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Minutes

Committee members present: Chair James Francesconi, Brianna Coulombe, Jill Eiland, Jim Middleton, Emily Plec, and David Yaden. Other members present: Farbod Ganjifard.

Chancellor’s staff present: Karen Marrongelle, Anna Teske, Bob Kieran, Anji Duchi, Charles Triplett, and Marcia Stuart.

Campus representatives present: Sabah Randhawa, Sona Andrews (PSU), Sue Walsh (SOU), Steve Scheck (WOU).

ACTION ITEMS

1. Call to Order

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 3:07 p.m.

2. Approval of May 9th Minutes

   ACTION: Directors Jill Eiland made the motion to approve the minutes and David Yaden seconded. Motion carried.

3. Academic Program Approvals

   • PSU, M.S. in Global Supply Chain Management

Chair Francesconi called upon Sona Andrews, Provost at Portland State University (PSU) to provide an overview of the proposed academic program. The M.S. in Global Supply Chain Management is directly linked to three of PSU’s strategic priorities, namely, global excellence, community engagement and sustainability. The program is designed to link business and industry, and is the only program of its kind in the state.

   • WOU, B.A./B.S. in Early Childhood Studies; Applied Baccalaureate in Gerontology; Applied Baccalaureate in Psychology

Chair Francesconi called upon Steve Scheck, Vice President for Academic Affairs at Western Oregon University (WOU) to provide an overview of the proposed academic programs. The B.A./B.S. in Early Childhood development offers a non-licensure option for students interested in working with children
in an inclusively early childhood setting. The program was developed in partnership with Chemeketa Community College and Lynn-Benton Community College to coordinate smooth transitions between Applied Associate Degrees in early childhood fields, and this program.

Vice President Scheck elaborated on the remaining WOU program proposals, the Applied Baccalaureate (A.B.) in Gerontology and A.B. in Psychology. The A.B. in Gerontology is designed to provide students with a terminal associate of science level credits the opportunity to continue their education in a timely manner. There is a need for trained professional to work in gerontology fields, and WOU targets this program towards more mature students.

The A.B. in Psychology is designed to provide students that have a terminal associate degree from an Oregon Community College the opportunity to finish their degrees in a timely manner. By Providing the A.B. option, WOU would tap into an underserved market, and provide additional degree options for students.

**ACTION:** Directors Emily Plec made the motion to approve the programs, and Jim Middleton seconded. Motion carried.

**NEXT STEPS:** The Committee requested that campuses include information regarding total credit and assumptions in the A.B. program write-ups in order to better inform members during the program approval process. In addition, the Committee requested a report on the Program Review process. Helen Stampe will generate a report on all programs from the last five years.

### 4. Credit for Prior Learning Policy

Chair Francesconi called upon Karen Marrongelle, Interim Vice Chancellor for Academic Strategies to provide an overview on the OUS Credit for Prior Learning Policy (CPL). The CPL task force has crafted a policy recommendation that is a roadmap for major best practices and reflects input from the Provost Council as well as campus stakeholders. The policy calls for each OUS institution to establish a CPL policy that includes the twelve essential policy components: guiding principles, types of assessment accepted, standards and criteria for awarding CPL, cost/tuition structure, CPL transferability, CPL transcription, data collection and reporting, faculty and staff development, authority, transparency and accessibility, support at the institutional level, and policy review. It was agreed that the policy should move forward with the addition of compliance date by which the campuses will need to report on their implementation practices.

Discussion centered on the need for campuses to make information about CPL readily available to students. It was pointed out that the Higher Education Coordinating Commission (HECC) is also working on a document that will likely provide greater detail about the statewide vision for CPL.

**ACTION:** Directors Jim Middleton made the motion to approve the policy as amended, and David Yaden seconded. Motion carried.

**NEXT STEPS:** The policy on Credit for Prior Learning will be placed on the October 4, 2013 agenda for consideration of the full Board.
5. Achievement Compact Targets

Chair Francesconi called on Bob Kieran, Assistant Vice Chancellor for Institutional Research to provide the committee with an overview of the work on Achievement Compacts. Target setting for the Achievement compacts was a collaborative process between OUS and the campuses. The Office of Institutional Research in conjunction with the director of performance measurement compiled all data including preliminary projections and targets for each campus. A draft document was reviewed at the May Provost Council meeting, and institutional targets were refined throughout the month.

Discussion centered on the intersection of campus diversity goals with the Achievement Compacts. It was noted that the Achievement Compacts attempt to predict what will happen with the students currently in the pipeline, but do not predict the long-term demographics of the state.

**ACTION:** Directors Jim Middleton made the motion to approve the achievement compact targets, and David Yaden seconded. Motion carried.

**DISCUSSION/ACTION ITEMS**

6. Campus Diversity Goals and Strategies

Chair Francesconi called on Dr. Marrongelle to provide the committee with an update on the campus diversity report. In May, the Committee offered recommendations to staff for how to improve upon the document and create more robust aspirational goals for campuses. The feedback at that time included: the expansion of retention issues, transfer rates, more specificity about the types of problems and issues that need to be addressed in the report and tactics we are currently using to help and the development of a call to action that translates the report’s findings into action oriented strategies. In addition, emphasis should be placed on collaborations at the middle and high school level, by creating a robust college going culture, and addressing unmet need. It was noted that data indicate that Oregon universities are not keeping pace with the enrollment, retention and completion of students of color, particularly Latino, African American and Native American students.

Discussion centered on next steps to move the initiative forward, calling for greater specificity around the connection between retention and graduation. It was agreed that staff should evaluate best practices and strategies that address “stopping out” and positively affect retention among underrepresented and students of color. The Committee also discussed the need to place equal emphasis on recruitment and completion, and uncover cost-effective measures for students in their community and supporting the college going pipeline. Attention was drawn to the need for additional financial resources in order to support diversity efforts, as well as how OUS might calculate the true cost to educate students.

After a full and frank discussion, the Committee offered specific feedback to staff, including: development of action steps for campuses, the state, and policy leaders; consider incorporating aspirational goals into presidential evaluations; implement recruitment strategies that are culturally sensitive and prioritize outreach initiatives; address affordability and financial aid barriers and/or
financial incentives to accompany report, i.e. targeted funding to increase student retention and enrollment, expand resources for pre-college programs, mentoring, etc.

**ACTION:** Directors Jill Eiland made the motion to endorse the Campus Diversity Document with aspirational enrollment goals, and Emily Plec seconded. Motion carried.

**NEXT STEPS:** At the direction of the Committee, staff will establish aspirational goals for campuses around completion, plan a qualitative study of the experiences of students of color, and flesh out data related to faculty/staff/administrators of color.

### 7. Oregon Education Investment Board Equity Lens

Chair Francesconi called on Dr. Marrongelle to provide the Committee with a report on the OEIB Equity Lens. It was noted that the Committee ought to share feedback with Oregon Education Investment Board (OEIB) about the Equity Lens, and that any synergies between the two bodies of work should be identified. After a full and frank discussion, the Committee agreed that the OEIB Equity Lens, ought to reflect similar principles of supporting not only students of color, but also PELL eligible students that are traditionally underrepresented. It was agreed that staff should look toward other groups like the OEIB and the HECC to determine where work may overlap, and to find synergies around research and initiatives. In addition, the Committee emphasized the need for a full show of commitment to diversity, cautioning that if done in part, efforts may be seen as a tokenistic approach to inclusion.

**NEXT STEPS:** Chair Francesconi will converse with staff from the OEIB to encourage the endorsement of a call to action.

### DISCUSSION ITEMS

#### 8. Campus 40-40-20 Strategies

Chair Francesconi opened the discussion on 40-40-20, noting that the discussion paper will be heard by the full board at the June meeting. Director Yaden and Dr. Marrongelle outlined the assumptions, campus actions and concerns, and highlights of the discussion paper noting the goal of this exercise is to make the 40-40-20 goal more tangible, underscoring that the goal is not an end in and of itself; the goal is a better educated citizenry. Reference was made to the inclusion of regional equity in the discussion paper, noting the value added in working toward the state-wide goal.

Following the discussion, reference was made to the importance of providing quality academic experiences for students, noting that if we are not intentional about reaching 40-40-20, quality for students and institutions may suffer.

**NEXT STEPS:** Staff will continue to work on the 40-40-20 discussion paper and generate an action framework that deconstructs the complexity of the state-wide goal.
INFORMATIONAL ITEMS

9. Board Policy on Accreditation Virtual Site Visits

Dr. Marrongelle advised the Committee of proposed modifications to the program approval process by the OUS Provosts Council. Currently, when graduate programs are proposed and approved at Provost Council, an external review of the program is required. The Provost Council has proposed an interpretation of the current process that allows for a virtual site visit. A virtual site visit would require campuses to draft a statement that explains the need for the request. This request either be approved or denied by the Provost Council before advancing to the Academic Strategies Committee for full program consideration. Currently, the Northwest Commission on Colleges & Universities (NWCCU) is exploring options for the implementation of similar policies, and the request for virtual site visits is in line with the growing trend.

NEXT STEPS: Staff will consult NWCCU to gain clarity around their movement toward virtual site visit/review. The Provost Council will work with staff to clarify the process and language for implementation of virtual site visits and advance any policy changes to the Committee for their review.

OTHER ITEMS

10. No other items were put forward by the committee

11. Adjournment

With no further business, the meeting was adjourned at 5:06 p.m.