



## MINUTES

**Committee Members Present:** Mike Bailey, Michele Longo Eder (*vice chair*), Ed Feser (*ex officio*), Lamar Hurd, Paul Kelly (*chair*), Julie Manning, Preston Pulliams, and Irem Tumer (*ex officio*)

**Other Trustees Present:** Patty Bedient, Julia Brim-Edwards, Darry Callahan, Ed Ray (*ex officio*), and Kirk Schueler

**University Staff Present:** Jennifer Almquist, Scott Barnes, Jon Boeckenstedt, Debbie Colbert, Alix Gitelman, Becca Gose, Kim Kirkland, Dan Larson, Rebecca Mathern, Kristen Milligan, Philip Mote, Marion Rossi, and Lauren Skousen

### 1. Call to Order/Roll/Declaration of a Quorum

Committee Chair Paul Kelly called the meeting to order at 8:01 a.m., asked the board secretary to call the roll, and noted a quorum. Kelly then made a land acknowledgement statement.

### 2. Provost's Report

#### a. Status Report: New and Existing Academic Program Reviews and Professional Accreditations in Progress

#### b. 2020 Graduating Class Summary Report

Provost and Executive Vice President Ed Feser began his report by noting the summary of new academic programs and program reviews included in the materials and offering to answer any questions from the committee. There being no questions at that time, Feser moved next to an update on fall enrollment, sharing that enrollment is down slightly but remains fairly strong considering the current circumstances. He noted that enrollment for the upcoming summer term was above levels observed in recent years. Feser continued by providing an update on the candidate pools for the deans of business and education, noting that some candidates have dropped out due to difficulties in relocating at this time, given the pandemic. He also noted that the search for the vice provost for extension and engagement has been postponed given the importance of candidates visiting and meeting stakeholders around the state, which is not feasible at this time. Anita Azarenko will continue as interim. Feser shared that the university has been focused on updating webcam technology in all centrally controlled classrooms. This effort will move us from 90 to a total of about 350 classrooms hosting this technology, giving us more capacity to offer mixed modality classes now and in the future. He also shared that the university just completed this year's promotion and tenure reviews with 28 faculty promoted to the rank of professor, 56 to associate professor, 39 to senior instructor or senior faculty research assistant, and 51 granted tenure. He also shared that the strategic plans for internationalization and global affairs and graduate education will be rolling out this fall. Feser noted plans underway by the Research

Office in coordination with the continuity management team to plan for gradual return to onsite and field-based research. He also shared an update on recent work to migrate a number of courses to open resource models, which will save students hundreds of thousands of dollars in course material costs.

Feser asked OSU Registrar Rebecca Mathern to review the highlights of the 2020 graduating class summary report. Mathern noted that the number of graduates went down slightly this year but noted that this is not unexpected given the impact of the pandemic on students' lives and indicated that by late July the total will likely surpass last year's number. Mathern highlighted the increased number of international, Ecampus, and Honors College graduates as well as the increase in the number of students graduating with academic distinction. She also pointed out that this year there was a graduate from each of the 50 states. Mathern also noted the increasing diversity of the graduating class, recognizing that the demographic representation is based on data that students self-report and often students report more than one race so a students may be represented in multiple populations in the data. With approval from the accrediting body, she also shared that a majority of pharmacy students were awarded their degrees earlier in the spring so they would be available to assist the medical field during the pandemic. In response to a question from Trustee Preston Pulliams, Mathern affirmed that the increase in diversity is accurate even considering that students identifying as multiracial may be placed in multiple categories. In response to a question from Trustee Mike Bailey, Mathern shared that the university's move to automatically graduate students who meet their degree requirements has played a positive role in increasing graduation rates. Kelly asked Feser if there were any items he wanted to note from the summary of new academic programs provided to the committee, and Feser shared that the accreditation visit has just been completed for the College of Business and the informal feedback from the accreditation team was positive. Trustee Julie Manning asked whether the budget scenarios presented to the Board are based on the enrollment numbers the provost shared with the committee. Feser shared that the budget scenarios are generally consistent with these number but emphasized that enrollment numbers are unusually unstable. In response to a follow-on question related to the plan for fall, Feser noted that, similar to other universities, OSU will shift to all remote delivery in Corvallis after the Thanksgiving break. He also noted that while other universities have delayed the start of term, OSU will not be delaying the start of term given complexities to implement such a change in start date as well as other considerations. President Ed Ray added that being on academic quarters gives Oregon State an opportunity to observe resumption at semester-based universities that start earlier and to make adjustments to our plans for fall based on those observations. Trustee Michele Longo Eder inquired whether the TRACE-COVID-19 testing program is continuing and will be integrated into the university plans for fall. Feser shared that the university plans to use a combination of TRACE random testing, monitoring of wastewater, and individual testing of symptomatic individuals in conjunction with other public health guidelines like physical distancing.

### 3. Consent Agenda

#### a. Minutes of the January 23, 2020 Academic Strategies Committee Meeting

A motion was made and seconded to approve the minutes of the January 23, 2020, Academic Strategies Committee. The motion carried.

### 4. Action Item

#### a. New Academic Program: BA/BS in Marine Studies

Kelly introduced the first action item on the agenda, consideration of a new bachelor's degree in marine studies. Vice Provost for Undergraduate Education Alix Gitelman kicked off the item by describing how the marine studies degree fits within the Marine Studies Initiative and the university's overall goals. Kristen Milligan, associate director of the marine studies initiative, then described the multi-year scoping process used in developing the degree, which will be based on the Corvallis campus within the College of Liberal Arts and include coastal experience courses at Hatfield Marine Science Center (HMSC). She shared how the degree will build on existing programs while fostering new opportunities for collaborations and address employment demands at the state and national level. Associate Dean in the College of Liberal Arts Marion Rossi described details of the degree curriculum and structure noting its transdisciplinary approach and requirements to ensure meaningful direct interaction with the marine environment and coastal communities. During discussion, Kelly asked how often a typical student would spend time at HMSC in Newport. Rossi explained that the amount of time will vary depending on an individual student's interests and ability to access the coast. Milligan added that there are quarter residency options for students at HMSC and Ecampus hybrid courses that would allow students to be at HMSC for shorter time periods. In response to questions from Manning, Rossi described new courses developed for the program and noted the significant draw of this program to incoming students. He shared that the college projects an initial cohort of five to 10 students building up to 40 to 50 graduates a year within five years. Eder shared her support for the program, complimented the program's holistic approach, and suggested that Sea Grant Oregon be engaged in the program given Sea Grant's strong presence and network within the coastal community. Feser noted that this degree is one example of many the university is developing to advance marine studies broadly across the institution and should not be viewed as the "MSI degree."

Following the discussion, a motion was made and seconded to approve the establishment of bachelor degrees in Marine Studies, effective winter 2021, pending support of the Statewide Provosts Council and the approval of the Higher Education Coordinating Commission. The motion carried.

## **5. Discussion Items**

### **a. Briefing Highlights & Panel Discussion**

Kelly moved to the next topic on the agenda, noting that it will cover a number of briefings submitted to the committee, including student life and success, educational programs, enrollment and financial aid, and student athletes. In introducing the panel participants, he asked each of them to begin with a brief overview of their area. Vice Provost for Enrollment Management Jon Boeckstedt began by describing the current focus areas for enrollment management, which include moving data and enrollment systems to a more reliable and capable platform; stepping up efforts to support transfer students and to make their transition to the university as smooth as possible; thinking differently about tuition and pricing of out-of-state markets; and transitioning to a test optional approach at the undergraduate level.

Next, Alix Gitelman, vice provost for undergraduate education, highlighted areas of progress toward undergraduate student success goals. She noted that, while progress has been made in terms of overall retention and six-year graduation rates, rates for students of color and for student with higher financial need lag

those for white students. She noted that one of the ways to equalize success across demographic groups is by delivering high quality, globally relevant academic programs that include high impact experiences for all students. She also described efforts to move to inclusive pedagogies and integrated learning technologies to improve success for all learners. She also noted some lessons learned over the spring as the university moved quickly to remote learning, complimented the faculty for this efforts, and suggested this is an opportunity to consider modalities of delivery beyond the COVID-19 disruption.

Vice Provost and Dean of the Graduate School Philip Mote began his remarks by sharing the themes that emerged in the development of the Strategic Plan for Graduate Education, which is close to being finalized. The five themes were supporting students, building transferrable skills, promoting interdisciplinary opportunities, innovating how we reach and serve students, and taking a portfolio approach to programs. He shared his perspective of the long term impact of the pandemic on graduate education, noting potential impacts on international graduate student enrollment, the value proposition of higher education, and acceptance of various delivery modalities. Mote described the use of holistic admissions for graduate school noting the expansion of this approach across the university and the benefits in terms of student body quality and diversity.

Dan Larson, vice provost of student affairs, began his remarks by sharing that the university is updating its first-year live-on requirements to provide additional pathways for students to claim an exception to this requirement in the fall. Referring to the briefing materials, Larson noted the progress made in enhancing student life and success and recognized a number of student affairs leaders steering these efforts. He explained that much of this work is focused on equalizing student access and success, including understanding and removing processes and structures that create unnecessary barriers for students. While progress has been made, he shared that there is significant work to be done, which will take a change in culture across the university. He also noted that the coronavirus pandemic has amplified many underlying challenges faced by students related to health equity, food and housing insecurities, and mental health, making student support services more important than ever. Larson noted that the university is managing to this challenging environment and learning new platforms for providing services.

Next, Scott Barnes, vice president and athletic director, started his remarks by recognizing the many Oregon State's student athletes who have been speaking out and creating forums for discussion and action in response to racial injustice. He described athletics resumption activities, which are included in the work of the continuity management team and being planned in coordination with NCAA, Pac-12, Governor's office, and state and local health officials. Barnes discussed the additional measures and protocols being developed for phased resumption of individual voluntary workouts, team workouts, and competition, noting that these protocols vary depending on the sport. He also spoke to the extensive planning, modeling, and analysis underway to evaluate fan attendance at competitions. Barnes concluded by noting recent budget decisions to address anticipated revenue shortfalls, including operating budget reductions ranging from five to 20%, salary reductions, hiring and salary freezes, and some non-renewals and layoffs of staff.

Following the presentations, Kelly asked if any of the panelists see the near-term changes and responses to the pandemic resulting in a new normal for higher education. In response, Barnes spoke to the high fan engagement levels observed during the pandemic using podcasts, Zoom, and other strategies and how this has enabled athletics to cast a broader net in terms of engaging stakeholders and fans, strategies that can continue in the future. Gitelman noted the experience faculty have gained in terms of remote delivery and the opportunity to explore using a mixed modality approach to delivering courses and programs, not just in the fall but going forward. Boeckenstedt added that recruitment of students has been significantly different during the pandemic given restrictions on travel and large gatherings, which has necessitated a re-conceptualization of how the work is done. Mote noted that the campus experience is difficult to replicate online and is important not just for undergraduate but also graduate students. Pulliams asked panelists to speak to the role of hiring professional staff of color in order to create a greater sense of belonging for students of color. Larson described efforts in student health services to hire more counselors to support students of color and a recent shift to the requirement that candidates have experience working with students of color as a qualification requirement. Feser added that hiring of diverse faculty is a priority for the university and described efforts with Vice President and Chief Diversity Officer Charlene Alexander to cultivate networks with African American scholars and other scholars of color and attract them to the university. He noted the importance of continuing these initiatives even in a constrained budget environment. Trustee Darry Callahan shared his professional experience around building diversity in the workforce, emphasizing that it is often not a recruitment issue but a retention issue, given how employees were treated within the organization and the pressure for them to assimilate to a white-dominated culture. Feser noted that managers may not be skilled at engaging with communities of color in the workplace and classroom, particularly when it involves difficult conversations, and he described the Office of Institutional Diversity's inclusive leadership training program, which will be rolling out as an integrated component of the newly developed Academic Leadership Academy led by the Office of Faculty Affairs. Pulliams expressed his appreciation for the responses from panelists and the work that is underway in this area. Bailey asked if there is additional information regarding student mental health issues given the pandemic and what we might need to be prepared for in the future. Larson shared that this is still evolving, noting more reports of students feeling a sense of isolation and recognizing that returning to in person activities will also bring difficulties as student transition back to the campus environment. Kelly noted briefing material suggesting that the university might be losing ground in terms of recruiting students from California and Washington and asked if this is due to tuition-related factors or other factors. Boeckenstedt said it is a combination of factors and described how the configuration of financial aid influences where students decide to apply but also underscoring the need to generate net positive tuition revenues. In response to a question from Trustee Lamar Hurd, Larson shared examples of campus events celebrating a broad range of cultures and creating opportunities for dialogue across diverse views and cultures. Feser and Gitelman added similar efforts to engage in dialog with faculty and staff and within the classroom curriculum. In response to a question from Eder, Larson shared that resumption plans in fall will include public health safeguards developed in collaboration with county health officials for both class and dorm settings, provide a range of course delivery options, and be continually

informed by COVID-19 prevalence and other testing. Kelly closed the panel discussion, thanking panelists for both the written briefings and for engaging in discussion with the committee.

**b. Sexual harassment and violence education, prevention, and response, including risk management report**

Kelly introduced the agenda item and asked President Ray to kick off the discussion. Ray introduced Kim Kirkland, Executive Director of Equal Opportunity and Access (EOA), and Dan Larson and asked them to share with the committee the university's recent efforts with regard to sexual harassment and violence education, prevention and response and the focus going forward. Kirkland began by sharing improvements made in Title IX education, training and response, such as updates to the investigation and resolution process for students, a new process for investigation and resolution for employees, and development of key performance indicators to track progress in key areas. Kirkland noted the publication of the recent EOA annual report, profiling the work of EOA and providing three years of workforce analysis and trends. She noted that the second sexual violence survey was scheduled for May 2020 but has been deferred by a year given the disruption of the pandemic this spring. She described efforts in the coming fall to gather input on EOA processes to help inform improvements in communication, engagement, issuance of responses, and follow up by the office. Larson noted the continued maturing of education and training programs including programs focused on bystander intervention and sexual assault prevention for undergraduates and adult learners. Next, Kirkland shared data demonstrating the demand and complexity of Title IX work, noting trends in the number of reports received in recent years. She also described outcomes from Title IX reports made over the past three years, which ranged from referrals to university resources to voluntary resolution to investigation. Of the 60 investigations completed in the past three years, Kirkland noted that the processes have been increasingly complex given a trend toward parties engaging their own legal counsel and some cases with parallel criminal processes which can stall or slow down internal processes. Kirkland concluded the presentation noting national trends related to the recent issuance of revisions to Title IX regulations by Department of Education and steady increases in litigation rates around Title IX claims. Kelly closed the presentation by thanking Kirkland and Larson for the detailed material they provided with their report and their efforts to continue to advance this work for the university.

**6. Adjournment**

Kelly noted that this was his last meeting as chair of the committee and for Eder as vice chair. Eder thanked Kelly for his leadership since the beginning of the Academic Strategies Committee. Kelly echoed his appreciation for Eder's work over the years. Incoming Committee Chair Pulliams complimented Kelly and Eder for their leadership in creating an effective structure and foundation for the work of the committee. With no further business proposed, Chair Kelly adjourned the meeting at 11:07 a.m.

Respectfully submitted,



Debbie Colbert  
Board Secretary

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*OSU Board of Trustees*