



MINUTES

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

Other Trustees Present: Mark Baldwin (*phone*), Patty Bedient, Julia Brim-Edwards (*phone*), Darry Callahan, Angel Mandujano-Guevara, Laura Naumes (*phone*), Ed Ray, Kirk Schueler, and Mike Thorne

University Staff Present: Ron Adams, Charlene Alexander, Jennifer Almquist, Steph Bernell, Noah Buckley, Susan Capalbo, Steve Clark, Jim Coakley, Debbie Colbert, Ed Feser, Julie Gess-Newsome, Alix Gitelman, Becca Gose, Mike Green, Colin Hesse, Mitzi Montoya, Philip Mote, Keith Raab, Lauren Skousen, and Patti Snopkowski

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

Committee Chair Paul Kelly called the meeting to order at 9:47 a.m., asked the assistant board secretary to call the roll, and noted a quorum.

2. Provost's Report

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

Provost and Executive Vice President Ed Feser began by stating that a summary of existing academic program reviews was included in TAB F. He then provided an update on accreditation, noting that the university's site visit was scheduled to occur later that month. He anticipated that reviewers would be focused on assessment of student learning outcomes and mission fulfillment. Feser said that because the spirit of accreditation is the principle of continuous assessment and improvement, the university would promptly move to the beginning of the next accreditation cycle, with the recently completed self-evaluation report serving as the baseline. Feser reported on efforts to negotiate the first collective bargaining agreement with the faculty union. At the first all-day substantive bargaining session, parties agreed on ground rules, agreed on an extension of the negotiating period, and exchanged opening proposals.

Feser spoke about the implementation of OSU's shared responsibility budget model, which began with the FY2018 Education & General (E&G) budget. He said the university historically had used incremental budgeting for much of the E&G budget; however, during FY2015, the Provost's Council, the University Budget Committee, and various working groups began considering alternative ways to allocate E&G funds to administrative and academic units. Conversations

with many stakeholders over a period of several years led to the development of the current model. Feser said the new model sets a clear percentage of the E&G budget that goes to administrative units with parameters around how modifications can be made. The model also uses an algorithm for the distribution of funds to colleges based on activity level, which is driven principally by enrollment and student and research outcomes. Feser noted that budget adjustments were made in FY2018 to smooth the implementation of the model, with some colleges receiving extra funds to help bridge to a different model. He observed that budget distribution models of this kind become more visible during periods of slowed growth or decline, adding that numerous conversations have been held with a wide range of stakeholders across the university in order to provide transparency about the new model. Kelly asked about the percentage of E&G funds directed to administrative units, and Feser said it is approximately 41% and any change to that allocation would require explicit conversations between academic and administrative leaders.

Feser also provided an update on the Undergraduate Student Success Initiative, noting that over 350 faculty and staff participated in the 2019 Undergraduate Student Success Summit held in March. He reported on early results from a two year pilot Faculty-Student Mentor Program and spoke about a newly released dashboard tracking student success metrics. Feser reported on senior leadership positions, stating that six searches are in progress. He said the position that had historically been both vice provost for university outreach and engagement and director of the OSU Extension Service would now be two roles. He expects to focus first on filling the vice provost position, and the person appointed to that role will be charged with hiring a director. Lastly, Feser announced the 2019 Distinguished Professors: Clare Reimers, Distinguished Professor, College of Earth, Ocean, and Atmospheric Sciences; Mas Subramanian, Distinguished Professor, College of Science; and Virginia Weis, Distinguished Professor, College of Science. He also noted that Bahman Abbasi, an assistant professor in the energy systems engineering program at OSU-Cascades, was recently awarded a grant by the U.S. Department of Energy to recover grey water from hydraulic fracturing.

Following the report, Trustee Darry Callahan asked how faculty balance participation in the Faculty-Student Mentor Program, particularly given increased pressures on resources. Feser remarked on the care faculty have for students, as demonstrated by how quickly spots in the mentoring program filled; however, he added that continued underfunding does push more administrative load onto faculty, reducing the time they have to dedicate to other activities. Trustee Michele Longo Eder asked what themes emerged from the Undergraduate Student Success Summit, and Feser said there was a particular emphasis on the importance of curriculum and pedagogy in delivering undergraduate degree programs.

3. Consent Agenda

a. Minutes of the January 17, 2019 Academic Strategies Committee Meeting

On a motion made and seconded, the committee approved the minutes of the January 17, 2019, meeting.

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b. Academic Program Extension: BS in Environmental Sciences

Kelly asked to remove this item from the Consent Agenda and invited Dean of Academic Affairs Julie Gess-Newsome to speak about the proposal. Gess-Newsome said the proposal was to add OSU-Cascades as a location for the BS in Environmental Sciences degree. Kelly asked what role the Higher Education Coordinating Commission (HECC) would have in the program extension. Feser said staff were still seeking clarification but that it would likely require approval by the HECC.

A motion was made and seconded to approve the establishment of a BS in Environmental Sciences at the OSU-Cascades, effective in fall 2019, pending the support of the Statewide Provosts Council and the approval of the Higher Education Coordinating Commission. The motion carried.

4. Action Items

a. New Academic Program: BS in Business Analytics

Kelly asked College of Business Dean Mitzi Montoya and Senior Associate Dean of Analytics and Operations Jim Coakley to present this item. Montoya said a strategic initiative for the College of Business is to expand access to degree programs and to be responsive to business need. She added that there is significant market demand for the business analytics degree. Coakley said the master's level business analytics program started in fall 2014 and is currently the largest program in the college. The proposal would seek to replicate the successful graduate program at the undergraduate level. Coakley then summarized the proposed course of study and discussed the program financials. Montoya noted that, if approved, the program would be the only undergraduate business analytics degree in Oregon.

A motion was made and seconded to approve the establishment of a BS in Business Analytics, effective summer 2019, pending the support of the Statewide Provosts Council and the approval of the Higher Education Coordinating Commission. The motion carried.

b. New Academic Program: MA, MS in Communication

Kelly asked Colin Hesse, an associate professor of speech communication, to present this item. Hesse said the proposed Master of Arts/Master of Science in Communication would be the first graduate program in the area of speech communication at OSU. He said the proposed program would be unique among speech communication graduate degrees because of OSU's use of a comprehensive model that combines both rhetoric and communication under the umbrella label of Communication. Hesse then described the need for the proposed course of study and summarized the program financials. Kelly asked whether any opposition was anticipated from Portland State University, which also offers a graduate program in communication. Hesse said that while the two departments share some concentrations, each has developed unique curricular areas, adding that conversations with faculty at Portland State University have been positive. Feser added that it was not uncommon for a program proposal to receive support at the faculty level and then to encounter further questions or

concerns at the Statewide Provosts Council. He said he was not aware of concerns about this program. In response to a question by Kelly, Feser noted that any substantive changes to the curriculum design that resulted as the proposal moved through the process would be brought back to the Academic Strategies Committee. Trustee Mike Bailey asked whether creation of the graduate program would negatively affect the undergraduate program, and Hesse said there would be need to create approximately three new graduate level courses, and faculty had already discussed how they would accommodate the new course load with existing faculty FTE. In response to a question by Eder, Hesse said faculty anticipated growing the program to approximately 25 students over the course of four to five years.

A motion was made and seconded to approve the establishment of the MA/MS in Communication, effective fall 2019, pending support of the Statewide Provosts Council and the approval of the Higher Education Coordinating Commission.

5. Discussion Items

a. **Enrollment and Financial Aid Briefing**

Kelly asked Interim Associate Provost for Enrollment Management Noah Buckley and Director of Financial Aid Keith Raab to present this item. Buckley began by noting that, nationally, the traditional college-going population is declining and this trend and other pressures have led to increased competition throughout the higher education sector. He then described the strategic enrollment management system at OSU, which is led by the Division of Enrollment Management in collaboration with many partners across the university. He also described the enrollment strategies directed at different markets to meet the university's strategic plan goals related to enrollment. Buckley discussed enrollment trends and noted that OSU has grown over time through a changing mix of Corvallis, OSU-Cascades, and Ecampus students. He also summarized key challenges, including shrinking numbers of high school graduates, changing international markets, and increasing competition. Buckley expressed a particular concern for declines in enrollment among low-income Oregon residents. Eder asked whether any trends had been observed to explain the declining yield rates, particularly among low-income students. Buckley explained that one challenge is the limited pool of funds available for scholarships, particularly as the university has increased merit scholarship spending via discounts, which in turn has reduced the amount of discount dollars available to award to low-income students with less or no merit aid. He added that the university was formulating a number of initiatives to better utilize existing funds to maximize enrollment outcomes in alignment with the university's mission. In response to a question by Kelly, Buckley noted that the university's current acceptance rate is at approximately 80%, and the yield rates are approximately 17% for non-resident students and 47% for residents. In response to a question by Trustee Mark Baldwin, Buckley said OSU pursued various strategies to attract the highest achievers at Oregon high schools.

Trustee Rani Borkar remarked on the fundamental challenge of greater competition for fewer students and the need to pursue strategies that would move beyond reliance on the declining traditional college-going population. Buckley agreed that it was important to both perform better with existing markets

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while also adapting to changing markets and pursuing new markets. He then spoke about strategies to increase the applicant pool and improve yield, including making improvements to the evaluation of transfer credits and expanding the recruitment network. In response to a question by Eder, Buckley described the strategies employed to engage national markets. Bailey asked about the efficacy of efforts to increase personal connections with potential students, and Buckley shared that important factors in determining whether an admitted student will enroll include whether they have visited the campus and whether they have interacted with faculty. In response to a question by Trustee Angel Mandujano-Guevara, Feser added that the current focus of the Undergraduate Student Success Initiative was to ensure that outreach continued with enrolled students to help smooth the transition. Eder asked about projections for Ecampus, and Buckley said that while growth among undergraduate students taking courses entirely online has slowed, it is not expected to decline. He added that there is growth opportunity, specifically for OSU, in the population of graduate students interested in taking courses entirely online. President Ed Ray added that this potential growth is one reason why OSU expanded its presence in the Portland region, where market studies indicated interest among adult learners in taking courses and pursuing OSU degrees in the communities where they work and live. Ray also remarked on the importance of considering as part of the enrollment strategy the optimal balance between resident and non-resident students.

Buckley then spoke about initiatives to help students optimize their time at OSU and shorten their time to degree, including introducing a new online scheduling tool and improving the registration experience. He said the university also planned to improve the degree awarding processes so that students no longer are required to apply to graduate. This effort ensures that degrees are awarded at the time they are earned. In response to a question by Trustee Patty Bedient, Buckley and Raab explained some of the reasons students might delay applying to graduate and the barriers they can encounter to graduation. Trustee Julie Manning asked about the optimal balance between investments in recruitment and investments in retention. Feser said that further analysis would be needed to say with certainty, but, generally, both students and the university see particular benefits from investments in retention. Next, Raab spoke about efforts underway to better utilize existing funds to maximize enrollment outcomes. He spoke in particular about redesigning the OSU Bridge to Success Program to offer not only financial benefits but also to extend housing and dining benefits, academic benefits, and other support. Raab also noted initiatives aimed at awarding financial aid earlier, improving outreach to students with loans regarding their debt commitments and continued eligibility, and awarding completion grants.

b. Educational Programs Briefing

Kelly asked Vice Provost for Undergraduate Education Alix Gitelman, Vice Provost and Dean of the Graduate School Philip Mote, and Associate Dean of the Graduate School Steph Bernell to present this item. Gitelman began with an overview of undergraduate education, noting that Oregon State serves over 26,000 undergraduate students, which is a 43% increase since 2009. She described the university's undergraduate academic programs, which include 86

bachelor's degree programs across nine academic colleges, and the process for maintaining academic curriculum standards through undergraduate academic program reviews. Gitelman then spoke about the opportunities and threats facing undergraduate education, beginning with the rapidly changing marketplace demand for skills and a reduced appreciation for the general education curriculum. To address this threat, the university is pursuing several strategies, including developing certificates and professional and continuing education to meet changing demand at a pace in line with need and examining the Baccalaureate Core to streamline the number of courses. Kelly asked how to make sense of these strategies in the context of the report on degree seeking enrollment included as TAB L, Attachment 1. Gitelman said that as the university has added specialized degrees, enrollment in some more general areas of study, particularly within the College of Liberal Arts, has declined, and it would be important to continue monitoring enrollment and making adjustments where needed. Gitelman spoke about the threats of increased competition among public universities in Oregon and increased competition within OSU for student credit hours. Borkar also noted that another potential source of competition is from companies that are creating their own programs or partnering with universities to deliver programs to their employees. In light of these threats, Gitelman said OSU is pursuing a number of strategies, including creating greater efficiencies in the program proposal process, monitoring consistently low or declining enrollment programs, and engaging in efforts to reform the Baccalaureate Core. She also spoke about initiatives related to pedagogy and program delivery, including rejuvenating the Center for Teaching and Learning and exploring experiential learning opportunities.

Mote provided an overview of graduate education, noting that degree-seeking graduate and professional students are approximately 4,600 of OSU's total enrollment. The most significant growth in enrollment has been in Ecampus. Mote said that OSU has a number of graduate programs that are nationally or internationally ranked. He added that faculty and students report that the high degree of collaboration was an important consideration in their decision to come to OSU. He noted some of the challenges facing graduate education, including the low percentage of graduate students among the overall student population and the low but improving diversity. Mote described some of the strategic initiatives being pursued, such as capitalizing on strengths to strategically grow graduate programs (a focus of SP4.0), reforming the admissions process, and improving the culture to promote and value diversity. Mote also described strategic initiatives to adapt to the changing nature of graduate education, including continuing to expand offerings online, in Portland, and at OSU-Cascades; improving mentoring by graduate advisors; offering training in transferrable skills; and improving graduate student mental health.

During the discussion that followed, trustees discussed the need to continue to look holistically at program offerings and at the curriculum to ensure they are matched to the interests of students and the needs of employers. Feser noted the importance of continuing to look at the university's entire portfolio of undergraduate and graduate programs, considering the role of graduate programs in supporting undergraduate programs (through teaching assistant support), and continuing to make changes in programs as needed.

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6. Adjournment

With no further business proposed, Chair Kelly adjourned the meeting at 12:23 p.m.

Respectfully submitted,



Jennifer M. Almquist
Assistant Board Secretary