

Academic and Student Affairs Committee

March 18, 2015

2:00 p.m. to 3:31 p.m., Hannon Library DeBoer Room

Roll Call:

Present: Les AuCoin (by phone), Filiberto Bencomo, Teresa Sayre, Judy Shih, Joanna Steinman, Steve Vincent; Susan Walsh.

Absent: Shea Washington

Guests: Mary Ann Gardner, Donna Holtz, Deborah Lovern, Roy Saigo, Ryan Brown, student visitor

Chair Sayre called the meeting to order at 2:00 p.m.

1. Overview of Today's Agenda – Susan Walsh

Those present introduced themselves and the position they hold. Walsh said this introductory meeting would be to provide background structure of the Academic Affairs and Student Affairs areas.

2. Overview of Academic and Student Affairs Departments – Susan Walsh

The organizational structure and responsibilities of Academic Affairs was described, with the current Organizational Chart displayed and distributed. Walsh gave instructions on how to navigate to and within SOU Provost's Office website. She explained that two years ago we reorganized and integrated Academic Affairs and Student Affairs, which has created efficiencies and better services for students. We have a good communication network and the right people in positions. The second piece of reorganization is the academic reorganization that took place last year; we changed the former School/College structure to academic Divisions, with Division Directors instead of Deans. Walsh highlighted several key positions and areas.

3. Introduction of Key Personnel and discussion of Oversight Responsibilities

Karen Stone (AVP for Curricular Management):

Dr. Stone has held previous positions as a faculty member in Biology, department chair, and Associate Dean of the College of Arts and Sciences. Her current position deals with management of academic resources, including faculty contracts, scheduling courses, and analyzing the frequency of course offerings and class sizes to use our faculty resources more efficiently. She works closely with Division Directors as they manage their resources; if a faculty member is under-utilized, they can discuss how to better utilize the faculty member. Stone also works with Susan Walsh, Craig Morris, and Chris Stanek in executing the retrenchment plan. We can't replace positions that were eliminated in the retrenchment plan. Walsh said Stone will know right away if a course is low-enrolled or a faculty member needs to be reassigned. Vincent asked if cost analysis is used, and Walsh said it is. Stone said there are many pieces involved in the actual cost of teaching a course. The faculty Collective Bargaining Agreement

governs some of these costs. Walsh says we now have a faculty loading report which shows the distribution of faculty instruction and other duties. Vincent asked what we do about a course that shows a significant drop in enrollment as the term goes on; Stone said we would provide some pedagogical help to the faculty member to address issues that may cause the enrollment decrease. We try to look at the enrollments early enough to address faculty utilization appropriately.

Jody Waters (Associate Provost and Director of Graduate Studies):

Dr. Waters works at the intersection of Academic and Student Affairs. She oversees the curriculum for the university, the McNair Post-Baccalaureate Achievement Program, Grants and Contracts, graduate programs, academic policies, and student support. Waters oversees curriculum at both the macro and micro level, and works with accreditation and assessment. We now have a seven-year accreditation cycle; we will start working on our comprehensive report next year. Waters is the liaison between faculty and policy issues, and she deals with student complaints and problems. She is a Deputy Title IX Coordinator and works with our protections and pathways for solving issues of gender discrimination, bias, and sexual violence. For faculty development, Waters works with the Center for Instructional Support to provide continuing professional development for faculty.

Sayre welcomed Trustees Filiberto Bencomo and Steve Vincent, who both arrived after the roll call was taken at the beginning of the meeting.

AuCoin asked the date of our last accreditation report. Our last comprehensive report and evaluation was in 2007. Walsh reported that following 2007, NWCCU (Northwest Commission on Colleges and Universities) changed the accreditation review structure; what had been a ten-year cycle is now a seven-year cycle with annual reports for different areas of review, culminating in a comprehensive report in Year Seven. AuCoin asked that the last accreditation evaluation be sent to the Trustees so they can familiarize themselves with the university's challenges and know what NWCCU has recommended for improvement. Walsh said we will send the report and also send a link to this information. SOU has completed all the reports leading up to Year Seven; our Year Seven report is due in 2017. Walsh said we should spend most of one meeting on accreditation and assessment. AuCoin said that would be good to dig deeper into the issues we face; he would like to see the NWCCU evaluations as well as SOU's self-evaluation.

Vincent asked about the sexual assault policies in place, and whether there is an outside audit to see how we're doing and whether there is institutional risk. Walsh said we report to certain external entities, and we provide training for Title IX officers and coordinators. Craig Morris added that we will be hiring an Internal Auditor who will report to the SOU President and the Board of Trustees. The auditor will look at this area of compliance as well as other areas. Vincent also asked about the Director of Grants and Contracts; does this include the possibility of SOU having equity in spin outs? Vincent described a situation at another university where he and other visitors were shown new technology, but there was no confidentiality disclosure statement required, and no contractual protection. Morris said that is one reason we will be

hiring an internal auditor; to make sure we are in compliance where we need to be. Waters added that our Grants and Contracts office is well aware of the boundaries we need to keep.

Lisa Garcia-Hanson (AVP for Enrollment and Retention):

Ms. Garcia-Hanson shared the organizational chart for her area and described the various functions performed. She shared the vision statement of the area and summarized the main components, which are Admissions (including student recruiting), Financial Aid, Student Life, Disability Resources, Outreach and Engagement, Registrar and Enrollment Services, Academic Advising, Success at Southern (a Trio program), and the Schneider Children's Center. AuCoin asked about "boot camp" programs for students who need it; Walsh responded that we have writing, math, and science tutoring available, and have a proactive approach for students. We are in the process of creating a bridge program which is a better approach, and catches students on the front end. Student Life sponsors co-curricular programs that promote student engagement and contribute to well-rounded students. Our Director of Admissions and Director of Student Life collaborate on recruitment and retention efforts, and faculty members are increasingly involved in encouraging prospective students and in retaining students. Our Admissions staff includes four staff members dedicated to new student recruiting. Our orientation for new students includes class registration and addresses transition issues for students and families, and connects students to resources on campus to academic pathways and social avenues. Vincent asked if there is a nexus in external efforts to recruit students, and help for students who don't know how to navigate the system. There was discussion about how to convert a segment of the population for whom higher education may have seemed unattainable into something that is within reach for them. Garcia-Hanson said they try to identify students early on who may need some of our special resources. Walsh added that we have had an increased need for counseling, and Waters described the early intervention system (SOU Cares) that is working very well to identify potential problems (academic, physical, financial, or psycho-social) for students and to provide help at an early stage.

The Schneider Childcare Center is open to the public, after needs of students and SOU staff members are met. Morris said the business model for the childcare center allows for this, and it helps us cover the costs of operation. We never have to turn away a student or staff member who needs this service. Trustee Shih asked whether the increased use of the SOU Cares system is a result of improvement in outreach, or if we are admitting more students who need assistance; Walsh said both are factors.

Morris described the state's 40-40-20 program, which means that 40% of Oregon residents would have a college degree, 40% would have an associate's degree, and 20% would have a high school diploma. In order to achieve that, we have to start reaching out to new populations of students, and this also requires providing student services the new population may need to succeed. Student fees pay for some of the services students receive, but not all.

Chris Stanek (Director of Institutional Research):

Mr. Stanek described the two-person Institutional Research office as a service department that provides data retrieval and analysis; it is data-neutral. He described the typical research they

do, which includes internal research and reporting (such as enrollment, projections, capacity studies); external surveys (reports to federal government and state, Oregon University System or HECC); Survey Administration; and information for assessment and accreditation.

Steinman asked about the IR office being data-neutral; Stanek said they don't editorialize; they let the data tell the story and others can interpret the data. Vincent asked whether data is used to help decide what degree programs SOU should offer; Stanek said this is a big issue. Stone added that sometimes the local community has a need for certain skills, but we can't always attract enough students to that academic area.

4. Planning Topics for Discussion and Decision at Future Committee meetings

Sayre reminded trustees about upcoming meetings in April and May, with the suggested topics. Walsh said some of the topics are driven by conversations at the HECC or state level; others are not so time sensitive. Walsh may invite Craig Morris to attend some of these meetings. AuCoin, referring to a proposed future agenda item, commented that the easiest student to enroll is the one you already have; Walsh agreed and said everybody's job is retention. In response to Mission Alignment, Vincent reported that the HECC sees its role to work with the institutions' missions; what about the economy? There was discussion about roles of the HECC and institutional boards and the legislature. Morris said this is a broader conversation for the Board about how it is involved with the HECC and legislature; he will discuss this with Liz Shelby. Steinman said she is trying to understand the different roles of the different groups.

Saigo said that Walsh's comment about Mission is correct; the internet has changed everything. If we try to keep to our physical territory we won't succeed. The trustees need to think about where they want to drive this institution at the time the world has become so much smaller. We need to be very nimble. Au Coin added that we need to think at a high level, and then on the ground. What makes SOU strong and compelling? What inherent strengths do we have, and what weaknesses do we need to overcome? There are strengths that we haven't nourished enough.

Sayre and Walsh thanked everyone for attending. Walsh will follow-up with a link to documents, and make sure that trustees participating remotely have access to all materials.

Sayre adjourned the meeting at 3:31 p.m.