



MINUTES

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

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

University Staff Present: Ron Adams, Jennifer Almquist, Susan Capalbo, Debbie Colbert, Becca Gose, Mike Green, Denise Lach, Javier Nieto, Scott Reed, Larry Rodgers, and Marcia Stuart

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

Committee Chair Paul Kelly called the meeting to order at 2:01 p.m., asked the assistant board secretary to call the roll, and noted a quorum. He shared that the Board's newest trustee, Julie Manning, had been assigned to the Academic Strategies Committee, noting that while Julie could not attend the day's meeting due to a prior commitment he looked forward to working with her.

2. Provost's Report

In introducing this item, Chair Kelly invited Provost and Executive Vice President Ed Feser to also share his thoughts on the previous discussions held during the regular meeting of the Finance & Administration Committee on the ten-year business forecast and preliminary FY2019 tuition scenarios and education and general (E&G) budget planning. Feser said that he just reviewed data published by the State Higher Education Executive Officers Association, which indicate that Oregon's state appropriations per student FTE are approximately 30% below the national average. While institutions in other states may compensate for lower state appropriations with tuition rate increases, tuition per FTE in Oregon is only about 10% higher than the national average. Feser said the combination of moderate tuition and low state appropriations leaves limited flexibility in the budget. While the final state appropriation for the 2017-19 biennium was higher than initially anticipated, initially the increase was held centrally to facilitate a faster transition to a Responsibility Centered Management (RCM) budget model and support strategic initiatives that are anticipated to generate growth.

Feser also spoke about the impact of the recent \$20M in reductions across academic and administrative units, which is approximately 3.7% of the E&G budget. Feser noted that it can be challenging to measure the direct impact of budget reductions because cuts inspire

innovation in the form of restructuring, position shifts, position eliminations, etc. It can be hard to link a given reduction in resources to all of the complex actions taken to adjust to them. However, cuts do yield real impacts. For example, Feser reported that the university was forced to reduce its recurring annual commitment to the Student Success Initiative by \$2.5M from \$5.0M. He added that preliminary reporting by colleges indicates that 27 faculty positions, six instructor positions, and five staff positions have not been filled by either cancelling searches or holding positions vacant following departures. Additional examples include reductions in professional development opportunities; delays in research and instructional space renovations, including a renovation planned for the Mathematics Learning Center; and reductions in the number of recruiting events. Feser said all of these actions directly affect student success efforts, and because 70% of the budget is directed toward personnel, a majority of the reductions will unavoidably impact service delivery for the educational mission. He also spoke about the impact of reductions on administrative units, including a reduction of 23.5 FTE, holding back or eliminating graduate assistantships and student worker positions, and delaying restart of the faculty excellence and professional development program.

In response to trustees' questions, Feser said that choices of areas to cut often appear counter-productive in their effects on the university's instructional mission and strategic goals (such as delaying renovation of the Mathematics Learning Center). University leaders, from central administrators, to deans to department heads are committed to protecting the teaching mission as much as possible in dealing with budget reductions, in order to protect students' progression and time to degree. But the reality is that cuts are necessarily counter-productive. In the moderate tuition/low state support situation that OSU finds itself, there is little "fat." The university has no choice but to cut in areas where it is spending E&G resources, and most E&G funds are directed to delivering and supporting the instructional mission.

Next, Feser provided more information about the move toward the RCM budget model, which drives budgeting through the activity of the academic units by linking budget allocations and academic program outcomes. He noted that it is costly to shift budget models, and while this can be spread out over multiple budget cycles, a slow transition makes strategic planning difficult. For that reason, some of the funds available through the additional allocation from the state were applied to support the move to the new budget model. This included an investment of approximately \$4.5-5M to align colleges with the new budget model, and, for colleges that will have reduced budgets under the new model, some non-recurring bridging support. Feser said condensing the transition period will offer greater stability in the future because it more quickly shifts each college's strategic planning orientation. President Ed Ray expressed his support for the new budget model and his appreciation for Feser's leadership of the transition.

Feser provided an update on strategic planning efforts. He said that facilitated dialogue sessions have been scheduled for university employees and students, which will provide participants with opportunities to discuss the university's strategic direction and goals. He added that a summary of priorities surfaced during these sessions will be shared with the Board at the April meeting so that trustees have an opportunity to provide input. The final plan will be presented at the June meeting. Feser also shared an update on several searches, noting that the searches for deans of the colleges of Agricultural Sciences and Pharmacy are underway with the aim of holding campus interviews during spring term. He also shared that Kate Peterson, associate provost for enrollment management, will be retiring, and that the position will be elevated to vice provost for enrollment management. He

added that enrollment management is an important focus for the university, and additional resources and expertise are needed to elevate the university's work in this area, particularly to keep pace with demographic changes and develop targeted recruitment strategies. Feser then reported that an accreditation kick-off meeting was held earlier in the week and that efforts were underway to complete the self-study for the site visit, which is anticipated for April 2019. He also referenced the initiatives included in the discussion about the ten-year business forecast that the university is pursuing to generate enrollment activity and income, including the Portland Initiative, which is being jointly led by Mitzi Montoya, dean of the College of Business, and Scott Ashford, dean of the College of Engineering. Feser responded to a previous question about whether OSU-Cascades should be considered an asset for the university with regard to the overall financial position, noting that expansion efforts in regions such as Portland and Bend and continued efforts through OSU Extension Service and Ecampus that serve learners not currently being served, help to solidify the university's position. He announced that Rich Duncombe had been appointed director of the OSU Innovation Hub, which is a place for teams of faculty, administrators, and staff to develop, test, and incubate ideas that will advance the university's academic mission while also generating net revenue growth and financial diversification. Feser noted that the OSU Gateway Initiative was one such program, which is an effort to develop, pilot, and implement a fix-priced pathway for students who wish to pursue a four-year OSU undergraduate degree.

Feser directed trustees to TAB O for the status report on new and existing academic program reviews and accreditations in progress. Lastly, Feser shared that OSU's online bachelor's programs were recently ranked sixth in the nation by U.S. News & World Report, making it the fourth year in a row the programs were ranked top ten. Trustee Rani Borkar asked what was being done to publicize this accomplishment, and Feser said it had been shared through a press release.

Trustee Preston Pulliams asked for additional details about how the Portland Initiative will meet the needs of the region's underserved populations. Feser spoke about the plan to offer hybrid programs (online plus onsite learning) paired with a localized base of support for students. In addition to academic programs, the initiative will also support research and outreach and engagement missions. He added that seed funding is available to provide colleges with access to resources to create new programs where they can demonstrate there is a clear learner need and market. Borkar asked about whether there would also be efforts to serve companies in the region, and Feser shared that the market analysis to assess the learner base in Portland considered the labor market as a whole and identified unserved learners outside of the traditional college-aged student base. President Ed Ray added that the analysis revealed that there was a specific interest among unserved learners in courses offered by Oregon State University, with the biggest barrier to accessing current offerings being the lack of a point of contact within 30 minutes of where they work or live.

Trustee Michele Longo Eder asked whether there was a strategy to rebuild efforts associated with the Student Success Initiative, following the \$2.5M reduction. Feser acknowledged that the university has struggled to fully realize its goals to improve retention and graduation rates, adding that while the university is working to provide better financial and academic support to students, it is also important to note the ways in which the student base is shifting. For example, as the university works to increase the number of first-generation and Pell eligible students, the process of adapting to effectively serve the needs of a more diversified student body may result in delays to visible improvements in certain success metrics. This reality necessitates a close look at areas of highest impact as well as

a review of the adequacy of resources in core support areas, such as the offices of Financial Aid, Admissions, and the Registrar. Feser said these and other considerations are included in a revised student success strategy, which will be led by a newly appointed task force whose work will include considering where to direct investments to realize the greatest benefit for student success. Additionally, the university is still spending \$2.5M in recurring funds and approximately \$0.5M in nonrecurring funds in support of student success.

3. Consent Agenda

a. Minutes of the October 19, 2017 Academic Strategies Committee Meeting

A motion was made and seconded to approve the minutes of the October 19, 2017, Academic Strategies Committee meeting. The motion carried.

4. Action Item

a. New Academic Program: B.S. in Public Policy

Larry Rodgers, dean, College of Liberal Arts, and Denise Lach, director, School of Public Policy, presented the proposed Bachelor of Science in Public Policy (BSPP). The proposed program would be offered both on campus and online with students having access to classes across platforms. Rodgers began the presentation by describing the schools and programs within the College of Liberal Arts. He shared that the college reorganized in 2011, moving away from siloed departments toward schools organized to address complex problems by working across disciplines. He noted that this both facilitates connections between faculty and offers students access to innovative interdisciplinary programs. Rodgers then provided a summary of the research conducted, beginning during the 2015 academic year, to define the need for the BSPP. While there are three related programs at Oregon universities, Rodgers said the BSPP would not be duplicative. He said the BSPP was unique in its interdisciplinary nature and in the areas of specialization offered. He added that the BSPP would draw on the richness of the school's existing master and PhD programs in Public Policy. Lach noted that the BSPP would leverage the capacity and existing networks built through these established graduate programs, providing BSPP students access to faculty expertise and partnerships within and outside the university. She said the proposed program would prepare students as the next generation of policy practitioners who will work in public, non-profit, private, or international organizations. Lach added that the needs survey distributed to potential employers indicated that more than half were interested or very interested in working with BSPP students with the highest priority going to students with capacity to work in social, rural, and/or environmental policy. Eder asked to hear more about the development of the rural policy curriculum, and Lach shared that the rural studies program was created within the Agricultural and Resource Economics Department in 2001 and has strong connections to faculty in the School of Public Policy. She added that this focus is not replicated elsewhere in Oregon. Eder also asked whether the BSPP might attract students interested in double degrees, and Lach noted that the program is designed in a way that makes it possible, or that provides students the opportunity to add a minor or certificate.

In response to a question by Kelly about the potential impact on the existing graduate programs, Lach said that while the BSPP would prepare students for a wide range of starting-level positions, graduate degrees remain important to advancement in the field. Kelly also asked about the motivation for introducing the new BSPP program at this time, and Lach said that the initial priority for the School of Public Policy when it was formed was development of the doctoral program. Having the doctoral program in place has

allowed Lach and the school faculty to turn their attention to the development of the undergraduate degree. Ray noted that the development of the BSPP also addresses rapidly expanding national labor market demands for graduates with public policy expertise, and that OSU's multidisciplinary program is particularly of interest to both students and employers. Rodgers added that the multidisciplinary nature of the program and the school is also attractive to faculty; however, Lach shared that the same strengths that make the program's faculty excellent also make them attractive to other universities. Kelly also asked for clarification on the proposed budget included in TAB Q, noting that it listed AY2016 as the initial year. Lach said that was the year the school began the process to propose the new degree and that the budget would be adjusted to reflect the actual start date of the program.

Following this discussion, a motion was made and seconded to approve the establishment of an instructional program leading to the Bachelor of Science in Public Policy effective fall 2018, pending the approval of the statewide Provosts' Council, the Higher Education Coordinating Commission, and the Northwest Commission on Colleges and Universities. The motion carried.

5. Education/Discussion Items

a. Faculty Excellence

Kelly asked Feser and Senior Vice Provost for Faculty Affairs Susan Capalbo to present this item. Feser stated that the aim was to complement previous conversations about student success with a discussion of faculty excellence, including the strategy for recruiting and retaining faculty and the approach to addressing a number of considerations pertaining to the composition of the faculty. He added that a focus on excellence was important because faculty are integral to the success of both students and the university. Capalbo connected investments in faculty excellence to other important conversations on topics such as access and affordability and strategic enrollment, noting that outstanding faculty attract, educate, and inspire outstanding students. She added that the focus of her presentation would be on the university's nearly 1,000 tenure-track faculty, although the university also employs fixed-term academic faculty and professional faculty. Capalbo then provided an overview of the current composition of the faculty beginning with the distribution of tenure-line faculty across colleges. She also shared university-level data on the composition of tenure-track faculty, adding that the university also conducts the same analysis at the department- and college-level. Capalbo reported that approximately 38% of OSU's pre-tenure faculty are women, noting both that this is a slight increase over previous years and that, while this is a positive trend, it will take time before the increase translates to improved ratios among tenured faculty. In response to a question by Kelly regarding the overall composition of tenure-track and fixed-term faculty, Feser said that conversations were not presently underway to adjust the proportion of tenure-track faculty relative to fixed-term faculty, although that remains an important strategic consideration. Eder asked whether there were efforts to increase the number of women in tenure-track positions, and Feser confirmed that as a deliberate focus for the university. Capalbo also provided an overview of the distribution of faculty by age, noting the anticipation of significant turnover within the next decade, as well as by race and ethnicity. Pulliams asked about efforts to increase the racial and ethnic diversity of the faculty, and Capalbo said this is an area in which the university needs to continue to improve. She then spoke about the Tenured Faculty Diversity Initiative, which is designed to help enhance racial and ethnic diversity by providing central salary support to colleges. Feser added that both the

Search Advocate and OREGON STATE ADVANCE programs have been integral in educating faculty and administrators about how to identify and mitigate potential barriers to recruiting a more diverse faculty. He also noted that Chief Diversity Officer Charlene Alexander is providing leadership to development of the university's overall strategy to advance diversity, equity, and inclusion. Eder echoed the necessity for strategies to diversify the faculty and referenced the previous evening's discussion with students, at which they emphasized the importance of the recruitment and retention of a diverse faculty to the recruitment and retention of a diverse student body.

Capalbo also spoke about the importance of recognizing faculty achievements, both as a way to publicize accomplishments and as a retention strategy. She added that when faculty are recruited to other institutions, there is a significant investment of resources to recruit new faculty. Capalbo then spoke to the university's process for recruiting new faculty, beginning with identifying positions in alignment with the strategic plan and continuing through providing ongoing mentoring and professional development opportunities, adding that investments of time and financial resources are expended at each stage. She reported that there are currently 37 open searches for tenure-track position, which is fewer than the number proposed before budget reductions. Pulliams asked about the university's satisfaction in its ability to retain faculty, and Feser said the university does not presently have adequate information on faculty retention and attrition and that conducting this analysis is a priority. Ray added that one challenge in retaining top faculty is in matching the resources available at other institutions. Lastly, Capalbo provided examples of some of the ways in which faculty research productivity can be measured and compared against national peers.

b. Outreach and Engagement

Due to constraints on time, Kelly asked Vice Provost for University Outreach and Engagement Scott Reed to move his presentation to the following day's Board meeting.

c. Spotlight: College of Public Health and Human Sciences

Kelly asked Dean Javier Nieto to introduce the College of Public Health and Human Sciences (CPHHS). Nieto started his presentation by providing an overview of the field of public health and sharing examples of the types of topics public health and human sciences professionals work on. He shared that the vision of the college is to ensure lifelong health and well-being for every person, every family, and every community in Oregon and beyond. As such, this work necessitates understanding the broad determinants of health and working to address a wide range of barriers. Nieto added that public health's primary focus is on the upstream determinants of health, which requires the development of multidisciplinary and trans-sectoral approaches to promote health. He then provided an overview of the college and its role in advancing the university's areas of distinction, noting CPHHS' unique combination of the fields of both public health and human sciences. This allows for a wide range of programs within the college and helps to facilitate a highly collaborative culture across colleges. Nieto spoke about faculty in the college, provided an overview of some areas of research, and highlighted the college's four research centers. He also shared that the college has 2,700 undergraduate students and 280 graduate students and offers two of the six largest majors at the university. Nieto concluded by talking about the college's ongoing strategic planning efforts and emerging areas of emphasis.

6. Adjournment

With no further business proposed, Chair Paul Kelly adjourned the meeting at 4:10 p.m.

Respectfully submitted,

Jennifer M. Almquist
Assistant Board Secretary