

## APRCA Committee Report to Faculty Senate – March 2021

### Committee charge and membership

The charge and membership for the Academic Program Reduction and Curricular Adjustments Committee are listed on the Faculty Senate website on the [APRCA committee webpage](#). Additional information (described below) is linked to the main page.

### Committee accomplishments and ongoing tasks

#### 1. Concerns over how budget reductions may affect diversity, equity, and inclusion

- a. Co-facilitators Gamburd and Cunliffe met with OAA committee representative Hopes on January 27<sup>th</sup> to consider whether APRCA could claim some time at the [Winter Symposium “Time 2 Act: Continuing Action for Just and Equitable PSU.”](#) The APRCA representatives wondered whether we could discuss with the campus community how the upcoming budget reductions may affect our efforts toward social justice on campus. Because programming for the Winter Symposium is being handled through OGDIs’ five task forces, there is no way to include APRCA in the agenda. Hopes suggested that APRCA representatives should meet with the co-Chairs of the OGDIs task force on Leadership and Infrastructure.
- b. Co-facilitator Gamburd and APRCA DEI advocate Gomez met on Feb 3<sup>rd</sup> with Co-Chairs of the OGDIs Leadership and Infrastructure task force, Deans Lynn and Allen. Faculty members who are concerned with how budget models and processes affect PSU’s DEI goals are encouraged to attend this task force’s break-out group at Winter Symposium, or to raise budget issues in other task forces’ break-out groups. In addition, APRCA will work with the Leadership and Infrastructure task force to solicit input and feedback on applying an equity lens to budget discussions.

#### 2. Partner with the Provost’s Program Reduction Working Group

- a. APRCA is charged to “recommend principles and priorities based on PSU’s values and mission, with an emphasis on applying a Diversity, Equity, and Inclusion lens, and share these with OAA to guide decision-making.”
- b. On February 8<sup>th</sup>, Cunliffe, Chaille, Wakeland and Estes (the APRCA subcommittee working to craft preliminary principles and priorities) and Gamburd met with Deans Carlson and Wooster, the co-Chairs of the Provost’s Program Reduction Working Group (PPRWG). Discussion focused on how the APRCA committee’s principles and priorities might mesh with the PPRWG’s metrics that “reflect institutional values and priorities.” The APRCA sub-group came away from this conversation with a clearer idea of how our work can contribute in a formative way to budget reduction discussions in OAA.
- c. The Provost has asked the PPRWG to provide metrics by February 15<sup>th</sup> and report their analysis of units by April 1<sup>st</sup>. In order for the APRCA contribution to play a roll in upcoming discussions, we submitted our preliminary principles and priorities (attached) to OAA on February 17<sup>th</sup>.

#### 3. APRCA Principles and priorities

- a. The subcommittee working on principles and priorities crafted a document and circulated it to the full committee for comments and suggestions. The committee discussed the document at its meetings on January 29<sup>th</sup> and February 12<sup>th</sup>. The subcommittee incorporated feedback and sent a list of preliminary principles and priorities (attached) to OAA on February 17<sup>th</sup>.

- b. The committee recognizes that such a list of principles and priorities represents a sort of strategic visioning and planning that should take place at a campus-wide level. The committee will in the near engage the campus in these discussions; preliminary plans include a listening session or sessions and Google forms for soliciting feedback.
- 4. **Website:** A subcommittee (Sager, Gallagher, Gamburd, Reynolds, and Chaille) focusing on website design has crafted the structure and preliminary text for a website through which information about program reduction will be communicated to the campus community and faculty input and feedback will be solicited.
  - a. The website will be linked to the APRCA committee’s Faculty Senate webpage at <https://www.pdx.edu/faculty-senate/academic-program-reduction-and-curricular-adjustments-ad-hoc-committee>
- 5. **Special Meeting of the Faculty Senate – Article 22.** Article 22 of the [PSU-AAUP Collective Bargaining Agreement](#) sets forth a process (see sections 3 (a) – (f)) of information-sharing and consultation for circumstances in which the University engages in budget-related layoffs. Included in the process is a presentation of budget-related materials at a meeting of the Faculty Senate. On February 4<sup>th</sup>, President Percy sent a memo to Faculty Senate Presiding Officer Gamburd invoking Article 22 for program reduction in the Intensive English Language Program (IELP).
  - a. The APRCA committee is charged to “Assist, if requested by OAA or AAUP, in contractually mandated retrenchment hearings arising from elimination of positions.”
  - b. The APRCA Article 22 subcommittee, consisting of Gallagher, Reynolds, and Gamburd, crafted a document entitled “Suggestions for Article 22 Process: Timeline, Meeting Format, Communication” and shared it with OAA, PSU-AAUP, and the President’s Office. This document contributed to a formative conversation between Presiding Officer Gamburd, Presiding Officer Elect Reitenauer, and representatives from OAA and the President’s Office on February 11<sup>th</sup>.
  - c. A special Faculty Senate meeting is scheduled for 3:00 – 5:00 PM Monday, March 15<sup>th</sup>. More information about this meeting will be forthcoming on the APRCA website and through other communication channels.
- 6. **Budget informational sessions**
  - a. The **FADM University Budget Forum** will be held from 2:00 – 4:00 PM on Monday, February 22<sup>nd</sup>.
  - b. An APRCA subcommittee on budget issues will work with OAA to schedule an **OAA Budget Town Hall meeting** in the near future.

# Vision and Guiding Principles of the Academic Program Reductions and Curricular Adjustments

WORKING DRAFT

## Vision

To design and follow a process for program reduction and curricular adjustments that demonstrates Portland State's institutional vision of leading the way to a better future by pursuing our shared mission to serve and sustain a vibrant urban region through our dedication to collaborative learning, innovative research, sustainability, and community engagement by educating a diverse community of lifelong learners (<https://www.pdx.edu/portland-state-university-mission>).

A thriving Portland State University offers a relevant education to a diverse range of students, with a focus on values of wellbeing, professionalism, and citizenship. These qualities are fostered by a faculty that is actively engaged in the generation and effective communication of knowledge in partnership with students, administrators, and support staff with the ultimate goal of promoting the evolution and re-imagination of society.

## Assertions

This process, at this time, provides an opportunity for Portland State to recommit to the civic mission of public higher education for the public good and it will require bold, reflective, and visionary leadership.

The fulfillment of public higher education's social mission will be achieved through our engagement with, and commitment to, the work and contributions of Portland State students, faculty, and staff.

Institutional redesign must strengthen and align with our curricular priorities and our stated values of access, community engagement, equity, and inclusion; including our commitment to anti-racist and anti-bias pedagogies and research practices.

Equity is co-created by developing trust through transparent collaboration that begins at the outset of a process and the pursuit of equity requires everyone's participation in honest examinations of power and resources within the institution.

# Guiding Principles

## Guiding Principle 1: Equitable and Meaningful Engagement of All Stakeholders

An equitable process includes instructional, research, and academic professional faculty, undergraduate and graduate students, staff, and community partners. These voices must be diverse and fully representative with equal contribution to the design and implementation of the process. Equitable participation of diverse voices will generate superior options and solutions.

## Guiding Principle 2: Focus on Student Access, Learning, and Completion

From improving access to higher education at PSU to the care we provide students on their way to the completion of their degree, all decisions should reflect that student wellbeing is essential to learning. As we contemplate and implement institutional change, we will build on the PSU foundation of high-impact undergraduate liberal education and productive graduate programs to prepare students to be the change makers the future requires.

## Guiding Principle 3: Our Work Will Change, Let's Make it for the Better

Precarious working conditions exacerbate precarious student learning conditions. Preserve faculty teaching, student support, and scholarship and research activities that contribute to the PSU mission by supporting faculty in the development of new capacities and prioritizing collaboration and reassignment solutions rather than layoffs.

## Guiding Principle 4: Research and Data Informed Decision Making

All institutional qualitative and quantitative data, national research and scholarship, as well as aspirational and best practices should be contextualized and supplemented by timely analysis to inform decision making. Prior to decision making, committees will share data, and the metrics they inform, with the PSU community for feedback in order to make the metrics better.

## Guiding Principle 5: Seek Feedback Prior to Decision Making

Everyone should have multiple opportunities to participate throughout the process. Details of proposals and their possible impacts will be communicated to the PSU community throughout the process for discussion and include multiple mechanisms for formative feedback.

## Guiding Principle 6: Devote Resources to the Work

Institutional reform is necessary, difficult, and time consuming work. Therefore, contributions to this work will be balanced in-load and recognized in professional evaluations. Establishment of a realistic process timeline is necessary to identify additional resources, such as course buy-outs or funding for summer work.

## Guiding Principle 7: Transparent Process and Open Communication with All Stakeholders

The outcomes of this effort will only be as good as the PSU community's support for them; making equitable communication within the system of relationships in which we are all embedded—as faculty, students, staff, community partners, and administrators—essential.

#	Guiding Principles	Priorities	Considerations, Criteria, Qualitative Indicators **
1	An equitable, transparent, respectful process including faculty, students, staff, and community partners, with equitable communication within the system of relationships in which we are embedded. These voices must be diverse and fully representative, with equal contribution to the design and implementation of the process	<p>Identify resources for a proactive re-imagining of PSU. Identify university and community allies and advocates to engage in this collaborative endeavor</p> <p>Identify restructuring models that have worked well at PSU and other universities</p> <p>Solicit input from faculty and unit leadership to identify strategic opportunities to reduce costs</p> <p>While layoffs or forced programmatic changes may become necessary, first collaboratively create shared vision and future needs, then strive to use re-assignments to meet these needs rather than laying off valuable employees</p>	<p>Consider the place of the unit in the overall curriculum (e.g., is the program integrated in the studies of students outside of the program, does it contribute to general education)</p> <p>Consider diversity, equity, and inclusion (e.g., does the program contribute to these goals in a substantive way through courses and research);</p> <p>Consider the place in the community (does the program connect in a meaningful way to partners outside of the university)</p>

#	Guiding Principles	Priorities	Considerations, Criteria, Qualitative Indicators **
2	All decisions should prioritize the student experience, outcomes, and the value of their education as well as their wellbeing and quality of life in the present and the future	<p>Develop a process that is transparent to students and consultative with them</p> <p>Preserve accessibility and flexibility for a diverse range of students</p> <p>Prioritize student success, including post-graduation</p> <p>Forward looking, innovative curriculum</p>	<p>DEI metrics</p> <p>Classes w/alternative access (remote, online...)</p> <p>Support for PT, evening classes...</p> <p>Proportion of new and updated courses</p> <p>Regularity of updates to teaching approach, methods, etc.</p>
3	Equitable participation of diverse voices will generate superior options and solutions.	<p>Create a variety of engagement opportunities to collectively imagine a future PSU</p> <p>Identify opportunities to strengthen community linkages</p> <p>Commit to increasing faculty diversity</p>	--
4.	All interactions and decisions should be informed, not driven, by data that is informed by the broader context and supplemented by qualitative & quantitative analysis	<p>Get and use appropriate data, resisting the temptation to rely on gut instincts</p> <p>Make all data, algorithms, and decision rules available for public review and feedback</p>	--

#	Guiding Principles	Priorities	Considerations, Criteria, Qualitative Indicators **
5	In addition to quantitative measures related to students, SCH, budget, etc., qualitative information must also be determined in a fair, balanced, and objective fashion to help assess how units support PSU's external ranking, reputation, unique-ness, distinctiveness, and resilience	<p>Post graduation student success (develop in consultation with appropriate constituents how to measure student experience beyond traditional quantitative measures for current and future use)</p> <p>Faculty scholarly contribution</p> <p>Community outreach, as appropriate</p> <p>Research, as appropriate to field/discipline</p> <p>Relevance to urgent societal needs</p> <p>External demand for subjects &amp; methods being taught</p>	<p>Timely job placement of graduates</p> <p>Fraction of grads employed in jobs that utilize their education</p> <p>Faculty scholarly contributions relative to what is typical for their field / subject</p> <p>Awards for scholarship, service, artistic achievement, policy influence,...</p> <p>External rankings or other recognition</p> <p>Degree to which subjects &amp; methods address local, regional or global societal needs</p> <p>Meeting requests from potential employers</p> <p>Acknowledgment in local, regional, and national reviews</p>
6	As we contemplate and implement change, maintain/strengthen the core PSU mission of a well-rounded and diverse liberal education	<p>Critical thinking, literacy &amp; numeracy, equity &amp; social justice, civic &amp; ethical responsibility</p> <p>Strive to provide students the same opportunities available to those at elite schools: arts, humanities, culture</p>	<p>At unit level, courses being listed in other units as required or as recommended electives</p> <p>Provision of courses that are required for one or multiple degrees</p>
7	Preserve/strengthen faculty research and scholarship	<p>Maintain a healthy balance of tenure track, fixed term, and adjunct faculty</p> <p>Maintain and further invest in high quality disciplinary and interdisciplinary grad programs</p>	--

\*\* Qualitative indicators are draft only and should be developed with the full diversity of faculty, and ways of knowing, and definition of credible evidence across campus.