Notes: School Exploratory Discussion Workgroup, Meeting #1
March 23, 2023, 2-4pm via Zoom

Attendees: Shelby Anderson, Daniel Ballhorn, Kate Barcalow, John Bershaw, Adam Booth, Mitch Cruzan, Shannon Heuberger (facilitator), Andrés Holz, Kristie Kolesnikov (logistics), Martin Lafrenz, Amy Larson, Jen Morse, Joann Ng, Max Nielsen-Pincus, Radhika Reddy, Leah Tuor, Wayne Wakeland, Becca Wilson-Ounekeo

Workgroup Roster: https://www.pdx.edu/liberal-arts-sciences/exploratory-school-initiative#workgroup)

Workgroup Goals:
- Gather information and input and synthesize it into a conceptual model of what a new school could look like, to begin an iterative process of gathering feedback from the departments and refining a model.
- Provide an informational report to departments in early May to help inform development of a conceptual model.
- Provide the model to the departments in mid to late May so they can begin discussing and provide feedback in an iterative process.
- Outreach and transparency are key.
- The workgroup will work to find balance between focusing on the "big-picture" (i.e., vision) and key details (i.e., the "how").

Workgroup "homework" for next time:
- *Keep seeking input from colleagues.*
- *Continue thinking about information needs and methods (i.e., institutional data, outreach, and peer models).*
- *Consider which portion of the information or input you may want to gather.*

Meeting Discussions:

"Ground Rules"
- The workgroup began the meeting by proposing and adopting "ground rules" for the current and future workgroup meetings, to ensure meeting productivity and engagement of all members
- "Ground Rules" are listed on the Jamboard below:

Workgroup "Ground Rules"

clear responsibilities

clear expectations

zoom breakouts

clear next steps at each meeting

be respectful

welcome diverse points of view

teamwork

focus on what is said rather than who said it (another version suggested was "What is said here stays here, what is learned here leaves here")

hour-long meetings if possible

be open minded

don't share "who said what" from dept

Detailed records/action items to prevent duplicated effort in future meetings.
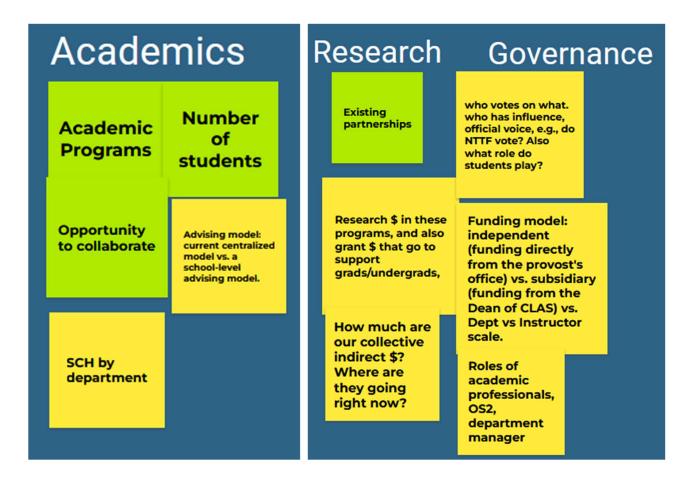
all participants have equal voice

Initiative Brief- The chairs and facilitator developed a draft "initiative brief" prior to the March 23 Workgroup meeting to describe the process. The workgroup reviewed the draft document to suggest revisions, with a focus on big-picture changes needed before a draft is posted on the initiative website, and an option to continue wordsmithing the draft after it is posted. Some of the key feedback items included:

- Underscore the importance of maintaining disciplinary identities within the new school
- Edits to the process parameters:
  - "Recognize that the school will house and welcome faculty and staff from a diverse range of disciplines"
  - "This process is not program reduction or intended specifically to reduce budgets"
  - "Establishes an equitable approach for establishing teaching and advising and research loads"
  - "Include an org chart"
- Per the workgroup discussion, chairs to work over the weekend on:
  - Reinforcing the "why" section
  - Making sure the timeline is clear (i.e., people understand that May is just a "conceptual model"—not a vote or change).

Work Time: This was the first of two meetings focused on brainstorming on <u>data and outreach needs</u>. Workgroup members will outreach to colleagues for their ideas ahead of the next meeting. Jamboards from the meeting are below.

Institutional Data and Information Needs

Workload and professional development

Policies/Budget

What is the teaching load of each program involved? How do different programs handle internal "buyouts" for service activities, research, etc.?

How are GTA positions allocated? What are their teaching duties and typical FTE within the departments?

What is the staffing for the different programs? staff, NTTFs, adjuncts, etc.

Hierarchy of staff within departments - who are the supervisors, who reports to who?

Budgets for different programs that may join the new school - Our Dean said something about providing this info at the last meeting?

how adjuncts are employed in ea. dept

What teaching and staff duties are not currently filled?

Outreach Constituencies:

PSU (internal)

Faculty

Staff

Identification of other units at PSU that are of similar size (faculty + staff) as our porposed new school so we can examine their models.

Students

students: what are barriers that you're facing

For faculty / staff outreach (previous page): "What would enable you to do your job more effectively?" And related, "What would lead to more job satisfaction?" The other side of the coin,

From March 10: -
BIPOC students, younger faculty, adjuncts, long term adjuncts, NTTF, GTA, Post-bacs, spa, career services, placement office

School of business and SGRN

staff, students, alumni from school of business

funding models of SBA, SGRN

From March 10: -
Focus group of industry
Employers / research founders
External partners - community colleges, k-12 educators
Community/outside shareholders: internships, donation/fundraising, employment,(Fed,state,non profits.,)

Peer Models to potentially research

OSU, WSU, and UW have schools versus departments

peers with similar funding

existing data collected by chairs

university of michigan

Duke has a School of the Environment, formed in 1991

ohio state

western washington

who are the peers with similar students served

stanford

faculty who have been through a similar process

Input Received Standing Item:
- Shannon and Kristie shared input received in the initiative inboxes. The eight comments fielded since Feb. 24th pertained to the timeline, size of the potential school, governance, diversity, funding, hiring, majors/minors, importance of seeking student input on interdisciplinary degrees/programs, course/degree approvals, job security, TAships, committees, assessments, creating a collaborative community, aligning priorities, compensation of workgroup members, opportunities for synergies to be realized, and staff workload.
- The workgroup received a copy of the March 10 engagement session notes in their Workgroup Google Drive folder.
- Workgroup members were asked to share what they are hearing from colleagues (without naming their colleagues). Common themes, all of which were consistent with the March 10 input, included:
  - Process timeline:
    - Workgroup members are hearing comments on both sides of this: They are receiving substantial input from colleagues that the process timeline sounds unrealistic. However some are saying change is urgently needed "to survive" and particularly many staff are anxious for the change to happen due to short staffing and a desire to "improve staff jobs." Discussed that clarification is needed on the May milestone, which is just for a conceptual model… not the change itself.
  - Comments that the number of disciplines has grown since the conversation began a year ago.
  - Comments on the relatively small number of social scientists relative to other faculty.
  - Comments regarding resources and autonomy.
- *Note: "Input Received" is a standing item at every workgroup meeting. Please share your input with members of the workgroup directly or by sending comments to NewSchool@pdx.edu.*

Logistics:
- Kristie is working with workgroup members to schedule upcoming meetings. We will *not* meet over Spring Break.
- Cristina has created an initiative website, where meeting minutes and other updates will be posted. The Initiative Brief will be added once chairs have had a chance to incorporate the above comments.
  - Initiative Website: https://www.pdx.edu/liberal-arts-sciences/exploratory-school-initiative
  - Workgroup Roster: https://www.pdx.edu/liberal-arts-sciences/exploratory-school-initiative#workgroup
- "Homework" for workgroup members is on p. 1 of these notes
- A summary of all workgroup agendas is contained in the workgroup's Google Drive folder. Objectives of the next meeting (to be scheduled) are to finalize methodology, including:
  - Select methods for gathering 1) institutional data, 2) input, and 3) info on peers.
  - Identify peer models to research. Create template.
  - Workgroup members volunteer to 1) collect institutional information, 2) lead an outreach session or survey, or 2) research peer models.
  - Set dates for outreach sessions. Identify staffing needs.