



The Board of Trustees of Oregon State University

Oregon State
University

Regular Meeting of the Academic Strategies Committee

May 30, 2019

Horizon Room, Memorial Union
Corvallis, Oregon

MINUTES

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

Other Trustees Present: Mark Baldwin, Patty Bedient, Darry Callahan, Angel Mandujano-Guevara, Ed Ray, Kirk Schueler, and Mike Thorne

University Staff Present: Charlene Alexander, Jennifer Almquist, Doug Aukerman, Scott Barnes, Susan Capalbo, Steve Clark, Debbie Colbert, Becca Gose, Mike Green, Kim Kirkland, Dan Larson, Rebecca Mathern, Paul Odenthal, Lauren Skousen, Patti Snopkowski, and Brent Steel

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

Committee Chair Paul Kelly called the meeting to order at 8:02 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

b. 2019 Graduating Class Summary Report

Provost and Executive Vice President Ed Feser began by stating that a summary of existing academic programs was included in TAB A. He then provided an update on recent hires, including Dean of the College of Pharmacy Grace Kuo, Vice Provost for Student Affairs Dan Larson, and Faculty Athletics Representative Colleen Bee. He said a new vice provost for enrollment management would be announced the following week. In response to a question by Kelly, Feser said the new vice provost would start at the end of June. Feser also reported on senior leadership searches in progress, including searches for the dean of the College of Business, and he said an interim vice provost for university outreach and engagement would be announced soon with a search to fill the permanent position expected to launch over the summer.

Feser then provided an update on accreditation, reporting that staff were pleased with the results of the site visit and would now be focused on planning for the next accreditation cycle. He spoke about the university's budgeting process, which was revised to align with the implementation of OSU's shared responsibility budget model and, among other goals, to emphasize greater transparency. While the Office of Budget and Resource Planning has held a number of budget conversations across the university, Feser said these conversations have focused primarily on the details of budgeting and fiscal planning. To provide context and information about broader factors driving the budget, Feser, Vice President for Finance and Administration Mike Green, and Associate Vice President of Budget and Resource Planning Sherm Bloomer held

several forums across the university. He said these conversations emphasized the pressures created by rising benefits costs and softening enrollment and the consequences of the university's decisions about strategic investments. The discussions also explored differences between incremental budgeting and activity-based budgeting and the opportunities and challenges associated with moving to a new model. Feser said the budget for FY2020 was affected by the state of Oregon's diminished financial support for higher education and lack of progress in addressing the increased cost of benefits for state employees. He noted that consequences for the university would include fewer faculty teaching, conducting research, and engaging with communities; larger class sizes; fewer low to moderate income students with a viable path to education; greater loan debt; lower persistence and a longer time to degree; students studying in buildings that have not been updated with seismic retrofitting; and a less prepared workforce.

Feser also spoke about the university's transfer initiatives, which align with actions articulated in the university's fourth strategic plan, SP4.0. He said Oregon State articulates more accelerated credit directly to required courses than either Portland State University or the University of Oregon, and the university is working to expand its articulations. Feser reported that staff are also working to review information provided to transfer students to ensure the effective communication of available resources. He provided an update on the pilot program to place a student success coach at Portland Community College, noting the decision to make additional investments in the initiative and to work to expand the program at three additional community colleges. Feser added that the aim is to advise students on the most affordable, optimal path to a degree at OSU, which often means spending two years at a community college. He described efforts to reform strategic academic program planning across the university, noting that OSU-Cascades has been particularly effective in this area. Feser reported on recent examples of faculty excellence, including the promotion of 157 members of the faculty.

Following Feser's report, Trustee Preston Pulliams asked about the university's relationships with community colleges. Feser described the relationships as positive, noting the efforts to build trust throughout the on-site success coach pilot program and to work collectively to develop postsecondary pathways for Oregon's students. In response to a question by Trustee Darry Callahan about appointments for tenure-track faculty who are located at OSU-Cascades, Feser said their tenure home is within one of the university's 11 colleges. Trustee Michele Longo Eder asked to hear more about innovations in academic program planning at OSU-Cascades. Feser said that while it was common for academic program planning to be driven by faculty interests and strengths, OSU-Cascades is working to engage in more data-driven efforts that provide faculty the opportunity to be responsive to market demands.

Next, Associate Provost and University Registrar Rebecca Mathern provided highlights from the 2019 Graduating Class Summary Report. Mathern reported that a record-breaking 7,202 graduates were expected to receive 7,492 degrees, including 6,020 baccalaureate degrees, 985 master's degrees, and 329 doctor of philosophy degrees. Graduating students represented 35 Oregon counties, 49 states, and 73 countries. Mathern also reported that the 2019 graduating class included 1,181 Ecampus graduates and 83 graduates at OSU-Cascades. She said that while the total number of graduates at OSU-Cascades was down slightly from the previous year, it was likely part of the normal process of establishing and growing a new campus. Mathern said the detail on the OSU-Cascades graduating class could be presented following a breakdown

similar to what was used to summarize all graduates, and trustees indicated their interest in seeing these data in future reports. Mathern summarized degrees by college, noting increases in the colleges of Engineering, Business, and Agricultural Sciences. She pointed to new information on Pell Grant recipients and first generation students as well as on residency status and self-reported race and ethnicity, which she said was added in response to requests made by trustees following the previous year's report. Mathern also spoke about institutional degree awarding, which is an effort by the Office of the Registrar, in collaboration with colleges, to advance students to graduation candidacy without requiring them to apply for graduation.

Following Mathern's report, Pulliams remarked on what appeared to be a low number of undergraduate degrees awarded in the College of Education. Mathern explained the numbers could fluctuate, depending on state licensure requirements. When a master's degree is required, students may be more inclined to pursue one bachelor's degree in any discipline followed by a Master of Arts in Teaching. Where a bachelor's degree will suffice, students will invest time at the undergraduate level to earn the Education Double Degree, which enables them to earn two undergraduate degrees concurrently. Kelly thanked Mathern for the inclusion of the 2018 data in the 2019 report, and suggested that adding multiple previous years would be helpful to illustrate trends. Trustee Mark Baldwin asked about the awarding of certificates, which Mathern said was included for students as a transcript notation. She added that available information on the awarding of certificates could be included in future reports.

3. Consent Agenda

a. Minutes of the April 4, 2019 Academic Strategies Committee Meeting

b. Academic Program Termination: MA in Contemporary Hispanic Studies

Kelly noted that the consent agenda included both minutes of the April 4, 2019, Academic Strategies Committee and a proposed academic program termination. He said the proposal to terminate the Master of Arts in Contemporary Hispanic Studies was included on the consent agenda because the program has not been active for six years. A motion was made and seconded to approve the items on the consent agenda. The motion carried. Following the vote, Trustee Rani Borkar asked how students were affected by the timing of academic program termination requests. Feser said admitted students were provided the opportunity to complete their program before it was terminated.

4. Action Items

a. New Academic Program: Executive Masters in Public Policy

Kelly asked Brent Steel, professor and director of the Public Policy Graduate Program, to present this item. Steel said the proposed Executive Master of Public Policy (EMPP) was the last component of the School of Public Policy's (SPP) interdisciplinary graduate programs. He spoke about the success of the Master of Public Policy (MPP) program, adding that faculty had for a number of years considered adding the EMPP, which was designed to serve mid-career professionals and to support those who might be interested in a master's degree but are place bound. Steel described the need for the program and summarized the findings from a 2015-16 needs assessment. Upon reviewing the results, the SPP faculty decided to initiate a Category I proposal for the EMPP and to begin offering the MPP through Ecampus in the interim. Steel said the first online MPP students were admitted in 2018, and of the 24 students in the 2019 cohort, approximately 80% would be eligible to enroll in the EMPP if they were interested

in doing so. He spoke about the profile of MPP students, and said the introduction of the EMPP would further diversify the cohort and broaden the network of graduates, which is useful in placing future graduates. Kelly asked about projected enrollment, and Steel said enrollment in the SPP's other graduate programs had exceeded projections, and faculty anticipated that it would likely become necessary to eventually cap enrollment for the EMPP. Kelly also asked about the program financials, and Steel confirmed that the EMPP is designed to leverage existing faculty strengths and classes already offered through SPP graduate programs.

Following the presentation and discussion, a motion was made and seconded to approve the establishment of the Executive Master of Public Policy effective fall 2019, pending the support of the Statewide Provosts Council and the approval of the Higher Education Coordinating Commission. The motion carried. Following the vote, Trustee Julie Manning asked what factors informed the development of graduate degree and certificate programs. Steel said the SPP conducts surveys, interviews, and focus groups and works to be responsive to market demands.

5. Education/Discussion Items

a. Student Life and Conduct Briefing

In introducing this topic, Kelly remarked that the three discussion items on the agenda were intentionally designed to be interrelated and provoke thoughtful conversation. He introduced Dan Larson, vice provost for student affairs, and congratulated him on his permanent appointment to the role. Larson began with an overview of student life at OSU, which he said describes efforts within and outside of the Division of Student Affairs to provide for holistic student development and support. As an example of contributions to SP4.0, Larson described the Black Student Access and Success Initiative. Launched in 2017, the program has already seen early indicators of success in first-to-second year retention rates, six-year graduation rates, and in applications to OSU by prospective Black first year students. Larson said this program has been used as a model to launch in spring 2018 the Native and Indigenous Student Access and Success Initiative. In response to a question by Kelly about the increase in applications by prospective students, Larson clarified that it was not an indication of yield; however, it did suggest that progress has been made in overcoming negative perceptions within Black communities, particularly in the Portland region. Eder asked about the nature of these perceptions, and Larson said the university had worked to counter negative perceptions of Oregon State specifically and to position OSU as a trustworthy partner with Oregon's Black communities. Pulliams and President Ed Ray commended these efforts and stressed the importance of ongoing work to include an emphasis on equity, inclusion, and diversity as central to advancing student success. Larson spoke about the Alternative Spring Break program as an example of how the university is providing a transformative education that is accessible to all learners while simultaneously enhancing OSU's impact in Oregon and beyond. He also provided a progress report on initiatives underway, beginning with Greek Life Enhancements, which are in their second year of implementation. The fraternity and sorority communities at OSU have been highly engaged and efforts have also garnered a high-level of buy-in among alumni. Larson said a number of other efforts are being considered for the future, including a revision of adopted

risk management policies to reflect national best practices and the hosting of a nationally recognized hazing prevention program.

Larson updated the committee on efforts to enhance affordability and access to basic needs. He spoke in particular about enhancing the university's ability to meet the needs of students experiencing food insecurity. Ray shared that the university's recent 24-hour fundraising event was so successful that a number of partners are considering a subsequent event that would include opportunities to give to specific programs, such as those in place to address food insecurity. Kelly asked about a statistic on food insecurity cited in the briefing in TAB F. Larson said that while that data point was from a national survey and similar data on OSU students were not available, evidence based on the number of students who access resources, such as those offered by the Human Services Resource Center, affirms that an increasing number of OSU students face food and housing insecurity. He added that the new Taskforce to End Hunger on Campus would do more to understand the specific need at OSU. Larson then presented several new projects and initiatives. A new Healthy Campus Coalition will foster cross-divisional partnerships to advance holistic health and well-being throughout the university community. New projects and initiatives related to mental health include the introduction of new models of delivery, efforts to foster a culture of caring, and development of new training resources. In response to a question by Manning about data presented by Larson on the percentage of students who reported their mental health affected their ability to be effective in their classes, Larson confirmed this was self-reported by OSU students who participated in the university's Healthy Minds Study. Eder asked how students seeking mental health treatment at OSU engage with the stepped care model. Larson described the process for meeting with a clinician who conducts an initial assessment of needs and works with each student to identify and access resources. He concluded by speaking about current and emerging trends nationally, in Oregon, and at OSU that staff continue to monitor.

b. Student Athletes Briefing

Kelly asked Vice President and Director of Intercollegiate Athletics Scott Barnes and Senior Associate Athletic Director for Sports Medicine Doug Aukerman to present this item. Barnes began by reminding trustees of the profile of OSU's Department of Intercollegiate Athletics and of its student-athletes. He reported that out of the 17 varsity sports sponsored by the university, nine teams entered the post-season. Barnes spoke about the department's strategic goal and associated programs related to holistic student-athlete development and provided an update on academic progress, noting that, for the first time in recent history, the cumulative GPA for student-athletes exceeded that of the general student body. Barnes then asked Aukerman to talk about the opportunity to foster an environment that promotes comprehensive student-athlete wellness in all areas. Aukerman spoke about a national mental health crisis within the student-athlete population and the strategic initiatives being pursued in response, including creating a wellness assessment tool, broadening inter-departmental and university support for student-athlete wellness, and connecting to efforts at the national level. He reported on the number of student-athletes who have received a clinical diagnosis of mental health illness prior to enrolling at OSU, which includes a range of conditions, and the approach the department is taking to address these concerns. Barnes added that the Pac-12 Conference recently

passed an initiative to direct funds to invest in prevention and treatment. Aukerman also addressed the opportunity to bring the safety and well-being of student-athletes to the forefront while allowing the game to continue to evolve, noting that one consideration is the increasing awareness of safety concerns such as concussions in football. He said some of the strategic initiatives being pursued include training coaches at all levels to teach safer techniques to players, continuing to reform rules, and continuing to invest in equipment technology. In response to a question by Kelly, Barnes described conversations at the national level and partnerships to invest in data collection and concussion research. Eder asked whether the university conducted any longitudinal studies of student-athletes, and Aukerman said it was not possible given available resources; however, there is some work being done at other universities and on a national level. Aukerman added that he and his colleagues work to implement evidence-based best practices. Pulliams asked about advances in equipment technology, and Aukerman said the university ensures that student-athletes use highly rated equipment. Barnes referenced several conversations occurring at the national level, including the importance of maintaining the collegiate model and the need to address lagging Pac-12 Conference distributions. Kelly asked Barnes to provide more information about some of these national trends at a future meeting.

c. Sexual harassment and violence education, prevention and response, including risk management report

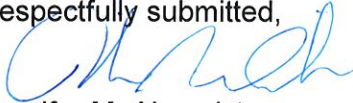
Kelly asked Ray, Larson, and Executive Director for Equal Opportunity and Access Kim Kirkland to present this item. Ray introduced the topic by emphasizing the importance of stopping, preventing recurrence, and remedying the impacts of sexual misconduct and discrimination to the university's commitment to supporting equal opportunity for education and the opportunity for all to succeed. Larson spoke about education, training, and outreach, including the sexual assault prevention and bystander intervention efforts underway and the newly launched training module for employees on Title IX and sexual harassment. He also reported on revisions to the university's Responsible Employee Policy and the Sexual Misconduct and Discrimination Policy. Kirkland spoke about the increase over the past several years in both the number of reports and the complexity of cases. She also noted the increase in the percentages of students seeking legal counsel and of OSU investigations running parallel to a criminal process. Kirkland described improvements in timeliness and efficiencies, plans for implementing revised investigation and adjudication procedures, efforts to restructure the investigative teams within the Office of Equal Opportunity and Access (EOA), and the appointment of deputy Title IX coordinators in University Housing and Dining Services (UHDS). In response to a question by Kelly, Kirkland described the nature of the behavior that is being handled by UHDS and the threshold for elevating reports to EOA. Kirkland also described efforts to increase support resources across the university. Kirkland then spoke about national trends, including the increased national focus on sexual harassment and sexual violence, which has led to increased reporting. She said staff were monitoring the U.S. Department of Education's proposed Title IX rule, which Ray added has received considerable public comment. Kelly asked about the national trend in increased litigation rates around Title IX claims. Kirkland noted that this did not necessarily suggest an increase in the number of incidents and that it was likely at least partially due to people feeling more

empowered to make a report. General Counsel Becca Gose added that increased rates of litigation, in particular, were due to a number of factors, including heightened stakes for parties involved and the subsequent engagement of legal counsel. Ray spoke about the importance of identifying and addressing any potential systemic issues, and Kirkland and Gose each spoke about efforts throughout the university to expand training and education, foster a healthy culture, and ensure coordination among the appropriate partners.

6. Adjournment

With no further business proposed, Chair Kelly adjourned the meeting at 11:27 a.m.

Respectfully submitted,



Jennifer M. Almquist
Assistant Board Secretary