



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

**Thursday, February 18, 2016  
1:30 pm - 3:15 pm (or until business concludes)  
DeBoer Room, Hannon Library**

**MINUTES**

**Call to Order and Preliminary Business**

Chair Sayre called the meeting to order at 1:32 pm.

The following committee members were present: Teresa Sayre, Sheri Bodager, Judy Shih and Joanna Steinman. Trustee Les AuCoin participated by videoconference. The following members were absent: Steve Vincent and Shea Washington. Trustee Roy Saigo (ex officio) and Trustee Dennis Slattery were also in attendance.

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Jason Catz, General Counsel; Craig Morris, Vice President for Finance and Administration; Dr. Greg Jones, Division Director for Business, Communication and the Environment; Moneeka Settles, Innovation and Leadership Program Coordinator; Dr. John King, Division Director for Education; Dr. Jeffrey Gayton, University Librarian and Director of the Learning Commons; Fred Creek, Director of Campus Public Safety; Ryan Brown, Head of Community and Media Relations; Don Hill, Classroom and Media Services Manager; Gordon Carrier, Computing Coordinator; Sabrina Prud'homme, Board Secretary; Kathy Park, Executive Assistant; David Coburn, OSA; and Jim Chamberlain.

Trustee Shih moved to approve the January 21, 2016 meeting minutes. Trustee Steinman seconded the motion and it passed unanimously.

**Public Comment**

There was no public comment.

**Provost's Report**

Dr. Susan Walsh updated the committee on the Bachelor of Music proposal. Faculty members made changes recommended by the Provosts' Council. The proposal has been resubmitted to the council and will be reviewed at its March meeting.

Dr. Walsh and seven other faculty and staff members attended the American Association of State Colleges and Universities (AASCU) conference, where they discussed AASCU's Re-imagining the First Year initiative, among other topics. SOU was one of 44 institutions selected to participate in the initiative. Responding to Trustee Steinman's question about how the participants were selected, Dr. Walsh said it was a rigorous

application process. AASCU was not interested in institutions that were aspirational but rather those with a breadth of existing programs.

Trustee Shih asked about the evaluation process of the 44 schools' outcomes. According to Dr. Walsh, the application included details on what programs are in progress and measures of success (both data and anecdotal information). SOU will have a cohesive framework that will include an assessment and can make changes in areas needing improvement. Dr. Walsh agreed with Trustee Shih's comment that these 44 institutions could serve as a model for the other AASCU members. Trustee AuCoin complimented Dr. Walsh and her team on this accomplishment.

Dr. Walsh discussed recent activities in Salem, saying they had productive meetings, met with legislators and participated in University Day. All seven universities participated, including presidents, provosts, vice presidents, faculty, staff and students. Craig Morris added that the legislators with whom he met were extremely impressed with how well the seven universities are working together, noting it was the first time they had seen all seven universities in the capitol at the same time, advocating for the same issues.

At the Provosts' Council meeting, the provosts addressed the accelerated learning and dual credit discussions that are occurring at the state level. It is not clear where the legislature will go. Chair Sayre added that this will become clear in the future. Dr. Walsh believed SOU has a big role in this because it has a robust dual credit program and relationships with community colleges that need to be considered.

Dr. Walsh reminded the committee members that enrollment data is available at [sou.edu/avper](http://sou.edu/avper).

### **Innovation and Leadership Degree Program Report**

Dr. Greg Jones discussed the Innovation and Leadership (INL) Degree Program. It is SOU's credit for prior learning program, which institutions are mandated to have. The program is the brainchild of Jeanne Stallman, who engaged people with significant experience in the community. Moneeka Settles is the program coordinator and does the marketing, reviews applications, schedules professors, provides professor support, provides program support and evaluation, and teaches in the program. The program is a year old and the first and second cohorts are progressing through it.

Describing the unique nature of the INL program, Ms. Settles said it is a collection of courses that meets the needs of employers and employees in the valley. It attracts a segment of students who are not enrolled at SOU. It is a multi-disciplinary program, including courses from business, communication, psychology, and emerging media and digital arts. Upon completion of the program, students earn a Bachelor of Science.

The program targets those who have careers, have not completed a Bachelor's degree, and who desire a degree but may be concerned about the time commitment and the characteristics of their classmates. Responding to Trustee Shih's observation that these students have a high level of experience, Ms. Settles said it makes a big difference that the students know their cohort colleagues share the same level of life learning.

Ms. Settles discussed the background information used to develop the program, determine courses and program outcomes. Ms. Settles confirmed for Trustee Steinman that most of the required courses already existed, though the course on digital portfolios was designed specifically for this program and is now available to the whole university. She further explained the program, term and class structure.

Responding to questions from Trustees Shih and AuCoin, Ms. Settles said the cohorts are very cohesive and explained the program costs to students. She added that the program is nearly at capacity and the courses are taught by full-time faculty and adjuncts, about evenly split.

Trustee Shih asked about recruiting and whether any employers pay tuition costs. Ms. Settles discussed recruitment efforts, marketing and relationships with local employers, noting that some do pay for a portion of the tuition.

The program has several indicators of success so far: 158 inquiries since the inception; the third cohort starts in August 2016; students are very pleased with their classmates, professors and advisor support; employers respond positively to the program of instruction; one professor stated teaching in the program was the highlight of his career; and another professor said he thought the program was really working. Dr. Walsh added that she talked to an SOU employee who is a student in the program; the employee highly praised Ms. Settles' class and the program, saying it has changed her life.

Responding to Chair Sayre's and Trustee Steinman's questions about the probable success of the first cohort, Ms. Settles said she anticipates that all of them will complete the program and some of them will graduate in June. Responding to Trustee Bodager's question about whether the August cohort is full, Ms. Settles said it is not yet full but that she receives a lot of inquiries in March.

Though the program produces degrees, Chair Sayre asked if it was cost effective from a university standpoint. Ms. Settles said the program is self-supporting, even after paying for professors, her position and marketing. Dr. Walsh suggested a cost-benefit analysis in the future.

### **HB 3375 (2015) and Preparation of Diverse Educators**

Chair Sayre introduced the topic, saying it is particularly timely because HB 3375 came with new mandates for the teacher education program that align with 40-40-20 and graduation of diverse educators. Dr. John King said all public teacher education programs must develop a concrete plan with strategies, goals, and deadlines for recruiting, admitting and graduating diverse educators.

The state has put funding behind this initiative in the new student success and completion model, with additional incentives for culturally and linguistically diverse college students. SOU will use a collaborative approach with its dedicated and committed partners in the community, including the Phoenix-Talent and Medford school districts and the Southern Oregon Educational Services district. The new initiative also takes advantage of other state programs, such as dual credit and accelerated learning, and will build the plan to take advantage of what is already happening in K-12.

Dr. King said recruiting and graduating culturally and linguistically diverse K-12 teachers benefits SOU in a couple of ways. SOU is looking at it as an enrollment driver and is expanding the pipeline of people SOU is preparing to become teachers through the teacher education program. More broadly, SOU is also preparing to expand the pipeline of K-12 students who are planning to go to college.

The proposal does not start from scratch. It builds on SOU's existing minority outreach efforts, including diversity scholarships, pre-college youth programs, Pirates and Bulldogs to Raiders programs, sending education practicum students to support specific programs in K-12 schools and the Bridge program.

Trustee AuCoin expressed interest in the HECC marks SOU wants to meet, specifically regarding Latinos and Native Americans. Dr. King said, at this point, the Pirates and Bulldogs to Raiders programs have cohorts of 35 students in each grade level from 8th to 12th grade. This will be the first graduation year for the Pirates to Raiders participants. So, from those two programs, there is a pipeline of 70 students per year who will be looking to start college. Dr. King said there will be an expansion of the program to other local districts. Dr. Walsh answered further that Brent Florendo is SOU's Native American student recruiter and has been in that position since last summer.

The goals are to fulfill the state mandate to increase the number of teachers with culturally and linguistically diverse backgrounds throughout southern Oregon schools and, in a broader sense, increase university enrollment by expanding the pipeline of culturally and linguistically diverse students from the Rogue Valley who are encouraged and prepared to succeed in higher education. The strategies to meet these goals include starting early in a student's academic life, having an articulated dual credit pathway, bridging secondary and post-secondary systems, having targeted incentives for culturally and linguistically diverse students and leveraging community partnerships.

For SOU's commitment to this strategy, there are several fiscal impacts. SOU seeks to achieve budget neutrality through earmarking the additional state incentives that are provided for "targeted student sub-population" for tuition remission for these students. The Phoenix-Talent and Medford school districts will fund teacher equity fellowships. Southern Oregon Educational Services District will fund instructor Professional Learning Communities to develop and articulate new dual credit courses.

Responding to Trustee Shih's question about whether SOU can recruit qualified students for this program by approaching a student who is already pursuing a degree and offering a free secondary major in teaching, Dr. King said the answer is yes and no. Yes because that is a traditional approach for recruiting. But no because SOU has not recouped the state-provided funds. The goal is to recruit students who would not already be at SOU.

Dr. King then talked about measuring success. SOU's goals are to increase the college admission and completion rates among Latino students above statewide averages and increase the number of "locally-grown" culturally and linguistically diverse K-12 teachers from .4 to 10 per year. Dr. King is looking at this as a replicable, scalable and sustainable

model. At this point, the budget does not rely on any external funding beyond that provided in the student success and completion model already in place. However, SOU has \$189,000 set aside to sustain the program if necessary and has earned a \$20,000 external grant that supports the Pirates and Bulldogs to Raiders programs.

The next step for the board is to determine when to review the plan for adequacy and feasibility and provide input. Since this was the committee's first opportunity to look at the plan, Chair Sayre proposed that it be put on the agenda for April for further discussion and action.

Dr. King concluded by saying the statewide average for Latino students going to college is 9.2 percent. Looking at the students in the Pirates and Bulldogs to Raiders programs who are graduating, SOU has more than tripled that average so far, even before layering on dual credit and students still have time to decide whether to attend college.

Answering Trustee Shih's question about why the emphasis is on Hispanics, Dr. King said it is because of the large 33 percent Hispanic population in the Phoenix-Talent school district. They are looking to expand the program to Native American students. Dr. King pointed out that the HB 3375 initiative has broader application, covering all students whose first language is not English and who are of color.

### **AASCU Re-imagining the First Year**

Dr. Jeffrey Gayton discussed AASCU's Re-imagining the First Year Program. There are 420 institution members of AASCU, public colleges similar to SOU. AASCU selected 44 of its members to participate in the Re-imagining the First Year program. SOU is the only Oregon institution selected to participate. The program's goal is to ensure success for all students, particularly those who have historically been underserved by higher education: low income, first generation and students of color. SOU's team includes representatives from many campus constituencies.

From AASCU's point of view, Dr. Gayton said the main goals of the program are collaboration and implementation. AASCU recognizes the days of institutions "going it alone" are over; they need to work together and share best practices. On the implementation side, institutions know what helps first year students succeed and do not need more pilot programs or research; they need to go ahead and make institutional changes. From SOU's point of view, SOU has to identify the common themes underlying existing initiatives that support first year students, including ROAR, Week of Welcome, the Office of Student Support and Intervention, SOU Cares, the Bridge program, University Seminar and the College Transition Collaborative. Drs. Walsh and Gayton believe having many ongoing initiatives is one of the reasons SOU was selected to participate in the AASCU program. SOU also needs to evaluate the cumulative effect of these initiatives; identify other initiatives that would reinforce existing efforts; and integrate disparate initiatives into comprehensive, reflective programs to support retention, learning and success for students in their first year and beyond.

Dr. Gayton said when something is everyone's responsibility, it is no one's responsibility and in this program, everyone has an important role to play.

Chair Sayre asked if there is a planned course of action for the participants to follow or if it is a collection of people working together as a group. Dr. Gayton said the team would develop a plan specifically for SOU. The team will submit an outline of the program on June 20. Since this is a 3-year program, AASCU recognizes groups will tinker with the plan, move targets around and shift areas of emphasis. Institution participants will get together to share ideas and AASCU will provide those ideas to all member institutions. Dr. Walsh added that AASCU has a history of big initiatives that cross over between existing initiatives and creating new ones. Dr. Gayton said AASCU will help SOU make its plan successful, pairing peer institutions to share and assist each other.

**Adjournment**

There being no further discussion, Chair Sayre adjourned the meeting at 3:00 p.m.

Date: April 14, 2016

Respectfully submitted by,

A handwritten signature in cursive script, appearing to read "Sabrina Prud'homme", written over a horizontal line.

Sabrina Prud'homme  
University Board Secretary