



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 Cindy Sagers (*ex officio*)

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

University Staff Present: Ron Adams, Jennifer Almquist, Scott Ashford, Scott Barnes, Randy Bell, Sherm Bloomer, Susan Capalbo, Steve Clark, Debbie Colbert, Toni Doolen, Becca Gose, Mike Green, Mitzi Montoya, Nell O'Malley, Jonathan Smith, and Patti Snopkowski

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

Committee Chair Paul Kelly called the meeting to order at 1:02 p.m., asked the assistant board secretary to call the roll, and noted a quorum.

2. Provost's Report

Provost and Executive Vice President Ed Feser began his report by noting that the committee had previously had conversations about the need to be strategic in making decisions related to program offerings. He said the program review process is a key way that the university considers what is being offered, whether programs are achieving their intended outcomes, and how to allocate resources. He noted that it is also important to create a budget model that drives departments and colleges to use their resources wisely, and as the university moves toward a new shared responsibility budget model, colleges are reconsidering ways to more strategically invest their resources. Feser said that since his last report, the process was now underway to begin reviewing budget requests for the next fiscal year. He also reported on the searches underway for the deans of the colleges of Agricultural Sciences and Pharmacy and planned for leadership in enrollment management and student affairs. Feser shared plans for an Undergraduate Student Success Summit, which he said is intended to gather ideas and input to inform and direct the future work at the university in advancing student success. He concluded by noting several achievements by faculty, including receipt by Jane Lubchenco of the National Science Board 2018 Vannevar Bush Award and the recognition of three faculty as Distinguished Professors.

3. Consent Agenda

a. Minutes of the March 16, 2018 Academic Strategies Committee Meeting

A motion was made and seconded to approve the minutes of the March 16, 2018, Academic Strategies Committee meeting. The motion carried.

4. Action Item**a. House Bill 3375 Educator Equity Plan**

Kelly asked Dean of the College of Education Toni Doolen, Associate Dean of Academic Affairs Randy Bell, and Director of Education Licensure Nell O'Malley to present this item. Doolen said that the Oregon Educators Equity Act passed by the Oregon Legislature in 2015 requires that each public teacher education program in the state prepare a plan for the recruitment, admission, retention, and graduation of diverse educators. She noted that the goal of the state is to advance both cultural and linguistic diversity. Doolen summarized the progress and issues identified since the original 2016-2018 Educator Equity Plan was reviewed by the Board of Trustees and approved by the Higher Education Coordinating Commission.

Doolen described the three goals of the 2018-2020 plan beginning with the goal to support efforts to increase recruitment of underrepresented minorities in professional teacher education programs. She summarized the college's recruiting efforts, which included hiring a bicultural recruiter/advisor to help increase contacts with culturally and linguistically diverse students. She also described the College of Education's four pathways to licensure, which maximizes the potential for diverse students to find a program that works for them. She added that the college's Master of Arts in Teaching programs that are embedded within communities also support the retention of teachers by making it possible to pursue graduate-level education while also working part time. The first program, launched in the Beaverton School District, is a deliberate effort to establish a presence in the Portland metropolitan area and provide greater access to a culturally and linguistically diverse population interested in teaching. Doolen reported that Portland Public Schools (PPS), one of the largest and most diverse school districts in the Pacific Northwest, recently selected the college as their partner for preparing candidates in their teacher licensure pathway program that prepares teachers to work in Dual Language Immersion programs. She noted that nearly the entire cohort of teacher fellows in the program come from underserved and underrepresented groups and all are culturally and linguistically diverse. Bell said the partnership with PPS is a result of the success of the partnership with the Beaverton School District, and O'Malley added that the model for embedding licensure programs within communities is so successful that both programs are in high demand.

Next, Doolen described the college's goal of maintaining the completion rate to equal or exceed 85 percent for all students. She pointed to the consistently high completion percentages even as the college's enrollments have increased. Doolen noted that, in some cohorts, students who identify as racially/ethnically diverse appear to complete at lower percentages, adding that the college will continue to monitor these data and identify any necessary actions. Doolen then described the third goal to increase the College of Education's capacity to infuse all licensure programs with English Language Learner and Dual Language competencies. She noted the importance of preparing the teaching workforce to address the needs of an increasingly diverse student population. She concluded by stating that while the college prepared the plan in response to House Bill 3375, the plan and the work being undertaken is fully aligned with the university and college-level strategic plans.

Following the presentation, Trustee Julie Manning asked whether the college partnered with other teacher education programs given the need to increase the teacher candidate pool across the state. O'Malley described some of the efforts underway, including collective legislative advocacy. Doolen also described combined sessions with the University of Oregon to design strategies to meet the state's need for science and math teachers. Trustee Julia Brim-Edwards noted the importance of continuing to increase the attractiveness of the college's programs to diverse populations and to increase the cultural and linguistic diversity of teacher candidates and graduates in order to more effectively meet the needs of the state's increasingly diverse population of K-12 students. Following discussion, a motion was made and seconded to recommend approval of the 2018-2020 Educator Equity Plan to the Board. The motion carried.

5. Education/Discussion Items

a. Student Athletes

Kelly asked Vice President and Director of Intercollegiate Athletics to present this item. Barnes began by thanking student leadership for their partnership with Athletics over the course of the year. He then highlighted some of the athletic and academic achievements during the year in the context of the new Oregon State Athletics Strategic Plan, noting that 15 out of 17 teams achieved a 3.0 GPA over the past four terms and football achieved a 3.0 GPA for the first time in the program's history. Barnes also spoke about student-athlete initiatives, including participation in outreach and community service.

Next, Barnes introduced new Head Football Coach Jonathan Smith. Smith, a former Oregon State student-athlete, said he was pleased to have the opportunity to return to the university. He reviewed his priorities for his first several months on the job, including building his staff, forming relationships with the players, and establishing a culture of excellence. Smith also shared his vision for the football program.

Barnes then described the national landscape, including anticipated recommendations to be made following the FBI investigation into college basketball. At the time the investigation was announced, the NCAA mandated internal reviews of all programs, and Barnes said he worked with the Office of Audit Services and an outside review team to complete the review. While some areas of improvement were identified, he expressed his confidence in the integrity of the program at Oregon State. He concluded with an update on federal tax reform, noting that Athletics is already seeing the impact of the change to annual gift funds tied to seats and will continue to work on new strategies to manage this change.

b. Financial Aid Trends and Long-term Strategies

Kelly introduced this item by reminding the committee that the Board approved the Ten-Year Business Forecast at its January meeting. As part of the discussion of the forecast, trustees reviewed a number of assumptions that it contains. Committees were then asked to spend time further discussing some of those assumptions, including those related to financial aid over the ten-year horizon. He then asked Feser and Director of Budget and Fiscal Planning Sherm Bloomer to lead a discussion of financial aid trends and strategies, noting that the topic is tied

closely to enrollment strategies and related assumptions of the forecast, which will be addressed at the October meeting.

Feser emphasized that the allocation of financial aid is an important strategic decision for OSU. He noted that many universities have adopted the private university practice of discounting tuition through awards of scholarships and grants. He said the conversation with the committee was intended to begin the discussion about Oregon State University's comprehensive financial aid strategy. Bloomer began by noting that in FY2017, the university awarded \$127M in grants or scholarships, which students are not required repay. Of that \$127M, 30% was institutional financial aid. In response to a question by Trustee Michele Longo Eder, Bloomer clarified that the percentage is the total amount of Education & General fund revenue committed to aid, including both scholarships and tuition waivers.

Bloomer also described the types of aid, noting that federal and state grants are need-based; awarded scholarships are merit-based, need-based, or a combination of the two; and institutional aid is need-and merit-based. He said that institutional aid and private scholarship aid are growing more rapidly than governmental aid. Bloomer said that although the state's educational appropriation has grown by 47% since 2012, Oregon's investment per full-time equivalent student remains below the national average. There is a similar trend with financial aid, which has grown by 39% since 2008, but which remains lower in Oregon than the national average. Trustee Mike Thorne noted that as state-mandated cost drivers outpace increases in state revenue, the cost of higher education will continue to shift to students at Oregon's public institutions.

Next, Bloomer presented data on the unmet need for financial aid, which is calculated as the difference between gross financial need—the total cost of attendance minus Expected Family Contribution—and financial aid awarded. He described the distribution of need as bimodal, with a large number of students with high need and a large number of students with low need. He said there is an even distribution across the middle. Eder remarked on the large number of students with high need. Trustee Mark Baldwin noted that the group in the middle can be left out of both need- and merit-based aid, and he said it would be important to look at the level of indebtedness by income quintile to consider the impact decisions about aid might have on this group.

Bloomer then presented the debt profile for students graduating from the university, noting that 43% of undergraduate students graduating in 2016-17, who started Oregon State as freshman, were without debt at graduation. Bloomer also reported that in 2012, 73% of students at private for-profit colleges and universities borrowed money versus 51% at public four-year universities. Kelly asked about borrowing by students at private nonprofit colleges, particularly given the high cost of attendance at many of the schools. Bloomer said fewer than 50% of students at those institutions borrowed money, and Feser added that that this was due in part to the high rate of discounting. He added that one of the considerations for Oregon State is how to attract students who could go to a top liberal arts school through offerings such as admission to the Honors College and access to merit-based aid. This highlights the importance of identifying the optimal

mix of merit- and need-based aid. President Ed Ray added that it is important to not see the two as mutually exclusive given the high percentage of OSU students who are both high-achieving and high-need.

During the discussion, trustees also consider what the university's goals should be related to financial aid and where financial resources should be focused to meet those goals. Trustees discussed the importance of balancing access, affordability, and the desire to attract high-achieving students, and they considered whether some level of indebtedness upon graduation was appropriate. Trustee Rani Borkar stressed the importance of developing a framework in order to establish the university's future financial aid strategy, and Trustee Julie Manning noted the opportunity to connect that strategy with the Board's long-term tuition planning efforts. Due to time constraints, Kelly asked that the committee to move to the next agenda item but noted that discussion of financial aid would be carried over to the next committee meeting.

c. Oregon State's Strategies in the Portland Region

Kelly asked Feser and Dean of the College of Engineering Scott Ashford to talk about the university's efforts in Portland. Feser reported that Ashford and Dean of the College of Business Mitzi Montoya agreed to serve as co-administrators to guide and support the university's strategies in the Portland region. Ashford described efforts to evaluate needs in the Portland region and identify new strategic unmet needs that could be fulfilled by OSU. He also talked about the renovations underway in the Meier & Frank Building, which will provide space for Oregon State's Portland initiative. Trustee Kirk Schueler asked about how the state's other public universities were responding, and Ray emphasized that Oregon State has long had a presence in Portland and was leveraging those existing programs and relationships as well as responding to identified unmet needs in the region. Borkar said she was excited about the opportunities and encouraged staff to continue to consider opportunities for engagement with business and industry leaders in Portland.

d. Spotlight: College of Business

Kelly asked Dean Montoya to introduce the College of Business. Montoya started her presentation by talking about the realities of business in the 21st century, noting in particular the acceleration in the rate of change, the ongoing disruption in technologies, and the increased life expectancy of the population. She described the ways these factors inform how institutions of higher education are preparing students as future workers. Montoya said the college works to continually evolve its programs and consider how best to respond to market demands. She described the college's degree programs and spoke about the strategies for ensuring student success and achieving distinction. Montoya added that the strategies for achieving distinction includes growth in Portland and engagement with alumni and donors. Baldwin asked about the Oregon Executive Master of Business degree program that had been a partnership between OSU, University of Oregon, and Portland State University, and Montoya said the university established its own MBA in part to serve its own unique market in Portland and to create a distinct approach to meeting the educational and professional development needs of business leaders. Borkar emphasized the importance of navigating ongoing disruption and Brim-Edwards asked whether

faculty were prepared to stay ahead of rapidly evolving trends. Montoya said the college currently has a large number of junior faculty who are eager to think about how best to prepare students and position the college. She added that every program has an industry advisory board, which also helps ensure relevancy.

6. Adjournment

With no further business proposed, Kelly adjourned the meeting at 4:23 p.m.

Respectfully submitted,

Jennifer M. Almquist
Assistant Board Secretary