



MINUTES

Committee Members Present: Mike Bailey, Paul Kelly (*chair*), Michele Longo Eder (*vice chair*), Ed Feser (*ex officio*), Preston Pulliams, Pat Reser and Cindy Sagers (*ex officio*)

Other Trustees Present: Mark Baldwin, Patty Bedient, Rani Borkar, Darry Callahan, Brett Morgan, Laura Naumes, Ed Ray and Kirk Schueler

University Staff Present: Jennifer Almquist, Sherm Bloomer, Susie Brubaker-Cole, Susan Capalbo, Steve Clark, Debbie Colbert, Becca Gose, Mike Green, Susana Rivera-Mills, Clay Simmons, Patti Snopkowski, and Marcia Stuart

Guests: Scott Ashford (*dean, College of Engineering*), Lois Brooks (*vice provost for information services*), Donna Chastain (*acting chief human resources officer and director of workplace solutions*), Toni Doolen (*dean, University Honors College*), Rachel Grisham (*president, Associated Students of Oregon State University*), Roy Haggerty (*associate vice president for research*), Mitzi Montoya (*dean, College of Business*), Sastry Pantula (*dean, College of Science*)

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

Committee Chair Paul Kelly called the meeting to order at 10:00 a.m., asked the assistant board secretary to call the roll, and noted a quorum.

2. Provost's Report

Chair Kelly welcomed Provost and Executive Vice President Ed Feser to his first meeting, asked him to introduce himself, and invited him to share his vision for his new role at Oregon State University. Feser shared that he most recently served as interim vice chancellor for academic affairs and provost at the University of Illinois at Urbana-Champaign. Immediately prior to that, he served as dean of the University of Illinois College of Fine and Applied Arts. Feser added that he earned both a master's degree and a doctorate in regional planning from the University of North Carolina at Chapel Hill, and a bachelor's degree in government from the University of San Francisco. He shared that these varied experiences have helped him to see the importance of a university as a place to draw on broad perspectives in order to address global challenges. He noted the importance of research universities in bringing together teaching, research, and engagement as core to the educational mission, particularly when also paired with the land-grant mission. He also acknowledged the important step taken earlier in the morning by the Executive & Audit Committee to recommend to the Board adoption of a statement of mission, principles, and core values, noting the centrality of such values to the university's mission. Feser reported that an important component of his work would be continuing to help the university address access and affordability, particularly by working with deans to redesign processes to realize the goal of student success. He cited his

experience in managing reduced state funding for higher education in Illinois as applicable to the work he will be doing at OSU to help devise a financial model that adapts to decreased state support while still achieving OSU's academic mission. Feser stressed the importance of using resources efficiently and identifying new opportunities for revenue generation. For example, he stated that the university is poised to engage more fully with industry through public-private partnerships and entrepreneurial activities, particularly in order to address complex issues, concluding that, overall, he remains optimistic about the future of higher education.

3. Consent Agenda

a. Minutes of the January 19, 2017 Academic Strategies Committee Meeting

A motion was made and seconded to approve the minutes of the January 19, 2017, Academic Strategies Committee meeting. The motion carried.

4. Education/Discussion Items

a. Risk Management Report – Critical Employee Training

Chair Kelly reminded the committee that they had reviewed an initial action plan for critical employee training in December 2016. He then invited Interim Vice President for Finance and Administration and Chief Financial Officer Mike Green and Acting Chief Human Resources Officer and Director of Workplace Solutions Donna Chastain to provide the annual progress report. Green reported that the Office of Audit Services had identified critical employee training as one of the top risks that could hinder OSU's ability to achieve the objectives outlined in Strategic Plan 3.0. He stated that having a robust training program is important to maintaining a well-trained and competent workforce, adding that the plan provided in TAB H outlined risk topics, and goals.

Next, Chastain reviewed progress to-date, including establishment of a workgroup to identify and prioritize critical training needs and resources. The group has been further divided into subgroups charged with researching current offerings in thematic areas such as compliance, diversity and inclusion, and safety, and identifying what additional infrastructure and resources are needed. She stated that training is offered across the university, but this is the first effort to develop a comprehensive training plan to meet the needs of the entire workforce. Chastain added that another important component of employee training is monitoring participation. A second workgroup has been convened to research, evaluate, and select a Learning/Talent Management System to more effectively track what training employees need and when it has been completed in order to inform supervisors, deans and directors, and the Board on employee compliance and training effectiveness.

In the discussion that followed, trustees considered how best to engage the workforce in training and ensure compliance. Chastain reported that the training workgroup has met with various college representatives, the Faculty Senate, students, the graduate and classified employee unions, and various university leaders to solicit their input. She added that these and other stakeholders will continue to be invited to contribute to the development and implementation of employee training, particularly with regard to creating a culture that sees training as advantageous to everyone. Chastain also noted that an important component of success for this initiative will be holding supervisors accountable for ensuring their employees complete the necessary training. Green added that a Learning/Talent Management System will be important to ensure this type of accountability.

President Ray thanked Chastain for her leadership of this process as well as for her service as Acting Chief Human Resources Officer. He noted her receipt of the university's prestigious Beaver Champion Award, stating that she brings a focus on the "human" component of human resources.

b. The Role of Data in Monitoring and Achieving Student Success

Chair Kelly invited Vice Provost and Dean of Undergraduate Studies Susana Rivera-Mills to lead the discussion on the role of data in monitoring and achieving student success. Rivera-Mills reminded the committee that she had previously spoken with the Board about the importance of data in shaping student success efforts, particularly to enhance data-informed decision-making and intervention and to guide continued improvement. She then introduced the panel of deans to discuss specific examples of how data has informed efforts within their colleges and helped them to advance student success.

First, Scott Ashford, dean of the College of Engineering, described how data has been used to transform the awarding of scholarships. He noted data from enrollment management indicated that over 300 high-achieving Pell Grant eligible and/or First Generation students applied to OSU Engineering, were accepted, but did not come, primarily due to cost. Ashford said that the OSU Foundation had also notified him that unused scholarship funds had accumulated within various schools in the college as a result of an historical practice informing how the Dean's Scholarships were funded and awarded. Using this information, the college changed how they use scholarship funds and also created new "Academic Opportunity" and "Academic Success" scholarships to target high-achieving applicants who are also Pell-Grant eligible or First Generation. Ashford stated that these new awards tripled the number of high-achieving first year students coming to the college on scholarship and increased the percentage of high-achieving underrepresented minorities from 2% to 20% receiving scholarships. In response to a question by Trustee Preston Pulliams about the gap between aid and the cost of tuition, Ashford stated that the amount of the award is less than he would like, but it can still make a difference for students in deciding to attend OSU and in graduating with a degree in engineering in a timely manner.

Next, Sastry Pantula, dean of the College of Science, spoke about the use of data in curriculum redesign in order to reduce attrition. He shared that the college focused specifically on DFW rates (the number of D, F and W grades divided by the number of grades given for a course) in chemistry and statistics courses and realized that significant improvements were needed in some key courses. For example, 30% of students taking ST 201: Principles of Statistics were earning D, F, or W grades. Pantula said the college used data to inform such efforts as enhancing student support through the addition of recitations and teaching assistants and by providing students access to the Mathematics Learning Center, and in doing so, lowered the DFW rate to 12%. In response to a trustee's questions, Sastry shared that because courses may be part of a sequence, many are offered every term, either on campus or online, so that students who are not successful in their first attempt have immediate access to the course again in the subsequent term. Pantula said the college is also using data to make significant improvements in student success rates by using math placement tests and enforcing prerequisites to help ensure that students enter into the most appropriate course. Additionally, with support of a grant from the Association of Public and Land-Grant Universities, the college is working in collaboration with the Division of Undergraduate

Studies to utilize adaptive learning technologies within introductory Math 111 and Math 112 courses. Rivera-Mills stressed the importance of pairing these technologies with such interventions as early alert systems, which provide regular status updates to faculty so they can use data to intervene.

Pantula noted the college is also working with other colleges to develop alternative math pathways. Trustee Michele Longo Eder asked how advisors were supporting this effort, and Pantula stated that, in addition to considering placement test results, advisors worked with incoming students to help determine whether a different course might be more appropriate for their major. For example, he noted that an alternative pathways course for life sciences majors would be offered in the spring, and additional courses are also in development. In response to a question by Kelly about broader trends in student performance in mathematics, Pantula stressed the importance of not just focusing on the university level but also transforming mathematics education across K-12 and at community colleges. Trustee Pat Reser added that transforming mathematics education also required preparing teachers. Pantula spoke about working with the College of Education on pairing math and education degrees, and he also pointed to the National Science Foundation funded ESTEME@OSU (Enhancing STEM Education at Oregon State University) project, which is focused on increasing the use of evidence-based instructional practices to enhance the effectiveness of STEM classes.

In response to the presentations by both Ashford and Pantula, trustees also discussed the underrepresentation of women in both engineering and science. Pantula shared that overall data for the College of Science shows steady enrollment of women, particularly in the life sciences; however, students pursuing degrees in chemistry and physics are predominately men. He added that the Departments of Statistics and Mathematics have increased their number of women faculty and that women are also represented among department heads. Ashford pointed to significant changes in the engineering college's hiring practices, which have led to an increase in the number of women faculty. He also reported that the college's enrollment of women is consistent with the national average.

Mitzi Montoya, dean of the College of Business, spoke to the use of data in improving first to second year retention for first-time, full-time students who start in the College of Business upon arrival to OSU. She shared that this "COB First Year Experience" initiative was developed after examining data for incoming first year students who declared business as their major. Data were partitioned by those students who did and those who did not participate in the college's optional Weatherford Living Learning Community (LLC) and the associated BA 160 series, B-engaged, which provides students an opportunity to connect with faculty and peers with common interests in a supportive learning environment. Montoya shared that the findings indicated that approximately 20% of incoming first-year students opted in and that the retention rate for these students was approximately 18% greater than that of students who had not opted in. Data also pointed to benefits beyond first-year retention, such as greater engagement in leadership and service, higher GPAs, and even higher salaries post-graduation. As a result of these findings, the college reallocated existing financial and personnel resources to modify the curriculum and require that all first-year students complete the BA 160 series, expand to two residence halls, shift job duties in order to create the position of director of student engagement, and assign first-year students into cohorts supported by peer mentors. Montoya reported that, although the college is still in its first year of implementing this new First Year Experience model, the Fall 2016 to Winter 2017 retention was 97%, up

from 74% in the previous year. Given this success, the college is now also developing a plan for the second year experience.

Kelly pointed to success of the LLC and asked whether there was consideration of requiring students to live on campus beyond the first year. Feser noted the demonstrated value of a first-year residency requirement, adding more data would be needed about the benefits of residency requirements in the second year in relation to anticipated cost. Rivera-Mills also stated that Montoya spoke to a multifaceted approach and that a range of interventions was needed to create and sustain results. President Ray noted that this can often be accomplished through a shift in practices and resources, rather than requiring new investments, and Trustee Patty Bedient also acknowledged what the college was able to accomplish without increasing their budget. Trustee Laura Naumes asked whether other deans were implementing practices similar to those employed within the College of Business, and Montoya pointed to a residence hall space shared by her college and the College of Engineering that is intended to facilitate greater collaborations. Ashford added that a number of colleges are implementing new practices to support student success, although the exact strategies vary.

Lastly, Toni Doolen, dean of the Honors College, spoke about the use of data in helping to increase the number of students completing an Honors Baccalaureate degree in their academic major. She noted that the Oregon State University Honors College is one of the few degree-granting honors colleges in the country, which means students must complete 30 credit hours of Honors College courses, maintain a certain GPA, and write and defend a thesis. Doolen reported that Honors College students are retained and graduate from OSU at high rates; however, only approximately 50% of students successfully complete the requirements necessary to earn their Honors Baccalaureate degree. In order to improve this rate, the Honors College has implemented a customer relationship management system that captures the entirety of the student lifecycle from prospective student to alumni. As a result of this system, Doolen shared that the Honors College is now able to track students' engagement with curricular and co-curricular programming as well as their progression toward degree completion, making it possible to proactively identify where interventions are needed. She added that the system also sends personalized acknowledgements to students who are on track as positive reinforcement. Doolen reported that, in the first year of implementation, the Honors College has decreased the percentage of students who are not meeting prescribed thesis milestones by an average of 15%. The next step is to complete additional analysis of the student lifecycle data to fine-tune strategies for intervention to most effectively and efficiently deploy student success and advising resources.

In their discussion, trustees remarked on the creative strategies employed across colleges and commended the deans for their efforts. They also discussed the importance of communicating successful strategies across colleges. Ashford noted the importance of the Provost's Council in facilitating these connections. President Ray also pointed to OSU's participation, led by Rivera-Mills, in the University Innovation Alliance as a way to link with and share strategies across other comprehensive research universities. Additionally, trustees discussed the importance of identifying and removing financial barriers that may preclude student engagement with the opportunities discussed. Ray noted that the \$150M goal to support Oregon State's Student Success Initiative was one strategy to help make resources and opportunities available to students. Rivera-Mills concluded by stressing the importance of collecting good quality data in order to be able to effectively pursue the university's student success goals.

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

Senior Vice Provost for Academic Affairs Susan Capalbo reported to the committee on reviews and accreditations in progress. She noted the connections between program reviews and the previous panel of deans given that many innovations must go through the curriculum proposal process, and, as the workload increases, the system must be nimble to keep pace with the changes. For example, Capalbo reported that, over the past five years, there have been approximately 35 new program proposals. Additionally, over 650 proposals to create or change courses have been made during the academic year thus far, with the total for the year expected to reach 1,200. This increased volume has prompted an effort to identify strategies for streamlining the process and to reconsider what changes require review. Expediting the review of proposals will be particularly important now that the university is participating in a 7-year accreditation cycle.

Capalbo then reminded the committee of the three stages of review for new academic programs and referred to TAB I for a summary of proposals under preparation and review, pointing out changes since the January 19, 2017, report. In response to a question by Trustee Mark Baldwin about the “on hold” status of the undergraduate degree program in World Languages and Cultures, Capalbo clarified that additional information is being gathered and the proposal is expected to continue through the review process.

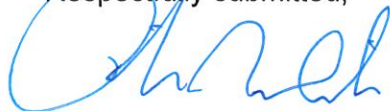
Reser asked to hear more about the new undergraduate degree program in Architectural Engineering. Ashford reported that the School of Civil and Construction Engineering already offers a number of relevant courses and, with the addition of several upper division courses, the college will be able to offer a designated degree program. He added that nationwide trends suggest architectural engineering attracts a more diverse student body than some of the other engineering degrees. He also noted that adding the degree would offer the OSU College of Engineering opportunities for continued collaboration, such as through the TallWood Design Institute, with the OSU College of Forestry and the University of Oregon School of Architecture and Allied Arts.

At the conclusion of Capalbo’s report, Kelly reminded the committee that staff would be scheduling additional telephonic meetings to allow for more in-depth conversation than is possible during Board meetings, where time is limited.

6. Adjournment

With no additional business proposed, Kelly adjourned the meeting at 12:00 p.m.

Respectfully submitted,



Jennifer M. Almquist
Assistant Board Secretary