Action Items

1. Academic Program Approval (Andrews)
   OSU, PSM in Fisheries and Wildlife Administration ......................................................... 1

2. Approval of July 2011 Minutes ....................................................................................... 3

Informational Items

3. ASC Mission Alignment Metrics (Andrews)

4. HB 3418 (Francesconi) .................................................................................................... 5

Discussion Items

5. Review of Board Retreat (Francesconi)

6. Climate Assessment (Andrews) ........................................................................................ 7

7. Institutional Diversity Plans (Francesconi) .................................................................... 13

Other Items

8. Other items put forward by the Committee

9. Adjournment
Oregon State University seeks Board approval to offer an instructional program leading to a Professional Science Master’s (PSM) degree in Fisheries and Wildlife Administration.

**OSU, PSM IN FISHERIES AND WILDLIFE ADMINISTRATION**

1. **Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.**

   The proposed Professional Science Master’s (PSM) degree in Fisheries and Wildlife Administration program is designed to make meaningful contributions within two signature areas identified in OSU’s *Strategic Plan*; namely, advancing the science of sustainable earth ecosystems, and promoting economic growth and social progress.

   The sustainability of fisheries and wildlife resources is considered to be a high priority based on national and state laws, policies, and regulations. Further, in Oregon, fishing, hunting, shell fishing, and wildlife viewing activities and equipment is considered to be a $2.5 billion dollar industry. The long-term sustainability of this economic enterprise is dependent on effective management of these limited and sometimes fragile resources. As part of OSU’s land grant mission, the University currently trains many of the fisheries and wildlife professionals employed in Oregon and the Pacific Northwest.

   The existing Fisheries and Wildlife Science degree programs are unique within the Oregon University System. No other institution offers such programs. And although many professionals obtain entry-level positions with Bachelor of Science degrees, mid- and upper-level positions typically require additional or advanced training. The proposed PSM in Fisheries and Wildlife Administration is designed to benefit professionals already employed by natural resource agencies or with non-government organizations.

2. **What evidence of need does the institution have for the program?**

   There are approximately 3,500 fish and wildlife professionals employed by state and federal agencies within the state of Oregon. Published literature on anticipated workforce needs within the natural resources arena, the acknowledged need for professionals to have advanced training, and recent surveys of potential of employers all point to, and enthusiastically support, the need for a graduate level program that can effectively address the biological, ecological, and social system requirements associated with the conservation and management of fisheries and wildlife resources. Future graduates of the PSM in Fisheries and Wildlife Administration will, in the future, be promoted to mid- and high-level...
positions within natural resource agencies and organizations, and will, therefore, have a significant impact on the management of fisheries and wildlife resources within Oregon and beyond.

3. **Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?**

There are no closely related programs in the Oregon University System. The OSU Department of Fisheries and Wildlife offers the only degrees related to the fisheries and wildlife professions. An OSU Master of Natural Resources (MNR) degree and the Sustainable Natural Resources (SNR) Graduate Certificate are related programs because of their general focus on natural resources. However, both of these graduate programs target much broader, less well-defined audiences than the narrow professional focus of the PSM in Fisheries and Wildlife Administration. The proposed degree program is a non-thesis (57-credit hour curriculum available in-residence or on-line) that is focused on the fisheries and wildlife professions and professional-level training for currently employed professionals. There is very little overlap with other graduate level degree programs.

4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

Because the Department of Fisheries and Wildlife already has a large graduate program, very little in the way of new resources will be required to offer this degree. All of the courses proposed for the degree program are already taught in-residence and most are taught on-line. Forty-eight faculty members have agreed to serve as advisors to students for the completion of their required internships and degree requirements. The Department does propose to add staff support to deliver this program. All of the resources required to support the new FTE, as well as minor new library material needs, will come from revenues generated by the Department’s eCampus (distance education) programs (the baccalaureate B.S. and this proposed graduate PSM degree program). No additional Educational and General (E&G) funds will be required to support this new degree program.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

**RECOMMENDATION TO THE COMMITTEE**

The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Oregon State University to establish an instructional program leading to a Professional Science Master’s degree in Fisheries and Wildlife Administration, effective Fall 2011. With Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

*(Committee action required.)*
Committee members present included: Chair James Francesconi and Directors Preston Pulliams, and Rosemary Powers. Directors Hannah Fisher and Jill Eiland were absent due to prior commitments.

Chancellor’s staff present included: Vice Chancellor Sona Andrews, Joe Holliday, Leslie Garcia, and Anna Teske.

Board members included: Lynda Ciufetti and Farbodd Ganjifard

**ACTION ITEM**

1. **Call to Order**

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 1:35 p.m.

**DISCUSSION ITEMS**

2. **Mission Alignment**

Chair Francesconi directed the discussion on mission alignment, pointing to three key focus areas to pursue for the next legislative session: access, critical degrees and research. Discussion centered on how to use the mission alignment document as a tool to assist the board in making decisions, support the goals and metrics, and engage them in the process.

3. **Update on Research Council Work Related to Economic Development**

Chair Francesconi called upon Vice Chancellor Sona Andrews to present an update on the Research Council’s work on economic development. At the request of the Academic Strategies Committee, the Research Council will develop a presentation that focuses on: current conditions, competitive advantage, loss of competitive advantage, areas of research strength, actions related to policy, and relationships to the board. Vice Chancellor Andrews will report the input of the Academic Strategies Committee back to the Research Council.

4. **Equity/Diversity Work Plan**

Chair Francesconi led the discussion on diversity, focusing on the formation of a system-wide climate survey. Attention was drawn to faculty diversity and satisfaction, in addition to variations in intuitional readiness. Leslie Garcia provided background information on the OHSU
climate survey. Discussion pointed to the prioritization of need, and potential resources for faculty support.

Director Rosemary Powers made a recommendation to pursue a system-wide climate survey; requesting Vice Chancellor Andrews to develop a plan and bring it back to the Academic Strategies Committee for consideration.

5. Adjournment

With no further business, the meeting was adjourned at 2:32 p.m.
Enrolled House Bill 3418

Sponsored by COMMITTEE ON EDUCATION

CHAPTER

AN ACT

Relating to higher education; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) The Task Force on Higher Education Student and Institutional Success is established, consisting of 17 members appointed as follows:

(a) The Governor shall appoint:

(A) One member from the State Board of Higher Education.

(B) One member from the board of a community college district in this state.

(C) Two members, each of whom is a faculty member of a state institution of higher education listed in ORS 352.002. One shall be a faculty member from the University of Oregon, Oregon State University or Portland State University, and one shall be a faculty member from one of the other state institutions of higher education listed in ORS 352.002.

(D) One member who is a faculty member of a community college in this state.

(E) Two members, each of whom is a student at a state institution of higher education listed in ORS 352.002. One shall be a student from the University of Oregon, Oregon State University or Portland State University, and one shall be a student from one of the other state institutions of higher education listed in ORS 352.002.

(F) One member who is a student at a community college in this state.

(G) One member who is a president of a state institution of higher education listed in ORS 352.002.

(H) One member who is a president of a community college in this state.

(I) Two members, each of whom is a representative of an Oregon-based business. At least one shall represent a small Oregon-based business.

(J) One member who is a nonfaculty staff member at a state institution of higher education listed in ORS 352.002.

(b) The President of the Senate shall appoint two members from among members of the Senate.

(c) The Speaker of the House of Representatives shall appoint two members from among members of the House of Representatives.

(2) The task force shall, for higher education students and institutions in this state:

(a) Examine best practices and models for accomplishing student and institutional success, as such success is measured by achievement of the mission of higher education set forth in ORS 351.009 and the policy for community colleges set forth in ORS 341.009;

(b) Consider institutional and statutory barriers to student success and completion of programs;
(c) Examine methods for students to acquire basic skills and career preparation skills;
(d) Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion; and
(e) Compare alternative funding options instituted in other states for improving student and institutional success.

3. To accomplish the tasks set forth in subsection (2) of this section, the task force shall:
   (a) Facilitate discussions with key higher education stakeholders at the institutional and board levels;
   (b) Hold public hearings throughout this state to gain input on its tasks; and
   (c) Review work done by previous committees and task forces in this state, as well as by relevant professional organizations and other states.
   (4) A majority of the members of the task force constitutes a quorum for the transaction of business.
   (5) Official action by the task force requires the approval of a majority of the members of the task force.
   (6) The task force shall elect one of its members to serve as chairperson.
   (7) If there is a vacancy for any cause, the appointing authority shall make an appointment to become immediately effective.
   (8) The task force shall meet at times and places specified by the call of the chairperson or of a majority of the members of the task force.
   (9) The task force may adopt rules necessary for the operation of the task force.
   (10)(a) The task force shall submit an initial report, and may include recommendations for legislation, to any interim legislative committees related to higher education no later than December 1, 2011.
   (b) The task force shall submit a final report, and may include recommendations for legislation, to any interim committees related to higher education no later than October 15, 2012.
   (c) The task force may submit periodic updates to any interim legislative committees related to higher education while completing its tasks and preparing its reports.
   (11) The Joint Boards of Education, or any successor coordinating commission, shall provide staff support to the task force.
   (12) Members of the task force are not entitled to compensation.
   (13) All agencies of state government, as defined in ORS 174.111, are directed to assist the task force in the performance of its duties and, to the extent permitted by laws relating to confidentiality, to furnish such information and advice as the members of the task force consider necessary to perform their duties.

SECTION 2. Section 1 of this 2011 Act is repealed on the date of the convening of the 2013 regular session of the Legislative Assembly as specified in ORS 171.010.

SECTION 3. This 2011 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2011 Act takes effect on its passage.
At its July 28, 2011 meeting the ASC charged the Chancellor’s Office with preparing information on the possibility of conducting a system-wide campus climate assessment.

**WHAT IS CAMPUS CLIMATE/CULTURE?**
Campus climate and culture are the prevailing conditions by which students learn and employees work.

**WHY DO AN ASSESSMENT?** Check all that apply

- [ ] To foster a caring University community that provides leadership for constructive participation in a diverse, multicultural world.
- [ ] To open the doors wider for underrepresented groups by creating a welcoming environment.
- [ ] To improve the environment for working and learning on campus.
- [ ] To understand our areas of success and concerns related to curriculum, residence life, and social networks.
- [ ] For the recruitment and retention of students, staff, and faculty
- [ ] For insights to perceptions, attitudes and how they are received by all campus community members in our learning and working environments.
- [ ] To facilitate campuses’ efforts to achieve their educational missions.

Comments:
POSSIBLE OBJECTIVES OF AN ASSESSMENT:
(Cannot achieve all in one survey. Assign priority rank of 1-3, with 1 highest and 3 lowest):

____  Provide OUS with information, analysis, and recommendations as they relate to campus climate
____  See patterns of success
____  Gauge satisfaction
____  Measure perceptions around equity
____  Benchmark for future surveys (longitudinal) to measure progress
____  Benchmark with national data
____  Create long-term goals for transforming campus climate and culture to enhance opportunities
    for underrepresented groups
____  Capture personal experiences
____  Initiate institutional action
____  Foster campus conversations about the meaningfulness of the principle of “diversity” and of
    OUS’ commitment to it
____  To get away from using anecdotal data or thinking there are no issues
____  To make recommendations for change
____  Short and long term goals for transforming campus climate and culture to enhance diverse
    representation and inclusion in a constructive and informed manner supporting OUS’s four goals
    as defined by the OUS Board Strategic Plan
____  Modify diversity and inclusion plans to execute campus plans, based on results
____  Modify strategic diversity plans at the campus level/OUS level, based on results
____  Evaluate approach/delivery for effectiveness, efficiency, and identify infrastructure needs
____  Better understand how each individual campus perceives, experiences, and understands
    diversity
____  Clarify roles and responsibilities for diversity/inclusion (students, staff, faculty, support centers,
    HR, etc.
____  Campus leaders and staff. In order to leverage diversity and create an inclusive environment for
    the benefit of the entire University and its students, staff and faculty. Can drive priorities related
    to diversity/inclusion; i.e., awareness, training, best practices, managing diverse staff,
    communicating effectively, resolving or avoiding conflict
____  Define future and not reactive
____  To create and/or enhance a more inclusive environment that leverages the skills and talent of
    students, staff, and faculty to achieve access, opportunity, inclusion, and success
____  To create and/or enhance the transformation of campus culture to enhance inclusion of
    historically underrepresented groups, women, people with disabilities, and other student, staff,
    and faculty on campus

Comments:
POSSIBLE OUTCOMES: Check all that apply

- OUS can add to our knowledge base of our climate/culture with regard to how constituent groups currently feel about their particular campus climate
- OUS can have information related to classroom interactions, pedagogy, curricular issues, professional development, inter-group/intra-group relations, and respect issues
- OUS can use the results of the assessment to inform current/on-going work regarding diversity, equity and inclusion
- OUS can identify ways to be more effective and efficient with competing priorities based on baseline information

Comments:

WHO? Check all that apply

- Sample (not everyone)
- Census (everyone)
- Full-time faculty
- Part-time faculty
- Full-time Staff
- Part-time staff
- Full-time student
- Part-time students
- Faculty or staff of color who have left

Comments:
**DESIGN CONSIDERATIONS:** Circle one CAPITALIZED option

- SURVEYING employees and students or looking at institution PERFORMANCE LEVEL date?
- FORMATIVE (designed to inform conversations and decision making) or EVALUATIVE (designed and used to target a specific issue and/or used for evaluation)?
- Do we want to ask the “I” perspective questions or the “THEY” questions?
- Use STANDARD QUESTIONS or CREATE OUR OWN?
- LIMITED TOPICS or a WIDE RANDING survey on many topics
- To gather INFORMATION, ATTITUDES or BEHAVIOR? Discovering what someone knows about something (information) may be unrelated to how they feel about it (attitudes), or what they will do about it (behavior)
- Provide INCENTIVES to participate or NOT

Circle all that apply

- Consider multiple methods: FOCUS GROUPS, TELEPHONE SURVEYS, ONLINE SURVEYS, CASE STUDIES using existing data, HISTORICAL STUDIES, INTERVIEWS ...

Comments:

**HOW RESULTS WILL BE USED?**

- What will we do with the results of our survey? ______________________________________________________________

- Who will use it and for what? ______________________________________________________________
WHO NEEDS TO BE INVOLVED IN DEVELOPMENT? Check all that apply

- Presidents
- Provosts
- IFS
- ASC
- All Board members
- CO
- Student groups
- Campus committees
- Consultant
- External constituents

Comments:

DISSEMINATION AND FOLLOW-UP: Check all that apply

- CO distribution
- Board distribution
- Campus distribution
- Media

Comments:
SURVEY LIMITATIONS:
- Self-selection bias
- Response rates
- Caution in generalizing results for constituent groups with significantly lower response rates
- Climate/culture differences can exist at all levels of the organization—need to figure out to assess micro climates

OTHER CONSIDERATIONS:
- Faculty satisfaction and career flexibility survey
- Individual campus climate survey efforts
For diversity plans visit: http://ous.edu/state_board/meeting/dockets