example of supporting students towards degree completion—which also helps our state allocation. Another example is the Center for Professional Education which has provided an applied learning format for professionals some of whom then actually started a degree program. Climate change is an key area for curricular innovation. There is also funding for some technology improvements. Mostly, however, it is supporting the work of faculty and academic support services.

PERCY continued: we also want to expand mental health services for students—covering more hours, such as when SHAC is not open. There are pilot projects in multicultural attention, and for work with students in groups with low retention rates. We are looking at how to advance retention of students without a declared major.

10% goes toward racial justice and equity, PERCY said—added to \$1.5 million in prior presidential investments. This includes, for example, starting the new Dreamer center and strengthening connections with Native tribes, and the Pacific Islander and Asian-American Studies initiative. Expanding capacity in HR for DEI training is included.

PERCY continued: we are investing to retain the high energy and work that Enrollment Management is doing to build enrollment and recruitment, expand financial aid staffing, acquire prospective student data, marketing, and working with local and regional partners to better understand the needs of companies, governmental entities, etc.

In terms of research, PERCY said, there is a cluster hire in, a computational science in CLAS and MCECS; startup costs are funded through this project. There is a pilot to expand undergraduate research. There is also some funding to support climate action as a signature program. We would also like to expand capacity of our research contracting office, as well as connections with community organizations. These connections also have implications for financial sustainability.

PERCY indicated that he had presented this information to the Budget Committee, and would be presenting it to BoT in February. He welcomed feedback on the plan.

CHIVERS: new faculty hires in programs with new enrollment demand was mentioned, including Business and Social Work. These are programs with a high percentage of teaching is done by part-time faculty. Has there been conversation about the new hires

being part-time faculty who are already teaching those classes? JEFFORDS, responding: the intention is for these to be long-term, full-time positions; it would be up to the unit whether they are tenure-track or NTT. Certainly adjuncts who are already teaching there would be welcome to apply. Searches would follow usual hiring practices.

CLARK: previous provosts asserted that we could not grow our way out of our financial dilemmas, a logic he never quite understood. Has the attitude changed? JEFFORDS referring to a previous Senate presentation: closing the gap includes a combination of reducing resources in some areas and increasing resources in others. This moved away from a strategy of cutting until you get there. Growth alone will not do it, but it is an important part of the strategy. We have the opportunity to use these Federal funds to jumpstart that growth in critical ways. But it doesn't help to move students who are already here from one program to another. In some units there are around 150 students on a waiting list, and if they can't come to PSU they'll go elsewhere. If we can add these students by adding a faculty position, then we increase our revenues over the long term.

KELLEY appreciated the vision of not only cutting our way out of budget problems, but she was disheartened that climate change work has gone from being a signature focus at the start of the academic year to just a little mention. It relates also to student success, mental health, resilience, and racial justice. It would impact the bottom line as well. PERCY said he is not backing off at all from climate action, but in putting together this plan for BoT he didn't have enough infrastructure or knowledge of what we might do. He is committed to finding resources for that, but within this time frame there was not enough background to define how the money would be used. We will come to the [campus] community again to develop plans.

BORDEN, thanking the President for the well organized presentation, said that previously she had often been struck by differences between what is announced [in Senate] and what is communicated at the college level. It is an alarming disconnect. How can the excellent work on communication coming from the Provost's and President's office be continued? PERCY: we do want to support this work at the [college] level. JEFFORDS acknowledged that this is a challenge they were trying to address. Transparency is good, but it's important to have consistent messaging. As announced previously, one thing she has started is a monthly newsletter, not chatty, but as an up-to-date compilation of important information. It can also serve as a kind of archive. She would take BORDEN's question to the next deans meeting. PERCY: he committed to BoT that we would keep these monies [in the plan] for these specific purposes, and then we will announce the results [such as] impact on enrollment. These programs should move forward in a transparent way, and assessed with the results shared with the community.

RAI wondered about a study to understand what market for education exists that isn't already covered by large institutions with full-fledged, global online campuses, like Arizona State and Oregon State. PERCY: if you chase something everyone else has done, you end up no better off. You have to look for areas where you have unique programming, or a [distinctive] market—for example, students who want to study social work but can't leave Oregon. JEFFORDS: the question [points to] the correct approach. We can't wish [ourselves into] success; we should allocate resources so as to have constructive outcomes. The Education Advisory Board, with whom PSU has partnered on some advising initiatives, has indeed done a market scan. Michelle GIOVANNONZI

(Director, OAI), who called for that market study, has the information. As the President said, we want to be strategic—look where there is student need, or where students are seeking good, secure employment opportunities. An example is cyber security, for which Birol YESILADA (Director, Hatfield School) has secured government resources to become a center of academic excellence.

JAÉN PORTILLO appreciated the emphasis on investment and on racial justice. Tied to the discussion in December, she guessed that interdisciplinary and collaborative practices will be an important part of the plan. PERCY appreciated this connection the previous conversation. Creating a new program that was really interdisciplinary and that nobody else had could be very useful. There is a pot of money for curricular innovation; he presumed that funding [source] would be relevant. JEFFORDS welcomed the opportunity to interface with what Senate had done in this area with JAÉN's leadership,

REITENAUER read a question from DUSICKA, submitted via the chat function: It is a refreshing change to hear about the investment side of the equation. The President stated that parts of the investment have already been earmarked as start-up for some cluster hires, etc. What fraction has been earmarked and what is open for future, not-yet determined proposals? PERCY: we have around \$900,000 or a million earmarked for that, and maybe \$300,000 or \$350,000 for positions that have not yet been committed to, under the discretion of the Provost and her leadership team.

ROMANIUK wished to underscore the importance of investment in financial aid and financial aid wellness. It is a matter of urgency. The number one reason impacting whether students are retained is financial. Currently there are three financial wellness coaches to serve the entire student body; students have experiences significant wait times, being on hold for hours, or waiting weeks to get an appointment. That office is trying some new scheduling approaches, but if students can't navigate how they can afford to be here, we are far less likely to retain those students.

4. Report from ASPSU President – *moved here per A.3*

MBOCK introduces herself: communications major, peer mentor, presentations coordinator at the Women's Resource Center, student ambassador for PSU, student body president. She was excited about the ways ASPSU was getting more involved with on-campus and off-campus partners. She called attention to the ASPUS elections that are coming up; they want to reach areas of campus they haven't in previous years. Engagement is a big deal, and they want to make it dynamic and accessible, especially as they are straddling virtual and in-person spheres. She asked Senate and departments to partner with them in getting the word out on elections in the spring. Faculty or staff who are interested in nominating students or encouraging them to apply could use the nomination form on the ASPSU website, or contact ASPSU. She hoped that ASPSU could work with [individual] faculty and departments to help uplift student voices. MBOCK added that there are currently open Student Senate positions.

ASPSU has been partnering closely with various departments, Admissions, and the Student Affairs Office, MBOCK said, to create engagement opportunities for students. For example, in fall they walked students around to classes, to show them what in-person learning looks like. They are working now on ways to show students resources on

campus, such as the Financial Wellness Center mentioned earlier. She wanted to bring to students a sense of connection to the campus.

MBOCK said ASPSU has been working to get student internship credit for their [student leadership] positions. In particular they have been working with the Honors College on this. It would be wonderful, she said, if there are other departments interested in offering internship credits for students working with ASPSU, which can give a multifaceted look at university life and administrative experience.

3 Provost's Report – *moved here per A.3; see also item G.0, above*

JEFFORDS reminded senators of the call for nominations for faculty awards, closing on February 11th. OAA will also be seeking nominations for the search for Vice Provost for Student Success, starting soon. They have received some good suggestions for clarifying the position description.

JEFFORDS announced that the utilization of CircleIn app is being paused for winter term. PSU was participating in the NSF-sponsored pilot of this app. which was an opportunity for students to form study groups. However, a variety of concerns from faculty had come to their attention, so they are pausing in order to study the issue further and, if they move forward, to address these faculty concerns.

2. President's Report– *moved here per A.3; see also item G.0 above*

PERCY said that the presentation on the Strategic Investment Plan [G.1] and talked he ongoing pandemic response [G.0] were the major things he wanted to say today, so he would just see if there were any further questions.

RAI asked why PSU is not requiring students and faculty to get the booster shot, unlike University of Oregon and Oregon State. PERCY: as mentioned before, there is intention to move in that direction, and IMT is working with him to figure out a process and a timeline; he believed they would be announcing something soon. Even those other schools, PERCY said, have announced they are going to do it but haven't done so right away, so in fact PSU is pretty much in alignment with them. JEFFORDS confirmed that the other schools have announced an intention but not yet an implementation. We want to be cautious about the availability of booster shots, and make sure they are prioritized for the most vulnerable populations, following OHA [Oregon Health Authority] guidelines. But we are committed to developing a plan, and in the meanwhile are encouraging everyone to get boosters if possible.

The following reports were received as part of the Consent Agenda [see the respective January agenda attachments]:

- 5. Final Report of Ad-Hoc Committee to Craft Language on Diversity, Equity, and Inclusion for the Promotion & Tenure Guidelines**
- 6. Mid-Year Report of Intercollegiate Athletics Board**

H. ADJOURNMENT – The meeting was **adjourned** at 4:48 p.m.

Strategic Investments

ONE PART OF A MULTI-YEAR PATH TO STUDENT SUCCESS AND FINANCIAL STABILITY
2021-2024

A Stable Financial Future

To achieve financial stability by 2024, PSU is engaged in a combination of strategies including enrollment and revenue growth, administrative and academic program review and reductions, and strategic investments.

A Stable Financial Future



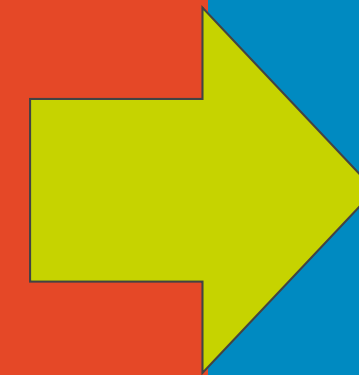
Enrollment
Stabilization and
Strategic Growth
-
Increasing Revenue



Program and Support
Services Reviews
-
Closing the Gap



Strategic
Investments
-
Building Capacity



Stability and
Reinvestment

1

Improving Retention and Enrollment

- Students First
- 10-year Strategic Enrollment Plan



2

Academic Program Review and Support Services Review

- **Academic Program Review**
 - Data and Values Driven
 - President-initiated, Provost-led
- **Support Services Review**
 - Huron Consulting
- **Athletics Futures Committee**



3

Strategic Investments

2022 - 2024

- The source of these funds are central reserves via pandemic relief funds that permitted us to offset lost tuition
- Because reserves are one-time monies, appropriate for:
 - One time investments
 - Faster start up
 - Pilot programs
 - No permanent commitments
- Board expectations and engagement
 - Board review of investments
 - Focus on innovation, enrollment/retention & innovation





3

Strategic Investments

2022 - 2024

Plan development:

- Worked with Executive Council - Vice Presidents and other divisional leaders
- Utilizes knowledge notably OAA to understand what investments would move us most effectively forward to advance priorities
- Builds upon existing ideas in progress, seeks to leverage funds and identifies areas of greatest impact
- Focuses on advancing existing priorities and financial sustainability



3

Strategic Investments

2022 - 2024

Guiding Priorities

- Prioritizing Student Success
- Advancing Racial Justice
- Pivoting Engagement to Advance Community Relations
- Supporting Fiscal Sustainability, Enrollment, and Increasing Revenue



3

Strategic Investments

2022 - 2024

Deep consideration of what we have heard from faculty

- Cuts cannot be the only answer to achieving fiscal sustainability
- Innovation, while important, requires investment in resources and time
- Research remains an important part of our mission
- As a knowledge institution, we should be able to experiment, pilot, and assess ideas for innovation





Student Success

\$8.4 million (60% of strategic investments)

- Provide bridge funding to hire faculty in programs with new enrollment demand
- Advance curricular and pedagogical innovation
- Expand online academic programs
- Last mile degree completion
- Grow professional development of local workforce through non-credit and certificate programs
- Sustain technology for student success





Student Success

\$8.4 million (60% of strategic investments)

Pilot Projects (test efficacy of new retention programs):

- Advance multicultural retention
- Expand mental health services
- Streamline allocation of emergency funds
- Career assessment to advance retention
- Support program development in Global Engagement and Innovation





Racial Justice and Equity

\$1.4 million (10% of strategic investments)**

- Dreamer and MENASA multicultural centers
- Strengthen connections to Native tribes
- Expand presidential commitments to racial justice initiatives
 - PIAA & BLM Programs
- Expand diversity, equity and inclusion training capacity

** In addition to \$1.5 million in prior presidential investments





Enrollment Growth

\$1.35 million (10% of strategic investments)

- Support the Strategic Enrollment Plan
- Sustain full energy in enrollment growth
 - Support recruiting and financial aid staffing
 - Expand recruitment areas
 - Acquire prospective student data
 - PSU Marketing
- Building education partnerships with regional partners



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Research Investment

\$1.9 million (14% of strategic investments)

- Support cluster hire and expertise in Computational Science
- Expand undergraduate research (pilot)
- Explore climate action as signature program
- Grow research contract processing capacity





Community Engagement

\$450,000 (3% of strategic investments)

- Community -city partnerships for downtown revitalization
- Building and strengthening relationships with Black, Indigenous, and people of color community -based organizations



Financial Sustainability

\$450,000 (3% of strategic investments)

- Funding for Support Services Review Contract



Impacts for the Faculty

- Significant support for faculty and program development
- Jump start new faculty hires in high demand areas
- Specific funding for Students First
- Additional support for racial justice initiatives
- May be opportunities for additional investments in out years



Next Steps

- Shared with Faculty Senate Budget Committee and ASPSU leaders before winter break
- Receive Senate Budget Committee feedback (January)
- Share with Academic and Student Activities Committee of the Board of Trustees (January)
- Report to full Board of Trustees (February)
- Implementation as soon as early spring

