



2016-17 ANNUAL REPORT: Division of Academic Affairs
September 1, 2017
Susan Capalbo, Senior Vice-Provost

The Office of Academic Affairs is committed to ensuring the vitality of our academic programs and policies, and recruiting, nurturing, and retaining the highest quality faculty and staff. The Senior Vice Provost is responsible for University-level review of faculty promotion and tenure, diversity initiatives and other targeted programs. The Division of Academic Affairs includes the following reporting units: Academic Programs, Assessment and Accreditation (**APAA**); Center for Teaching and Learning (**CTL**); Difference, Power and Discrimination Program (**DPD**); Extended Campus (**EC**); Institutional Research (**IR**); OSU Libraries and Press (**OSULP**); Search Advocate (**SA**) Program; Social Justice Education Initiative (**SJEI**); Office of Work Life (**OWL**); and Writing Intensive Curriculum (**WIC**) Program.

During the 2015-16 AY there were marked vacancies and changes in senior leadership for the division which resulted in lapses in faculty development and leadership programs, academic reviews, and assessments going into the AY16-17 period. Starting October 2016, the Senior Vice Provost (**SVP**) position was filled and we launched targeted efforts to design and develop a faculty excellence initiative, to undertake and complete the backlog of reviews for academic programs and for Category I and II proposals, and to meet the demands for development and leadership seminars and workshops. In addition, Extended Campus was realigned to be part of the Division with the intent to integrate on-campus, hybrid and on-line academic programs and innovation. The **SVP** participated in planning and coordinating the Student Success Initiative, co-led a campus-wide effort around Visioning 2030 and strategic planning, and ramped-up efforts around cultural awareness and diversity training for faculty and staff. We are poised to launch and lead the NWCCU accreditation review process in September 2017, with a site visit scheduled for Spring, 2019.

The following provides a summary of noteworthy accomplishments during AY16-17.

GOAL #1: Provide A Transformative Educational Experience For All Learners.

- 20 Category I/abbreviated Category I proposals (new, renamed, reorganized, extend to Ecampus, terminated) were managed through the preparation and review process stages and approved by the Faculty Senate, with an additional 15 proposals under review.
- A total of 1097 Category II proposals (new, change, drop: courses, options, minors) were facilitated and processed to completion.
- **APAA** provided edits for an additional 2881 Cat I and II draft proposals.
- Three articulation agreements were prepared between OSU and community colleges.
- Undergraduate Academic Program Review (UAPR):
 - Revised process approved by Faculty Senate Curriculum Council and posted to the **APAA** Website.
 - Six self-study documents and site visits, were performed (Crop and Soil Science,

- Fisheries and Wildlife Sciences, Economics, History, Horticulture, Psychology).
- Six Undergraduate Programs developed Action Plans that were accepted by Faculty Senate (World Languages and Cultures, Liberal Studies, Ethnic Studies, Speech Communication, Natural Resources, Honors College); four additional Action Plans (Philosophy, Crop and Soil Science, Fisheries and Wildlife, History) are currently under review by the Faculty Senate Curriculum Council.
 - OSU adopted a new catalog, course scheduling and proposal management system slated for rollout AY 2017-2018 AY (Leepfrog)
 - Increased undergraduate annual assessment reporting from 62% to 100% for 85 undergraduate programs. **APAA** reviewed all the reports and provided feedback to each of the 85 programs. All 85 programs submitted their 2017 annual assessment reports by 8/2017 (a first for OSU!).
 - Baccalaureate core category assessment and review: 98 courses reviewed, including evaluating assessment best practices and 40 courses reviewed again that did not meet the standards and outcomes of their original review. Baccalaureate core Category II course proposals: 54 proposals reviewed, including proposed assessment.
 - **CTL** lead Teaching TALKS workshop series to support new and international faculty, instructors, advisors, and GTAs in foundational teaching and learning strategies. A total of 310 participants attended in this first year of implementation
 - **CTL** established three Professional Learning Communities (PLC) series:
 - Teaching Triads PLC, teaches cross-curricular faculty how to conduct structured teaching observations and intellectual coaching. Approximately 49 which reflects a 60% increase number of faculty qualified to conduct cross-disciplinary teaching and coaching);
 - Hybrid/Blended Course Design PLC supported faculty in redesign of on-campus courses as hybrids. The number of Corvallis hybrid sections grew 36% to 154 sections during the past academic year, enrolling 6655 students. Student achievement in hybrids is on par with non-hybrid versions of the same course for URM and first-generation students' which has implications for access and expansion; and
 - Creating Learning Communities PLC supported opportunities for faculty to discuss strategies for improving student achievement in Integrative Biology and within the Honors College and the College of Education.
 - As part of the APLU grant centered around the use of adaptive learning programs, the **CTL** facilitated the revision of Math 111, resulting in restructuring of Math 111 as a blended course integrating use of ALEKS digital courseware with active learning in class to increase student retention learning and success
 - **CTL** team conducted 183 consultations with faculty regarding course design and revision, Instructional strategies, and program design and evaluation, and teaching portfolios.
 - For the third straight year, U.S. News & World Report ranked Oregon State **Ecampus** in the top 10 nationally for online education. Ecampus ranked eighth out of more than 300 higher education institutions in the category of Best Online Bachelor's Programs. Moreover, Oregon State tied for first among land grant universities on the list.
 - In the 2016-17 academic year, 21,400 OSU students took at least one class online for a total of more than 248,000 student credit hours. **Ecampus** serves learners in all 50 states and 50-plus countries, and it now delivers 49 undergraduate and graduate programs and

more than 1,100 classes at a distance.

- **Ecampus** launched 10 new programs and tracks online at the undergraduate and graduate levels in fields such as data analytics, rangeland science, public policy and supply chain management.
- In spring 2017, a record 960 students earned their Oregon State diploma by completing degree requirements online with OSU **Ecampus** – a 39 percent increase from the previous year. More than 4,000 students have earned an Oregon State degree online since 2002.
- A team from the College of Science and **Ecampus** received a national innovation award from Eduventures in October for the development of a groundbreaking online biology lab series. After six months of research and development and a yearlong 3-D animation project, Oregon State now offers a series of three biology courses online that effectively puts a microscope in the hands of every distance student. The online labs eliminate a significant barrier to degree completion.
- The **Ecampus** Student Success team launched three initiatives to improve early support to online degree-seeking undergraduates. The team provided proactive outreach to more than 1,500 students at the time of admission, engaged students in a first-term academic success learning community and provided intensive academic coaching to over 100 first-term students. Initiatives showed high levels of success among students in the 16-17 cohort, with a 95% acceptance rate for learning community invitations and a 5% increase in term 1 to term 2 retention (in comparison with 5-year historical averages). In addition, students who participated in first-term coaching showed a 9% increase in term 1 to term 2 retention, as well as a 17% increase in first term GPA vs. historical averages.
- The **Ecampus** Course Development and Training (CDT) unit supported faculty in the development/redevelopment of 189 classes, including training, instructional design and media development, plus funding to buy out faculty time. CDT guided 370 faculty through various workshops and trainings. CDT supported faculty in the development of hundreds of media projects to enhance online learning for Ecampus students, including R&D of a virtual reality soils lab.
- **Ecampus** helped faculty achieve Quality Matters certification for more than a dozen online courses, bringing the total number of Ecampus QM-certified courses to more than 50.
- The Office of **IR** participated in coordinating the conference for First in the World grant MAAPS project (controlled experiment using analytics and intensive advising) and provided MAAPS project experiment preliminary and recurring enrollment and registration data.
- More than 1000 students took advantage of the hands-on, active learning experiences Oregon State teaching librarians created. New offerings in 2016-2017 included: Get Organized with Google Drive and Box, Intro to LaTeX and Oral History Training.
- **OSULP** staff served as "clients" for a Senior Computer Science Capstone class team that designed and built an interactive navigational map app to be launched in 2017-18.
- Nearly a dozen students annually participate in **OSULP**'s robust, paid internship program, "the perfect capstone for a student's undergraduate experience." OSULP interns engaged with new modes of digital scholarly communication and built their research and thinking skills. Former intern Cole Crawford turned the skills he learned as an OSULP intern work into a new job: Humanities Research Computing Specialist at Harvard University.
- **OSULP**'s learning spaces, collections, and services played a major role to make college more affordable for Oregon State students. New affordability initiatives in AY2016-17

include:

- With funding support from Ecampus (\$11,065), identified 105 e-books that OSU Libraries could purchase to replace existing course materials. As a result, almost 22,000 students did not have to purchase required course materials during AY2016-17, saving them approximately \$800,000.
- The Library Experience and Access Department launched a program to lend laptops to students needing long-term checkouts because of hardship. 44 Laptops were made available in the spring term.
- **WIC** Lunch Seminars advanced learning for 73 faculty and graduate students representing 21 units across six events throughout the year (potential impact: 4,252 students taught annually by these instructors).
- Recognized excellence in undergraduate research and writing by awarding **WIC** Culture of Writing awards to 25 students in twenty-two majors across five colleges.
- The **OWL** collaborated with the Office of Childcare and Family Resources and the Faculty Economic Welfare Committee to address and advocate for the dependent care needs of students, staff, and faculty. The resolution was passed at faculty senate, and the *Children Youth and Families Committee* was formed.

GOAL #2: Demonstrating leadership in research, scholarship and creativity while enhancing preeminence in the three signature areas of distinction.

- Efforts to attract and retain faculty to strengthen foundational disciplines and excellence in the signature areas included: resurrecting the Leadership Academy with focus on mid-level leadership, P&T process, and “budget model 101”; developing a faculty mentoring program with NCFDD; and facilitating and supporting 5 new dual career hires.
- Oversight for the 2017 P&T process that resulted in 135 promotions and awarding tenure to 51 faculty members, including 26 from diverse backgrounds.
- The **Ecampus** Research Unit (ECRU) secured \$39,403 to study the relationship between closed caption use and online student learning outcomes and conducted a national study on student use and perceptions and institutional implementation of closed captions. Two reports were released in fall 2016.
- ECRU’s “Research in Action” podcast showcases the work of OSU researchers, increases research literacy, and builds a researcher community. As of August 2017, more than 70 episodes have been published and they have been downloaded over 66,000 times globally. Five ECRU faculty fellows completed FY16-17 projects and three fellows launched FY17-18 projects.
- **Ecampus** hosted the 10th annual Faculty Forum, a one-day, on-campus event where faculty share innovations and best practices in online course development and teaching. It was attended by nearly 250 faculty, advisors and staff.
- For the third time, OSU’s library faculty were recognized for their scholarly productivity. A study published in *College and Research Libraries* (May 2017) ranked OSU library faculty #2 for articles published per professional staff member; we were edged out of the #1 slot by 0.09 articles/faculty
- Assistant Professor Kelly McElroy was named one of the 50 Movers and Shakers for 2017

among the world's librarians by *Library Journal* magazine. McElroy and co-editor Nicole Pagowsky received the Association of College and Research Libraries' Irene Rockman Publication of the Year Award for their two-volume *Critical Library Pedagogy Handbook*. The award recognizes an outstanding new publication related to instruction in a library environment.

- **OSU Press** published *New Strategies for Wicked Problems: Science and Solutions in the 21st Century*, edited by Edward P. Weber, Denise Lach, and Brent S. Steel, all faculty in Oregon State's School of Public Policy.
- With the purchase of Early English Books Online (EEBO), **OSULP** increased access to content that supports innovation in research and teaching. The additional purchase of EEBO's Text Creation Partnership enables text mining of more than 60,000 books and 130,000 images.
- The **OWL** worked with several groups on campus such as HR and PCOSW to advocate for paid parental leave policy at OSU. A paid parental leave policy is being implemented September 2017 for faculty.
- The **OWL**, in collaboration with the Childcare Initiatives Workgroup, looked at options for additional childcare on the OSU campus and the net result is the new childcare center, opening Fall of 2017 at Azalea.

GOAL #3: Strengthen impact and reach throughout Oregon and beyond.

- In May 2017, OSU and Peet's Coffee announced a collaboration called the Peetnik Pathway to College Program, a tuition reimbursement plan that gives many of Peet's 5,000 nationwide employees access to OSU online undergraduate degrees.
- Open Oregon State provided funds for faculty to replace costly course materials with no-cost materials by adopting, adapting or creating open educational resources. There are more than 25 open textbooks written by OSU faculty in production. The open textbook initiative should enhance graduation rates, as textbook costs are a primary roadblock to degree completion.
- OSU offered its highly popular, massive open online course (MOOC) twice in 2016-17. The free, four-week class – Intro to Permaculture – helps participants learn about and design sustainable landscapes. It attracts thousands of learners worldwide each time it is offered. Instructor Andrew Millison from the College of Agricultural Sciences developed the course with OSU Professional and Continuing Education (PACE), Open Oregon State, **Ecampus** and OSU Extension and Experiment Station Communications.
- PACE had 13,685 enrollments in more than 60 programs and 200 courses involving OSU faculty and industry and community partners in 2016-17. This was an increase of nearly 35% from the previous year. PACE shared \$522,018 in revenue with OSU colleges.
- On behalf of Travel Oregon, PACE created four online learning modules designed for rural communities developing tourism products, destination development and adventure travel services.
- In partnership with the College of Pharmacy, PACE's fee-based course with the highest enrollment in FY16-17 was Comprehensive Contraceptive Education and Training for the Prescribing Pharmacist (5,187). PACE engaged with corporate clients including Fred Meyer, Costco and Walmart to serve as the exclusive provider of contraceptive education and training for each company's pharmacist workforce.

- OSU Summer Session enrolled 6,922 students in 2016 at our Corvallis and Newport campuses, an increase of 2.9% in face-to-face enrollments. This goes against a national trend of declining face-to-face enrollments for summer university classes.
- SCARC faculty member Chris Petersen finished one of **OSULP**'s most important contributions to the OSU 150 Celebration, the Oral History 150 project, making 243 interviews of faculty, staff, students, alumni, and friends of OSU available to the world.
- **OSULP** is committed to innovative community programming designed to showcase our collections. In AY2016-17, the Special Collections and Archives Center sponsored a production of *Photograph 51*. The Guin Library at Hatfield Marine Science Center hosted a reader's theater version that was so popular it was brought back for an encore performance. Guin Library also sponsored an Oregon Humanities Conversation Project, *Fish Tales: Traditions and Challenges of Seafood in Oregon* by Jennifer Burns Bright.
- *Ricky's Atlas: Mapping a Land on Fire*, authored and illustrated by OSU faculty Judith Li and M.L. Herring, respectively, won the 2017 American Associate for the Advancement of Science/Subaru SB&F Prize for the Best Hands-On Science Book. **OSU Press** is working on a campaign, funded by Subaru, to donate copies to schools nationwide.
- As part of a co-publication agreement between **OSU Press** and the Oregon Jewish Museum and Center for Holocaust Education, the OJMCHC purchased 800 copies of *The Jewish Oregon Story, 1950-2010*; Press staff were recognized at the book's Portland launch, which drew nearly 200 attendees.
- **OSULP** enabled Oregon citizens to discover and access information through a collaborative project with the State Library of Oregon. OSULP hosts, maintains, and co-develops the *Libraries of Oregon*, a website connecting Oregon residents to statewide library resources and local public libraries.
- **WIC** has reach beyond our campus through its involvement in statewide meetings with secondary teachers on improving Common Core State Standards implementation and improving articulation with Oregon higher education, assessment based learning reviews, and Oregon Writing and English Advisory Committee to promote educational congruence and alignment across community colleges and universities in Oregon.

GOAL #4: In addition to these goals the Strategic Plan also establishes a commitment to three essential features for OSU: enhancing diversity, stewardship of resources, and technology as a strategic asset.

The following provides key initiatives and efforts in Academic Affairs that align and contribute to these commitments.

Enhancing diversity

- The **DPD** Program received the 2017 American Council on Education (ACE) State Leadership Award for the Advancement of Women. In addition, the program was recognized internationally as a model for curriculum transformation at the Council of Europeanists Conference in Glasgow, Scotland.
- The 2017 *DPD Summer Institute* enrolled the largest cohort in the history of the **DPD** program: A total of 19 participants, with a mix of Instructors and professorial faculty from

four colleges; this year's cohort had the largest STEM representation in the history of the program.

- The Baccalaureate Core Committee approved six new **DPD** courses (HST/REL 364, GEOG 100, ES 260, SOC 345, ART 359, PHL 275). The DPD Director worked with the School of Writing, Literature and Film (SWLF) on a DPD pedagogy workshop, and developed and facilitated a learning community for graduate students teaching DPD courses.
- The **DPD** Program sponsored or co-sponsored seven University-wide programs (*Topics: Gay Rights, Rhetorics of Racism, Inclusive Teacher Education, Community College Student Transfer, and Curriculum Transformation*).
- PACE, part of **Ecampus**, partnered with the Division of Student Affairs to develop an online course titled Creating an Inclusive Community at OSU. This course will be required of all incoming students starting fall 2017.
- The Office of the **SVP** assisted in providing salary support for two faculty members that are part of the University's Tenured Faculty Diversity Initiative, and supported untenured faculty through membership in the National Center for Faculty Development and Diversity and its faculty development boot camp.
- Launched the **SJEI** designed to support goals in SP 3.0. Since September 2016, 465 faculty and staff have completed the **SJEI** curriculum.
- **SJEI** has facilitated a professional learning community, *Facilitation Through an Equity Lens*, for OSU employees seeking to grow as facilitators.
- OSU was awarded *World at Work's 2017 Seal of Distinction* for demonstrating leadership in workplace strategies and practices that cultivate a positive and mutually-beneficial workplace experience. The seal is a unique mark of excellence designed to identify organizational success in work-life effectiveness. This is the fourth consecutive year OSU has been recognized with this distinction.
- The **OWL** as well as campus partners such as PCOSW created a comprehensive guide on flexible work arrangements for employees and supervisors, which confirms OSU's commitment to flexible work arrangements and the development of comprehensive work-life balance programs. Roll out is set for Fall 2017.
- Now in its tenth year, the OSU **SA** program supports the university's strategic goals through its focus on preparing OSU community members to advance equity, inclusion, and diversity in our faculty and staff search and selection processes. Colleges as well as administrative units have policies requiring the participation of external search advocates in their searches. ASOSU expects newly elected leaders to attend the search advocate series before launching their annual hiring effort.
- In AY 16-17, **SA** conducted 15 search advocate 2-part workshop series on the Corvallis campus and one on the Cascades Campus for 266 OSU community members. Update sessions were also offered at both locations - 13 in Corvallis and one in Bend - and 108 OSU participants attended at least one of these refresher sessions.
- An implicit bias workshop developed from the **SA** program had impact both within and beyond OSU during 2016-17. Workshops were offered in Pharmacy, HDFS, and Engineering, and for the Coalition of Graduate Employees (CGE), and Dixon Rec Sports student employees.

- National recognition of the **SA** Program has enhanced OSU's standing as a leader in diversity, inclusion, and high impact search and selection practices among higher education institutions, and stimulated a surge of interest in OSU's program
 - Chronicle of Higher Education (9/11/16) ran a lead article entitled [How to Do a Better Job of Searching for Diversity](#), which was an in-depth profile of the OSU Search Advocate program and how it has impacted search and selection at OSU.
 - In May 2018, **SA** Director led an invited one-hour webinar for the national Higher Education Recruitment Consortium entitled [Search Advocates – Promoting diversity and Mitigating Bias on University Search Committees](#).
 - In AY 16-17, 34 external participants from 13 higher education institutions and one Oregon state agency attended the **SA** 2-part workshop series on OSU's campus;
 - Seven search advocate workshops were held at higher education institutions around the country. Funds from workshops help support the **SA** program and other related professional development for OSU.

Stewardship of resources

- Summer Session's award-winning program, the Natural Resources Leadership Academy, is in its sixth year. The NRLA is an interdisciplinary program with a leadership focus for graduate students and natural resource professionals.
- **IR** led efforts developing data extraction and processing for census and end-of-term registration data that consolidates information used in data submissions to HECC, internal IR reporting and CORE reporting
- **OSULP** raised \$967,890 and established the Dr. David and Mrs. Andrea Arlington Special Collections and Archives Research Center Student Assistant Position, an endowed student internship, and created the Reading Room on Valley Library's main floor to engage students in reading and reflecting on issues currently relevant to them.

Technology as a strategic asset

- **Ecampus** provided financial and staff support of OSU's APLU adaptive learning project. This initiative is about a new way of teaching and required significant pedagogical and technological support.
- **Ecampus** continued to develop course content using 3-D scanning and animation, as well as using virtual and augmented reality. Some of this content is already in use in courses and is accessible by standard computers, without the need for specialized equipment.