

## **Academic and Student Affairs Committee**

April 15, 2015

1:30 p.m. to 3:40 p.m., Hannon Library DeBoer Room

### Roll Call:

Present: Les AuCoin (by phone), Teresa Sayre, Judy Shih, Joanna Steinman, Steve Vincent, Susan Walsh (ex officio)

Absent: Filiberto Bencomo, Shea Washington

Guests: Karen Stone, Steve Thorpe, Roy Saigo, Liz Shelby, Dennis Slattery, Craig Morris, Ryan Brown, Jason Catz, Jeanne Stallman

Chair Sayre called the meeting to order at 1:30 p.m. The roll was called and a quorum was present.

### Consent Agenda

Regarding the minutes from the March 18 meeting, Chair Sayre asked if there were any changes or discussion for these minutes. No changes were suggested. Shih/Steinman moved to accept the minutes as presented, and they were accepted.

### Discussion Items

Discussion of Retrenchment Plan: Dr. Karen Stone, AVP for Academic Resource Management, was introduced by Dr. Susan Walsh. Stone gave an overview of the processes and analysis that led to retrenchment. The university underwent a Capacity Study in 2011, which showed that the curriculum was too diverse—we need a curriculum with some diversity, but with fewer paths. This study was followed in 2012 by a Program Prioritization analysis, which evaluated every academic program and academic support program and placed them in one of five quintiles. Other analysis included a workforce analysis, and the Delaware Cost Study, which showed that there was between \$6-\$7 million in non-course activities by faculty. These activities are not all unnecessary, but the study showed that we need better accountability of faculty activities. Shih asked about the criteria for faculty activity; Walsh explained some of the details such as student/teacher ratio, cost to deliver academic programs, and growth patterns. Vincent asked whether any external evaluation or market analysis had been done on what both the public and private sectors need; the recent analyses have been internal, not external. Shelby commented that we have conducted market studies, but not a workforce development study.

Stone described some of the major changes that have occurred at SOU based on the previous internal analyses and the retrenchment plan that was adopted in 2014. The previous academic structure of a large College of Arts and Sciences, and smaller School of Business and School of

Education (with Deans for each of these groups, plus multiple Department Chairs who were released from teaching one course) was changed to seven Divisions headed by a Director (plus Stone's position). Previous groupings of Departments were replaced by Programs, but Program Chairs have fewer duties than previously and do not receive course release. The number of faculty FTE (full-time equivalent) in each Division is more equal, with about 40 FTE on average. AuCoin asked which programs are in the Social Sciences Division; the full list of Divisions and Programs will be sent to the Committee before the next meeting.

Stone said the new structure breaks down barriers even when Programs are in different Divisions. Walsh said we flattened the traditional academic model. AuCoin said that when he was at SOU he collaborated with other areas and is encouraged to see that this is working.

Stone presented information on the number of faculty positions that have been eliminated as a result of retrenchment. (Although there were also some reductions in staff positions, the retrenchment procedures are part of the faculty collective bargaining agreement, so the focus of retrenchment is on faculty.) Some of cuts were because of known retirements that will not be replaced, but also include reducing the number of adjunct faculty (yearlong and term-by-term) and some regular faculty positions. It is a significant reduction, representing approximately 61.6 FTE out of a total of 240-250 faculty FTE, over the next three years. AuCoin asked if there had been any litigation as a result; SOU attorney Jason Catz said he is not aware of any litigation that has occurred. Each faculty member that received notice had grievance rights, but none filed an individual grievance. (The faculty union filed a grievance about the process for the provisional retrenchment plan, but this was resolved last summer.)

Stone explained the retrenchment metrics and some of the key areas, including student retention, course size, and enrollment increases. SOU will need to reinvest following retrenchment, but will need to do this carefully and strategically. If we enroll more freshmen, we will need more faculty to teach the freshman-level University Seminar courses, and we need consistency that is not always present when we rely on adjunct faculty. We have increased course size somewhat, but it's usually only a few more students (5 or less) for most classes. We have data on the best class size for certain kinds of instruction. Stone described the process in managing courses, such as canceling low-enrolled (less than 10 students) classes, and reassigning faculty to teach other courses. We have more time to react for Fall term if we see if a course will have low enrollment, but don't have as long before winter and spring terms. Walsh added that we consider the cost of delivering a course relative to the need to deliver the course. We have developed a Faculty Loading Report to better manage our faculty resources. Stone described the "banking" system for faculty when they have variable teaching loads across academic terms.

AuCoin referred to an earlier question by Vincent about external review, and asked about the criteria for prioritization, perhaps focusing on our location or other assets that had not been exploited in the past. Stone said that's where we look at reinvestment; a major goal is to get control of our finances, and then we can look at where we want to grow. Sayre referred to pp. 17-18 of the retrenchment report that mentions that priority, and commended SOU for

reaching so many of the retrenchment goals in a short time. She added that SOU and the new academic Divisions will need a strong vision and strategy. Stone said they have asked Directors to consider what kind of hiring they would want to do when we are able to reinvest, so we can start thinking of the new directions in which we want to go. Craig Morris agreed and said reinvestment will be significant, but a challenge. We can't de-rail the retrenchment metrics that were established, so we will need close management. Chair Sayre thanked Dr. Stone for her presentation.

#### Accelerated Learning:

Walsh introduced Dr. Steven Thorpe, former faculty member and Interim Dean of the School of Education, and former Interim Director of the Division of Education, Health and Leadership. Upon retiring in January, Dr. Thorpe was hired as Special Assistant to the Provost to focus on our K-12 partnerships and other accelerated learning opportunities.

How can we be expanding at the time of retrenchment? The Oregon Education Investment Board (OEIB) recommended reinvestment money which resulted in 26 different grant projects to reinvest in education. Thorpe gave background information on the K-12 sector and its relationship to higher education in Oregon, and explained some key points of the last legislative session. SB 222 concerned the best way to provide accelerated learning for high school students, increase high school graduation rates and help achieve 40-40-20 goal, as well as other goals. In the current legislative session SB 84 is going through the committee process now and the goal is to make three dual courses available for every high school student in Oregon (currently "dual credit" is uneven and is not available in all Oregon high schools); also to establish statewide standards for dual credit programs and to establish a statewide funding mechanism for these programs. Studies show that students who have opportunities for dual credit, particularly completing three courses, have a higher graduation rate, perform better academically, and go on for post-secondary success. SB 81 is also being considered; it's the Oregon version of free community college tuition. SB 84 also recommends no cost to students and families; SB 81 goes further and says free community college tuition for a broader range of courses ("last dollar" approach).

Focusing on SB 84, what is accelerated learning, and what is dual credit? Accelerated learning is a more comprehensive term and includes dual credit, as well as AP (advanced placement), IB (international baccalaureate), and 2+2 (more prevalent at community colleges). The three courses in SB 84 could be any versions of these.

For Advanced Southern Credit, Steinman asked if the student's families pay for this credit. Stallman said typically the family pays, but there are a few exceptions. The cost is \$41 per credit, about ¼ of the regular tuition cost. The revenue is shared between the academic department, the high school, and SOU's Division of Continuing Education. The old movement for dual credit provided an opportunity to students; the current push (SB 84) makes this opportunity available to 100% of high school students in Oregon, at no cost to students and families. Stallman described the programs available at SOU. In Advanced Southern Credit, a high school teacher, trained to teach at college level, teaches the course at the high school, but

it is lower division college-level instruction. For our Early Entry program, high school students come to SOU and take courses with regular SOU students. Shih commented about some AP credits not being accepted at certain universities, so sometimes students still need to take the college course over again, but Stallman said AP credits will generally be accepted at SOU and that will reduce a student's cost and time to degree. Sayre said she is active in aligning credits, and described the Oregon Transfer Module.

Thorpe described the south Texas Pharr-San Juan school model and said that if students are supported with navigation assistance to guide them toward good study skills and that the courses lead to beneficial pathways beyond a high school diploma, they have higher high school graduation rates and go on to post-secondary success. Thorpe described the Southern Oregon Success Collaborative, designed to work with higher education institutions, K-12 institutions, health and human services, and the community to try to bring together teams to work on success for students from early learning through K-12 and post-secondary level. We hope that if SB 84 passes, it will bring a more organized set of opportunities to the state.

Walsh said some parallel conversations are going on at the Provosts Council level; Sayre asked if there's an effort to standardize approval for dual credit. Walsh said there is a May 15 meeting with community colleges and this will likely be discussed then. One of the concerns is resources to support these efforts; our concern is to have the resources to do this right; our new funding model is based on completion. Shih asked for clarification of the 40-40-20 goal; it means 40% will have a 4-year degree, 40% will have a 2-year degree or certificate, and 20% will have a high school diploma. Sayre said that, from her experience, the SOU dual credit program is well organized and of very high quality. She added that the cost of these programs is quite variable across the state. Steinman asked about possible enrollment increases at SOU that might occur if all the high schools have dual credit; Thorpe said that if 100 high schools are currently not offering dual credit, then 100 more high schools would be on board if SB 84 passes. Say said a high number of students at Phoenix High School take advantage of dual credit.

Shih asked if there are any unintended consequences in expanding dual credit opportunities, such as students taking fewer full-cost courses because of dual credit courses; Thorpe said when they asked the Pharr-San Juan educators this question, they were told that the college enrollment actually increased. AuCoin was surprised, but Thorpe said it may be because more students felt prepared for college, and fewer needed remedial help. Stallman said 22.4% of SOU's dual credit students eventually matriculate at SOU. These students will have a cost savings so this may encourage these students to seek a degree at SOU. Vincent asked about the dual enrollment revenue stream and market segmentation; is there a gap? Stallman said they have data about underserved students in Oregon, particularly for southern Oregon. She added that they have been approached by a school in Nevada about developing an Advanced Southern Credit program with it.

The Pirates to Raiders program for Phoenix students was described; it begins for students in the 7<sup>th</sup> grade and takes them through high school, to build relationships with students and their

families, their school, and SOU. Walsh said at the April 28 committee meeting, many of these outreach efforts will be discussed then.

The meeting adjourned at 3:40 p.m.