The Board of Trustees of Oregon State University

Oregon State University

Meeting of the Academic Strategies Committee
March 16, 2018
Telephonic and Allworth Conference Room, Memorial Union
Oregon State University
Corvallis, Oregon

MINUTES

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

Other Trustees Present: Mark Baldwin and Ed Ray

University Staff Present: Jennifer Almquist, JoAnne Bunnage, Susan Capalbo, Donna Chastain, Debbie Colbert, Becca Gose, Mike Green, Patti Snopkowski, and Marcia Stuart

1. **Call to Order/Roll/Declaration of a Quorum**
   Committee Vice Chair Michele Longo Eder called the meeting to order at 3:04 p.m., asked the board secretary to call the roll, and noted a quorum. She then welcomed Julie Manning to her first meeting as a trustee.

2. **Provost's Report**
   Provost and Executive Vice President Ed Feser began his report with an update on the university's transition to a new budget model. He said the colleges have completed their reporting process and administrative units are now preparing to undergo a similar process. This will inform conversations about FY2019 tuition rates and fees and the operating budget outlook. Feser said the strategic planning process was on schedule and that the community engagement forums were attracting good participation. He reminded trustees that initial priorities identified through the process would be shared with the Board in April in order to solicit their input with the final plan scheduled to be shared with the Board in June. Feser provided an update on the searches for the deans of the colleges of Agricultural Sciences and Pharmacy, noting that campus interviews for both searches would be held during spring term. He said that searches would be underway soon to fill the position of vice provost for enrollment management and the leadership position for global affairs. Feser reported on work to develop the university's newest space in Portland, noting that it will include five classrooms, ten conference rooms, and 25 workspaces. In response to a question from Trustee Mike Bailey about the digital infrastructure, Feser said that he anticipated that there would be seamless integration across the university's systems. Feser reported that several new academic program reviews and accreditations would be shared with the Board in June. Eder asked whether there were any particular challenges in the transition to the new budget model. Feser said that some colleges had been operating with a deficit, and while they were being provided bridging funds, they would need to develop new operating strategies moving forward. Eder said she was excited to learn about the progress on the searches, and she concluded by thanking Feser for his report.

3. **Consent Agenda**
   a. **Minutes of the January 18, 2018 Academic Strategies Committee Meeting**
      A motion was made and seconded to approve the minutes of the January 18, 2018, Academic Strategies Committee meeting. The motion carried.

4. **Education/Discussion Items**
   a. **Critical Employee Training, including risk management report**
      Eder asked Vice President for Finance and Administration Mike Green and Acting Chief Human Resources Officer Donna Chastain to present this item. Green reminded trustees that critical employee training was one of the top risks assigned to the Academic Strategies Committee. He said the mitigation plan identified hiring a Chief Human Resources Office (CHRO) as a priority, and while a hire had been made following a national search, the individual had to resign before fully assuming the role. Green said a search process is currently underway. He also noted his appreciation for Chastain for serving as acting CHRO and asked her to provide the status report. Chastain said the university's efforts to address critical training needs have focused on two fronts, and significant progress has been made. First, the Critical Training Workgroup was launched to identify and prioritize critical employee training needs. She said an initial set of training modules was developed for the first phase of training with a focus on priority topics including ethics, IT security, protected leave eligibility and use, and mandatory reporting of child abuse. Chastain reported that the first phase launch will occur in April with a release to employees in human resources and OSU Extension. This will provide the workgroup an opportunity to identify and address any questions about the training modules. She said the workgroup is identifying priorities and developing trainings for release of a second phase of critical trainings by fall 2018. The second phase will include modules focused on topics including Title IX, the Americans with Disabilities Act, and bullying. Beyond that, the workgroup will engage in the continued development of critical trainings as identified and prioritized.

      Chastain reported that a second and complementary focus has been to put a Learning Management/Talent Management System (LMS/TMS) in place for registration, delivery, and tracking of training. The workgroup reviewed the university's needs and options and decided to use an existing system available through OSU's Professional and Continuing Education (PACE) program. Chastain said that implementing the LMS provided by PACE leverages existing university resources and provides the opportunity to develop OSU-specific trainings. Green noted that another feature of the LMS is the ability to hold employees and supervisors accountable. Once fully implemented, employees will have 60 days to complete the training. Chastain concluded by reporting that the workgroup will continue to meet on a regular basis to review progress, evaluate training needs and effectiveness, and review and identify additional training needs.

      Following the presentation, Chair Paul Kelly asked how employees will be held accountable for completing the training. Chastain said that quarterly reporting will be completed by unit so that supervisors can track completion rates of their employees. These unit level reports will also be shared with senior leaders so they can hold their managers accountable for completion within their unit. Eder asked about the goal of having 80% of employees trained, and Chastain clarified

that the expectation is that all employees will be trained based upon their position requirements. However, the performance metric was set at 80% to recognize that with employee and volunteer turnover, it is unlikely that a snapshot of a particular point in time will ever indicate that 100% of employees are trained.

b. **Institutional Accreditation**
Eder asked Senior Vice Provost Susan Capalbo and Director of University Accreditation JoAnne Bunnage to present this item. Capalbo said that President Ed Ray appointed her as the Accreditation Liaison Officer, and that she and Ray maintained responsibility for the submission, accuracy, and completion of all materials. Capalbo said that OSU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). She added that NWCCU accreditation is the highest form of accreditation the university can achieve and communicates the value of our degrees. Accreditation also qualifies OSU and its enrolled students for access to federal funds to support teaching, research, service, and student financial aid and facilitates transfer of credits among other accredited institutions. Capalbo then discussed the benefits of accreditation, including providing a realistic reminder of what is going well and what can be improved, helping target resources to identified priorities, and helping to align priorities with the university's mission and goals. She also noted that the accreditation process aligns with other initiatives, including the rebranding effort and the development of Vision 2030 and Strategic Plan 4.0. Pulliams asked about general perceptions about accreditation, and President Ed Ray spoke about the role and value of accreditation in assuring and improving higher education quality, particularly amid questions about the value proposition of higher education. Trustee Julie Manning asked whether there was latitude within the accreditation criteria to innovate curricular design and delivery. Capalbo said that while the NWCCU prescribes specific standards, it does not dictate how the university meets those standards. She cited Ecampus as an example of an area in which the university is innovating curricular design and delivery. The accreditation standards provide a framework, and within that, it is the responsibility of the university to demonstrate through assessment that learning outcomes are set at the appropriate level and that they are being met.

Next, Bunnage spoke about the accreditation process, beginning with development of the Year Seven Self-Evaluation Report, commonly called the Self-Study Report. She said the report must address five standards, which articulate the quality and effectiveness expected of accredited institutions. Bunnage noted that OSU was last accredited in 2011 using the previous 10-year accreditation cycle. The NWCCU has now moved to a seven-year cycle with reports occurring in years one, three, and seven. The reporting topic for Year One was Standard 1; the reporting topic for Year Three was Standard 2, with updates and responses to Standard 1; and the reporting topic for Year Seven will be Standards 3, 4, and 5 with updates and responses to Standards 1 and 2. Bunnage presented Oregon State's core themes of undergraduate education, graduate education and research, and outreach and engagement, and she described how they aligned with the university's strategic plan goals. She discussed the eight objectives aligned with the themes and presented example indicators of achievement. Manning asked what was envisioned by the objective to build and sustain engagement with communities of interest and communities of place across the institution. Bunnage said it was intended to speak to the university's outreach and engagement mission. She noted that although the language used when the objective was written might not fully reflect what the university is doing today, peer institutions that have completed the accreditation process recommend using the same objectives throughout the entire cycle. Eder said

that she was interested in hearing more about a question posted in the materials about the parts of the accreditation process or the standards most in need of attention. Capalbo said that at a broad level, the university will have to consider whether it has the structures, resources, and programs to accomplish its strategic goals. Bunnage added that there will be a particular focus on areas brought to the university's attention for improvement and recommendations made in previous years. As an example, Bunnage cited recommendations for improving program assessment. Although a process is now in place, Capalbo said it will be important to show how the results of the assessment are being used to improve programs. In response to a question from Bailey, Capalbo confirmed that OSU is accredited as an institution and will include OSU-Cascades. Discussion also covered how to effectively tell the story of OSU, while adhering to the prescribed NWCCU criteria for accreditation. In conclusion, Bunnage provided an overview of next steps in the accreditation process, noting that the university is expected to complete the Year Seven Self-Evaluation Report in early 2019. After the report is submitted, NWCCU will convene a team that will visit campus in spring 2019 as part of their review process. Board Secretary Debbie Colbert said that trustees would have an opportunity to engage with the accreditation process between now and the completion of the self-study report. She added that the site visit team will want to speak with a trustee, and the goal will be that anyone selected will be sufficiently prepared to engage in the process.

5. **Adjournment**
   With no further business proposed, Chair Paul Kelly thanked Vice Chair Eder for chairing the meeting until he was able to join. Eder adjourned the meeting at 4:43 p.m.

Respectfully submitted,

Jennifer M. Almquist
Assistant Board Secretary