



MINUTES

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

Other Trustees Present: Patty Bedient, Darry Callahan, and Ed Ray

University Staff Present: Ron Adams, Jennifer Almquist, Scott Barnes, Susan Capalbo, Steve Clark, Debbie Colbert, Becca Gose, Mike Green, Kim Kirkland, Dan Larson, Julee Otter, Susana Rivera-Mills, Clay Simmons, Patti Snopkowski, and Marcia Stuart

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

Committee Chair Paul Kelly called the meeting to order at 10:52 a.m., asked the assistant board secretary to call the roll, and noted a quorum.

2. Consent Item

a. Minutes of the July 12, 2017 Academic Strategies Committee Meeting

A motion was made and seconded to approve the minutes of the July 12, 2017, Academic Strategies Committee meeting. The motion carried.

3. Education/Discussion Items

a. Academic Year 2017-18 Academic Agenda: Goals, Objectives, and Plans

In introducing this item, Chair Kelly said it would take the place of the provost's annual year-in-review report. He then invited Provost and Executive Vice President Ed Feser to share the 2017-18 academic agenda. Feser reported that the agenda for the academic year focused on the four goals of realigning the Office of the Provost, implementing a new annual strategic budget planning process, leading the university community in the accreditation process, and developing strategic plan phase 4.0 to guide the university through 2023.

First, Feser spoke about the realignment of the Office of the Provost, which he noted was intended to provide clarity regarding roles and areas of responsibility. He said the realignment situated colleges, schools, and departments as foundational to the university's success with the role of central administration to steward the institutional mission, provide support to academic units, and ensure accountability. He said the realignment also followed an organizing principle that situates decision-making responsibility within colleges rather than central administration. Feser then pointed to four senior leadership roles that were realigned to clarify responsibility and articulate clear strategic focus: faculty affairs; student affairs; academic programs and learning innovation; and information and technology. He added that future reports to the

Academic Strategies Committee would include updates on these areas of strategic responsibility. Next, he reviewed the new roles. He said that Susan Capalbo's role as senior vice provost for faculty affairs will focus on advancing the university's goal to attract, retain, and support an academically outstanding and diverse faculty. Feser noted the move away from the senior vice provost's previous focus on "academic affairs"—which broadly describes all of the work of the provost's office—to a more specific focus on a range of matters pertaining to faculty. Capalbo will also have a leadership role in developing the university's next strategic plan and in guiding the university's accreditation process. Feser then described the new portfolio under the leadership of the vice provost for student affairs, which now includes responsibility for core student life services and co-curricular academic support for student success. He shared that the role of vice provost for information services had been expanded to include both the entire information technology infrastructure and analytics and decision support systems. This brings together the previously separate institutional research and university-wide reporting functions under a single unit for more integrated functionality. Feser also reported that Susana Rivera-Mills' role was no longer vice provost and dean for undergraduate students and was now vice provost for academic programs and learning innovation. He said the focus of the new role would be to collaborate with the deans on recruitment and admission, academic program offerings, and learning pedagogies and technologies. He added that Rivera-Mills would continue to lead Oregon State's participation in the University Innovation Alliance. Feser also reported that the realignment re-envisioned what had been the Division of International Programs, which focused on providing services to international students, moving instead to integrate support for international students with existing services for all students while still maintaining international expertise. The new global affairs portfolio will focus on the university's internationalization strategy and global partnerships. Feser concluded by stating that the realignment more evenly distributes resources and appropriately allocates authority, it provides a framework for collaboration among the vice provosts, and it creates a structure that can help the Committee think about ways to advise the university on academic strategies.

Next, Feser provided an overview of the components of the new annual strategic budget process. He said the new strategy would engage colleges in articulating their goals in alignment with their resource base and would involve a presentation of the plans to the provost's executive team. He noted that a similar approach would also be implemented with administrative units. Feser also provided an update on the upcoming reaccreditation, noting that Capalbo was leading the self-study effort in collaboration with a steering committee and a newly hired director of university accreditation. Lastly, Feser shared a timeline for the development of the university's next strategic plan, noting that staff were currently in the process of identifying strategies for engaging stakeholders and would be working to have a draft to share with the Committee in June.

In the discussion that followed, Trustee Darry Callahan asked what financial metrics would be available to decision makers to support them in the new budget process. Feser said that standardized reporting would be important, which may require investments in business services, and that, at a broader level, the new process would support vertical alignment in strategic budget planning. Vice President for Finance and Administration Mike Green added that an evaluation of the university's current business operations was underway, with the results intended to inform continued improvement in processes, such as those supporting budget reporting and forecasting. In response to a question by Trustee Michele Longo Eder about the realignment of student services, Feser said that

the university had and would maintain a decentralized advising model, adding that while such a model is typical for large research intensive universities, there would be an effort to ensure consistent delivery of high quality services across the university. Trustee Preston Pulliams asked where excellence in research was situated in the realignment, and Feser shared that Capalbo's leadership of faculty affairs would include a focus on faculty excellence, which is integral to excellence in research. Kelly asked about the roles of vice provost and dean of the Graduate School and vice provost for university outreach and engagement, and Feser clarified that their portfolios remained largely unchanged. Kelly also asked about how the realignment was being received, and Feser shared that once the direction was set, the changes were made quickly, which prompted some questions. He also noted that the vice provosts would now be challenged to articulate a vision for their new areas of responsibility and that the leaders of units within each portfolio were adjusting to a new level of oversight. President Ray expressed support for the realignment, noting the importance of the continued alignment of academic and student affairs, which he said helped to create holistic experiences and integrated support for students.

b. Student Preparedness, Success, & Inclusion (including Risk Management Report)

Kelly asked Vice Provost for Academic Programs and Learning Innovation Susana Rivera-Mills to present this item. Rivera-Mills pointed to TAB L for a summary of actions and performance on all aspects of student preparedness, success, and inclusion, noting that she would primarily address student success and preparedness at a broad, strategic level. She started with an overview of the key initiatives implemented over the previous academic year. Following a qualitative and quantitative assessment of advising practices, recommendations were shared with colleges to promote alignment around key elements, and support was provided by sharing best practices, tools, and data. Rivera-Mills also spoke about curriculum redesign efforts, including the ongoing partnership with the College of Science to continue to improve student success in gateway mathematics courses, and the use of data analytics to identify the 25 courses with the highest rates of D and F grades and withdrawals. She noted that, over the past two years, there has been improvement in 17 out of the 25 courses, and she added that the university had received grant funding to use adaptive learning to continue to improve success in these courses. Next, Rivera-Mills provided an overview of financial interventions. The first intervention focused on providing scholarships to support the recruitment of approximately 100 first generation, low-income students. Another intervention provided support to nearly 200 students completing their first year who showed high potential for success but who encountered barriers to persistence. Additionally, 1,900 students received grants to support them through emergency situations, and 2,235 students benefited from the removal of financial holds following a review of student accounts. Rivera-Mills added that the first-year retention rate for this group was 89% compared to 83% overall, and the second-year retention rate was 83% compared to 78% overall. The last intervention focused on connecting with and offering support to students who were not progressing but who were within 30 credits of graduation. Rivera-Mills also spoke about the increased use of data analytics, including the development of new reports to support colleges such as disaggregated enrollment data, dynamic retention and persistence reports, and interactive term registration reports. She noted that there tends to be a focus on degree completion, graduation rates, and job placement, and while these are important, they are lagging metrics that are easy to measure but difficult to influence. Additionally, these metrics are calculated by cohort. She said it was also important to look at leading metrics that show areas of improvement and suggest

opportunities for more immediate intervention at the individual level. Rivera-Mills then spoke about challenges to student success, including a lack of alignment and accountability, limited coordination, scarce resources, and inconsistent implementation. She concluded by presenting the top priorities for the 2017-18 academic year, including improving alignment and accountability, establishing indicators and metrics, enhancing access and coordination, increasing support for students and faculty, establishing interventions, and continuing to address areas of greatest need.

Following the presentation, Pulliams asked about fundraising to support student success, and Rivera-Mills confirmed that fundraising remained a priority, noting that one challenge was identifying current use funds available to address immediate needs, such as the financial interventions she identified. Ray stressed the importance of balancing funds raised for endowments with funds that have the flexibility to be directed to emerging high-impact interventions. Trustee Kirk Schueler asked about the response of departments that are having success with data analytics, and Rivera-Mills shared that departments are excited to share their results with others, which is becoming part of strategy to promote changes in other departments. She added that a cohort of faculty are coming together to work on other strategies, tools, and pedagogies that can be engaged to support student success. As part of the discussion, Kelly asked trustees to reflect on their assessment of the university's actions and performance related to student success. Pulliams acknowledged the difficulty of improving student success, noting the importance of engaging faculty and colleges rather than driving initiatives centrally; however, he expressed concern about whether there are sufficient resources to support the necessary changes. Eder also expressed support for the strategic direction, and she added that she remained anxious to see more significant changes in student retention and graduation rates. She noted that other metrics would also be helpful, such as four-year graduation rates. Trustee Patty Bedient said it would be helpful as the Board approaches its annual consideration of the university's operating budget to know more about the investments needed to support desired returns. Ray added that similar conversations had occurred as part of efforts to seek increased funding from the state, and that it would be important to share different scenarios with the Board to draw clear connections between decisions, such as setting tuition rates, and the ability to pursue particular programs and initiatives. Callahan said it would also be important to hear about plans that extend beyond the next immediate academic year.

c. Title IX Gender-based Violence Prevention, Support & Response (including Risk Management Report)

Kelly asked Interim Vice Provost for Student Affairs Dan Larson and Executive Director for Equal Opportunity and Access Kim Kirkland to present this item. Kirkland pointed to TAB M for a summary of actions and performance on all aspects of Title IX gender-based violence prevention, support, and response, noting that she and Larson would provide an overview. She said that preventing and addressing the impacts of sexual misconduct and discrimination remain a priority for the university, and the work involves collaboration across many partners, with primary responsibility residing in the Office of Equal Opportunity and Access (EOA) and Student Affairs. Kirkland then reviewed the priorities for the previous academic year, beginning with delivering effective education and prevention programming and resources; updating policies and procedures to ensure clarity, accountability, and due process; and conducting a sexual violence climate assessment. Larson spoke about the two main prevention and training programs designed for students, both of which are administered through Student Affairs. He

described both Haven, an online interactive module completed by all incoming students, and Beavers Give a Dam, an in-person bystander awareness training that can be tailored to specific audiences. Kirkland added that EOA and Student Affairs would be collaborating on a violence prevention and response summit intended to bring together student leaders, student educators, and campus professionals from across the region to explore approaches to prevention and response. She also noted that EOA continues to develop and deliver educational programs for faculty and staff to learn more about their responsibilities. Next, Larson described the recent launch of a revised Student Code of Conduct, which improved clarity and processes in a number of areas. He noted that the new code establishes clear parameters for amnesty from alcohol, marijuana, or other drug violations when reporting sexual misconduct and provides greater clarity around discriminatory misconduct behaviors within the code. He also said the new code applies to student behavior that takes place in a variety of environments, including off campus. Kirkland added that revisions were also made to the university's Sexual Misconduct and Discrimination Policy and that EOA improved, documented, and publicized an investigation and resolution process for matters involving students. Kirkland then highlighted several findings from the university's first sexual violence climate assessment. She said the purpose was to gather information about students' perceptions, sense of safety, and awareness of campus resources and response. The survey was distributed to 5,000 students and had a 19% response rate. While students generally indicated an awareness of what, where, and how to report, Kirkland noted that maintaining a positive climate requires sustained effort. Larson then spoke about the priorities for the current academic year, including instituting the Greek Life enhancements recommended by the university's Greek Life taskforce. He said that implementations of these recommendations along with the updated Student Code of Conduct would support student success, safety, and community livability. Kirkland shared that two other areas of focus for the year included implementation of critical employee training and finalization of improvements to the investigation and resolution process for matters involving employees.

In the discussion that followed, Kelly asked about the response of students to the required Haven training. Larson noted that the overall response was positive, pointing to the number of students who pursued additional training through the in-person bystander intervention program. Kelly also asked about the impact of changes at the federal level, and Kirkland said that given the updated policies and procedures put in place at OSU over the past year, she did not anticipate significant impact from the recent federal changes. General Counsel Becca Gose added OSU's director of federal relations was engaging with national colleagues to facilitate the university's participation in the notice and comment period.

d. Student Athletes

Kelly asked Vice President and Athletic Director Scott Barnes to present this item. Barnes shared that a search was underway to hire the next head football coach, adding that he was pleased with Cory Hall's leadership of the program for the remainder of the season. He then presented a summary of efforts and achievements in intercollegiate athletics over the previous academic year. Barnes began by sharing the academic accomplishments of student athletes, noting that two school records were set during winter term 2017 with 15 out of 17 teams achieving a grade point average of 3.0 or higher and with a cumulative grade point average of 3.14. The latter record was surpassed during spring term 2017 with a cumulative average of 3.16. Barnes then

provided snapshots of the academic success rates of OSU student athletes compared to Pac-12 and Division I peers, adding that while OSU lagged behind peers in some measures, the trend continued to be upward. He also shared examples of the contributions student athletes make to the local and broader communities, citing a total of more than 3,500 hours of community service. Barnes then reviewed the successes in athletic competition, including winning the Civil War Series against the University of Oregon. Next, Barnes provided an overview of strategic planning efforts underway in the department, sharing the importance of the process, the core values, and the mission statement. He also reported on the six strategic goals that had been identified, adding that the new strategic plan was scheduled to be finalized early in 2018. Barnes completed his presentation with an overview of the core compliance functions performed by intercollegiate athletics, including maintaining institutional control of the athletic department and enforcing division and university rules, and the measures in place to evaluate compliance.

During the discussion, Kelly asked about the response of student athletes to the mandatory Title IX training. Barnes said that in addition to ensuring that student athletes complete the training, he and colleagues within and outside of the department continue to work on ways to support broader cultural change. He added that one strategy under consideration was engaging student athletes as peer influencers. Trustee Mike Bailey asked what prompted the dramatic increase in the academic progress rate between academic years 2014-15 and 2015-16, and Barnes said that dips in that particular measure of eligibility and retention can reflect such factors as coaching changes while increases can indicate stabilization. Trustee Mike Thorne asked Barnes to describe the anticipated results of achieving the six goals proposed in the strategic plan, and Barnes said that the role of athletics is to advance the mission of the university and sustained excellence in athletics can help to raise the profile of OSU. Lastly, Eder asked about the services provided to student athletes whose grade point average was below 3.0, and Barnes described the types of support offered by the academics for student athletes program.

e. Research Annual Report

Kelly asked Vice President for Research Cynthia Sagers to present this item. Sagers began by reporting that, in the fiscal year ending June 30, 2017, Oregon State faculty and staff obtained a record \$441M in research grants, contracts, and licensing revenue, which makes the university the largest research institution in the state. She said that the steady growth in OSU's research portfolio was driven by federal agency funding, along with growth in industry contributions. Sagers added that the record total included the largest competitive award in the university's history—a grant to build a \$122M regional research vessel—and an award of up to \$40M for testing systems for ocean wave energy technologies. The research vessel, which will replace the *Oceanus*, is the first of three projected ships. Sagers said the anticipated total project budget is \$365M, adding that Oregon State was selected to spearhead the construction because of the university's strong project management team and long-term relationship with the National Science Foundation. Trustee Rani Borkar asked how these successes were being communicated outside of the university, and Sagers shared that promotional materials were being developed for distribution to state and federal officials. Next, Sagers presented the five-year work plan for the Research Office. She pointed to the importance of continuing to bolster support for faculty as the number of major research awards increases, negotiating an increase in the facilities and administrative rate to

more accurately account for the indirect costs of research, identifying new partnerships and pipelines to support students, and building out research space. Lastly, Sagers provided updates related to the Committee's role in overseeing major research centers or institutes. She said the university recently named a new director of the Linus Pauling Institute. She also reported that the Center for Latino/Latina Studies & Engagement was on hiatus to see if a sustainable financial model can be developed for the center.

Following the presentation, Borkar expressed concern about the reliance on federal funding and asked about efforts to engage industry partners. Sagers said that pursuing new industry partnerships was a priority. In response to a follow-up question by Bailey, Sagers said the university also received funding through receipt of state matches to federal funding.

4. Action Item

a. 2018 Academic Strategies Committee Work Plan and 2017 Board Assessment Results

In introducing this item, Kelly referred to the materials in TAB P. He began by reviewing the results of the assessment survey, which he said showed positive results overall with slight decreases in the assessment of the effectiveness of committee leadership and in active participation in discussions by committee members. Kelly also reviewed the 2017 Work Plan, noting that two outstanding items—the risk reports on Title IX gender-based violence prevention, support, and response and student preparedness, success, and inclusion—had been covered earlier in the meeting. He then asked Board Secretary Debbie Colbert to present the 2018 proposed work plan. Colbert said the proposed work plan was grouped by theme, in alignment with the strategic areas presented during the provost's report, with each topic mapped to a charter theme. Bailey asked about a reference to the Educator Equity Plan, and Colbert referenced Oregon's Educator Equity Act, which requires that each public teacher education program in the state prepare a plan every two years for the recruitment, admission, retention, and graduation of diverse educators. The Committee approved the university's current Educator Equity Plan, and an update to the plan will be presented to the committee in 2018. In the discussion that followed, committee members expressed their support for the proposed work plan.

Following discussion, a motion was made and seconded to adopt the Calendar Year 2018 Academic Strategies Committee work plan. The motion carried.

5. Adjournment

With no further business proposed, Chair Paul Kelly adjourned the meeting at 2:55 p.m.

Respectfully submitted,



Jennifer M. Almquist
Assistant Board Secretary