



**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, January 18, 2018
12:00 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Chair Teresa Sayre called the meeting to order at 12:02 p.m. and welcomed two new staff members, Greg Perkinson and Dr. Blaine Steensland, as well as Dr. John King.

The following members were present: Teresa Sayre, Shanztyn Nihipali, Daniel Santos and Joanna Steinman. Trustees Les AuCoin, Steve Vincent and Shea Washington were absent. Trustee Linda Schott (ex officio) also attended the meeting.

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Dr. Blaine Steensland, Acting Vice President for Enrollment and Student Life; Jason Catz, General Counsel; Dr. Matt Stillman, Registrar; Lee Ayers, Division Director of Undergraduate Studies; Jennifer Fountain, Student Life; Danielle Mancuso, Student Life; Joanne Preston, Grants Administration; Chris Stanek, Director of Institutional Research; Dr. Jody Waters, Associate Provost; Ryan Schnobrich, Internal Auditor; Joe Mosley, Director of Community and Media Relations; Devon Backstrom, ASSOU; John Stevenson, User Support Manager; Don Hill, Classroom and Media Services Manager; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Public Comment

There was no public comment.

Provost's Report

Provost's Council Update

Dr. Susan Walsh mentioned LC 183, proposed legislation that has two primary focus areas: gathering information on high school students who take, complete, or transfer dual credits and requiring the HECC to publish information regarding accelerated college credit programs. The fiscal impact on the universities is unknown.

Another ongoing project is the work group for House Bill (HB) 2998, regarding transfer credits. Chris Stanek is on the work group and will cover this topic later in the meeting. Dr. Walsh said the provosts are very pleased with the group's work.

Topics discussed at the Provosts' Council include academic approvals and avoiding program duplication; the Oregon Student Association's focus on tuition fairness with more student input during the process; and the tabling of legislative discussions on Title IX and environmental policy reforms.

SOU has formed a Rotaract Club, an international program in conjunction with the local Rotary Club. Former SOU president Elisabeth Zinser approached Dr. Walsh about SOU supporting a chapter and the students' response has been overwhelming.

As an offshoot of AASCU's Reimagining the First Year initiative, AASCU has asked SOU to participate in a survey regarding organizational change on how to better serve first generation, low income students. Dr. Jeff Gayton will send the survey to the board secretary to share with the trustees. Chair Sayre thought a future update on the Reimagining the First Year initiative would be beneficial.

Committee Dashboard

Dr. Walsh presented the committee dashboard. Responding to Trustee Santos' comment, Dr. Walsh said retention rates are up and confirmed there is usually a small decrease in enrollment between fall and winter terms.

General Updates

Approximately 500 participants were expected at the upcoming preview weekend.

Consent Agenda

Trustee Santos moved to approve the minutes from the October 19, 2017 meeting as presented. Trustee Steinman seconded the motion and it passed unanimously.

Action Item

Southern Oregon University Educator Equity Plan

Chair Sayre said the purpose of this item was to inform the trustees of this program, as they are legislatively mandated to review SOU's fulfillment of HB 3375, Preparation of Diverse Educators. In April 2016, the committee reviewed SOU's plan and recommended the board approve it as well. Consistent with the goals of 40-40-20 and the Oregon Equity Lens, HB 3375 requires each public teacher education program to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators. Governing boards are not being asked to act on the plans, but instead to simply review the plans for "adequacy and feasibility" before final submission to the HECC.

Dr. John King said SOU created the initial plan to increase the diversity of students coming into and completing the teacher preparation programs to help meet the statewide goal of a teacher workforce that more closely resembles the composition of the students they teach. That plan was built from a number of programs already in place; it provided an additional layer of support to those programs and added incentives for those interested in pursuing teaching careers.

Two years into the plan, Dr. King said SOU has students from the first two cohorts of the initial Pirates to Raiders program. He said the rates for high school graduation and

college attendance for these cohorts far exceed the state's averages. The success is due, in part, to the increase in the number of SOU students supporting the schools' efforts; fiscal support provided to students seeking dual credits for course work; coordination with the school districts to identify and address the array of non-cognitive skills known to promote academic success; and a broadened scope of involvement.

The next steps are to build community partnerships and build off existing programs. There will be a focus on retention at the university level as well as with in-service teachers, such as coordinating with Migrant Education Office, sponsoring affinity groups for teachers of color, expanding SOU's reach into districts within the Rogue Valley, and expanding programs to encompass Native American students. Dr. King said SOU is poised to move this plan forward. Discussion ensued on the success of current programs and considerations for expansion.

Trustee Steinman said the committee has reviewed SOU's Educator Equity Plan and finds the plan to be adequate and feasible as presented. She moved that the committee recommend the Board of Trustees review the plan for adequacy and feasibility. Trustee Santos seconded the motion and it passed unanimously.

Information and Discussion Items

Overview of Competency/Proficiency Based Education Models

President Schott described the nomenclature for competency-based education, saying it is referred to as mastery-, proficiency-, or competency-based. She then discussed the change in the educational system from treating everyone the same to realizing people learn in different ways. Competency-based education has developed to prepare learners for this new age.

In competency-based education at the K-12 level, learning is the constant, time is the variable. Competency-based education is not completely self-paced; there is usually a recommended "teacher" pace and students have some flexibility around that. Additionally, students have more "voice and choice." Competency-based education tends to emphasize application and experience, includes clearly defined learning outcomes every step of the way, utilizes formative assessments and sometimes involves the public presentation of learning.

Competency-based programs in higher education primarily are online to accommodate adult learners; give credit for prior learning; have variable paces; may be priced differently than traditional programs that charge per credit hour; and may have disaggregated the traditional faculty role into subject matter experts, instructional designers, mentors, and assessment experts. Many such programs are located on the east coast and are at small, private schools; however, there are also some large university systems offering such programs, but there are none in Oregon.

At the K-12 level, Oregon has good policies on competency-based education programs. Only five states have no policies and about half the states are either at the advanced or developing stages with others being at an earlier emergent stage. If students are accustomed to this way of learning and attend universities that are not open to this type of learning, there likely will be conflicts and may result in a loss of students.

Responding to Trustee Nihipali's inquiry, Lee Ayers said SOU is looking to pilot a program in the spring to gather information and determine what might fit best for SOU. Dr. Walsh added that Outdoor Adventure Leadership would be a good program to experiment with this model. Other options are also being explored.

Online Master of Business Administration Update

Dr. Susan Walsh provided background information on the agreement with Academic Partnerships and highly praised Hart Wilson's work as the project manager. SOU's online program launched shortly before the holiday break. Dr. Walsh and President Schott have met with local employers to discuss scholarship possibilities for people working in corporate offices. Curriculum is on board, information has been sent to alumni, and Academic Partnerships is focusing heavily on online marketing. SOU has received nine applications, five of which were admitted with one provisional admit. Additionally, courses have been assigned to faculty members. Dr. Walsh said SOU representatives are talking with Academic Partnerships about other potential online programs.

House Bill 2998 Transfer Articulation Update

Introducing this item, Chair Sayre said the HECC is focusing on transfer articulation from community colleges to universities due to the passage of HB 2998. Chris Stanek serves on the work group the HECC created to implement the bill. Mr. Stanek explained this is a full transfer agreement, not just articulation. There will be foundational curricula agreements and two-year long programs allowing transfers as a "junior in the major." The idea of the bill is to eliminate the credits in excess of degree requirements that usually exist when a student transfers. The bill only applies to students transferring to an Oregon public university from an Oregon community college. Mr. Stanek said the first three transfer agreements will come from programs in business, teacher education, biology, and/or English language and literature.

Mr. Stanek reviewed some of the required outcomes; provided an overview of the foundational curricula and transfer agreements; and discussed the timeline, as detailed in the meeting materials.

Acting Vice President for Enrollment and Student Life

President Schott said SOU hired AGB to search for an acting Vice President for Enrollment and Student Life and she selected Dr. Blaine Steensland. He started on January 5. Dr. Steensland described his positive impressions of SOU and his professional background.

Student Navigation for Persistence and Completion

Dr. Susan Walsh mentioned the ongoing conversations regarding tools students need to ensure they are getting through their programs in a way that is meaningful and getting out with as little debt as possible. SOU is close to fully implementing DegreeWorks, a degree audit system. Other tools are being reviewed that will help students stay on-track and will show potential monetary implications of their decisions.

Responding to Trustee Steinman's inquiry, President Schott said Dr. Steensland will be looking at how all these elements work together. Dr. Walsh added that everything is tied to retention, which is one of Dr. Steensland's big focus areas.

Future Meetings

Chair Sayre said the next committee meeting will be on March 15. She asked trustees to let her or the board secretary know of any items they would like included on future agendas.

Adjournment

Chair Sayre adjourned the meeting at 2:49 p.m.

Date: March 15, 2018

Respectfully submitted by,



Sabrina Prud'homme
Sabrina Prud'homme
University Board Secretary