Mark O. Hatfield School of Government
Portland State University

Committee Report
REIMAGINE THE MARK O. HATFIELD SCHOOL OF GOVERNMENT

March 18, 2022

Committee Members

Prof. Birol Yesilada, Director of the Mark O. Hatfield School of Government

Assoc. Prof. Jennifer Allen, Department of Public Administration

Assoc. Prof. Kevin Kecskes, Department of Public Administration

Assoc. Prof. Billie Sandberg, Department of Public Administration and Director of the PAP Doctoral Program

Prof. David Kinsella. Department of Political Science

Assoc. Prof. Joshua Eastin, Department of Political Science and Director of the MPP Program

Sara Saltzberg, Director of the Center for Public Service

Laurel Singer, Director of the National Policy Consensus Center

Kim Heavener, Department Manager, Department of Public Administration

Kelly Mackura, Department Manager, Department of Political Science

Lauren Everett, Graduate Student Assistant

(Early members of the committee who did not participate in report drafting: Prof. Kris Henning, Prof. Brian Renauer, and Susan Tardif)

NOTICE OF INTENT

Members of the Reimagine Hatfield School of Government (HSOG) committee recognize Portland State University's historical mission for excellence as well as the university's current financial challenges. Therefore, understanding that decisions about the future of the Hatfield School will have significant, impactful implications for all faculty, staff, and students associated with the School, we *urge* university leadership to provide sufficient time for continuing, meaningful engagement among core stakeholders. We view salient points of our report as informed "conversation starters" and strongly recommend engaging in follow-on discussions about realistic, strategic options throughout spring term, 2022. Further, we recommend that these discussions also consider critical findings from the Huron Report, available early April 2022, which focuses on improving staff services across the university.

Contents

1. EXECUTIVE SUMMARY

The Mark O. Hatfield School of Government (HSOG), established in 2001, is a world-class school on the cutting edge of meeting today's increasing demand for interdisciplinary education and practical learning for students from all cultures. HSOG ranks 48th among 240 public affairs schools in the United States, and its programs in local government and urban policy rank among the top fifteen such programs in the country, as noted by *U.S. News & World Report*.

HSOG was organized around a director with three academic divisions and research centers and institutes when it was created. In 2015, the faculty and staff of HSOG approved the reorganization of the school into academic departments, centers, and institutes. This new structure is intended to enable the HSOG director to be externally facing to develop new programming and resources. And indeed, this has led to innovations, for example, the addition of a new Center for Cybersecurity and partnerships with other units across PSU and universities around Oregon, the United States, and the world. However, overall, the 2015 reorganization has presented challenges that must be addressed to fully realize the school's potential, particularly within the current resource-constrained environment.

The ReImagine HSOG Committee, composed of faculty, staff, the chair of the Hatfield School Advisory Board, and a graduate research assistant, met in winter 2022 to focus on the organizational structure of HSOG with the goals of enhancing student learning, expanding community service, increasing research and contracts, and achieving financial stability.

The committee identified HSOG's strengths, challenges, and aspirations. Key strengths include that HSOG is interdisciplinary, has a national reputation for excellence in curricula and faculty, is public service focused, is home to thriving centers and institutes that attract students and enhance student learning, and has an entrepreneurial spirit that fosters innovation. The program is challenged by a lack of clarity in the director's role, multiple disincentives for collaboration across programs, administrative functions that are dispersed and inefficient, and a lack of effective internal communication across the school. Through implementing changes that would build on HSOG's strengths and address these challenges, the school has the potential to achieve its aspirations to advance racial equity, continue to shape future-ready public servants, and enhance services to students.

The committee has considered four options for the structure of HSOG. They include the following:

- Option 1: The current structural design with academic departments, centers, and institutes, but with improvements, including centralized educational staffing
- Option 2: HSOG as a stand-alone school outside of CUPA with centralized educational staffing
- Option 3: HSOG divided into divisions with no departments
- Option 4: The Department of Public Administration morphed into HSOG, with centers and institutes, and the Department of Political Science leaving the school

Options one and two are the options preferred by the committee. Options three and four were considered unacceptable.

While the current structure of HSOG presents challenges, many of these can be addressed through enhanced internal coordination among the departments and between the departments and the centers and institutes. Centralizing academic staff under HSOG is a crucial component critical for making the needed improvements. This centralization promises efficiencies, cost savings, and improved service to students and internal staff. Option two provides the added benefits of having a structure similar to other government schools. As stand-alone schools, these institutions can operate more efficiently without duplication of administration within more prominent colleges. Furthermore, as a professional school, they can work more intimately with their advisory boards, chart their future, and raise substantial endowment funds.

Options three and four would both **face strong opposition** from faculty and staff. They offer minimal cost savings in exchange for significant organizational pain. They present an autocratic model that is out of step with the university. They ungraciously leave the faculty, students, staff, and programs in the Political Science Department without a home unit.

The ReImagine HSOG Committee hopes that decision-makers will restrain from making dramatic changes to the structure of HSOG in response to short-term budget needs at the expense of deteriorating the long-term stability and effectiveness of HSOG. Instead, by focusing on implementing option one or two, which would focus on interdisciplinary programs, foster greater collaboration, and centralize staff to build efficiencies, we believe there will not only be cost savings, but faculty and administrators will also be freed up to focus on student support, advising, instruction, and advancing equity. We firmly believe that:
- Any change needs to consider how best to serve students in preparing for future careers, provide service to Oregon, and achieve cost-efficiency.

- **Anything that has the name of Mark Hatfield attached must be excellent**.
- The statute that established HSOG and its stated mandates must not be ignored.

2. INTRODUCTION

The ReImagine Hatfield School of Government (HSOG) Committee, composed of faculty, staff, the chair of the Hatfield School Advisory Board, and a graduate research assistant, met in winter 2022 to focus on the organizational structure of HSOG with the goals of enhancing student learning, expanding community service, increasing research and contracts, and achieving financial stability. This committee report to the dean of the College of Urban and Public Affairs (CUPA) provides recommendations on reorganizing the school's academic units and centers for a more efficient and productive structure. In its work, the committee compared and contrasted the current framework of HSOG to similar schools of public affairs.

3. BACKGROUND

HSOG, established by the Oregon Legislature in 2001, embodies the principles of the distinguished Oregon Senator and Governor, Mark O. Hatfield (see appendix A for authorizing legislation). Our namesake school of government develops engaged citizens throughout Oregon and beyond. Three overarching values shape the school's certificate and continuing education programs: the importance of public service, the pursuit of social justice, and the quest for practical innovation in service delivery. We achieve our mission through a range of teaching, research, publishing, and consulting activities that balance practice and theory.

3.1. Restructure of HSOG in 2015

Initially, HSOG was organized around a director with three academic divisions and research centers and institutes. However, by 2015, some units of HSOG preferred restructuring the school to address the challenge of governing such a complex institution. With the encouragement of the new dean of CUPA, a committee of faculty and staff proposed reorganization into a structure of academic departments, centers, and institutes that would work collaboratively to strengthen them individually and strengthen HSOG. The faculty and staff of HSOG approved the revised organization in 2015.

Under this new structure, divisions became departments and obtained autonomy over their budget, curriculum, and personnel. Chairs report directly to the dean of CUPA. Each department has departmental committees and office managers to oversee tasks.

Centers and institutes continue to operate under the original (pre-2015) arrangement, reporting to the director of HSOG. The director has oversight of the interdisciplinary graduate

programs of the school: the Master of Public Policy (MPP) and the Public Affairs and Policy (PAP) Ph.D. program.

3.2. Departure of Criminology and Criminal Justice

One significant change in the school's structure since the application for the ReImagine HSOG grant was the decision of the faculty of Criminology and Criminal Justice (CCJ) to leave HSOG. The director of HSOG and Interim Dean of CUPA, Professor Sy Adler, agreed with this decision. The Criminal Justice Policy Research Institute remains in HSOG (per state statute) but is administered by CCJ until the statute is amended. Therefore, the future reorganization of HSOG does not include CCJ.

4. HSOG STRENGTHS

There is no similar school of government in Oregon. HSOG advances effective multidisciplinary programs and serves as a link between academic centers and institutes that reflect future trends and serve as a model to build on HSOG's success by attracting more interdisciplinary programs across willing departments and colleges. Our present initiative to establish an interdisciplinary undergraduate cybersecurity degree and a joint JD-MPP degree with Lewis and Clark Law School are examples of this model's growth and success. The ReImagine HSOG committee noted the following HSOG strengths:

- It has interdisciplinary solid degree programs.
- It includes academic and applied centers and institutes
- It has a reputation for excellence
- It has a public service focus
- Its entrepreneurial spirit fosters innovation
- There is commitment and alignment to Hatfield values
- It has world-class faculty
- It is PSU's hub for the National Center of Academic Excellence in Cybersecurity (NCAE-C)

In addition, HSOG ranks eighth among 240 public affairs schools in the United States. HSOG programs in local government and urban policy rank among the top fifteen such programs in the country, as noted by *U.S. News & World Report.*

5. HSOG CHALLENGES

The 2015 reorganization of HSOG has not functioned effectively. It has brought challenges that must be addressed for the school's viability. The ReImagine HSOG committee noted the following HSOG challenges:

- The director's role and authority is unclear
- There are limited incentives (and some disincentives) for collaboration between departments
- The present student credit hour (SCH)-driven budget formula adds to barriers to interdepartmental collaboration in programs because credit hours allocation is problematic.
- There are high administrative costs and budget constraints
- Communication between departments and centers needs improvement
- The business model is a concern (overhead, soft money)
- There are excessive administrative requests on faculty
- A significant challenge to address in any restructuring of HSOG is that the statute that established the school needs revision

Another challenge is that HSOG must work harder to stay focused during these difficult financial times. We must realize that community college are now able to grant four-year degrees. It is now even more critical for PSU to offer more relevant interdisciplinary degrees, engage policy professionals, and give students practical knowledge.

6. HSOG ASPIRATIONS AND OPPORTUNITIES

The committee identified the following aspirations, which also present opportunities. HSOG aspires to do the following:

- Continue as a critical part of the university
- Advance diversity, equity, and inclusion
- Sustain the HSOG brand, vitality, and accomplishments moving forward
- Continue to shape future-ready public service
- Establish the Hatfield School as the hub for Oregon's Cybersecurity Center of Excellence
- Promote and support current collaborative interdisciplinary and multidisciplinary programs
- Increase multidisciplinary education and research across all relevant units
- Have a fiscally-sound, efficient, and sustainable model

- Have clearly defined and effective leadership and authorities and minimize overlap in roles
- Celebrate centers and institutes as essential assets
- Enhance services to students
- Foster sustainable collaboration between HSOG, other units across CUPA and PSU, universities and community colleges, National Centers of Academic Excellence in Cybersecurity (NCAE-C) and others, NGOs, government, and industry partners
- Establish a talent pipeline to fill positions in public service available now and on a growth trajectory
- Address the following internal operational issues:
  - How can HSOG sustain its brand, vitality, and accomplishments moving forward if we reconfigure its departments?
  - How can interdisciplinary, cross-school collaboration be enhanced?
  - What are the roles of the school director in a school that is departmentalized?
  - How can the school director advance intellectual and academic collaboration within the school and the college?
  - What is the role of the director with the centers and institutes in the school and the college?
  - How can we be sure that these centers and institutes remain essential assets in the school?
  - How can interdisciplinary programs in the school—the MPP and PAP—continue effective operation under a reorganization?
  - What is the relationship of the school director to department chairs in the school and the CUPA dean?

7. OVERVIEW OF OPTIONS FOR HSOG ORGANIZATION

Organizational scenarios this committee recommends will sustain HSOG's strengths, address its challenges, and move HSOG toward its aspirations. When considering options for HSOG organization, committee members considered three crucial factors for the success of the school's departments, centers, and institutes:

- Any change needs to consider how best to serve students in preparing for future careers, provide service to Oregon, nationally and globally, and achieve cost-efficiency.
- **Anything that has the name of Mark Hatfield attached must be excellent**.
- The statute that established HSOG and its stated mandates must not be ignored.

The committee, assisted by Ms. Lauren Everett, looked at information on comparable schools of public affairs across the United States to compare HSOG in terms of programs, faculty size, and the structure of the school, programs, and centers. (All of the schools ranked in the top fifty national rankings.) Organizing HSOG around these typical models became a priority of the committee. To view this comparison, follow this link:

https://docs.google.com/spreadsheets/d/1juPM12UgsSUHxWMVXk0fK_efzHB8DUPw/edit?usp=sharing&ouid=114863055855216172782&rtpof=true&sd=true

The committee identified four options, two of which would build on HSOG's strengths, address the challenges, and move the school toward its aspirations. The four possibilities considered are:

- Option 1: The current structure, with departments and centers and institutes, but with improvements, including centralized academic staffing
- Option 2: HSOG as a stand-alone school outside of CUPA with centralized educational staffing
- Option 3: HSOG divided into divisions with no departments
- Option 4: The Department of Public Administration morphed into HSOG, with centers and institutes, and the Department of Political Science leaving the school

Options one and two are the options preferred by the committee. Options three and four were considered unacceptable. The following sections provide a summary of these options.

8. OPTIONS DESCRIBED AND EVALUATED

8.1. Option 1: The Current Structure with Centralized Academic Staffing, but with Departments and Institutes

This is a preferred option.

When the three divisions became departments in 2015 and acquired the budgetary and personnel authority previously held by the school director, the expectation was that more of the director's roles would be directed outward to engage with the community and develop external opportunities and sources of funding. The establishment of the National Security Agency-funded Mark O. Hatfield Center for Cybersecurity, for example, is one of the successful results from the current model. While this model has several challenges, many can be addressed through enhanced internal coordination among the departments and between the departments and the centers and institutes, as detailed below.

8.1.1. Focus on the participation of programs supporting interdisciplinary degrees

Political Science and Public Administration currently serve as the core units facilitating the MPP program and the PAP program, HSOG's interdisciplinary degrees. They shoulder most of the programs' teaching, advising, and administrative work. Two additional departments, economics and CCJ have also been involved with the PAP program. Still, they have chosen to withdraw or mitigate their cooperation and participation in the program through both formal and informal

mechanisms. A proposal to eliminate the economics track in the PAP program is currently under consideration by the Graduate Council.

8.1.2. Promote collaboration and eliminate disincentives

The disincentives for collaboration discussed in this section, in the main, did not arise when the divisions gained departmental status. They also existed under the previous structure due to divisional curricular autonomy.

The divestiture of the CCJ faculty from the PAP program and the limited participation by economics faculty is representative of several long-standing issues that disincentivize faculty from participating in the interdisciplinary programs. First, it is indicative of the mismatch between the rhetoric espoused at the highest levels of the university, which encourages collaboration between units, and the structural mechanisms which guide the university's operations (e.g., budget), which discourage collaboration and promote competition for resources. For example, all core MPP and PAP coursework have been offered under the PAP prefix. This serves to accrue all student credit hours (SCH) to the Public Administration Department no matter who teaches a course or which faculty member advises a student. This situation benefits the Public Administration Department while negatively impacting the Political Science Department. Total SCH is a significant metric by which the viability of a unit and its programs are judged. The university must ask: Why would teams agree to collaborate when the benefits of doing so are unequally distributed?

Alongside these structural issues is the alignment of disciplines in the interdisciplinary programs. It seems clear that the faculty in economics and CCJ does not believe that their disciplines' interests, aims, and norms are well served or represented by the MPP and PAP programs. Their inclusion as core disciplines in the programs seems puzzling to everyone involved. Given the structural disincentives described above, units like economics and CCJ are less likely to participate in interdisciplinary programs when they do not serve their interests.

Steps are being taken to address the issues outlined above regarding SCH distribution among the Department of Political Science and Public Administration. Specifically, some core courses in the MPP and PAP programs will be assigned a PS prefix rather than a PAP prefix so that SCH can accrue to the appropriate department. However, this is a curricular solution to both a curricular and administrative issue, and it will not solve future problems in this arena. Course prefixes cannot be adjusted every time an issue arises with the inequitable distribution of SCH. The current solution is a one-time solution only.

Further collaboration among units is currently being encouraged, for example, with the Toulan School of Urban Studies and Planning. For these kinds of cross-unit partnerships to succeed, leadership must address these questions:

- What benefits each unit?
- What are the risks to each unit?
- What administrative and curricular mechanisms need to be addressed or put in place to maximize the benefits and mitigate the risks posed?
- What disciplinary issues, aims, and norms are served by the collaboration?
- How does this collaboration best serve students in the collective units?

Discussion of these issues frequently occurs in the respective steering committees of the MPP and PAP programs and in ad hoc committees designed to address such things as course scheduling. In the long run, however, addressing these questions and deliberating on the curricular and administrative issues that arise through the facilitation of the MPP and PAP programs is best managed through the HSOG curriculum committee and with support from the CUPA Office the Dean. The HSOG curriculum committee has not met frequently because its status has been questioned as the Office of Administrative Affairs has reviewed the HSOG bylaws. Reconstitution of this committee should be a priority if the existing structure of HSOG remains in place. Potentially HSOG center directors would attend these committee meetings to learn of the curricular and administrative issues that arise and to seek ways to continue to support student recruitment and success in these interdisciplinary programs.

8.1.3. Enhance coordination between director and chairs

Under the current HSOG structure, as under the previous structure, the school director is best positioned to broker collaborative undertakings between academic departments and between departments and centers and institutes. Yet the disincentives to collaboration remain, as outlined above and below, and the director has limited capacity to overcome them. Here, this is not a structural barrier but a resource barrier. When so much of an academic unit's contribution to the university is measured in revenue generated, department chairs look for ways to maximize SCH and degrees awarded. This has manifested, at times, as less-than-enthusiastic participation by some units in both of the school's interdisciplinary degree programs.

The school director has had resources sufficient to overcome at least some disincentives to interdisciplinary collaboration in the past. Core teaching faculty in the PAP program and other faculty advising doctoral students could regularly count on being assigned research or teaching assistants from the PAP cohort before student support was severely curtailed. Collaboration was also incentivized by the availability of Hatfield Public Service Grants. The school was by no

means flush with resources in the past, but even many of those modest funding sources have virtually dried up.

When the current HSOG structure was put in place, the faculty envisioned that a director who successfully generated external funding for the school would incentivize department chairs to staff courses in the interdisciplinary graduate programs and contribute faculty to other school-wide projects. Absent a transfer of resources from the school to departments in exchange (e.g., PAP teaching fellows or funds to hire adjunct faculty), chairs are left to backfill by drawing from their strained budgets.

8.1.4. Enhance coordination between academic units and centers, and institutes
HSOG centers and institutes diversify the school's financial portfolio by generating non-education and general funds (E&G) net revenue, grant awards, Portland State University Foundation gifts, and paying overhead to the university (currently 21 percent) on non-E&G expenses). Additionally, the centers and institutes provide student employment opportunities, such as Gras, which recruit and retain students and provide meaningful applied research and other work experience relevant to their academic pursuits. Centers and institutes build meaningful, long-term relationships with community partners (regionally, nationally, and internationally) and serve these partners by providing consulting services that combine the expertise of the university's faculty, staff, and students partnered with practitioners. And centers and institutes attract and serve non-degree-seeking students by responding to evolving community demands for professional education and training by designing and delivering non-credit short-courses and professional certificates. Ideally, the centers and institutes within HSOG connect HSOG faculty and students with opportunities to serve the community through research, evaluation, education, training, and other options.

The Center for Public Service (CPS) and its related programs and institutes and the National Policy Consensus Center (NPCC) have both been incredibly successful in these efforts over the years, generating millions of dollars in revenue and serving myriad individuals and communities across Oregon, nationally, and internationally, all while providing faculty and students in HSOG with meaningful opportunities to embody the Hatfield School values. (We include the Center for Women's Leadership here, although the center has been removed from HSOG.) Beginning in the fiscal year 2019, NPCC and CPS have contributed a percentage of their program yields to the school. However, faculty are directly disincentivized from participating in opportunities presented by CPS and NPCC. Limitations on faculty time, restrictions on overloads, and high course buyout rates, which exceed the costs incurred to hire an adjunct to cover a course, serve to restrict faculty from engaging in all the opportunities brought into HSOG by CPS offers NPCC.

CPS, for example, has had to turn away business because they have been unable to adequately staff projects with faculty expertise.

Centers and institutes are among some of the most direct conduits for the school to "let knowledge serve the city." We currently receive community partner requests for more consulting, applied research, and non-credit education programming than we have faculty capacity to deliver. These funded projects provide school faculty and students opportunities to advance their research and support community needs.

However, a perennial issue for HSOG concerns the relationship between the academic units, their faculty and students, and the school's centers and institutes. Here again, competitive attitudes that thwart collaboration are often a consequence of the incentive structures put in place by university leadership, which attaches so much value to individual units based on their respective bottom lines. Like administrative units, centers and institutes housed within HSOG (in the aggregate) do not generate net revenue, even before adding in the indirect costs attributed to all teams on campus for central administration, athletics, the PSU Foundation, and more. When tasked with reaffirming their value to the university, department chairs, and faculty or finding ways to reduce their already lean budgets, naturally ask questions about what HSOG centers and institutes are doing for them. This is an unhealthy mindset in a school whose very identity centers on the value of public service.

A better model for how this sort of collaboration can work may be forthcoming if, for example, HSOG becomes the administrative home to one or more interdisciplinary degree or certificate programs in cyber studies, as is currently being studied under the auspices of the Hatfield Center for Cybersecurity (NCAE-C). In addition, bi-annual meetings between programs and centers and institutes will enhance their collaboration. Centers and institutes can better direct their resources to align with the need for graduate research assistants and will better support and attract students this way.

8.1.5. Centralize staff duties and functions
The committee recommends that under option one and option two, academic staff be centralized under HSOG. Current academic staff is dispersed across HSOG, the Department of Public Administration, and the Department of Political Science and reports to the HSOG director. The annual review of staff must include an assessment by a committee representing the departments of the HSOG and the Director.

The current organization of staff duties does not lead to effective operation. The workload in both breadth and quantity is overwhelming. Units are understaffed. The administrative staff

works in an environment where anyone (chair, faculty) can pass on a task to them when the task might be outside their job scope or when it is unclear who should do which tasks. Staff finds this work environment unhealthy. An environment needs to be created where honest communication is welcomed, self-leadership and boundaries are promoted, and the development of professional interests and skills is encouraged. The staff has built relationships among themselves that are encouraging, uplifting, and supportive; a corresponding centralized organization to formally allow specialization and collaboration between teams would be a positive change. An operations manager is also needed.

The benefits of centralizing academic staff and hiring an operations manager are as follows:

- *Staff will be able to focus, which will enable more organized and streamlined communication.* The operations manager could coordinate between department staff and centers to increase communication and improve the continuity of operations across the school.

- *The change would reduce instances of staff working under the changing direction of rotating department chairs.*

- *The proposal to centralize staff supports university efforts to build a sustainable budget.* HSOG staff is the director, a 1.0 FTE senior executive assistant, and a 0.50 FTE administrative program assistant. If the only intention for HSOG is to focus on fundraising and building external partnerships, then a director and an assistant may be sufficient. However, if HSOG intends to provide a managerial arch for the centers, bring in and manage new grant money, and work, support, recruit, and retain students in the interdisciplinary programs, all the while aiming to align with PSU's three year Plan for Equity & Racial Justice, the current staff situation is not enough to support these efforts.

- *Centralization would increase or enhance services to prospective and current students and increase PSU's ability to achieve racial equity goals.* Recruitment, retention, and graduation of BIPOC students require equity-based strategies and programming that build trust within the current PSU BIPOC community and our outside partners. There is no capacity to do that vital work with the current state of siloed and limited staff support. In addition, the staff is at the direction of department chairs, who may not be trained in equity-based practices. As a school that represents the public service ideals of the late Senator Hatfield, centering BIPOC student success is a top priority.

If staff pool resources within the academic departments and specialize, they can build capacity, focus their specialized efforts using an equity-based lens, network within the PSU community to create best practices that are in a shared language to PSU's racial equity culture, and cross-promote the campus services that center BIPOC student success.

- *Under a centralized staffing structure, operations will become more effective.* Centralization will allow efficiency and staff communication and reporting pathways to be consolidated. If the staff was pooled and specialized, it would take the guesswork out of who does what and allow them to work more efficiently. For example, the administrative program assistant is tasked with scheduling courses with Public Administration, Political Science, and HSOG program directors. When a conflict of course scheduling arises, four administrators and three staff members are included to resolve this issue. If the academic staff worked as one unit, it would eliminate two staff members from this current scenario.

- *Centralization would enhance interdepartmental collaboration (daily tasks, recruitment of students, marketing, etc.) and reduce costs.* See a google spreadsheet on costs and benefits of centralizing staff at this link:

  https://docs.google.com/spreadsheets/d/1faGfwpNmM735xL4RKvk9hiKKidSChyc3/edit#gid=2131240949

It is important to note that these recommendations for centralized staff came from the current members of the staff of HSOG and departments. Failure to centralize academic staff under HSOG could result in unsustainable and demanding workloads. If no operations manager is hired, the HSOG director takes on significant responsibility for supervision.

8.2. Option 2: HSOG as a Stand-Alone School Outside of CUPA with Centralized Academic Staffing

While not appearing cost-effective, this option provides an alternative similar to most Schools of government.

This option builds on the same structure as option one, including the centralization of academic staff under HSOG. However, it establishes HSOG as a stand-alone independent school similar to most comparable government and public affairs schools.

These schools are of two types: those with individual departments and those without. For example, the Kennedy School at Harvard University only has faculty for its public policy degrees with centers for specific programs. Faculty from academic departments across the university

can be affiliated with the Kennedy School and participate in its academic and outreach missions. A similar arrangement can be found at the Evans School at the University of Washington.

The advantage of a stand-alone school of government is primarily its ability to free itself from the administration of a more prominent college and pursue a mission more aligned with its original intent (terms of establishment) and the ability to pursue external partnerships with philanthropists who might feel more inclined to assist the school in its pursuit of excellence.

Options one and two, where departments remain and respective chairs are in charge of academic personnel matters like P&T, would enable the school's director to focus on more external duties and raise funds and grants. This was the original intent of reorganization of HSOG, which faculty and staff approved. The current director has been able to bring together former staff and colleagues of Senator Hatfield to form an advisory board, establish partnerships with other universities and community colleges, establish PSU as a National Center of Academic Excellence in Cybersecurity, secure a multi-million dollar, multi-year cybersecurity grant from the NCAE-C (in NSA), and position the Hatfield School to be the hub for cybersecurity initiatives in Oregon.

8.3. Option 3: HSOG Divided into Divisions with No Departments

The committee sees this option as a non-starter, which the faculty and staff strongly oppose.

The committee recognizes the *potential* cost savings of this prototype due to eliminating two departmental chair positions. Further, committee members acknowledge that it *might* be easier to address some of the challenges associated with the interdisciplinary degree programs by perhaps providing the director more leverage in overseeing the units that participate in the programs. Despite the possible advantages related to this prototype, the committee unanimously rejects this option going forward for the following key reasons:

- *Faculty would oppose this approach.* In 2015, all divisions affiliated with HSOG (including PA and PS) strongly, collectively, and effectively advocated for full departmental status. It is pretty clear to all members on the committee that most, likely all, current PA and PS faculty members would *wholeheartedly and categorically* reject this option. Pursuing this as a potential option would likely create an entirely new set of administrative and leadership challenges. It seems highly improbable, probably impossible, to convince faculty to agree to return to divisional status.

- *Cost savings are minimal.* The potential cost savings of reclassifying current department chairs to division chairs are minimal. Department chairs receive two months of summer

salary plus an annual stipend of $6,000. Assuming a base salary of $100,000, the costs saved by eliminating two department chairs amount to about $70,000 (including OPE). Divisional chairs received $12,000, so the net savings (allowing for inflation-adjusted stipends) of returning to divisions is more like $43,000. That is about 1 percent of the total direct expenditures of both departments and the school. Given the workload and low compensation, it is likely that few faculty members would agree to serve in this reduced role.

- *The model is potentially autocratic and out of step with PSU.* Providing leverage to a director to *require* units to collaborate in facilitating the interdisciplinary programs is a step toward authoritarian leadership. At the same time, all signals pointing to the future suggest a much more networked or collaborative leadership approach. This model does not guarantee that units will cooperate reasonably in the future.

- *The model leaves the faculty, students, staff, and programs in the Political Science Department without a home unit.* There is no indication that the members of the Political Science Department are considering leaving HSOG. Thus, while it may be essential to consider this option, it seems disrespectful—and potentially damaging to interdepartmental relationships and morale overall—to discuss it as credible under the current circumstances. Furthermore, it would undermine the participation of the political science faculty in the interdisciplinary programs.

- *Potential cost savings from combining department chair and director functions are not clear*. Asking the Public Administration Department chair to assume additional duties overseeing the operations of the interdisciplinary programs and the centers and institutes places unreasonable expectations for leadership on that person. This option would also likely necessitate adding associate directors to carry out myriad leadership and operational functions, potentially preventing any potential cost savings.

8.4. Option 4: The Department of Public Administration Morphed into HSOG, with Centers and Institutes, and with the Department of Political Science Leaving the School

The committee sees this option as a non-starter, which is strongly opposed by faculty and staff.

This option suggests that the chair of the Public Administration Department would become the *de facto* director of HSOG and oversee the programs in Public Administration, the interdisciplinary programs, centers, and institutes. The committee recognizes that there are schools of government or schools of public affairs at other universities with a structure similar to what is being proposed here. However, the HSOG ReImagine Committee does not recommend this option for the following key reasons:

- *The model leaves the faculty, students, staff, and programs in the Political Science Department outside the HSOG and makes it a stand-alone department in CUPA.* Furthermore, it would undermine the participation of the political science faculty in the interdisciplinary programs.

- *Potential cost savings from combining department chair and director functions are not clear*. Asking the Public Administration Department chair to assume additional duties overseeing the operations of the interdisciplinary programs and the centers and institutes places unreasonable expectations for leadership on that person. This option would also likely necessitate adding associate directors to carry out myriad leadership and operational functions, potentially preventing any potential cost savings.

9. Conclusion

HSOG is recognized as one of the finest schools of government in the nation. It advances multidisciplinary education, which is the future trend in higher education. The establishment of a new center for cyber security is just one example of the school's innovation as it is currently operating. The ReImagine HSOG Committee encourages leadership, at the least, to restrain from making dramatic changes to the structure of the HSOG in response to short-term budget needs at the expense of deteriorating the long-term stability and effectiveness of HSOG. Instead, by focusing on implementing changes outlined that would focus on interdisciplinary programs, foster greater collaboration, centralized staff, and more, we believe there will not only be cost savings and efficiencies, but faculty and administrators will also be freed up to focus on student support, advising, instruction, and advancing equity. While these benefits can be achieved by immediate changes to the current HSOG academic staffing structure, this committee recommends considering a long-term vision where the Hatfield School could become a stand-alone institution at PSU.

APPENDIX A: STATUTE ESTABLISHING THE HATFIELD SCHOOL

ORS 352.066[1]
Mark O. Hatfield School of Government
· Criminal Justice Research and Policy Institute

Text   News   Annotations   Related Statutes

(1) Pursuant to ORS 351.870 (Findings and policy for ORS 351.865 to 351.890), there is created within the Department of Higher Education the Mark O. Hatfield School of Government. The Mark O. Hatfield School of Government shall be administered by Portland State University. The president of Portland State University shall appoint the director of the Mark O. Hatfield School of Government.

(2) The purposes of the Mark O. Hatfield School of Government are:

  (a) To prepare students for careers in political service, public administration and the administration of justice;

  (b) To perform the duties required of the school under ORS 21.480 (Legal aid and mediation program fees in circuit courts), 36.179 (Mediation and other alternative dispute resolution services for public bodies), 183.502 (Authority of agencies to use alternative means of dispute resolution) and 390.240 (Mediation and arbitration of disputes); and

  (c) To assist the Criminal Justice Research and Policy Institute in carrying out the duties under subsection (3) of this section.

(3) There is created within the Mark O. Hatfield School of Government the Criminal Justice Research and Policy Institute. The institute may assist the Legislative Assembly and state and local governments in developing policies to reduce crime and delinquency by:

  (a) Providing the Legislative Assembly with objective, nonpartisan analyses of existing or proposed state criminal justice policies, which analyses may not be inconsistent with state or federal law or the Oregon or United States Constitution;

  (b) Evaluating programs, including but not limited to programs dealing with public safety professionalism, ethics in leadership and childhood development, funded directly or indirectly by the State of Oregon that are intended to reduce criminal and delinquent behavior or to improve professionalism in public safety careers;

  (c) Managing reviews and evaluations relating to major long-term issues confronting the state involving criminal and juvenile justice, public safety professionalism, ethics in leadership and early childhood development programs;

  (d) Initiating, sponsoring, conducting and publishing research on criminal and juvenile justice, public safety professionalism, ethics in leadership and early childhood development that is peer reviewed and directly useful to policymakers;

  (e) Organizing conferences on current state issues that bring together policymakers, public agencies and leading academicians; and

  (f) Seeking to strengthen the links among the Legislative Assembly, state and local governments, the Oregon Criminal Justice Commission, the Department of Public Safety Standards and Training and the academic community in the interest of more informed policymaking, the application of best practices and more relevant academic research.

(4) The Governor, the Chief Justice of the Supreme Court, the President of the Senate, the Speaker of the House of Representatives or the chairperson of a legislative committee with responsibility over criminal or juvenile justice systems or childhood development programs may request the assistance of the Criminal Justice Research and Policy Institute in evaluating criminal or juvenile justice programs developed for, but not necessarily limited to, preventing delinquency, reducing crime and improving professionalism in public safety careers.

(5) Agencies, departments and officers of state and local governments may assist the Criminal Justice Research and Policy Institute in the performance of its functions and furnish information, data and advice as requested by the institute. [2001 c.140 §2; 2003 c.791 §§30,30a; 2005 c.453 §§1,2; 2005 c.817 §8]

[1] Legislative Counsel Committee, *CHAPTER 352—State and Independent Institutions of Higher Education*, https://www.oregonlegislature.gov/bills_laws/Archive/2007ors352.pdf (2007) (last accessed Feb. 12, 2009).

[2] OregonLaws.org contains the contents of Volume 21 of the ORS, inserted alongside the pertinent statutes. See the preface to the ORS Annotations for more information.

[3] OregonLaws.org assembles these lists by analyzing references between Sections. Each listed item refers back to the current Section in its own text. The result reveals relationships in the code that may not have otherwise been apparent. Currency Information

APPENDIX B: ABOUT THE REIMAGINE HSOG COMMITTEE 2022

Committee Purpose :

This workgroup will focus on reimagining the Mark O. Hatfield School of Government to enhance student learning, expand community service, increase research and contracts, and achieve financial stability.
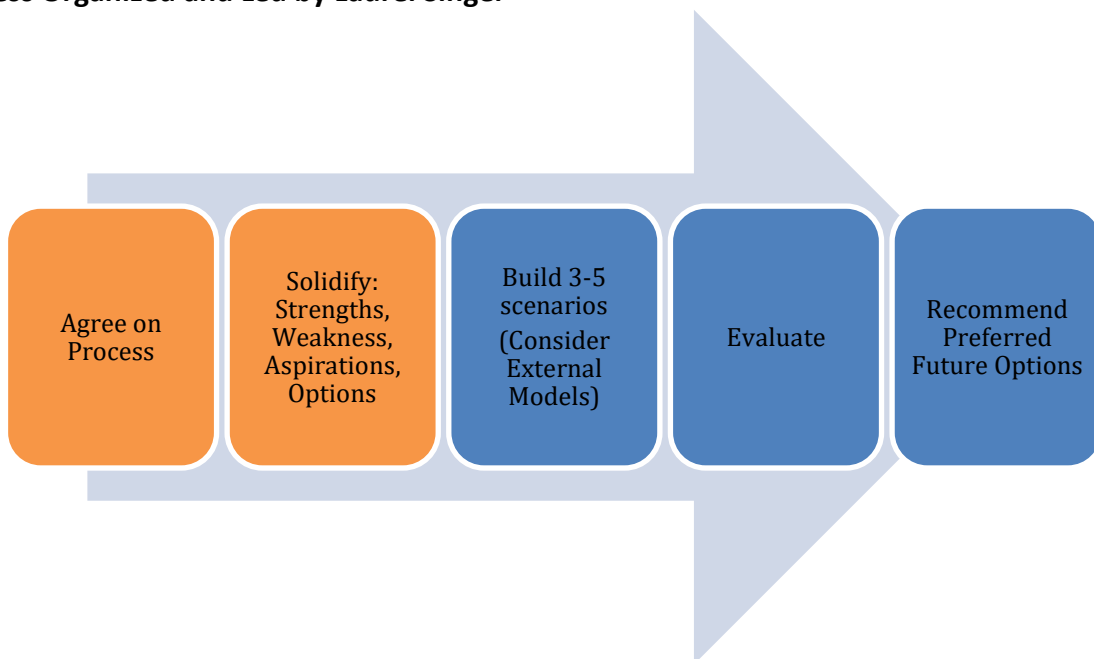
Outcomes:

The workgroup will develop recommendations to the CUPA dean on design options by mid-March 2022.

Agreements for this group to work together successfully:

- To have candid and productive discussions
- To consider all viable options
- To pursue change in statute as needed to support a new model
- To strive for consensus—this includes the articulation of remaining concerns

Process Organized and Led by Laurel Singer

Agree on Process → Solidify: Strengths, Weakness, Aspirations, Options → Build 3-5 scenarios (Consider External Models) → Evaluate → Recommend Preferred Future Options

Data

Lauren Everett will be gathering information and preparing a document for the committee that outlines the administrative structure of the comparative schools, their support staff, degree programs, departments, size of their institutions, the disciplines involved if they are interdisciplinary or not, and whether they have centers (domestic and international).

Data on Comparable Schools
https://docs.google.com/spreadsheets/d/1juPM12UgsSUHxWMVXk0fK_efzHB8DUPw/edit?usp=sharing&ouid=114863055855216172782&rtpof=true&sd=true

Financial Comparison Prepared by Office Managers
https://docs.google.com/spreadsheets/d/1faGfwpNmM735xL4RKvk9hiKKidSChyc3/edit#gid=2131240949