

Faculty Senate, 3 October 2022



This meeting will take place as an on-line conference. Registration information will be provided to senators, ex-officio members, and presenters. Others who wish to speak in the meeting should contact the Secretary and a senator in advance, in order to receive registration information and to be introduced by the senator during the meeting. A link to a live-stream of the meeting will be posted to the Faculty Senate website (<https://www.pdx.edu/faculty-senate>).

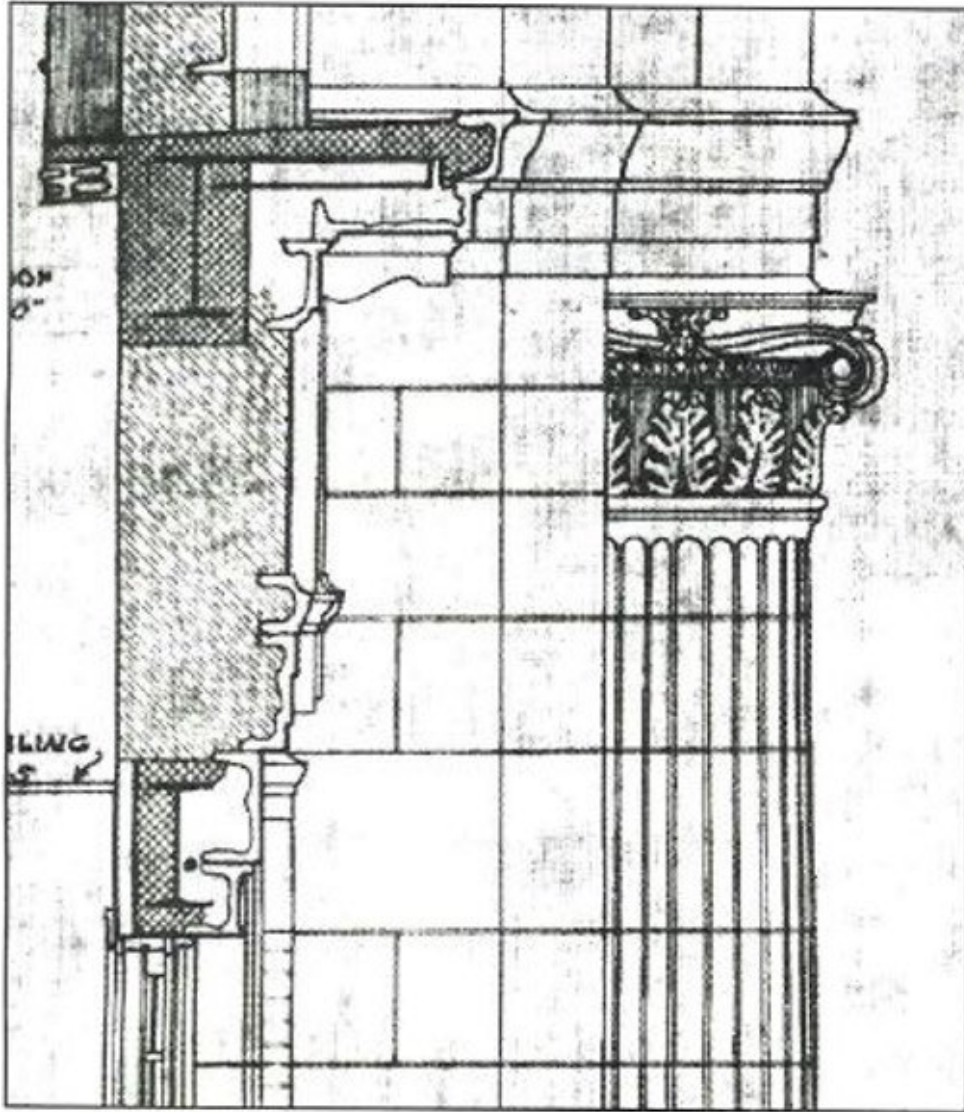
In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available through the Online Curriculum Management System:

pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard

If there are questions or concerns about agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay Senate business.

Items on the *Consent Agenda* are **approved** (proposals or motions) or **received** (reports) without further discussion, unless a senator gives notice to the Secretary in writing prior to the meeting, or from the floor prior to the end of **roll call**. Any senator may pull any item from the *Consent Agenda* for separate consideration, provided timely notice is given.

Senators are reminded that the Constitution specifies that the Secretary be provided with the name of any **alternate**. An alternate is a faculty member from the same Senate division as the faculty senator who is empowered to act on the senator's behalf in discussions and votes. An alternate may represent only one senator at any given meeting. A senator who misses more than three meetings consecutively will be dropped from the Senate roster.



The detail of a column capital that appears in the Faculty Senate Agenda each month was scanned (by courtesy of PSU Facilities) from the elevation drawings for Lincoln Hall—originally Lincoln High School—which in 1953 became the first downtown building for what was then Portland State Extension Center. The architectural firm Whitehouse & Foulhoux crafted the drawings circa 1910.

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



To: Faculty Senators and Ex-Officio Members of Faculty Senate
From: Richard Beyler, Secretary to the Faculty

Faculty Senate will meet on **Monday, 3 October 2022** at **3:00 p.m.**

*This meeting will be held as an online conference. A livestream will be linked to the Faculty Senate website. Senators represented by **Alternates** must notify the Secretary by **noon** on **Monday, October 3rd**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Monday, October 3rd**. Items on the **Consent Agenda** are automatically regarded as **approved** (proposals) or **received** (reports) unless any Senator notifies the Presiding Officer and Secretary, no later than the end of Announcements, of a request for separate consideration.*

AGENDA

A. Roll Call and *Consent Agenda* (see also E.1)

- * 1. Attendance will be determined by the online participants list
- * 2. Minutes of June 6th and June 13th meetings – *Consent Agenda*
- * 3. OAA response to Senate actions of June 13th – *Consent Agenda*
- 4. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*

B. Announcements

1. Announcements from Presiding Officer
2. Announcements from Secretary
3. Nominations for 2023 Research Awards (J. Podrabsky)
4. Conversations for Making Our Way Through (V. Reitenauer)
5. Upcoming NWCCU accreditation visit (B. Sandlin)
6. Update on Presidential Search (B. Berry)
7. Introduction: Joseph Bull, Dean of MCECS
8. Introduction: Erica Wagner, Vice Provost for Student Success

C. Discussion – *none*

D. Unfinished Business – *none*

E. New Business

- * 1. University Studies cluster courses (USC) – *Consent Agenda*
- * 2. New academic center: Cybersecurity and Cyberdefense Policy Center (EPC)

F. Question Period

G. Reports from Officers of the Administration and from Committees

1. President's report
2. Provost's report
3. Update from Ad-Hoc Comm. on Acad. Prog. Review & Curricular Adjustment

H. Adjournment

***See the following attachments**

- A.1. Roster
- A.2. Minutes for 6/6 and 6/13 – *Consent Agenda*
- A.3. OAA response to Senate actions of 6/13 – *Consent Agenda*
- E.1. UNST cluster courses – *Consent Agenda*
- E.2. Cybersecurity and Cyberdefense Policy Center proposal

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2022-23

Steering Committee

Rowanna Carpenter, Presiding Officer

Vicki Reitenauer, Past Presiding Officer • Lindsey Wilkinson, Presiding Officer Elect

Matt Chorpensing (2022-24) • Sybil Kelley (2022-24) • Bishupal Limbu (2021-23) • Becky Sanchez (2021-23)

Ex-officio: Richard Beyler, Fac. Sec. • Yves Labissiere, Fac. BoT & Sr. IFS Rep. • Sonja Taylor, Chair, CoC

College of the Arts (COTA) [4]

Colligan, George	MUS	2023 *
Heilmair, Barbara	MUS	2023
Heryer, Alison	A+D	2024
Ruth, Jennifer	FILM	2025

The School of Business (SB) [4]

Dimond, Michael	SB	2025
Finn, Timothy	SB	2024 +
Garrod, Nathaniel	SB	2025
Raffo, David	SB	2023

College of Education (COE) [4]

De La Vega, Esperanza	C&I	2024 +
Kelley, Sybil	ELP	2023
Thieman, Gayle	C&I	2024
vacant		2025

Maseeh College of Engineering & Computer Science (MCECS) [5]

Anderson, Tim	ETM	2025
Dusicka, Peter	CEE	2023
Greenwood, Garrison	ECE	2025
Tretheway, Derek	MME	2024
Wern, Chien	MME	2024 +

College of Liberal Arts & Sciences—Arts & Letters (CLAS-AL) [6]

Clark, Michael	ENG	2023
Cortez, Enrique	WLL	2023 +
Jaén Portillo, Isabel	WLL	2024 +
Knight, Bill	ENG	2025
Perlmutter, Jennifer	WLL	2025
Watanabe, Suwako	WLL	2024

College of Liberal Arts & Sciences—Sciences (CLAS-Sci) [7]

Cruzan, Mitch	BIO	2023
Daescu, Dacian	MTH	2025
Goforth, Andrea	CHE	2023
La Rosa, Andres	PHY	2024 *
Sterling, Nadine	BIO	2025
Tuor, Leah	BIO	2025
Webb, Rachel	MTH	2024 +

College of Liberal Arts & Sciences—

Social Sciences (CLAS-SS) [6]

Ajibade, Jola	GGR	2023
Craven, Sri	WGSS	2025
Ferbel-Azcarate, Pedro	BST	2024
Lafrenz, Martin	GGR	2025
Newsom, Jason	PSY	2023 *+
Wilkinson, Lindsey	SOC	2024 +

Library (LIB) [1]

Emery, Jill	LIB	2025 +
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School of Public Health (SPH) [1]

Izumi, Betty	CH	2024 +
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School of Social Work (SSW) [4]

Chorpensing, Matt	SSW	2023 +
Donlan, Ted	SSW	2024
Hunte, Roberta	SSW	2023 *
Martin, Staci	SSW	2025

College of Urban and Public Affairs (CUPA) [5]

Clucas, Richard	PS	2023
Davidova, Evguenia	IGS	2025
Eastin, Joshua	PS	2024
Endicott-Popovsky, Barbara	HCP	2023 *
Rai, Pronoy	IGS	2024 +

Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023
Lindsay, Susan	CIEL	2024
Taylor, Sonja	UNST	2025 +

All Other Faculty (AO) [9]

Baccar, Cindy	REG	2025
Constable, Kate	ACS	2025
Hanson, Courtney	GS	2023 *
Hunt, Marcy	SHAC	2023
Ingersoll, Becki	ACS	2025
Matlick, Nick	REG	2025
Mudiamu, Sally	OGEI	2024
Romaniuk, Tanya	ACS	2024
Zeisman-Pereyo, Shohana	TLC	2023 *+

Notes:

* Interim appointment

+ Committee on Committees (some TBD)

Total positions: 59 • Status: 26 September 2022

EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2022-23

Administrators

Adler, Sy	Interim Dean, College of Urban and Public Affairs
Allen, Clifford	Dean, School of Business
Bowman, Michael	Acting Dean, Library
Bull, Joseph	Dean, Maseeh College of Engineering and Computer Science
Bynum Jr., Leroy	Dean, College of the Arts
Chabon, Shelly	Vice Provost for Academic Personnel and Leadership Development
Coll, Jose	Dean, School of Social Work; Interim Dean, College of Education
Jeffords, Susan	Provost & Vice President for Academic Affairs
Johnson, Rick	Interim Dean, OHSU-PSU Joint School of Public Health
Knepfle, Chuck	Vice President for Enrollment Management
Lambert, Ame	Vice President for Global Diversity and Inclusion
Mulkerin, Amy	Vice Provost for Academic Budget and Planning
Neely, Kevin	Vice President for University Relations
Percy, Stephen	President
Podrabsky, Jason	Interim Vice President for Research and Graduate Studies
Reynolds, Kevin	Vice President for Finance and Administration
Rosenstiel, Todd	Dean, College of Liberal Arts and Sciences
Toppe, Michele	Vice Provost for Student Affairs
Walsh, Michael	Dean of Student Life
Wooster, Rossitza	Dean, Graduate School

Senate Officers and Other Faculty Officers

Baccar, Cindy +	Advisory Council (2022-24)
Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Presiding Officer
Chivers, Sarah	Adjunct faculty representative
Chorpenning, Matt +	Steering Committee (2022-24)
Ford, Emily	Advisory Council (2021-23)
Harris, Randi	Advisory Council (2022-24)
Holt, Jon	IFS (Sep. 2021-Dec. 2024)
Jaén Portillo, Isabel +	Advisory Council (2021-23)
Kelley, Sybil +	Steering Committee (2022-24)
Labissiere, Yves	IFS (Jan. 2020-Dec. 2022); BoT
Limbu, Bishupal	Steering Committee (2021-23)
Reitenauer, Vicki	Past Presiding Officer
Ruth, Jennifer +	Advisory Council (2022-24)
Sager, Alexander	IFS (Jan. 2021-Dec. 2023)
Wilkinson, Lindsey +	Presiding Officer Elect
Wing, Kierra	President, ASPSU

Faculty Committee Chairs

Allen, Jennifer	Budget Committee (co-chair)
Anderson, Tim +	Educational Policy Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Cellarius, Karen	University Research Committee
Chaillé, Peter	Undergraduate Curriculum Committee
Collenberg-Gonzalez, Carrie	Library Committee
Colligan, George +	General Student Affairs Committee
Comer, Kate	University Writing Council
Duh, Geoffrey	Academic Computing Infrastructure Committee
Emery, Jill +	Budget Committee (co-chair)
Estes, Jones	Academic Quality Committee
Harrison, Paloma	Scholastic Standards Committee
Herrera, Cristina	Race and Ethnic Studies Requirement Committee
Janssen, Mollie	Educational Policy Committee (co-chair)
Lubitow, Amy	Graduate Council
Oschwald, Mary	Faculty Development Committee (co-chair)
Taylor Rodriguez, Daniel	Faculty Development Committee (co-chair)
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako +	Academic Requirements Committee
York, Harry	Honors Council
TBD	University Studies Council

Notes

+ Also an elected senator
 Status: 26 September 2022

**DRAFT • Minutes of the Portland State University Faculty Senate, 6 June 2022 • DRAFT
(Online Conference)**

Presiding Officer: Vicki Reitenauer

Secretary: Richard Beyler

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

Alternates for current senators: Nathaniel Garrod for Raffo (also as newly elected senator).

Current senators absent: Eppley, Erev, Law, Oschwald, Smith, Taylor, Tuor.

Newly elected senators present: Anderson, Constable, Craven, Daescu, Dimond, Endicott-Popovsky, Garrod (also as alternate for current senator), Greenwood, Ingersoll, Knight, La Rosa, Lafrenz, Martin, Matlick, Perlmutter, Ruth, Zeisman-Pereyo.

Newly elected senators absent: Davidova, Hunte, Newsom.

Ex-officio members present: Beyler, Bowman, Burgess, Chabon, Chivers, Comer, Estes, Feng (Wu-chi), Ford, Herrera, Jeffords, Knepfle, Lambert, Mbock, Mulkerin, Podrabsky, Read, Recktenwald, Toppe, 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. Without objection, corrections were made to **Minutes of 2 May meeting:** under item D, DE LA VEGA should be listed as co-chair of the ad-hoc committee; senators EMERY and EASTIN should be listed as present.
3. **Procedural: Changes to agenda order – Consent Agenda**

*The following changes to the agenda order were made as part of the Consent Agenda:
Oral presentation of report G.3 was folded into discussion of motion E.5.*

Oral presentations of reports G.4 and G.5 were folded into discussion of motion E.6.

During the meeting, the Presiding Officer determined that, per the provision in Bylaws for an additional meeting if necessary to complete business at the end of the academic year, follow-up questions to Questions to Administrators (F.1-3), Provost's report (G.2), and debate and vote on motion E.6 would be postponed to a meeting on June 13th.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

REITENAUER felt, unexpectedly, more than eagerness for the year to be over a sense of melancholy at the prospect of change to working relationship she had enjoyed over the past year. The Presiding Officer [PO] had a unique opportunity to be in conversation with the Board of Trustees [BoT], administrators, and other faculty. She was worried about the

future for students, colleagues, and the institution as a whole. It was imperative to align professional roles, values, and practices for the changes we need for long-term survival.

REITENAUER reflected on a collection of studies on community-based learning projects, by Margaret Wheatley and Deborah Freeze, *Walk Out, Walk On*, which she had read with a group of UNST faculty. The projects proceeded from a shared belief that another world is possible through co-invention and collective action. No one [else] is coming to save us—all we have is each other. We have to be the ones we [ourselves] are waiting for. So in addition to melancholy, she felt grateful to people she had worked with as PO: Steering Committee and Secretary; technical support behind the scenes from David BURROW and Pei CHANG; senators and ex-officio members of Senate, including the student and adjunct faculty representatives; chairs of constitutional committees; BoT members; and administrative and staff colleagues across the University.

REITENAUER mentioned the invitation that senators and ex-officio members should have received for a social gathering on June 9th.

2. Announcements from Secretary

BEYLER reviewed the voting procedures and motions, as well as the corrections to the May 2nd Minutes as noted above [A.2].

NOMINATIONS FROM THE FLOOR FOR PRESIDING OFFICER ELECT

CARPENTER assumed the Chair for officer nominations.

There were no nominations from the floor.

REITENAUER resumed the Chair.

3. Faculty reading room in the Library

EMERY announced that the Faculty Reading Room in the Library had been re-opened. Keys are available for checkout the circulation desk, for four hours at a time.

4. Introduction of new ASPSU President Kierra Wing

REITENAUER thanked Nya MBOCK for her work as ASPSU President during the past year. MBOCK, responding: it had been a rewarding experience to work with various campus partners. MBOCK introduced the incoming ASPSU President, Kierra WING, who had been much involved in student government, leading the Student Fee Committee for the past two years and having a positive impact on infrastructure. WING said she was graduating this spring, and coming back for a [graduate] certificate program in real estate investment and finance. She had the honor of serving as SFC Chair—for example, working on a proposal to improve Smith Student Union: fixing elevators, accessibility improvements, etc. She was excited by the opportunity to participate in Senate meetings and help make this a place for shared governance.

5. Update on LOA on Teaching Professor ranks

KINSELLA reported on progress [discussion by AAUP-PSU and OAA] defining the new Teaching Professor ranks that Senate approved in March of year and on the process for moving existing non-tenure-track faculty into those ranks if they meet those definitions. They have created two pathways. The first is the retitled pathway, available to non-

tenure-track faculty in the Professor ranks, generally hired before 2014, and to Senior Instructor II's. The second is the promotion pathway, which is more like the normal promotion process, available to faculty who are either not eligible for re-titling or who decline to do so. The two pathways are sequenced, so that the re-titling process is now underway and projected to conclude by this coming September. All non-tenure-track faculty in the Professor ranks should have been notified about their edibility for re-titling. The promotion pathway will then commence in September.

What still needs to be done, KINSELLA said, is figuring out the process and expectations for promotion through the Teaching Professor ranks when departments revise their P&T guidelines in academic year 2022-23. He thanked Shelly CHABON and her team in OAA as well as Jennifer KERNS, who led the effort to establish these new ranks.

6. Announcement from Board of Trustees on presidential search

REITENAUER introduced Benjamin BERRY, BoT Vice Chair and Chair of the Presidential Search Advisory Committee. BERRY referred to Steve PERCY's campus announcement that he intended to retire at the end of his contract in June 2023. On May 16th the BoT voted on a resolution to initiate the search for the next PSU President, which BoT Chair Greg HINCKLEY shared in a message to the campus community, as well as the Board's gratitude to PERCY for his dedication during a time of unprecedented difficulties as President. HINCKLEY issued invitations to committee members, and appointed BERRY as chair. He [BERRY] had been in listening sessions with deans and other campus leaders, and further listening sessions would be scheduled for the fall.

BERRY related some of his background: he had been on the BoT since March 2019. He is Executive Vice President for Information Technology and CIO at the Bonneville Power Administration. His undergraduate college was the University of Portland; he also attended PSU for three summers. He has a MBA from UCLA. He and his wife have four children who have attended Oregon State, University of Oregon, University of Portland, and Ohio State. He was served two other universities' school of business and operations and technology management, and has been involved in six [industrial firms], including in Belize and Saudi Arabia. He owns a company called Airship Technologies Group, in design and manufacturing of drones. He serves on the BoT because he believes in the promise of a PSU degree for the knowledge and economic advancement of its students. PSU helped him in his career, and it continues to do so for its students.

BERRY reported that HINCKLEY sent invitations to committee members; two are still outstanding. The committee will have 16 people. An RFP for a search firm is out, and they hope to identify one by June 14th. Over the summer they will be preparing the search advisory committee on best practices. He is personally committed to have regular updates for Faculty Senate. He anticipates there will be listening sessions for the campus community in early fall term. Invitations for committee membership include representatives of the unions, Faculty Senate, and ASPSU, and past presiding officers where possible.

DE LA ROSA: Will the committee include people from science and technology? BERRY did not know the specific names of the sixteen members so far, but for him science and technology are key to the search, particularly for the research at PSU, so he will be looking into that. BERRY added that he wants to better understand some of the ongoing

dynamics of the University, especially around Program Review and Reimagine initiatives. This will be important for recruitment of and interviews with candidates.

REITENAUER thanked BERRY for the information. She noted that she had been asked and agreed to serve on the search committee, and would do everything she could to create a space where faculty can weigh in about this choice proactively.

ELECTION OF PRESIDING OFFICER ELECT

CARPENTER chaired this section of the meeting.

CARPENTER announced that there had been one nomination made in advance of the meeting for Lindsey WILKINSON [for information slide, see **Appendix 1**].

Lindsey WILKINSON was elected Presiding Officer Elect for 2022-23.

NOMINATIONS FROM THE FLOOR FOR STEERING COMMITTEE

Sybil KELLEY was nominated.

There was a query [via the chat function] how many positions needed nominees. CARPENTER stated that the decision had been made to not use nominations as the decision process, and therefore not to disclose in advance the number of nominations made [in writing] prior to the meeting.

REITENAUER resumed the Chair.

C. DISCUSSION – *none*

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS

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

The new courses, changes to courses, dropped courses, and changes to programs listed in **June 6th Agenda Attachment E.1** were **approved** as part of the *Consent Agenda*, there having been no objection before the end of announcements.

The order of presentation of the following two items was inadvertently reversed during the meeting; however, the numbering and sequence of the original agenda is here retained.

2. New program: Grad. Cert. in Affordable Housing Development (GC)

RAI / AJIBADE **moved** approval of the Graduate Certificate in Affordable Housing Development, a new program in CUPA, as summarized in **June 13th Agenda Attachment E.2** and proposed in full in the [Online Curriculum Management System \[OCMS\]](#).

The new program Graduate Certificate in Affordable Housing Development, summarized in **Attachment E.2**, was **approved** (45 yes, 1 no, 1 abstain, recorded by online survey).

3. New program: Undergrad. Cert. in Indigenous Traditional Ecological & Cultural Knowledge (UCC)

EMERY / CORTEZ **moved** approval of the Undergraduate Certificate in Indigenous Traditional Ecological and Traditional Knowledge, a new program in CLAS, as summarized in **June 6th Agenda Attachment E.3** and proposed in full in [OCMS](#).

The new program Undergraduate Certificate in Indigenous Traditional Ecological and Traditional Knowledge, summarized in **Attachment E.3**, was **approved** (46 yes, 1 no, 2 abstain, vote recorded by online survey).

4. New program: Undergrad. Cert. in Comparative Literary & Cultural Studies (UCC)

WATANABE / RAI **moved** approval of the Undergraduate Certificate in Comparative Literary and Cultural Studies, a new program in CLAS, as summarized in **June 6th Agenda Attachment E.4** and proposed in full in [OCMS](#).

The new program Undergraduate Certificate in Comparative Literary and Cultural Studies, summarized in **Attachment E.4**, was **approved** (36 yes, 3 no, 5 abstain, vote recorded by online survey).

5. Courses for Race & Ethnic Studies Requirement (RESRC)

Per procedural item A.3, background to this motion included oral presentation of report G.3.

REITENAUER invited HERRERA, Chair of RESRC, to give an overview of their annual report [**June 6th Agenda Attachment G.3**] prior to introduction and consideration of the motion itself. HERRERA thanked members of the committee, Sri CRAVEN, Priya KAPOOR, Jungmin KWON, Marc RODRIGUEZ, A. P. SPOTH, Alma TRINIDAD, Ted VAN ALST; Angela CANTON of the CLAS Dean's office for administrative support; HARRIS, IZUMI, and LABISSIERE for further committee support.

HERRERA: The committee did an unprecedented type of work to ensure that this curricular innovation at PSU, the most important in over a decade, was conducted with professionalism, integrity, transparency, and respect. She thanked the committee members for their commitment and hours of work. The committee represented a balance and breadth of expertise [in this area]. They are today presenting approximately 80 courses [for Senate consideration]. The committee approved a majority of proposals received.

HERRERA said that the committee's discussion was robust and transparent, and the voting procedure and, she believed, fair and equitable. Proposals that had split votes were marked for discussion by the group; she was pleased with the type of questions raised about pedagogy, readings, etc.

They met recently, HERRERA said, with Lisa WEASEL (WGSS) who is helping to coordinate the summer workshop. About ten faculty are eligible for the summer workshop; these are faculty whose courses were not approved [but could use further work] or had tentative approval.

The committee was given a very clear charge, HERRERA said, which was to establish guidelines for review of RESR courses and approve courses to meet this requirement. She believed the committee had fulfilled its charge, and are here presenting a diverse set of courses that will serve students for the first year of implementation. By and large, there is a balance between courses with a domestic and an international focus. She anticipates even more submissions next year, reflecting the dynamism of PSU faculty.

HARRIS / THORNE **moved** approval of the courses for the undergraduate Race and Ethnic Studies Requirement [RESR] listed in **June 6th Agenda Attachment E.5**.

BEYLER said that subsequent to receipt of the course list, they had received information that one course, INTL 211, Introduction to African Studies, would no longer be offered, so without objection that particular course would be regarded as stricken from the list with the others remaining intact.

TRETHEWAY asked if there was at least one course on the list from every University Studies [junior] cluster. HERRERA did not know if every cluster was represented, but a fair share of them. She had received a message from some academic advisors about this question. She would check. TRETHEWAY asked because the students he advises are generally in certain specific clusters; he was curious if students could fulfill this requirement without taking additional courses. HERRERA: Hopefully they will not have to take too many additional classes. They can double count. She believed the committee would work on this issue more, because they will have the entire academic year. TRETHEWAY hoped his students, in specific clusters, didn't have to double up.

The RESR courses listed in **Attachment E.5** were **approved** (44 yes, 2 no, 2 abstain, vote recorded by online survey).

ELECTION OF MEMBERS OF STEERING COMMITTEE

CARPENTER took the Chair again for the election of officers.

BEYLER: a couple of candidates submitted information slides in advance, which he would now show in random order [see **Appendices 2-3**]: Sybil KELLEY, Pronoy RAI.

There were also candidates who didn't have an opportunity to submit slides, so they would have a minute or two to say a few words, again in random order.

Matt CHORPENNING: teach in SSW as an assistant professor practice. I have been affiliated with PSU in some way or another since 2011—as a graduate student, student activist, research fellow, adjunct faculty, fixed-term faculty, and now non-tenure-track faculty. I have been in Faculty Senate for the last few years and am now interested in serving on Steering to deepen my commitment to organizational equity, which is where social work practice is rooted in communities, organizations, and macro systems change. I feel that continuing my commitment to Faculty Senate by working on Steering is to help further the mission and some of the work we've been doing since I've joined.

Kate CONSTABLE: I have been at PSU for 11 years as an academic professional, first in SSW and now as a [gateway] director in Academic and Career Services. In that role, I serve departments across three schools and colleges: CoE, CLAS, and SSW. It has been a professional joy to work on the systems at PSU to best serve students. I like to tell colleagues we have the best students in the state, and I would look forward to continuing this work on Steering Committee.

BEYLER indicated that several people had been nominated [during the meeting through the chat function]; he was not clear whether or not they wished to accept the nomination and so gave them that chance.

[Two of those so nominated, David RAFFO and Evguenia DAVIDOVA, did not respond and one, Susan LINDSAY, respectfully declined the nomination. BEYLER circulated a ballot by e-mail. At this point Parliamentarian CLARK raised a point

of order regarding the two nominees who had not responded. The ballot was therefore withdrawn and the election postponed until BEYLER and CLARK could consult with each other to resolve this issue.]

REITENAUER resumed the chair.

6. Resolution on guiding principles and priorities for program review

(Steering, AHC-APRCA)

Per procedural item A.3, background to this motion included oral presentation of reports G.3 and G.4.

REITENAUER [per A.3] indicated that while the election issue was being sorted out, the meeting would proceed with two committee reports relevant as background to the next agenda item. She also proposed that if they could maintain a quorum after 5:00, Senate would continue business in hope of avoiding a second meeting next week, which would be her preference, but if necessary Senate would meet on the 13th to complete business.

CRUZAN, co-chair of Budget Committee gave an overview of their annual report [**June 6th Agenda Attachment G.4**]. The committee's primary role is to be a communication conduit between faculty and administration. BC reviews curricular proposals that come to Faculty Senate and provides comments on their budgetary implications. Every two weeks, BC meets with and receives reports from various administrative units, including the VP for Finance and Administration, the Provost and the VP for Enrollment Management. These are opportunities for frank discussion about the implications of budget challenges for the curriculum and the quality of education for our students, and to provide a faculty voice that can be heard by administrators.

Part of the annual process, CRUZAN continued, is the Integrated Planning, Enrollment, and Budget [IPEB] process. This includes BC representatives meeting with the deans or directors of each college and other academic units, to get feedback from them and summarize it for the administration. It's fair to say this had been very open process. The report includes a summary of the IPEB process.

CRUZAN noted that the curricular content can be negatively impacted when there is a loss of non-tenure-track faculty and graduate teaching assistants. Graduate TAs can be valuable mentors for undergraduates and help us achieve goals for persistence and success. Such changes in TA staffing change the workload for faculty, who then have less time to focus on teaching and research responsibilities.

BC sees a number of opportunities, CRUZAN said. One is the expansion of online curriculum, including hybrid and attend anywhere modes. There is a discussion across the University about which modes work best for different disciplines. Another opportunity that the administration has acted on is investment in programs that are limited not by student applications, but by available resources. These include the Honors College, Social Work, Computer Science and other programs that could improve our total enrollment.

Overall it has been a challenging year, CRUZAN said. We have seen bridge funding continue: last fiscal year around \$11 million, which is now down to around \$7 million. That is 5% of our budget last year, and we are looking at 3% bridge funding this year—that is, funding coming out of reserves. There is a difference between budget and actual expenditure, because, as in our own households, we make a budget and then at the end of

the year don't want to find you have overspent. Thus budgets are often conservative, which is why there is often a difference between what is budgeted and what is actually spent by the end of the year. Our administration faces problems in budgeting with many unknowns going into next year. We don't know what it's going to be like. For example, last year there was a shift in the [state allocation] model which benefited PSU, but then other things change over of the summer.

CRUZAN believed that BC members are comfortable with how the budget situation is being handled. It is their hope that things continue to turn around, and that we won't see such a large gap between the amount of money we bring in versus what we're spending.

CHORPENNING wished to clarify: did we use 5% in bridge funding this year and intend to use 3% next year, or was it 5% last year and 3% this year? CRUZAN: in fiscal year 2022, 5% is what BC was told this morning, and for fiscal year 2023 the budgeting is for about \$7 million [in bridge funding], about 3% of the total value.

BORDEN asked if there were specific recommendations BC had for the administration in the budgeting process. CRUZAN said they had been pushing for the last years for further investment in resource-limited programs. He was pleased to see that even in challenging conditions there had been investment in units such as Honors and SSW that received more applications they can handle. Co-chair EMERY: It has been a dialogue as they've worked through IPEB. She believed the information they gather through this process is listened to by the administration.

CARPENTER resumed the Chair for resumption of the vote for Steering Committee.

The adjusted ballot, including candidates Matt CHORPENNING, Kate CONSTABLE, Evguenia DAVIDOVA, Sybil KELLEY, David RAFFO, and Pronoy RAI (listed on the ballot forms in random order) was distributed. An additional vote was necessary to break a tie between two candidates.

*CHORPENNING and KELLEY were **elected** members of Steering Committee.*

*REITENAUER returned to the Chair for resumption of item **E.6**.*

The Presiding Officer [per A.3] announced that, in view of time, the current meeting would continue with presentation of the AHC-APRCA report (G.5) as background to E.6 and with the Questions to Administrations, but that consideration of the E.6. would be postponed until a second meeting on June 13th.

GAMBURD, co-chair of the Ad-Hoc Committee on Academic Program Review and Curricular Adjustment, gave an overview of their annual report [**June 6th Agenda Attachment G.5**; for presentation slides see **June 6th Minutes Appendix G.5**]. The committee, GAMBURD stated, exists to interface between budget, which is the responsibility of the administration, and curriculum, which is the responsibility of the Faculty. During budget reductions, we must deal with financial pressures which affect faculty jobs and the curriculum that faculty are able to offer. This is a difficult, fluid space, in which the committee has tried to have generative conversation. The Committee's charge is to ensure faculty participation in [determining] PSU's collective future; to recommend principles and priorities [for these decisions]; to plan and implement transparent communication with and feedback from all stakeholders; and, if needed, to plan and implement contractually mandated hearings for retrenchment and

Article 22 processes, as outlined in the PSU-AAUP collective bargaining agreement. We want decision making to be informed by research and data, and feedback to be solicited prior to making decision. We want resources to be devoted to the reimagining process, and that we have a transparent process with open communication.

GAMBURD continued: As we have heard from CRUZAN (BC), there is a \$7 million gap between expenditures and revenues that OAA needs to bridge in the next two years. The Program Review and Reduction Process [PRRP] is one of several strategies. Others are the retirement transition option, a strategic hiring freeze, the hope that we will meet our enrollment targets, and information from the Huron Report on administrative services.

GAMBURD reviewed the status of PRRP: in Phase One, the Provost's Program Reduction Working Group created driver and value metrics to identify eighteen units for further scrutiny, as AHC-APRCA created guiding principles and priorities for the review process. In Phase Two, the Provost identified eighteen units which were asked to write narratives [responding to the metrics]. In Phase Three, five units have been asked to write further plans: Applied Linguistics, Conflict Resolution, International and Global Studies, Theater, and Leadership in Sustainable Education.

In May, GAMBURD reported, AHC-APRCA met with the five units and also received a letter from the five units, addressed to the campus community, which is appended to the Committee's report. Concerns raised in that meeting and in the letter involve the lack of clarity about goals and criteria in PRRP; questions about the specific evaluation of metrics used to select the eighteen units in Phase Two; and unclarity about the goals and evaluation criteria for the Phase Three plans. This leads to a question whether there is distrust and exhaustion among the faculty of the five units. The prolonged and unclear process damages hope, drains self-esteem, and diminishes creativity. There has also been a lack of communication and some lack of clarity about how exactly any plans for reductions in these units would make a significant dent in that \$7 million budget gap. There is more detail in the letter from the five units.

Also in May, GAMBURD said, AHC-APRCA met with the Provost. Recently OAA sent letters to the five [Phase Three] units offering \$25,000 per unit of summer support. They were asked, in consideration of workload, to limit the plan texts to 10 pages; the deadline was extended to December 1st; and the units were offered consultation about their budgets with college financial officers and Amy MULKERIN (Vice Provost for Academic Budget and Planning). Additional clarity was given to the plans, which would to show how the unit can function within the current budget. The Provost has said that no decisions have yet been made, and that she envisions a serious dialogue about how we move forward within constrained resources.

LA ROSA asked whether AHC-APRCA represents the administration or the faculty. GAMBURD: it is a Faculty Senate committee, made up of representatives from Steering Committee, Budget Committee, Undergraduate Curriculum Committee, Graduate Council, Educational Policy Committee, as well as five faculty members appointed by the Committee on Committees. It does have consultants from OAA, but it is a Faculty committee. LA ROSA: For the [unit narratives], it was not clear to him what were the requirements. GAMBURD believed that the idea is that the department chairs and the respective deans would be in conversation, and that the departments received letters

[from the Provost] responding to the suggestions and innovations in their reports. The process ends with Phase Three. Her understanding is that deans will follow up with units about how to implement suggested innovations.

As noted above, by determination of the Presiding Officer per the Bylaws pertaining to completion of business at the end of the academic year, further consideration of E.6 was postponed until an additional meeting on June 13th.

F. QUESTION PERIOD

President PERCY was not present in person, as he was attending the Big Sky Conference meeting; however, he prepared a video responding to the two questions F.1 and F.2 and incorporating his regular report, G.1.

1. Question to President

A Faculty Senator addressed the following question to the President:

Given that you have announced your retirement, can you please comment on the rationale for pursuing a search for a new Vice President for Research?_This is a key position for the PSU research infrastructure that needs to be in good philosophical alignment with the President. Given the financial and other costs associated with pursuing the search, it seems that this search should be postponed so it can be handled by your successor.

2. Question to President

Senator KELLEY, on behalf of faculty colleagues in the departments of Applied Linguistics, Conflict Resolution, International and Global Studies, Theater, and the Leadership in Sustainability Education track in Educational Policy and Leadership, addressed the following question to the President:

We acknowledge the challenge facing administration in creating a balanced budget and acknowledge that adjusting the organizational structure and function of our institution is necessary. We recognize that the Program Review and Reduction Process (PRRP) was initiated and the Faculty Senate Academic Program Review and Curriculum Adjustment (APRCA) committee was created as a way for faculty and administrators to engage in shared governance around these challenges.

The PRRP process has not aligned with the [APRCA committee guiding principles](#) related to transparency, due process, and shared governance. Criteria for evaluation have not been shared and there has not been meaningful engagement or feedback around Phase II or Phase III narratives. Further, the process has reinforced siloes and does not support meaningful collaboration toward stated goals of interdisciplinary programming and research for climate resiliency and racial justice.

If the Provost refuses to stop the PRRP and start over with meaningful faculty engagement, will you intervene to do so?

The video with PERCY's answer to questions F.1 and F.2, together with monthly report G.1, was played:

The Huron Study on administrative structures, processes, and policies came out this week, and a message about this was sent to campus this past week. One notable finding is that PSU, compared to other universities, is heavily decentralized. PERCY believed this was a result decisions over our 75-year history about adding units, changing process, creating new specialties and operations; it's a system cobbled together over many years by well intentioned people trying to move the University forward. The study allows us to step back and see what we've learned from all this. Can we be more efficient, are there ways we can be more timely, can we reduce the amount of effort that goes into our transactions? This would make us a smoother operation—[able to more] rapidly respond to the needs of the institution as we move forward with our mission.

While no major actions will be taken over the summer, PERCY stated, there are two things that he thought were really promising, and he wanted to start thinking about them this summer. One thing to look at is federated service centers—the idea that we may be able to cluster administrative operations different ways, pulling things together, and bring more career mobility to people in those positions.

Second, PERCY wanted to look at student-facing services: can we align them in a more effective way? We've created a large number of new centers and units to support students in different ways. Can we align them better?

PERCY addressed Question F.1. He had announced that he will be stepping away from the position of President at the end of his three-year term, that is, at the end of the next academic year in summer 2023. Is this to time to have the challenge of recruiting a Vice President [for Research]? He understood the question, because he knew the importance of an effective leader to support and guide our research operations. He will talk to search committee, chaired by the Provost, and to the search firm to explore the question and timing and make sure that whatever we do is done in a timely, effective fashion.

PERCY then turned to Question F.2 regarding PRRP. He recognized that this was very tough work. It is important to remember, PERCY said, that we are in a dynamic, disrupted period. We are dealing with increased enrollment competition from other universities. We have changing patterns of students' interest in majors and careers. We are focused on student success and quickly doing all we can to advance student graduation. We are facing enrollment decline, which has caused a reduction in net tuition revenue and caused challenges of financial sustainability, which he has talked about before.

In this difficult context, PERCY said, we're trying to use multiple levers, including things other than PRRP, to reach financial sustainability and set up the University to be successful moving into the future, and allow best efforts in student success. The PRRP parallels the Huron Study; it was a way to look at our overall operations and improve our overall ability to meet our mission. Phase One of the process involved collecting data and organizing dashboards with a variety of different indicators for all the units of the University. Those dashboards were created with the help of AHC-APRCA, and reviewed by deans, the Provost, and others in the process. As a result of that we moved into Phase Two. Thirteen of the eighteen [identified] units have received feedback from the Provost, with appreciation for the plans and made and the ideas they've had looking for innovation. Some actions are already being taken, and some really interesting ideas have emerged, including new pedagogy, increasing online and hybrid learning options,

development of non-thesis [and] non-majors tracks, increasing applied components and outreach to professional communities, and increasing partnerships with community colleges. People have taken this opportunity to be creative and innovative; those thirteen units will now move forward to implement those plans.

Five units, PERCY continued, have received communications from the Provost and the respective deans asking them to create specific plans to move their units forward within the constraints of resources they're currently facing. There is a deadline [*in the meanwhile, extended until January 15th*] to submit a report of plans for their unit. Between now and then, those units are receiving grants and other supports, a chance to talk with deans, and other occasions to engage in the process to create those plans. When we have a resolution on those five academic units, the review process that we've been undertaking will be complete. We'll be able to move on to enact some of the innovative ideas and other elements of the projects to create greater financial sustainability.

To the direct question PERCY answered that, after deliberation, he would not step in to stop or re-start [PRRP]. He wished to explain why. No process is perfect, he said, especially ones that you've had to create without a lot of precedents behind them. He knew that the process has had its imperfections, but overall [he believed] it had stayed true to its objectives and mission. The last time we tried program review, the faculty-led process didn't come to fruition. We learned that the administration would need to lead this type of program review. That's what we have done this time around. But we stayed true to the idea of faculty involvement. AHC-APRCA embodied faculty involvement in planning and implementation. While it has been challenging, people are undertaking exciting new initiatives and projects which will advance those units and also, he believed, advance enrollment and net revenue. He believed the Provost and deans have worked diligently and put in tremendous effort, as have the faculty in those academic units. He thanked everybody who had put their full energy to do this work. He believed they have striven to adhere to key values of student success, innovation, and dialogue.

To start over, PERCY said, would be in his view tremendously disruptive, neglecting the important innovations that have been made. We have moved through almost all the process and are just finishing the last phase, so he felt it was not appropriate or correct to stop the process and start again. He hoped we could move through this process and learn from it, and move on to other things in our academic lives that we'd like to pursue.

PERCY again thanked all for helping us get through a tremendously disruptive year. He hoped there would be time for reflection and healing over the summer.

Follow-up questions were postponed until the additional meeting on June 13th.

3. Question to Provost

Senator KELLEY, on behalf of faculty colleagues in the departments of Applied Linguistics, Conflict Resolution, International and Global Studies, Theater, and the Leadership in Sustainability Education track in Educational Policy and Leadership, addressed the following question to the Provost:

We acknowledge the challenge facing administration in creating a balanced budget and acknowledge that adjusting the organizational structure and function of our institution is necessary. We recognize that

the Program Review and Reduction Process (PRRP) was initiated and the Faculty Senate Academic Program Review and Curriculum Adjustment (APRCA) committee was created as a way for faculty and administrators to engage in shared governance around these challenges.

The PRRP process has not aligned with the [APRCA committee guiding principles](#) related to transparency, due process, and shared governance. Criteria for evaluation have not been shared and there has not been meaningful engagement or feedback around Phase II or Phase III narratives. Further, the process has reinforced siloes and does not support meaningful collaboration toward stated goals of interdisciplinary programming and research for climate resiliency and racial justice.

Due to the lack of transparency, due process, and shared governance in the implementation of the PRRP, will you stop this process and start over with a renewed process that aligns with the guiding principles of the APRCA committee?

JEFFORDS responded: Obviously there are similarities to the question to the President. He clearly stated that he's not prepared to step in and pause the process.

JEFFORDS joined the President in believing that we should finish the process as we started it. She completely agreed, as the President said, that the process is difficult—some of the most difficult conversations that universities undertake. We see this all over the country where university after university is undergoing similar conversations. She had utmost respect for the units who have participated in this process, and incredible empathy for the stress it has presented to them and for the workload they have undertaken. She was appreciative to them for their continued engagement and positive processes they are undertaking to serve students and continue the mission of the University.

JEFFORDS wished to remind everyone that this was a conversation we began in partnership with Faculty Senate leadership. She wished to give thanks and gratitude and acknowledge the leadership of Michele GAMBURD, at that time as Presiding Officer and then on AHC-APRCA. She had engaged with AHC-APRCA on numerous occasions, and she was grateful to the committee for the time they had given to allow to attend their meetings and joins their conversations. In every instance when she participated in those conversations, shared ideas, and heard their feedback, she changed her approach in response to their input. She felt at least that she had been engaged with them in partnership. She had extended the deadline [for the Phase Three responses] until December 1st [*later extended to January 15th*] in response to the committee's request.

At the start of the process, JEFFORDS recalled, we established the Program Reduction Working Group to develop the dashboards that were used as the initiator for these conversations. This group had representatives from all colleges. They held multiple townhall meetings, presented to and sought feedback from department chairs and associate deans. They significantly changed the dashboards in response to that feedback. She felt that they conducted a inclusive, transparent, and engaged process that received and responded to faculty feedback.

JEFFORDS pointed out the website that includes all the information that's available throughout this process. They tried to be as inclusive and transparent with information.

They had meetings and at the college and school level, and posted answers in response to questions that came forward in the townhalls. They used direct emails and the PSU website to communicate details of the process. The deans have been constantly engaged with the units throughout, and continue to do so. She provided updates to Senate and AHC-APRCA, and remained open to hearing feedback and sharing information.

JEFFORDS did not feel it is in our best interest to start over. As the President stated, we are nearing the close of the process. It was never her intention that this would be an ongoing, permanent part of the institution; it would be one-time process that we would complete and then move forward.

JEFFORDS hoped that at the next meeting she could offer her regular report. She was grateful to Senator CRUZAN, who had summarized a bit of the conversation they had in the Budget Committee. She acknowledged that these conversations around budgets can feel exhausting, but she wanted to share the real progress we've made in one year to close the gap in our budget. She was confident we would continue to make progress.

G. REPORTS

1. President's Report

PERCY's report was folded into the video in which he responded to the Questions to Administrators F.1-2, above.

2. Provost's Report

*JEFFORDS's regular report was **postponed** until the additional meeting on June 13th.*

3. **Annual report of Race & Ethnic Studies Committee** – *Per procedural item A.3, oral presentation of this report was folded into discussion of item E.5, above.*
4. **Annual report of Budget Committee** – *Per procedural item A.3, oral presentation of this report was folded into discussion of item E.6, above.*
5. **Annual report of Ad-Hoc Committee on Academic Program Review and Curricular Adjustment** – *Per procedural item A.3, oral presentation of this report was folded into discussion of item E.6, above.*

*The following reports were **received** as part of the Consent Agenda. See the respective Attachments to the June 6th Agenda.*

6. **Annual report of Academic Appeals Board**
7. **Annual report of Educational Policy**
8. **Annual report of Faculty Development Committee**
9. **Annual report of Graduate Council**
10. **Annual report of Intercollegiate Athletics Board**
11. **Annual report of Library Committee**
12. **Annual report of Undergraduate Curriculum Committee**
13. **Annual report of University Research Committee**
14. **Annual report of University Writing Council**

H. **ADJOURNMENT** – The meeting was **adjourned** at 5:33 p.m.

Lindsey Wilkinson (he/him; they/them)

University positions and service

- Associate professor (2008-present) and chair (2018-present), Sociology
- Shared-line faculty in Sociology/University Studies (2008-present)
- Human Subjects Research Review Committee member (2012-18) and chair (2016-18)
- Interdisciplinary Collaborative in Applied Social Science (I-CASS) member (2018-19)
- Statewide Major Transfer Map in Sociology committee member (2020-22)
- Faculty Senate (2021-present); Committee on Committees member (2021-present)

Research areas: sociology of education; health & well-being of gender and sexual minority youth; quantitative methods

Interest in POE

- Have worked closely with PO Reitenauer and POE Carpenter in the past – appreciate opportunity to work with this team, to provide continuity in the PO role, and to be mentored
- Appreciate opportunities to develop/hone skills and to develop relationships in service to PSU
- Value trust and relationship building among stakeholders across campus, transparency, opportunities for faculty engagement with leadership and faculty input into and oversight of decisions and processes affecting PSU

Sybil Kelley (she/her)

- At PSU since 1999
 - MS-Teaching-Center for Science Ed. (1999-2002)
 - PhD-Environmental Sciences & Management; Fellow with Center for Learning & Teaching--West (2002-2009)
 - Fixed term faculty in Center for Science Ed., University Studies, and Environmental Sciences (2009-2011)
 - TT in Leadership for Sustainability Education (COE) in 2011
- In Portland community for 30 years
- Uphold PSU's Motto: "Let Knowledge Serve the City" in all endeavors--that's why I'm here!
- Strong Relationships across campus and throughout Portland community
- Relationship-based approach to my work
- Systems thinker/Ecological design
- Teaching and research at intersection of STEM and Sustainability Education--Ecology, Outdoor, and Garden-based Education

If I serve on Steering Committee, I will strive to ensure that we engage all stakeholders in the change processes--starting from our shared values, building from relationships, and strengthening interconnections and interdisciplinary activities.



Pronoy Rai, Ph. D.

- Assistant Professor, International & Global Studies (IGS), CUPA
 - Affiliated Faculty, Earth, Environment, & Society Doctoral Program and Department of Geography (CLAS)
 - Associated Faculty/Fellow, Institute for Asian Studies, Institute for Sustainable Solutions
- **Ongoing University Service**
 - Senator, CUPA, 2021-24
 - Member, University Studies Council, 2020-
 - Member, UNST Executive Director Search Committee, 2022
 - Member, UNST Cluster Curriculum Committee, 2022
 - Chair, IGS Curriculum Committee, 2021-23
 - Chair, IGS Marketing & Outreach Committee, 2021-23
 - Member, CUPA Dean's Faculty Awards Advisory Committee, 2021-22
- **Ongoing Disciplinary/National Service**
 - Chair, Research Grants Committee, American Association of Geographers (AAG), 2022-23 (Member, 2020-23)
 - Director, Board of the Development Geographies Specialty Group, AAG, 2021-23
 - Delegate for Portland State University, American Institute of Indian Studies, 2019-

APRCA Committee

June 2022 Report to Faculty Senate

Interface between budget and curriculum

- The administration has the responsibility to budget for the university
- The faculty has responsibility for the curriculum
- During budget reductions, we must interact when financial decisions affect faculty jobs and the curriculum that faculty are able to offer



Committee membership

- From Constitutional committees (5)
 - Steering: Michele Gamburd
 - Budget: Mitch Cruzan
 - UCC: Peter Chaille
 - GC: Yangdong Pan
 - EPC: Joan Petit
- From Committee on Committees (5)
 - Rachel Cunliffe, Jones Estes, Candyce Reynolds, Kellie Gallagher, and Michelle Swinehart (diversity advocate)
- From OAA (4)
 - Sy Adler, Laura Hickman, Vanelda Hopes, and Amy Mulkerin.

Committee Charge

- Focus holistically on PSU's collective future
- Ensure faculty participation
- Recommend [principles and priorities](#)
- Plan and implement transparent communications,
- Solicit input, feedback, and involvement from faculty, Deans and Chairs/department heads, students, staff, and other stakeholders
- Plan and implement meetings and interactions
- Assist in contractually mandated retrenchment hearings as per [Article 22](#) of the [PSU-AAUP Collective Bargaining Agreement](#)

Guiding Principles and Priorities

1. Equitable and Meaningful Engagement of All Stakeholders
2. Focus on Student Access, Quality Learning Experiences, and Completion
3. Our Work Will Change; Let's Make it for the Better
4. Research and Data-Informed-Decision Making
5. Seek Feedback Prior to Decision Making
6. Devote Resources to the Reimagining Process
7. Transparent Process and Open Communication with All Stakeholders

Budget balancing strategies

- Goal: Close the \$7 million gap between expenditures and revenue that OAA needs to bridge in the next two years.
- PRRP is one of several strategies
- Other strategies include
 - Retirement transition option
 - Strategic hiring freeze
 - Meeting enrollment targets
 - Huron Report on support services

Program Review/ Reduction Process (PRRP)

- [Phase I](#) (last year)
 - Provost's Program Reduction Working Group created "driver" and "value" metrics used to identify 18 units for further scrutiny.
 - APRCA created [Guiding Principles and Priorities](#) to guide the program reduction process.
- [Phase II](#) (spring) The Provost asked the 18 units identified as falling below the median on driver metrics to write narratives.
 - Summaries (once approved by units) will be available on [PRRP website](#)
- [Phase III](#) (now thru December)
 - 13 units are implementing initiatives described in their narratives.
 - 5 units are writing Phase III plans.
 - Applied Linguistics (CLAS), Conflict Resolution (CLAS), International and Global Studies (CUPA), Theater (COTA), and the Leadership in Sustainability Education track in Educational Policy and Leadership (COE).

APRCA meeting with the 5 units on 5/5/2022, and 5 units' letter to APRCA 5/27/2022

- Lack of clarity about goals and criteria for the PRRP process
 - a) What evaluation was applied to the metrics to select the 18 units?
 - b) What criteria were applied to the Phase 2 narratives to select 5 units?
 - c) What are the goals and evaluation criteria of the Phase 3 plans?
- Morale: Mistrust and exhaustion. The prolonged and unclear process damages hope, drains self-esteem, and diminishes creativity.
- Lack of communication and consultation; lack of budget clarity
- Strategic planning: Scrap the PRRP and instead engage the entire campus in strategic thinking about the future of the university.

APRCA meeting with the Provost on 5/23 and OAA letters to the 5 units 5/27

- \$25,000 per unit of summer support
- Plan text limited to 10 pages of text; deadline extended to Dec 1
- Consultation about unit's budget with College SFO and Vice Provost for Academic Budget and Planning
- Task: Show how the unit can function with current budget or alter programs to fit current budget
- No decisions have been made yet; serious dialog about how the units will move forward with 'constrained resources'

Questions, conversation, and next steps

DRAFT • Minutes of the Portland State University Faculty Senate, 13 June 2022 • DRAFT
(Online Conference)

Presiding Officer: Vicki Reitenauer

Secretary: Richard Beyler

Senators present: Ajibade, Baccar, Carpenter, Chorpenning, Clark, Cortez, Cruzan, Donlan, Duncan, Eastin, Emery, Eppley, Farahmandpur, Ferbel-Azcarate, Finn, Gamburd, Goforth, Heryer, Hunt, Jaén Portillo, Kelley, Kinsella, Labissiere, Lafferriere, Limbu, Lindsay, Luckett, Mudiamu, Oschwald, Rai, Reitenauer, Sanchez, Thieman, Watanabe, Webb, Wilkinson.

Alternates present: Moti Hara for De La Vega, Shayna Snyder for Harris, Claire Wheeler for Izumi, Nathaniel Garrod for Raffo, Sam Peters for Romaniuk, Sarah Dougher for Taylor.

Senators absent: Borden, Caughman, Clucas, Colligan, Dusicka, Eppley, Erev, Feng (Wu-chang), Flores, Gómez, Hunt, Kennedy, Law, Loney, Smith, Thorne, Tretheway, Tuor, Wern.

Ex-officio members present: Beyler, Bowman, Burgess, Bynum, Chabon, Chivers, Comer, Cunliffe, Duh, Estes, Feng (Wu-chi), Ford, Jeffords, Knepfle, Mulkerin, Percy, Podrabsky, Reynolds, Voegele, 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. **Procedural: Changes to agenda order – Consent Agenda**

Questions to Administrators (item F) and Provost’s report (item G.2) were moved to follow announcements, then followed by Unfinished Business (item D.1).

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

REITENAUER appreciated members attending this important meeting during a very busy time at the end of the academic year. Several people had reached out to her expressing appreciation that she sometimes began the meeting with a poem or quotation of some kind. She wished to do this again in her last meeting as Presiding Officer with a poem by Naomi Shihab Nye, “Cross That Line”:

Paul Robeson stood
on the northern border
of the USA
and sang into Canada
where a vast audience
sat on folding chairs
waiting to hear him.
He sang into Canada.
His voice left the USA
when his body was

not allowed to cross
that line.
Remind us again,
brave friend.
What countries may we
sing into?
What lines should we all
be crossing?
What songs travel toward us
from far away
to deepen our days?

These words, REITENAUER commented, invite us into a space where maybe we can imagine working in ways that make possible what we think might not be possible.

REITENAUER gave an overview of the structure of the meeting. She was glad to have had the opportunity to meet people in person at the gathering at the park last Thursday.

2. Announcement from Secretary

BEYLER reminded attendees of the protocols for using the chat function.

3. Announcement from Presiding Officer Elect

CARPENTER reminded senators that the first meeting of the upcoming academic year would be on October 3rd. This first meeting would be, again, an online (Zoom) conference. With so much still unknown, she would be in consultation with Steering Committee about the modality for subsequent meetings.

Change to agenda order:

Question Period (follow-up discussion) and Provost's Report moved here.

F. QUESTION PERIOD – follow-up discussion

Questions were presented to and answered the President and Provost at the June 6th meeting. Per the Bylaws, opportunity was here allowed for follow-up questions from Senate members. The original questions and President's and Provost's responses are included in the June 6th Minutes.

PERCY gave an update regarding the search for Vice President for Research and Graduate Studies. After conversation with the search committee and search firm, he had decided to continue with the search but slow down the pace so that finalists for the position can be reviewed after the new President has been selected by the Board of Trustees.

REITENAUER indicated that follow-up to the next two questions, to the President and Provost, would be handled together, as the questions were closely connected. KELLY, the senator who submitted the questions, had the first opportunity for follow-up. KELLY said she would defer for now. But she invited the Provost to do the right thing.

A senator requested recognition of Alissa HARTIG (LING): the Provost highlighted in her answer the dashboards as primary evidence of transparency. Based on communications from OAA, the role of these dashboards was primarily to identify departments for scrutiny in Phase Two. However, departments were told that Phase Two narrative would allow them to provide additional context and qualitative data. This led to a three-part question. First, what criteria for evaluation were applied to this additional information? Second, what measures were taken that these criteria were applied systematically and consistently to all eighteen units; for example, was a rubric used? Third, why weren't these evaluation criteria provided to the units? JEFFORDS agreed that she referred the dashboards as one indication of transparency. There was probably a difference, however, in views of the intentions behind the dashboards. Neither she nor members of the working group thought that purpose of the dashboards was to enable scrutiny, but rather to create opportunities to think across all of our units in relation to values and outcomes that matter to us all: student success, graduation rates, retention rates, presence and performance of BIPOC students and faculty. She believed we would all agree that these are things to pay attention to. In Phase Two they looked at how

units were performing in relation to the shared metrics. They then asked a group of units to help us understand how their performance on those metrics different from other units across the institution. This was intended not pejoratively, but informatively. For example, how might unit history affect the way they offered their curriculum, or the numbers of faculty? Several units talked about national enrollment declines, and what they were doing in response to these national trends. There was extraordinary innovative and intentional work being done across the institution—e.g., building partnerships with community colleges; or revising curriculum to welcome different student populations, such as offering a non-thesis master's degree option. Several units said they'd already begun to see rises in enrollment or completion rates. The dashboards themselves don't show the richness of this work.

JEFFORDS added that she had discussions with AHC-APRCA and with some faculty from those units saying that it was inadvisable to fully publish these reports, because it might be perceived as placing them under additional pressure. Simultaneously, she also heard from others not in those units that they wanted to see what was happening. A compromise has been to create summaries, along with the responses from OAA and deans.

To answer more specifically, JEFFORDS said there was not a [single] rubric. They were trying to be respectful of each unit's culture, history, and ongoing work. It was also important for the deans to be engaged in these conversations to reflect colleges' larger strategic goals. It seemed inappropriate to have one template as though these units were all the same.

KINSELLA: For Phase Three the five units are asked to indicate whether they can fulfill their goals within current budgets. If these units can make do within their current budgets, is it safe to say that the retrenchment process per Article 22 [of the CBA] is off the table for the remainder of PRRP? JEFFORDS knew that her answer would not make people happy, but it would be premature for her to say now that Article 22 is off the table. If units show that they can function within current budgets, that is a conversation that needs to include their deans and college budget officers. It would be premature for her to say that if they come up with a plan, everything else is off the table. She could not predetermine decisions and outcomes.

RAI requested recognition of Polo RODRIGUEZ (IGS): There is incorrect information in the dashboard for his department. He raised this issue and a townhall meeting in spring of last year, when he was department chair. He was told to raise with the dean; he also discussed it with Matt CARLSON who was in charge of some of the data. But they were never changed. It's in reference to SCH generated by their unit. [It appeared that courses with] UNST prefix had been accounted to University Studies even when taught by their faculty. It makes a big difference for their RCAT values. They are now going into Phase Three with faulty data. JEFFORDS said that he was not the only one to raise this issue. She would not use the adjective faulty. There was an agreed upon process about how to count SCH and assign it to units. That had been determined long before she ever got to PSU, and is the way in which RCAT data is calculated. Several units have said, our faculty are teaching in another unit, and not getting credit for that SCH. She believed that SCH is calculated by the course prefix and not by the faculty and unit paying for the faculty. There is a legitimate debate to be had about how we want to count faculty teaching in other units. She would welcome the chance to have that debate, but it should be consistent across all units. Every change that is in favor of one unit would be potentially in disfavor of others; therefore, we need the process to be inclusive if we are going to rethink this. She recognized that this is an area that needs further attention; it cannot be managed at the individual unit level.

KELLEY requested recognition of Nike ARNOLD (LING): the five Phase Three units have yet to receive clear guidance on how their narratives will be evaluated, beyond broad requests to demonstrate viability. That raises questions of what exactly is viability, what are some measurable criteria? For more than a month after having been notified, they have not received guidance. JEFFORDS noted that the deadline has been adjusted to December 1st [*in the meanwhile, to January 15th*]. She said that the guidance for each of these units has to take place in conversation with the [respective] deans. The deans have met with each of these units for conversations about plans. She believed that the deans really need to be involved and that is not up to her to come up with a single template, because each unit is distinct.

AJIBADE requested recognition of Andres LA ROSA (PHY): Is it right to assume that benchmarks or criteria will be spelled out, so units will know what is needed to get a green light? JEFFORDS: as previously indicated, specifics need to be worked out with the deans.

KELLEY requested recognition of Tetyana SYDORENKO (LING), who had a comment in the spirit of looking for more clarity on how units were evaluated and will be evaluated. The Provost mentioned that deans were involved in discussions of the narrative reports and communications with the units. Their dean was unable to explain the criteria for evaluation of Phase Two narratives, so they have little confidence in the role that deans will continue to play in this process. JEFFORDS appreciated the feedback. She would immediately reach out to all of the deans and have a conversation about clarifying criteria.

DONLON requested recognition of Jennifer RUTH (FILM): Tying in with the question from RODRIGEZ, it appeared that the Provost did not want to go into detail about the information on RCAT and service to other departments, which might favor one department and disfavor another. It is a level of intensive work that we haven't done, but there is a lot at stake, obviously. She echoed KELLY saying, do the right thing. The right thing would mean doing that level of intensive work and making sure those numbers are correct. RUTH was concerned, having read through the materials for this meeting, about the issues around transparency that many people have shared. She was concerned about how [the Provost] continued to reiterate that [the review] has been done in consultation with Senate and AHC-APRCA. The intention seemed to be if they do take action, [to be able to assert that] they had not violated academic freedom. But many faculty are saying the work has not actually been in concert with faculty. That's a problem. RUTH's specific question had to do with RCAT. She was disturbed to learn that the original metric was total SCH divided by FTE. She was then not surprised to see programs on the chopping block who have a history and a reputation of making sure there are sustainable jobs with job security—they don't exploit a high number of adjuncts. Departments that have a reputation of having an army of adjunct labor without good job security and without good pay were not on the list, as far as she could tell. Was equity and sustainability as a value metric taken into consideration, looking at jobs where people can mentor students, have office hours, etc. She was concerned that the disaster capitalism that's going on across the country—where tenured and full-time non-tenure-track faculty are laid off, and then rehired as adjuncts in some cases—doesn't happen here. JEFFORDS appreciated these observations. At the more immediate level around RCAT, she reiterated that the determination has been used for years. If we think those are not the correct practices we should revisit them, but we have to do it as a community, across the board. RUTH was raising a larger issue around faculty status. We would need to look at this unit by unit. There are a lot of units who are teaching a lot of students, who are still doing everything

they can to maintain commitments to faculty and faculty workloads. She wouldn't subscribe to a blanket statement that every unit that is doing well on enrollment is therefore not doing well by faculty. There are many units who would disagree with such an assertion.

SANCHEZ requested recognition of Priya KAPOOR (IGS): The notion of values is really important. Is it the case that the Working Group, who developed the driver and value metrics, barely consisted of any faculty and didn't receive adequate campus input on these metrics? The value metrics as described did not reflect academic values as we understand them collectively at PSU. She referred to past initiatives of civic engagement and service learning, due [e.g.] to past President Judith RAMALEY. Those values became a credo at PSU. Community-based learning and leadership were brought to the forefront in scholarship and teaching for a large cohort of faculty. Will we receive similar outcomes from the values stated in the Phase Two metrics? JEFFORDS: The Working Group consisted of members from each school and college. She would defer to co-chairs WOOSTER or CARLSON about detailed questions about their operations. They did present in numerous public fora and met with department chairs to get feedback. They did everything they could to ensure accuracy of information in the dashboards. As to the value metrics, she would again defer to the committee, but they had robust discussions. They recognized that PSU has values not reflected in these original metrics. How do we measure those? Can we develop ways to see how they are executed, and compile [that data] and think it through? Absolutely we should have that conversation. But the Working Group was constrained in some ways by existing data sources. Should we expand our data sources? Absolutely. We should have robust conversations about how the work that we do can reflect our values.

FORD appreciated this discussion of shared values. That was what we need to be working on. What was scary for many folks is the cloud of retrenchment hanging over their heads. Would you [the Provost] commit to doing away with the idea of retrenchment for these five units right now? JEFFORDS said she can't do that. She knew that would be the easiest thing for her to say and that it would make a lot of people happy. But in trying to fulfill her responsibility as chief academic officer, she couldn't pre-commit to that. She has said throughout the process that nothing is predetermined. In the same sense, to those who have said that she already knows what she wants to cut: that is absolutely not true. There were not predetermined decisions; they were not targeting somebody and trying to create a narrative that would yield that target. They were listening to units to hear about the work that they're doing. In that spirit, she didn't feel that she could say as a predetermined outcome that they are going to rule something out or in. As she intended to address in her remarks later, [PRRP] is only one component of progress on closing the gap. We still need to close what had been an \$11 million gap, and is now \$7 million. The good news is that we are making progress. She had not determined some component from [PRRP] that would go towards budget reduction. Even if they were to say they are committing to no [retrenchment], there is still this budget gap to close.

FARAHMANDPUR had spent countless hours trying to figure out the RCAT model. The value metrics state that we value BIPOC faculty and students. When he looked that the IGS faculty and staff, who are mostly faculty of color, he did not understand how the decisions made by the administration are consistent with the value metrics (a term, by the way, which comes from the business world). He thought there is an inconsistency and contradiction between academic values the application of business models to higher education, particular

for a University that boasts of serving BIPOC students. If equity, diversity, and inclusion are key to our identity, why cut programs where there are many faculty of color? JEFFORDS: We have not cut anything, so again let's not predetermine outcomes. There are units that have done very well on a number of the value metrics. We have to keep in mind that no one single metric was used, but rather a combination of them. We have to look at a balance.

RODRIGUEZ reiterated that many IGS faculty and students identify as BIPOC, and it is important to appreciate how this relates to the stated strategic goals of the University. He was happy to hear that something is being done about the SCH assignment issue; however, if Phase Three moves forward the data being used does not reflect the viability of the programs, while we are told that viability will determine whether those programs survive.

G. REPORTS

2. Provost's Report – *moved here, per A.3*

JEFFORDS thanked the faculty, staff, and academic professionals for everything they had done during the past year, which continued to present challenges to us. We continued to adapt as the pandemic changes; nonetheless, we continued to serve students. That almost 6000 students graduated this past weekend is evidence of the extraordinary work of faculty, staff and APs. It was heartwarming to participate in the graduation ceremonies and see the joy and pride of our students, but even more so, of their family members and friends. It made her extraordinarily proud to participate, and she know that the outcomes are due to the work of faculty and staff throughout the institution.

JEFFORDS thanked Presiding Officer REITENAUER for her compassionate leadership this past year, with a vision and true understanding of the students we serve and the communities in which we participate; and for being a wonderful collaborator as partner. She appreciated all the members of the Steering Committee, with whom she met several times, for their critical wisdom and guidance.

JEFFORDS congratulated all the faculty who were promoted in this past year. She had a chance to read all of the portfolios and to see the high quality of work being done every day at this institution. She was pleased that we could recognize the achievements of so many faculty through promotions.

JEFFORDS shared the news that Joseph BULL has been appointed the new Dean of the Maseeh College of Engineering and Computer Science. starting August 15th. His appointment is the result of a robust and rigorous national search. She thanked all members of the search committee but in particular chair Cliff ALLEN. Dr. BULL received his PhD in mechanical engineering at Northwestern in 2000. He currently serves as Associate Dean for Research in the School of Science and Engineering at Tulane University, where he holds an endowed chair. He has been appointed a fellow of the American Institute for Medical and Biological Engineering, and among other honors was named a Sequoia Fellow of the American Indian Science and Engineering Society. In a robust research career, he has had over \$35 million in grants, focusing on bio-fluid mechanics and ultrasound, with results that directly impact health outcomes of people around the country. He is an enrolled member of the Delaware Tribe of Indians. He was also a first-generation college student. He identifies with the students at PSU, which is what drew him to apply for this position, and has a long history of working to improve

racial equity and diversity. JEFFORDS expressed gratitude to Wu-chi FENG for his leadership as interim dean this past year.

JEFFORDS announced the appointment of Erica WAGNER as Vice Provost for Student Success. As Associate Dean of the School of Business, she led numerous initiatives that have improved student success outcomes, particularly for BIPOC students. She will formally start this September.

JEFFORDS shared that there will be a summer bridge program again this year, for students coming directly out of high school to better prepare for enrolling as freshmen. We are enrolling almost 400 students in the program this summer. The focus is on students with a high school GPA below 3.0. We want to give them an opportunity to form bonds with peers and key faculty, and to establish a sense of belonging at PSU. The State of Oregon fully funded the program last summer and this summer; they have indicated that they would continue to fund it for another two years. She particularly wanted to recognize CARPENTER who has been engaged to do an assessment of the program.

Earlier this year, JEFFORDS related, she and VP-FADM REYNOLDS chaired a committee to make recommendations about the future of the PSU Bookstore. We have seen the pattern of students buying their books elsewhere. We wanted to make sure the bookstore is serving our students effectively, with a high priority on affordability. Based on the work of this committee, we have moved the bookstore contract from the Bookstore Board directly to PSU. We appointed a Bookstore Oversight Committee, that includes two faculty members recommended by the Senate Steering Committee: LIMBU and THORNE. She thanked members of the Bookstore Board for their dedicated service.

JEFFORDS noted that many faculty had engaged in a new course modality called 'attend anywhere,' where students can attend either in person or remotely. We heard from faculty of various challenges. As a result, we want to look at how we can most effectively support faculty in this modality. Interim Chief Information Officer Ryan BASS is developing a pilot, starting this fall, to outfit several classrooms with different kinds of technology, and have faculty test those technologies as to which are most effective.

JEFFORDS had heard many inquiries about how to use the information we've gained about students' participation in various course modalities. Over the summer, and in conversation with the Presiding Officer Elect, we want to start planning for faculty development opportunities around data-informed pedagogy, around how to use this data to continue to improve pedagogy in ways that recognize the students who are at PSU.

In a memo earlier today, JEFFORDS reported on progress on closing the [budget] gap. Two years ago, she laid out an approach to addressing the \$11 million shortfall in the OAA budget. We were using reserve funds, but needed to have a balanced and sustainable budget over the long term. What had been and \$11 million shortfall is now down to \$7 million. She had said it would take us three years, so that means we are on track. The strategy included stabilizing and increasing enrollments, through targeted investments with a financial impact of almost \$3 million. The retirement transition program—she thanked AAUP for their cooperation and support—had budget savings of almost \$2 million. We also had savings through attrition and vacancies of almost \$700,000. We are doing everything we can to achieve a sustainable budget. We all would like to get to a place where budget reductions are not a subject of constant conversation.

We continue to use Reimagine funds for faculty to develop ideas that will improve their units or work collaboratively across units: 10 projects in the first round, and an additional 23 this last academic year. Retention and graduate rates keep going up—a tribute to our faculty and staff. While it is great news for our students, it's also great for our budget.

JEFFORDS recognized OAI and their partners for transitioning to a new teaching and learning platform, Canvas. She knew this was not easy work, but the new system will enable us to do a great deal to support students and reduce workload for many faculty.

JEFFORDS gave an update about the online fee, an issue of great importance to students and to many faculty. We reduced the fee to \$22 beginning this fall, but also agreed to take up a conversation about how best to cover costs for digital learning infrastructure, engaging the Faculty Budget Committee, student government, and other stakeholders.

While it seems that the conversation is always about budgets, JEFFORDS wished to express gratitude to the many people who are enabling amazing things to happen every day at PSU, and remember why we are proud to be part of this community.

Return to regular agenda order.

C. DISCUSSION – *none*

D. UNFINISHED BUSINESS– *none*

1. Resolution: foregrounding the APRCA guiding principles for program review/reduction process (Steering, AHC-APRCA) – *postponed from 22.06.06 E.6*

GAMBURD / KINSELLA **moved the resolution** calling for foregrounding the AHC-APRCA Guiding Principles in the Program Review / Reduction Process, as given in **June 13th Agenda Attachment D.1**.

REITENAUER called on AHC-APRCA Co-Chair GAMBURD to give some context: The number of guests attending the meeting indicated how important these issues are to the campus community, not solely the units facing the Phase Three plan. She thanked the Presiding Officer and Steering Committee for sticking to this issue throughout the year, and to the Provost for the report she had just given and answers to questions. The information on closing the budget gap shed light on the financial issues that are part of the driving force. GAMBURD also appreciated the information about Reimagine projects. AHC-APRCA very much hoped to bring those projects more fully to the faculty, so that everyone can learn about the work that's being done.

AHC-APRCA and Steering, GAMBURD continued, deeply considered the requests they had received about how to shape upcoming conversations around PRRP. AHC-APRCA in particular felt it would be useful to foreground the guiding principles and priorities [they previously developed]. The Provost's Program Reduction Working Group came up with driver metrics and value metrics in February 2021, and at the same time the Provost asked the APRCA committee to craft guiding principles and priorities to be a complement to these metrics:

- ensure equitable and meaningful engagement of all stakeholders
- focus on student success and quality learning experiences for students
- understand that our work will change, we hope for the better

- make decisions informed by research and data
- engage with feedback before decisions are made
- devote resources to the reimagine process
- make the process transparent and engage in open communication with all stakeholders.

GAMBURD continued: Concerns were raised as AHC-APRCA met with the five units [involved with Phase Three] about goals and methods for analysis and evaluation. Chairs of the five units, members of AHC-APRCA, and members of Steering Committee felt that the later phases of PRRP lacked some of the clarity and transparency around criteria for analysis and evaluation called for in the guiding principles.

The proposed resolution, GAMBURD said, has three elements. First, Senate endorses the AHC-APRCA guiding principles and priorities. Second, Senate requests a written response from OAA by the start of the 2022-23 academic year with a detailed plan for how the guiding principles and priorities will be upheld during Phase Three of PRRP. Third, Senate urges the deans for foreground these principles and practices during Phase Three to maximize consultation, participation, communication, and transparency.

KELLEY / DONLON **moved to amend** the resolution to replace subpoint 3) with:

3) to pause PRRP until AHC-APRCA and Steering Committee review and the Faculty Senate approves the plan provided by OAA for phase III

Consideration of amendment

BURGESS was concerned about the wording of stopping the process, because it has been going on and causing stress for many departments. There are a few departments now being looked at in Phase Three. He wanted to caution about how much time, effort, stress, and [impact on] productivity of everyone involved might result if we stopped the process and asked the administration to start over.

JAÉN PORTILLO: When we say stop, do we mean to say pause until we receive and evaluate that written report, so that the process then somehow continues afterwards if we, the Faculty, are satisfied with how the process is being re-aligned?

KELLEY said perhaps the wording need to be finessed; however, she had concerns about the process outlined in the motion—that it has not followed the APRCA principles. There’s been little communication and transparency, points that were outlined in the letter from the five units. If it’s a flawed process, slowing it down and then restarting seemed insufficient to her. We’ve had an unfortunately missed opportunity. We came to the process with a lot of collaboration and humility; we knew things need to change. It seems [instead] that there has been a double-down on “This is what we’re doing.” It hasn’t aligned with the spirit of shared governance. Comments today showed that [the Provost] knows the hardships of the year. Just pausing the process seemed insufficient.

SYDORENKO, borrowing words of a colleague, suggested an analogy: if a student comes to us and asks, “How come a I got a D on this paper, because I worked on it for two or three weeks,” the answer they get is, “You haven’t addressed all the requirements of this rubric.” If we say we say we don’t want to stop this process because it’s been going on for a long time and took a lot of resources, it has [still] not been a transparent process, as we’ve seen with the comments and questions today.

The principles and priorities state that institutional redesign must strengthen and align with our curricular priorities and stated values of access, community engagement, equity and inclusion. However, [quoting from the Minutes] at the May 2nd meeting the Provost “recognized that the strategic direction of the University was an issue brought forward by AHC-APRCA from the beginning. She understood the value of a conversation about the overall vision of the University. That was [however] not the framing within which we began this discussion. We started this discussion, JEFFORDS said, as part of an effort to get to a place where the institution could be in a healthier budget situation, [so that] we would not have to constantly have to talk about cutting budgets.”

In other words, SYDORENKO continued, AHC-APRCA was created to ensure shared governance, yet the committee’s guiding principles were not followed. So how did this qualify as shared governance? How could the process continue if it did not follow the principles to ensure that shared governance takes place?

LUCKETT raised a point of order: According to Robert’s Rules of Order, an amendment to a motion cannot turn the motion to its opposite. It seemed to him that the motion is to continue the process with certain safeguards in place, while the amendment is the opposite, to stop the process. REITENAUER asked for an opinion from Parliamentarian CLARK, who said that the question was whether LUCKETT’s interpretation of the rhetoric of the change is agreed upon by the group. The way to answer that would be to call for a vote.

GAMBURD appreciated all the comments made about the guiding principles and priorities. There had been quite a bit of consultation from the Provost and the Program Reduction Working Group with the APRCA committee and the Faculty Budget Committee. The role of these committee is not just to convey faculty’s desires and concerns to the administration, but also to convey what we’ve learned from the administration to the faculty. Speaking as a member of one of the eighteen units asked to write Phase Two narratives, she felt there had been consultation, quite a bit of openness of many aspects of the process. Some of the concerns raised today were around rubrics and how they are used. The Provost said that the units are unique and the concerns for each are unique, and would be the subject of discussions between the units and the deans moving forward. As a senator she supported the motion as currently written, prior to the amendment, to keep a focus on transparency in communication. There have been many good things coming out of the statements already made by the eighteen units, that are moving forward in positive directions. She would be sad to see those pieces of progress abandoned.

[There was discussion among the mover, seconder, PO, and Secretary about the exact wording of the amendment, settling on the wording given above.]

CHORPENNING observed that there seemed to be broad agreement that there hasn’t been the level of transparency promised; however, if we stop PRRP, does that then give the administration carte blanche to make changes and cuts with an even less transparent process? Do we want to amend the amendment to say that we want to initiate some new process based on the APRCA guidelines? Or are we just going to stop it and take our chances?

FARAHMANDPUR agreed we needed to have an amendment to the amendment. We can use Federal recovery funds—we have about \$25 million—to backfill the gap until we restart the process in a more equitable, transparent manner. REITENAUER asked if he had specific language to propose. FARAHMANDPUR said this was more of an idea. He knew the \$25 million was one-time money, but it would enable us to address the gap until we can go back and do this in a more equitable manner.

FORD wanted clarification on what the Provost has purview to do or not. There are two processes in play: one is in the CBA, and one is through Faculty Senate. CHORPENNING: his question was, if we stop this process, do we end up with a worse one? FORD: if we stop this process, retrenchment can still happen.

KELLEY said her original idea had been to stop the current process and being a new one that follows the APRCA principles next fall. BEYLER noted that there was a specific amendment on the floor, and that any other proposed amendments had to have specific language to vote on.

GAMBURD wanted to get back to the original impetus for AHC-APRCA. We were working at the intersection of the faculty's authority over curriculum and the administration's authority over budget. There are spots where these two things affect each other; in particular, if we lose a unit or program, we can't offer that curriculum. That's why we have a process that is trying both to respect faculty principles and priorities and the driver metrics that are about budget. She thought the Provost had been very careful to reiterate that curriculum is the purview of faculty, and we should be equally careful to say that budget is the purview of the administration. We should be careful not to overstep our authority by telling the administration how to do their jobs. However, we do have this difficult and intense overlap right now.

LINDSAY: Having gone through the retrenchment process last year, she understood the intent and the concern [of the amendment]. The retrenchment process gives the administration enormous latitude to move forward independently. In this situation, she liked more the clarification around the role of AHC-APRCA and the commitment of the administration for more transparency and working with the guiding principles rather than completely stopping the process. As GAMBURD said, budget is the purview of the administration and we can't dictate to them how that rolls out.

JAÉN PORTILLO: In view of the concerns expressed, it would be wise to parse things and make sure that we have alignment. We didn't want to stop the process altogether; we want to align it with our course values and our mission, and to make it more transparent and clear. The idea would be to pause the process until APRCA and Steering have a chance to review the plan provided by OAA for Phase III.

GAMBURD wondered what it meant to pause the process. It has been proposed for the five units [in question] to receive funding over the summer and receive guidance from MULKERIN and information from OIRP. Does this mean pausing that work? JAÉN's idea was to pause pending a review of the OAA plan, but she was not sure about the timeline. GAMBURD thought the Provost had provided much clarity during this meeting. [With a pause] the units would then have less time to come up with their reports. It becomes complicated, but maybe it could be worked out.

TRETHERWAY, reverting to LUCKETT'S intervention, thought that the amendments contradicted the original intention of part two of the motion, which seems to imply that Phase Three will happen. Are we changing the actual [intent of the original motion]? JAÉN wished to allow Senate opportunity to review and approve the plan provided by OAA, to make sure the process and the principles are aligned. This is not stopping the process, but rather asking to see and approve the plan.

JAÉN PORTILLO / DONLAN **moved to amend the amendment** by replacing the proposed language with:

3) to pause PRRP until AHC-APRCA and Steering Committee review and the Faculty Senate approves the plan provided by OAA for Phase III.

Consideration of amendment to the amendment.

The **amendment to the amendment** was **approved** (21 yes, 13 no, 3 abstain, vote recorded by online survey).

Return to consideration of initial amendment as amended.

PERCY thought that during the summer there would be planning efforts and financial support for faculty to work on this. If there is a pause, would that prevent us from using those funds? He would appreciate clarification. REITENAUER thought the intent was to pick up [the process] in the fall when faculty are back on contract; she didn't know whether or not funds could be distributed in the meanwhile.

HARTIG: Pausing everything, including the funding, until we know what we are preparing for, would be useful, if we don't know what the criteria for evaluation are.

JAÉN PORTILLO thought that some exploration could continue during the summer, but the actual process of Faculty [governance bodies] having opportunity to review the plan, and have concerns answered, would wait till the fall. The [OAA] plan will be produced during the summer and other factors can continue to operate. This is a question of whether we believe speed is more important than having the faculty understand the process and have it aligned with our priorities and values.

SYDORENKO would like the process stopped during the summer because most faculty are not working, and even with the funds it is difficult to find the time to work on it, [the more so] until we know what we're working towards. FARAHMANDPUR: Part of the answer to the President's question is that faculty need more time to review and provide more feedback.

JEFFORDS echoed GAMBURD's comments asking for clarity in terms of what pausing means. Her understanding from several of the deans is that some of the five units wish to discuss potential initiatives. Are faculty who wish to have those conversations not allowed to have them until Senate has reviewed a report she will give to Senate in the fall? Were we preventing faculty from engaging in conversations they may wish to have on their own? REITENAUER did not imagine that Senate was interested in policing conversations that colleagues might have with each other. Faculty in these five units may be exhausted, having additional levels of expectation, stress, and anxiety; they may not want to be on the hook to do work unless they choose to be engaged with each other. [However,] she would certainly hope that

Senate would not prevent colleagues from being in conversation with each other. JAÉN agreed that conversations could and should continue, since this is a joint effort between the faculty and administration. Senate is not meeting in the summer, but this shouldn't preclude the development of plans.

The **amendment as amended** was **approved** (25 yes, 10 no, 1 abstain, vote recorded by online survey).

Return to consideration of main motion as re-amended.

GAMBURD wished to be clear about the summer parameters. She understood that if units wanted to move forward with consultation and wanted access to summer funding they could go ahead, but [they might wish] not to engage till fall. REITENAUER interpreted the motion as now amended to allow units this freedom. HARTIG thought it would be tricky if some units move forward with conversations while others wait.

Resolution **D.1 as re-amended** was **approved** (26 yes, 9 no, 0 abstain, vote recorded by online survey).

E. NEW BUSINESS – none

F. QUESTION PERIOD – *moved above, per A.3.*

G. REPORTS

1. President's Report – none, as the President reported at the June 6th meeting.

2. Provost's Report – *moved above, per A.3.*

*The following reports were **received** as part of the Consent Agenda. See the respective Attachments to the June 13th Agenda.*

3. Annual Report of Academic Quality Committee

4. Annual Report of Academic Requirements Committee

5. Annual Report of General Student Affairs Committee

H. ADJOURNMENT – The meeting was **adjourned** at 5:30 p.m.

Office of the Faculty Senate, OAA
 Portland State University
 P.O. Box 751
 Portland, OR 97207



To: Susan Jeffords, Provost
 From: Portland State University Faculty Senate
 (Vicki Reitenauer, Presiding Officer; Richard Beyler, Secretary)
 Date: 6 June 2022
 Re: Summary of Senate Actions

At the supplementary meeting on 13 June 2022 (held as an on-line conference), Faculty Senate **voted to approve** a resolution on foregrounding the APRCA Guiding Principles and Priorities for Program Review / Reduction Process, **as amended** from the version stated in Attachment D.1 to the June 13th Agenda. The final text of the resolution as amended and approved is [posted to the Faculty Senate website](#).

06-21-2022—OAA concurs with the resolution in ways stated below.

The resolution as amended endorses the Guiding Principles and Priorities put forward by the Academic Program Reduction and Curricular Adjustment committee. I concur with and second this endorsement. The Guiding Principles and Priorities have provided important guidance throughout the PRRP process, and I remain grateful to the APRCA committee for their wisdom and commitment. The resolution asks that OAA provide a written response for how those Principles and Priorities will be upheld during Phase III of the PRRP. I am pleased to concur with this and to share broadly the ways in which the PRRP has been guided by the APRCA Guiding Principles and Priorities. The resolution asks that I pause the PRRP until APRCA-AHA and the Faculty Senate Steering Committee have reviewed and then the Faculty Senate approves the plan for upholding the Principles and Guidelines.

I do not concur with the section of the resolution that refers to pausing the PRRP process. Faculty feedback from some of these units indicates that the request to “pause” the PRRP has led to some confusion. I received a number of questions from faculty including:

- Does the pause mean that work should be halted by units that have begun to move forward with outcomes of their Phase II reports?
- Will ReImagine funding provided for this work be withdrawn during the pause?
- Does the pause mean that no work relating to Phase II or Phase III can be done until after the Faculty Senate review?

Several of the units that were asked to develop plans for Phase III planned to begin that work in the summer, funded through ReImagine grants that were committed to them by OAA. In at least one case, summer is the only time during which that work could be done. In addition, units had already reached out to OAA and their respective deans to gather information relevant to the development of their plans. In addressing these questions, I am guided by Presiding Officer Reitenauer’s clarification during the Faculty Senate meeting that it is not the intention of the resolution to prevent colleagues from undertaking planning work in a timeline chosen by the unit. Let me state clearly that no decisions have been made about the outcomes of Phase III, and no decisions will be made until the unit reports have been received and reviewed and discussions with the units have taken place.

Consequently, I will take the following steps:


- In an effort to support my continued commitment to transparency (APRCA Guiding Principle #7), OAA will update the PRRP website, including a list of [FAQs that address questions that arose during the Faculty Senate meeting](#).
- In response to the concerns about the timeline expressed during the Faculty Senate meeting, I have extended the deadline for submission of the Phase III plans to January 15. This change reflects my continued practice of giving full consideration to feedback from APRCA and the Faculty Senate (APRCA Guiding Principle #5).
- In support of ongoing unit efforts and to respect the considerable work undertaken by faculty, activities that resulted from Phase II reports should continue.
- As a result of the extended deadline, and per the request of some of the units, work to develop Phase III plans can take place during summer or fall.
- ReImagine funds that were committed to units remain available to them for utilization during summer or fall (APRCA Guiding Principle #6).
- Because Phase III plans will be reviewed individually with *no set target or predetermined outcome*, plans may be submitted to the deans and provost at any time prior to January 15.

I value the ongoing engagement with the Faculty Senate as we move forward through the PRRP, particularly with the APRCA committee. These are difficult conversations to have, but they are critical to our ongoing ability to achieve our goal of Closing the Gap in OAA. I look forward to continuing to engage with the Faculty Senate as we work to achieve these goals.

Best regards,



Vicki Reitenauer
Presiding Officer



Richard H. Beyler
Secretary to the Faculty



Susan Jettords, Ph.D.
Provost and Vice President for Academic Affairs



College of the Arts

School of Film

Post Office Box 751
 Portland, Oregon 97207-0751
 aeborden@pdx.edu

May 23, 2022

TO: Richard Beyler, Secretary to the Faculty
 FROM: Amy Borden, Chair, University Studies Council
 RE: Consent Agenda

Approved: The following courses have been approved for inclusion in UNST Clusters by the UNST Council and are recommended for approval by the Faculty Senate.

Course #	Name	Cluster
CFS 388	Sexual and Reproductive Justice in the US	Families and Society
NAS 351	Indigenous Philosophy	American Identities
SCI 368U	Green Roof Ecology	Science and Social Context
SCI 369U	Green Roof Monitoring and Ecodesign	Environmental Sustainability
LING 334U	"You have the right to remain silent": Language and the Law	Leading Social Change
BST 368U	Gender and Sexualities in Africa	Gender & Sexualities
BST 301U	Women in African History	Gender & Sexualities
BST333U	Protests and People Power in Contemporary Africa	Global Perspectives

Proposals can be accessed at:

<http://unstcouncil.pbworks.com/w/page/45865388/FrontPage>

Motion: that Faculty Senate approve the creation of a new center, the Cybersecurity and Cyberdefense Policy Center.

May 27, 2022

To: Faculty Senate Steering Committee

From: Educational Policy Committee (EPC)

Re: Cybersecurity and Cyberdefense Policy Center Proposal

The EPC met and reviewed the proposal for the Cybersecurity and Cyberdefense Policy Center on May 20, 2022. There was consensus of general support for the center as written. EPC recognized the funding source as historically consistent and the focus of the center as relevant and urgent in today's world. Although there is no PSU policy or expectation, EPC wants to encourage those starting this center to have a contingency plan should an unfortunate and/or unexpected loss of the current funding occur.

EPC also wants to acknowledge the context of discussing funding for a new center while simultaneously programs within the school and university are undergoing scrutiny, pressure and threats of cuts. This is both to acknowledge the stress faculty and staff are experiencing and emphasize the already noted need from the Budget Committee for this center to be mindful of sustainable funding outside of the school and university. This is part of the reason EPC is strongly encouraging those developing this center to look at internal existing resources, programs and centers for collaboration. EPC sees this center as having great potential to partner and collaborate with existing entities on campus to strengthen the university community across silos.

EPC thanks the developers of this proposal and supports the implementation of this center.

Creation of an Academic Unit

1. Identify the type of unit (see accompanying approval process flow chart and description for each):
 - a. College: **CUPA**
 - b. School: **Mark O. Hatfield School of Government**
 - c. Academic Department: N/A
 - d. Academic Program: N/A
 - e. **Research/Membership Center/Institute:**
Mark O. Hatfield Cybersecurity and Cyber Defense Policy Center
(NOTE: Please note that all references to the Center's title below will be changed to Hatfield Cybersecurity & Cyber Defense Policy Center in the Diagrams).
 - f. General Support or Public Service Center/Institute: N/A
2. Proposed name of the unit?
Mark O. Hatfield Cybersecurity and Cyber Defense Policy Center
3. How does the unit help Portland State University to achieve its goals (e.g., pedagogy, research, community service, diversity and inclusion)?

Portland State University (PSU) has been designated a **National Center of Academic Excellence in Cyber Research** (NCAE-CR) by the National Security Agency (NSA) and the Department of Homeland Security (DHS). We are also an academic partner of the US Cyber command. PSU's excellence in Public Affairs education, workforce training, and community engagement in solving policy challenges, Computer Sciences and Engineering, and Business Administration presents a unique opportunity to build cross-disciplinary collaboration among faculty and students in the Cybersecurity and cyber defense fields. **The Mark O. Hatfield Center for Cybersecurity and Cyber Defense Policy will** be a collaborative partnership of PSU Colleges and Schools dedicated to bringing together scholars, industry partners, and policymakers to train a diverse group of students and translate research findings into effective policy for Cybersecurity and cyber policy defense. PSU faculty follow the university's motto, "**Let Knowledge Serve the City,**" to pursue scholarships in an applied setting. Our Center distinguishes itself from other NCAE-C Research centers by its niche research in local governments' cybersecurity and cyber defense. It emphasizes building **a bridge between technology (computer sciences and engineering), collaborative governance, public policy, and public awareness**. We will create a pipeline of diverse students in research projects through partnerships with the region's Community Colleges. Portland Community College, Mt. Hood Community College, and Chemeketa Community College are CAE-C 2-year institutions and have agreed to partner with us. This is an excellent opportunity to expand our research work and leverage it for more academic degree programs and non-credit certificate programs targeting workforce development.

There is a severe shortage of qualified professionals from diverse backgrounds in the cybersecurity field. Most people come from technical areas of academia. According to the US Cyber Command, echoed by industry executives, we need to train people in cross-disciplinary fields focusing on cybersecurity and cyber defense. Our research center will provide opportunities for interdisciplinary

research opportunities for students and faculty. Bridging opportunities for Science, Technology, Engineering, Arts, and Mathematics (STEAM) fields of study and career paths for women and people of color has been a critical movement in the PNW Region over the last fifty years. In Cybersecurity, the lack of cultural representation creates national security risks - limited perspectives more quickly devolve into groupthink. There is an urgent need to build the pipeline from K-12 to employment through engaging hands-on experience, education, and training. Racial and ethnic diversity in the intelligence community enhances U.S. national security. Security and equity are paramount in addressing the complexity of soft and hard sciences needed to identify and decode cybercriminals' evolving agendas. By attracting women and people of color to Cybersecurity, our proposal creates a more secure network and the necessary tactical and operational workforce to defend our shared assets.

4. What are the objectives and planned outcomes for the unit?

There are several planned objectives and outcomes for the Center:

- a. Attract research funding from the public and private sectors for interdisciplinary projects. As explained in the *White Paper* (see attached), our research group successfully raised a \$3 million 3-year grant from the NCAE-C (in NSA) to research, analyze, and identify weaknesses in hardware and workforce in the Power Grid in the Pacific Northwest and pull together a Cybersecurity Critical Infrastructure Community of academic, private, and public partnership to address the needs of the region. This project employs graduate students and faculty from PSU and partner institutions in Oregon, Washington, Idaho, and Colorado.
- b. We also received an appropriation of \$600,000 from the US Congress for a cybersecurity education project. We will use these funds to hire faculty and staff for non-credit certificate programs for workforce development for local governments, to establish GenCyber programs for High School students during the Summer months (use the funds to obtain more funding from NSA and NSF for GenCyber), and invite our regional Community College partners to administer workforce training educational programs jointly. Finally, we will provide incentives for PSU faculty to develop courses in the cybersecurity field in various academic units that could be used in these workforce development programs.
- c. Use the Center's research programs to enhance interdisciplinary educational programs across PSU to stay ahead of the competition in Oregon. The University of Oregon is planning to introduce a multidisciplinary BA degree in cybersecurity. This idea comes directly from the attached *White Paper*, shared with UO and OSU during the State Legislature's public hearing. We presented concepts for the Oregon-wide Cybersecurity Center of Excellence (led by PSU). The initiative did not come up for funding in February 2022, but the group was invited to reintroduce the concept for consideration in the 2023 budget.
- d. We want to keep PSU's NCAE-C designation as the "go-to" place with this Center for research and development projects that focus on *America's Soft-Underbelly* (local governments, local public utilities, small

cooperatives, K12 Districts, Counties, Healthcare institutions). This requires a massive amount of coordination and collaboration between private and public sector stakeholders, which our Center can serve as the critical support unit. Having received the NSA's designation (only university in Oregon) and one of nine major grants in 2021, we are uniquely positioned to move ahead and secure more funding as private, and public institutions approach us for partnerships.

5. What significant activities will take place within the unit?
 - a. Indicate the expected percentage of time and resources allocated to each activity. Please include, if appropriate: courses to be offered, course development, research performed, community partnerships built, and others (specify).

Our Center is primarily a research-based institution with non-credit certificate programs for workforce development for local governments. We will apply for research funding in cybersecurity and cyber defense from federal and private sources. Train students (undergraduate and graduate), hold public awareness programs such as webinars, public talks, and panel discussions, sponsor small workshops and conferences, publish proceedings, and publish research findings.

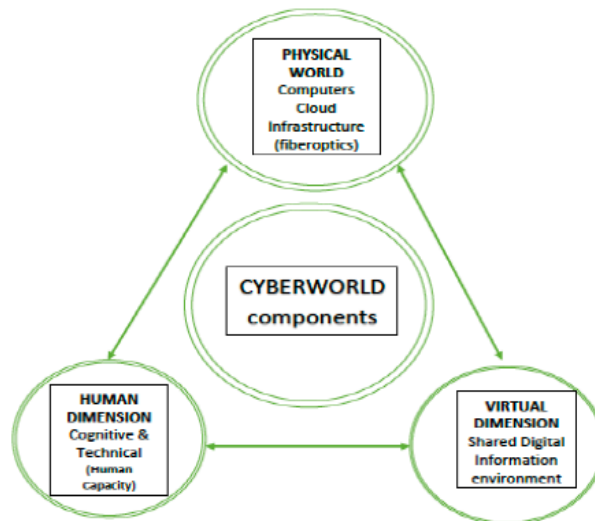
Community partnerships already in place include Oregon's Titan Fusion Center, FBI, NSA, CISA, DHS, Oregon Guard, the League of Oregon Cities, Association of Oregon Counties, K12 School Districts Association, Special Districts Association of Oregon, LinkOregon, Paloalto Networks, Pacific Northwest National Lab, BPA, PGE,

6. Why is a new unit needed to achieve these outcomes and host these activities?
 - a. What other units are already undertaking similar activities? Meet with these units and include documentation on the outcomes of these meetings.
 - b. Why is a separate identity and structure key to success in meeting the objectives and planned outcomes?
 - c. How will these outcomes be measured and assessed? What benchmarks will be used to determine the success of the unit?

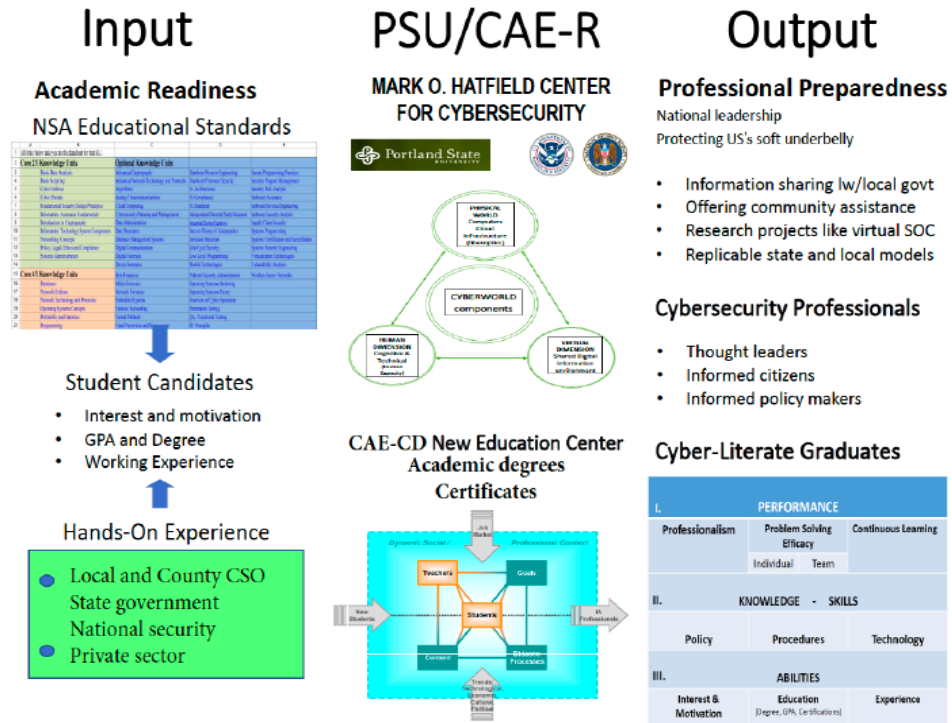
I will try to address these issues collectively. Until two years ago, there was no effort to coordinate cybersecurity initiatives at PSU. I realized the need for an inter-college and interdisciplinary need for research and development and multidisciplinary education during my discussions with national peer institutions representatives at a conference. This coincided with when former Dean of MCECS Rich Corsi was hired. I asked him for a meeting, and we agreed that there is a need between engineering and public policy in general and, more specifically, in the cybersecurity and cyber defense field for broader collaboration between engineering, social sciences, humanities, life sciences, business, mathematics, and public policy/political science. Provost Jeffords invited us to meet her former colleagues from UW-Bothell who were visiting PSU, and we discussed academic and national policy needs in these areas of cyber studies. Provost Jeffords then invited

me to form a task force to engage faculty discussion across PSU in this area. After a year of meetings, we decided to apply for a Cybersecurity Research designation by the NSA and DHS to join the national network of 340 universities of colleges engaged in cybersecurity education programs and research activities. We also realized how rich PSU is in this area across at least four colleges: CLAS, MCECS, SB, and CUPA. We decided to apply for the research designation as a step in the right direction for increasing collaboration between our units and then pursue discipline-specific (i.e., Computer Science graduate certificate) and an interdisciplinary undergraduate degree and stackable certificates for graduate programs shortly. While we are working with the assistance of the Deans of our respective units and the Dean of the Graduate School, we need to establish our research center where all these interested faculty can be affiliated and participate in collaborative research projects. So, the Hatfield Cybersecurity Center will be the only research center focusing specifically on technical, policy, ethics, and other vital areas in cybersecurity and cyber defense. It will be truly interdisciplinary and provide educational training opportunities for students and directly benefit the university and its community partners. It will also give PSU the advantage over OSU and UO in this increasingly important field of academic innovation and policy prescription for public and private partners. We aim to provide for systems thinking approach to understanding cybersecurity as an interdisciplinary field of study and research. Systems thinking is discipline neutral and allows for a comprehensive approach to studying complex systems. Figure 1 summarizes this unique approach.

Figure 1: A Systems Approach to Cybersecurity Research & Policy



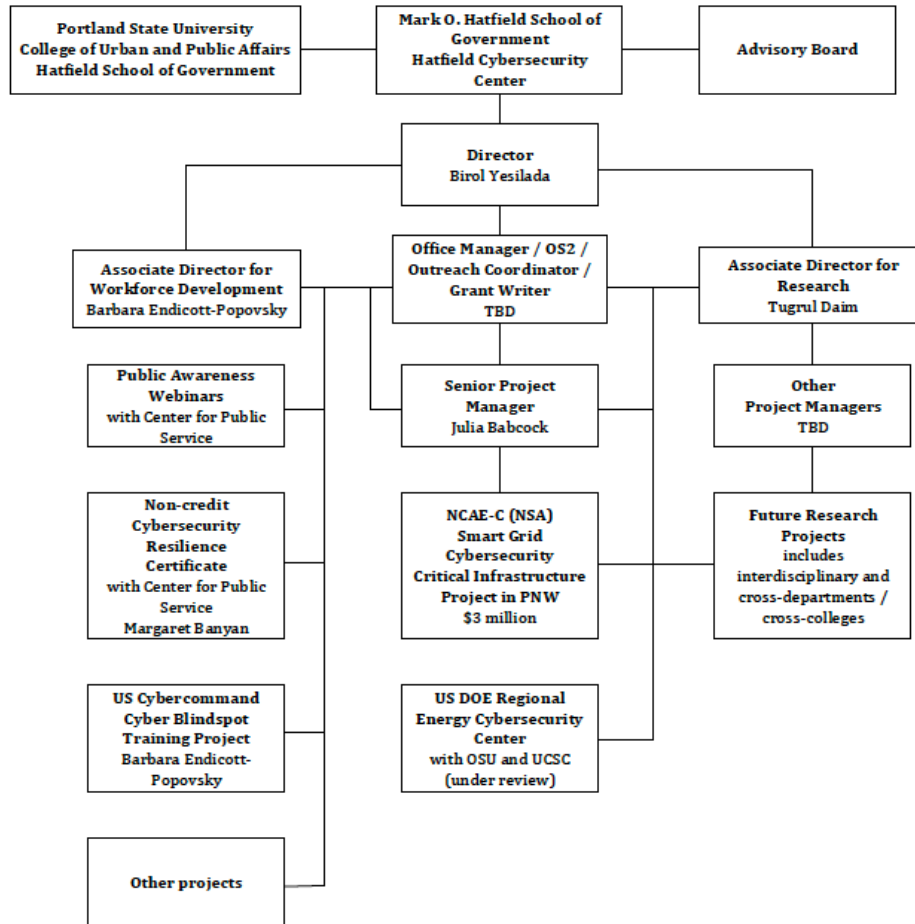
This leads to;



7. What is the proposed structure of the unit? Examples include: Where will it be housed? Will it become a separate administrative unit? Will it have its support staff? How will faculty become affiliated with the unit? Will faculty FTE be assigned to the unit? What is the likely faculty composition (% tenure-track, % fixed-term, % adjunct)? According to what rules will faculty be evaluated for P&T?

The Center will be housed in the Hatfield School of Government in the College of Urban and Public Affairs and will open to faculty affiliation from other units across PSU. See figure 2. Its membership is open to tenure-track faculty, research faculty, NTTF faculty, and research associates (who will be hired on hourly-wage agreements). The number of staff of the Center will largely depend on the scope and funding of the projects (i.e., each large project will have a project manager funded through the grant).

Figure 2: Mark O. Hatfield School Cybersecurity & Cyber Defense Policy Center



Faculty participating from units outside CUPA will choose either to have their research time paid by the grants or a portion of their positions negotiated between the Center and their home departments for a buy-out.

8. Who will have administrative oversight for the unit?

The Center will report to the Dean of CUPA (at least in the initial phase). However, its overall purpose is to serve the university in collaborative projects. In the future, as the Center's scope expands, the PSU administration might wish to have the Center based outside any single College and report directly to the Provost or VP for Research.

9. When would the unit be established? What is the period of time for the unit to operate (if it is not permanent)? Describe how the unit may evolve or expand.

The Center is to be established as soon as possible since funding is not an issue. It will be a permanent Center and a crucial member of the NCAE-C network in the country. Two projects are funded by external grants (see *White Paper*). We expect decisions on two additional contributions from the NSA as a subcontracting party to collaborative proposals. One of these projects is a regional workforce development grant with UW-Bothell and the University of Idaho at NSA. The second is another NSA proposal with the Norwich University Applied Research Institutes that would make our Center the Hub

for the West Coast administration of a comprehensive training program for cybersecurity professionals in the Defense Department and US Cyber Command. As mentioned previously, our center is also identified by Oregon Legislature to be the administrative center of the future Oregon Cybersecurity Center of Excellence. If funded in the 2023 budget, this initiative would place the state-wide initiative at the Hatfield Center and coordinate between PSU, OSU, and UO. Oregon needs to have an interinstitutional collaboration to be effective in cybersecurity research and education because no single university can meet all the needs of the State. We are identified as the Hub of this initiative because of our success in receiving the NCAE-C Research designation from the NSA and DHS and the substantial grant we received for critical infrastructure research in August 2021. Please see attached Appendix for grants/projects funds.

10. What additional resources are needed for the unit? From where will these resources come? What revenue will the unit generate?

a. Budget: Show all anticipated sources of revenue and expenditures.

Please see attached Excel sheet for the initial budget.

b. Space: Describe in detail the new space needs and where the unit would be situated.

For now, the Center can be housed on the 6th floor of CUPS in the Hatfield School. As our projects expand, we will need to consider a future site where the cybersecurity Laboratory can be financed through private sector partners and external grants.

c. Staff: Describe all anticipated workers at all levels.

Please see Figure 2 above.

d. Support Services: Describe necessary increased support services, such as additional laboratory equipment, library resources, or computers.

All necessary equipment for the Center has been ordered by grant funding. We plan to use overhead funds coming to the School of Government from these projects to purchase additional computers and other equipment.

11. List the individuals proposing the change and their departmental affiliations.

Professor Birol Yesilada, Director of the Hatfield School of Government

Professor Tugrul Daim, Department of Engineering and Technology Management
(currently as research time only per grants received)

Research Professor Barbara Endicott-Popovsky, Center for Public Service and will move over to the new Center.

Signatures

Request prepared by *: *[signature]* Birol Yesilada, Ph.D, 4/21/2022

Approved by * : _____

** Signatures are required of the immediate supervisor, and administrators at each level above that of the immediate supervisor, that approve the project prior to submission to EPC. Insert additional rows if needed.*

Reviewed by Budget Committee Chair: _____

Date: _____

Reviewed by Educational Policy Committee Chair: _____

Date: _____

Reviewed by Faculty Senate Presiding Officer: _____

Date: _____

Approved by Provost: _____

Date: _____