

Committee Membership

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| Elisa Hornecker, Chair | Present | Jenny Ulum | Present |
| Toya Fick | Present | Ruby Wool | Present |
| Ed Madison | Present | Dennis Worden | Present |
| Amy Tykeson | Present | | |

Convening. The Academic and Student Events Committee of the University of Oregon Board of Trustees met at the Ford Alumni Center on the Eugene campus December 4th, 2023. Committee Chair Elisa Hornecker called the meeting to order at 1:06 pm Pacific Time. (All times noted going forward are noted in Pacific Time). The Secretary verified attendance and a quorum.

Rhodes Scholar Finalists Discussion.

Trustee Elisa Hornecker introduced and formally congratulated Rhodes Scholar Nayantara Arora, and Rhodes finalists Colleen Uzoekwe and Lucy Roberts. The Rhodes Scholarship is a life changing opportunity that provides full funding to study at the University of Oxford. Arora is the first Duck to earn the prized award in more than 15 years, and the only recipient from PAC-12 institutions this year. At Oxford, Arora will pursue two master's degrees, one in modeling for global health and the other in international health and tropical medicine. Arora, Uzoekwe, and Roberts were supported through the Rhodes application and interview process by the Office of Undergraduate Research and Distinguished Scholarships team led by Assistant Vice Provost for Undergraduate Research and Distinguished Scholarships Kevin Hatfield and supported by Director of Student Engagement at the Center for Undergraduate Research and Engagement Lanch McCormick, and Program Coordinator Jacy Bartlett. Finalist interview travel expenses were generously funded by donors. Trustees asked questions and engaged in discussion about the university's nomination process, and the various supports available at the University for distinguished scholarship application processes.

Provost's Report. Janet Woodruff-Borden, acting provost and executive vice president presented the most recent updates and milestones under the Office of the Provost and across the university. Woodruff-Borden shared that this year, the UO celebrated promotion of 126 faculty members, representing every school and college, which marks a positive sign of recovery from the COVID-19 pandemic when promotion timelines were suspended. Currently, the UO is celebrating the 50-year anniversary of the Center for the Study of Women in Society at the University of Oregon. Woodruff-Borden provided a brief historical overview for the groundbreaking center, including that at the time it was founded, it was one of two centers in the country conducting research on women, and now there are over 100 such centers. As it was Woodruff-Borden's final report as Provost at the University of Oregon, she thanked the trustees and her colleagues on the president's team and in the provost's office. She will be leaving the University of Oregon to take the position of senior vice president for academic affairs and provost at the University of Alabama at Birmingham. The interim provost position will be assumed by Professor Karen Ford, while the search process for a permanent provost takes place.

School/College in Focus: College of Education. Laura Lee McIntyre, dean of the College of Education, shared insights on the UO's College of Education and its work to create positive change with the goal of a more equitable, educated and healthy future. McIntyre started her presentation shedding light on the

mission of the College of Education of creating a community of leading researchers and practitioners dedicated to transformational scholarship, integrated teaching, and collaborative practice designed to enhance individual lives and systems within a culture that values diversity and promotes respect and inclusion. McIntyre shared that COE's top three priorities include: creating a climate of diversity, equity, and inclusion; research and academic excellence; and community partnerships. The COE trains a broad spectrum of disciplines including but not limited to teachers, K-12 administrators, school psychologists, couple and family therapists, speech language pathologists, and education methodologists and statisticians. McIntyre introduced and shared some of the recent milestones of the HEDCO Institute for Evidence-Based Educational Practice, and the HEDCO Clinic, which is a state-of-the-art university training facility that serves Eugene, Springfield, and the broader Oregon community across all ages and variety of needs. McIntyre wrapped up her presentation sharing some of the education challenges and crises taking place nationally, as well as in the state of Oregon including, but not limited to literacy and math education, lingering COVID effects, early learning, technology and online student safety, workforce shortages, mental health of teachers and students, cultural competence, and the school to prison pipeline. Trustees asked questions and engaged in discussion on topics including, but not limited to the communication between the college and school principals and superintendents, collaboration with the state on literacy rates, the COE consensus on the best approach to support early literacy and mathematical knowledge rates in the state of Oregon, the challenges of meeting unfunded state mandates, and COE's work with Oregon's Teachers Standards and Practices Commission.

McIntyre was joined by Kent McIntosh, Professor of Special Education, and who shared his research on "Schoolwide Intervention to Increase Racial Equity in School Discipline." The Positive Behavioral Interpretations and Supports (PBIS) approach was started in Oregon and is now being implemented nationally and internationally. McIntosh finds that the approach has been successful in accomplishing desired discipline outcomes including, but not limited to prosocial behavior, academic relations, school climate and safety. Specifically, it has shown positive outcomes in decreasing the disproportionality in school discipline that disproportionately affects black and brown students as well as students with disabilities. McIntyre also presented on ReACT, a program that stands for Racial Equity and Assess data for vulnerable decision point. The data presented by McIntyre from randomized trials demonstrated that ReAct has been perceived as effective and easy to implement by educators across the US, increases equity in student teacher interactions, and increases equity in school discipline. Trustees engaged in discussion and asked questions regarding the successful implantation of PBIS in the country, the extent of PBIS implementation across the State of Oregon, and potential barriers to adopting PBIS for Oregon districts.

Artificial Intelligence and the Classroom. Lee Rumbarger, associate vice provost for teaching engagement, Ramon Alvarado - assistant professor of Philosophy and Data Science, Rebekah Hanley -- clinical professor of law, and Jason Schreiner, associate director, UO teaching engagement program provided the Trustees information on the University of Oregon's response to recent advancements in generative artificial intelligence with regards to teaching and education. The panel described outreach efforts to university faculty, including two panels with four faculty speakers to create an educational space to discuss and deliberate about teaching and artificial intelligence systems. Some faculty have utilized creative strategies to use generative AI as a learning opportunity, as well as an opportunity for dialogue around the importance of original academic thought and developing critical thinking skills. Rumbarger highlighted several of the faculty that have made creative adjustments to their curriculum to adapt to the recent advancements in generative AI. Alvarado, an expert in data ethics, epistemology and philosophy of artificial intelligence, provided the trustees with some of the insights on the dialogues he has engaged in recently and highlighted historical fears of new inventions in education and working to

replace fear with creativity and resourcefulness. Alvarado recognizes that generative AI approaches and perceived the threats of generative AI are experienced differently across academic fields, making it challenging to come up with one policy that fits everyone's needs. Hanley, who teaches legal writing to Oregon Law students, shared her perspective on generative AI from a legal education perspective noting it was most productive to perceive AI as an opportunity to refine legal services provided and to increase equity the legal field, rather than a threat to the legal profession. Hanley suggests that if clear and transparent expectations are communicated, students can and should be encouraged to utilize and explore the potential of generative AI. Trustees engaged in discussion and asked questions on topics including, but not limited to the student perspective on generative AI, information dissemination, communicating the line between resourcefulness and cheating, incentivizing participation in class to gauge knowledge and learning, and student conduct policies.

Student Mental Health Initiatives. Debra Beck, associate vice president and executive director of University Health Services, spoke to the trustees on recent student mental health initiatives at the UO. She started by highlighting the mission of University Health Services which is to collaborate with each other and with the UO community to create an environment that meets people where they are, and how they are, and helps individuals become their best selves. In 2020 University Health services took notice of mental health indicators that students were self-reporting. What they have found is that in the last two years, indications of mental illness and struggles in students based on self-reported mental health indicators have gone up. The primary goals of UHS are one door access to needed care, ensuring students receive help at the time they perceive the need, and warm handoffs to the right place at the right time. In accordance with these goals UHS is pursuing three initiatives for the 2022-2023 year: develop integrated systems between Counseling Services and Psychiatry Services, develop Primary Care Behavioral Health Consultant (BHC), and create Mental Health Access Team (MHAT). Trustees asked questions and engaged in discussion surrounding the closing of the Peace Health Emergency Room that was located close to campus, Oregon's mental health compared nationally and ensuring staff mental health.

Program Approval Overview. Ron Bramhall, associate vice provost for academic affairs, Austin Hocker, assistant vice provost for data and decision support provided updates on the program approval process. Bramhall provided an overview of the new degrees programs approval process starting from the preproposal in the Dean's Council and ending with the Higher Education Coordinating Commission (HECC) and final approval by the NWCCU, which facilitates the ultimate federal approval authority and accreditation standards. Hocker provided the Board with specific metrics on student participation in new undergraduate programs. He highlighted the phenomenon of certain majors being transitional majors, where students declare a major to explore a subject area and end up transitioning into a different major. Trustees engaged in discussion and asked questions on subjects including, but not limited to the success rates of programs that go through the approval process, measuring program success through enrollment and retention, and the need to annually past programs that have been approved.

Program Approval: Education Specialist Degree Sylvia Thompson, associate dean for academic affairs, spoke to Trustees on the new Education Specialist Degree in the College of Education including the program requirements, its contribution to UO, and the contribution to the state. The Education Specialist Degree is an advanced professional degree in a specialized area of education that is completed after receiving a master's degree. Thompson shared that the program aims to fill a gap by providing educational practitioners who are serving in leadership roles in schools a path to leadership roles within district administration that can lead to superintendency. The program is anticipated to be funded through tuition dollars and will be provided online to ensure access to working professionals in Oregon

and across the country. According to Krista Parent, deputy executive director for the Coalition of Oregon School Administrators, this program will make a significant positive contribution to the state of Oregon as the pipeline to superintendency has been inadequate. Additionally, the diversity of leaders in education represents 24% women, and 5% leaders of color. This program aims to increase the number of diverse trained professionals in educational leadership. Trustees engaged in discussion and asked questions on topics including, but not limited to the financing and budget of the program, the partnership with COSA, and the superintendent hiring challenge.

Action - The resolution to approve the new degree in Ed.S leadership was moved by Trustee Ulum and seconded by Trustee Worden. It passed with a unanimous voice vote.

Meeting Adjourns – 4:29 p.m.