



Thursday, September 17, 2009
Portland State University

Minutes

Committee members present included: Jim Francesconi, Hannah Fisher, Rosemary Powers, and Preston Pulliams. Absent: Dalton Miller-Jones

Others present included: Chancellor George Pernsteiner, Bridget Burns, Larry Galizio, Endi Hartigan, Joe Holliday, Ruth Keele, Bob Kieran, Charles Triplett, Bob Turner, and Susan Weeks; Provosts Jim Bean (UO), Brad Burda (SOU), Michael Jaeger (EOU), Roy Koch (PSU), Kent Neeley (WOU), Sabah Randhawa (OSU), and Bob Vieira (OHSU); Bill Feyerherm (OUS Research Council), Connie Green (CCWD), Randy Hitz (PSU), Emily McClain (OSA), and Jeff Johnson (EOU/IFS).

Chair Francesconi called the meeting to order at 3:32 p.m. and asked all present to introduce themselves.

Review and Approval of Minutes from July 8, 2009 Meeting

Chair Francesconi called the Committee's attention to the July 2009 minutes and asked if there were any comments. Since there was no discussion of minutes, Chair Francesconi called for a motion to approve; Director Pulliams made the motion and Francesconi seconded. Those voting in favor included Directors Francesconi, Powers, and Pulliams (at the time of the vote, Director Fisher was not present).

DISCUSSION

Progress on Priority Topics

Chair Francesconi then provided background of the Board Committee structure and how it impacts the Academic Strategies Committee. He posed the question: How do we form policy and programs that will best impact the citizens of Oregon and the economic vitality of the state? Francesconi noted that the Academic Strategies Committee will need to integrate themes and approaches across all the priority areas.

Participation and Success of Latino Students

Chancellor Pernsteiner provided an introduction to the topic, emphasizing that OUS will not achieve the state's 40-40-20 goals without meeting the educational needs of the Latino population in Oregon. Francesconi introduced University of Oregon Vice Provost Charles Martinez who began by providing background and context on Oregon's Latino population:

- Oregon is in the top 20 states with the highest population growth of Latinos
- Latino adults are mainly first generation recent immigrants from rural areas
- More than 80% of Latino youth in Oregon were born in the U.S., including 97% of those under the age of 6
- Per capita income is 2 to 2 ½ times lower for Latinos
- Latinos have twice the K-12 dropout rate and the gap is growing (true also for African American and Native American students)
- Modal educational attainment for Latino adults is third grade
- It takes more than ten years to complete the documentation process for residency and meanwhile, the legal status of many Latinos is unclear

Francesconi asked if research on best practices exists regarding Latino student access and success. Martinez advised that research employing elegant research design is “very thin” but that there is a strong base of “hopeful” or promising practices, even within Oregon, that track statistics through follow-up contact with graduates to document their experience with higher education. Pernsteiner asked whether approaches used in Texas and Florida have been tested to determine whether they are promising; Martinez responded that results can’t be determined yet.

Martinez distributed an initial list of strategy areas to address. These included: expanding the pipeline, developing community connections, overcoming access barriers, retention and graduation, and success after graduation. Francesconi asked whether there is anything else the Committee should focus on. Martinez responded that Latinos are over-represented in numbers of non-regular diplomas awarded in Oregon but that the Oregon Department of Education does not collect data on Latino graduates as a potential applicant pool for OUS. He suggested that that would be an area for partnership.

Provost Neely advised that Western Oregon University has had success in its outreach to the Latino community and in recruiting students, citing the importance of and continued need for bilingual staff. Neely asked who from the corporate community could provide resources to expand the pipeline. Director Pulliams noted that Portland Community College has a great partnership with the Portland-area schools to extend and promote access, and that the outreach to Latino families is vital to ensure a welcoming environment to students and their families. Martinez noted that families entrust their children to our institutions and must have confidence that students will find a supportive culture. He mentioned that better college websites are also needed, observing that the college bound path is established in elementary school and institutions shouldn’t wait until the 10th grade to communicate with students. Provost Randhawa commented that mentoring and effective role models have been critical in improving retention rates at OSU; he also noted that the Extension Services have been a vital part of outreach to the community.

Connie Green noted that the community colleges and OUS have TRiO programs that have very high success rates but there is a disconnect between those programs in the two sectors.

Francesconi stated that the work of the priority area will need to address that issue. Martinez observed that affordability and financial aid are huge issues, as well as tuition equity. However, he noted, legal issues restrict race-based scholarships.

Director Fisher suggested adding career counseling to the areas addressed. Director Powers recommended that the team working on this include a student representative from the Oregon Students of Color Coalition, and also faculty representation.

Improving Student Retention at All OUS Universities

Assistant Vice Chancellor Joe Holliday advised that the Inter-institutional Council of Enrollment Managers (ICEM) is taking the lead on work for this priority area. Holliday summarized the key retention strategies identified by ICEM, referring the Committee to the additional detail in the information packet (available on the OUS website). Effective practices include those targeting new student orientation, first-year experience, early warning systems, and academic support services (particularly peer mentoring). Holliday noted that while these practices appear to be promising, relatively little evaluation has been done, suggesting a needed focus for the Committee. For example, retention of Latino students at WOU is very high but systematic study is needed to determine why and what contributes to it. At OIT, tutoring works well for those who take advantage of those services, but more information is needed regarding which students use them and why. All institutions have had success with peer (student-to-student) mentoring but the focus now is on developing these and other “intentional” approaches.

Following a recap of the information, Francesconi asked if the list is complete and Holliday replied that the campuses would say that the list is not complete, needing additional effort and funding to increase retention. In answer to Francesconi’s question, the Chancellor noted that some funding was designated from reserves for enrollment growth and retention, but that in the current budget environment, it is questionable whether that can be sustained. Francesconi indicated that the Board will continue discussion of ongoing funding for retention.

Martinez advised that the results of retention approaches change over time and noted that first-year strategies may not be as effective for sophomores, juniors, and seniors. Director Powers recommended that Committee members attend the Student Participation and Completion Subcommittee’s symposium scheduled for November 19th, which is focused on retention.

Meeting Critical State Needs in Teacher Education

Bob Turner provided information on suggested areas for potential Committee actions to address teacher education: data development; new teacher induction; science, technology, engineering, and math (STEM) teacher preparation; and minority teacher recruitment, preparation, and retention.

Randy Hitz, PSU Dean of Education, presented data from the Teacher Standards and Practices Commission (TSPC) data base on PSU teacher education graduates. He noted that within the

next few years, we should be able to connect the K-12 student data base with the TSPC and OUS data to have much better information about teachers, teacher preparation, and student performance. Pernsteiner added that the federal Race to the Top funding will drive the need for these data. Turner noted that the Illinois Teacher Data Warehouse matches program completer data from 12 institutions with the State Board of Teacher Education Service Record data and advised that this program could be created in Oregon. He mentioned that the Chalkboard Project is particularly interested in the new teacher induction component of the Committee's focus.

Francesconi recommended that each task group submit their action recommendations to the Committee in the format used in Turner's presentation.

Investing in Globally Competitive Research

Bill Feyerherm, representing the OUS Research Council, presented a report from the Council that emphasizes collaboration among System campuses as the most effective practice, citing ONAMI as an example. He noted that through collaboration, campuses have discovered solutions to problems that other campuses have experienced and solved. He said that the elements of the Research Policy Option Package from the 2009-11 budget request are still alive but need funding to continue. Seed money for infrastructure is helpful, he said. The Research Council is trying to do as much as possible within existing funding and will bring new research metrics to the Committee in the near future. Francesconi suggested that the Committee needs to create a more formal collaboration between the Committee and the Research Council.

Other Priority Area Updates

Director Pulliams reported that the task group on Urban Student Access is being formed and invitations have been sent to representatives from private foundations, business, etc., to look at cultural challenges, financial aid, and first-generation issues. Director Powers reported that the study group on Rural Access is still being formed and that an early task will be to define "rural." The group will begin with a broad systemic focus.

Framing the Discussion of Next Steps for Review of Institution Missions

Francesconi noted that missions will affect the roles of the institutions and will feed directly into structural and OUS portfolio discussions. Vice Chancellor Weeks provided background and noted that 1999 was the last formal systematic review and approval of missions by the Board of Higher Education. In 2007, OUS presidents provided the Board with presentations on institution mission, focus, and priorities. The goal at that time was for the Board to follow those presentations with a synthesis of the mission-related issues, identify the ways in which each institution contributes to meeting the four broad goals in the Long-Range Plan, and create the "OUS portfolio."

Pernsteiner raised questions about the “rules of the road” in programs offered in Portland and Bend; the role of a “lead” institution, particularly regarding graduate programs; and how missions might be clarified so that there is not unnecessary overlap, especially in specific regions of the state. Francesconi emphasized the roles of the institutions in meeting the needs of the state and the need of the Committee to engage with the Provosts’ Council in reviewing institution missions. Provost Jaeger noted that regional accreditation requirements of the Northwest Commission on Colleges and Universities (NWCCU) include having a clear Board process for approving missions. He recommended that the Committee develop a Board process before April 2010 in order to meet NWCCU requirements. Neely advised that the NWCCU is changing its standards and these changes will have an impact on institution missions. Francesconi responded that provosts will have to advise the Board about what it needs to do to harmonize its policies with NWCCU requirements. Pernsteiner noted that one task of the Board will be to consider the program mix and focus on behalf of the System as a whole.

Chancellor Pernsteiner advised that, in order to meet legislative budget submission deadlines, the work of the Committee that will go forward as policy option packages must be completed by the first of May 2010.

ACTION

Academic Program Approvals

- OSU, B.A./B.S. in Women’s Studies
- OSU, B.A./B.S. changes in Business Information Systems, Management, Finance, and Marketing
- Portland State University: Ph.D. in Applied Physics
- Southern Oregon University: B.A.S. in Management
- University of Oregon: B.A. in Cinema Studies

Provost Neely, co-chair of the Provosts’ Council, presented the programs and noted that the Council has reviewed and recommended these proposals for Board approval. Powers requested that two questions be addressed by the provosts in reviewing programs: 1) how do current faculty feel about taking on more work load in light of the current cuts; and 2) what outreach is anticipated to be needed to address inclusion of diverse populations. Francesconi agreed. Weeks noted that the academic program review policy that the Board approved in 2008 requires provosts to provide information about diversity in new program proposals. Following the provosts’ description of their proposed programs and discussion of the approval process, Powers moved to approve the programs; Pulliams seconded and the motion was unanimously approved.

Adjournment

Chair Francesconi adjourned the meeting at 5:40 p.m.

Minutes prepared by Marcia Stuart and Susan Weeks