November 29, 2017

TO: The Board of Trustees of the University of Oregon

FR: Angela Wilhelms, Secretary

RE: Notice of Academic and Student Affairs Committee Meeting

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: core education, online and hybrid education, the new presidential initiative in data science, and the annual report on scholarships and financial aid.

The meeting will occur as follows:

    Thursday, December 7, 2017 at 9:00 a.m.
    Ford Alumni Center, Giustina Ballroom

The meeting will be webcast, with a link available at www.trustees.uoregon.edu/meetings.

The Ford Alumni Center is located at 1720 East 13th Avenue, Eugene, Oregon. If special accommodations are required, please contact Jennifer LaBelle (541) 346-3166 at least 72 hours in advance.
Convene
- Call to order, roll call
- Approval of September 2017 ASAC minutes (Action)

1. Core Education Evaluation and Redesign: Scott Pratt, Executive Vice Provost; Chris Sinclair, President, University Senate; Sarah Nutter, Dean, Lundquist College of Business

2. Online and Hybrid Education Planning: Scott Pratt, Executive Vice Provost; Adriene Lim, Dean, UO Libraries; Jessie Minton, Chief Information Officer

3. Presidential Initiative in Data Science: Bill Cresko, Professor of Biology, Assoc. Vice President of Research, and Director of the Presidential Initiative in Data Science

4. Annual Student Scholarship and Financial Aid Report: Jim Brooks, Associate Vice President and Director, Financial Aid and Scholarships

Meeting Adjourns
Agenda Item #1

Core Education Evaluation and Redesign
FROM GENERAL TO
CORE EDUCATION

THE CORE OREGON EXPERIENCE
WHY CORE ED REFORM?

Core Ed must be
- Mission Driven
- Distinctly UO
- Student Success

How?
- Simplify
- Innovate
- Best Practices
<table>
<thead>
<tr>
<th>Composition</th>
<th>Multicultural</th>
<th>Arts &amp; Letters</th>
<th>Social Sciences</th>
<th>Natural Sciences</th>
</tr>
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</table>

BA/BS
UNIVERSITY OF OREGON

SHARED EXPERIENCES

- Thematic
- Cohorted
- Pathways to Meta-majors
- Academic/Residential
- High Support
- Integrated Advising
- Partial Set Scheduling
UNIVERSITY OF OREGON

SHARED EXPERIENCES

* High Impact Pedagogical Practices
* Teaching Academy Model (TEP)
* Connection with Student Success/
  Student Life
Bachelor’s degree candidates must complete one course in two of the categories.
Bachelor’s degree candidates must complete one course in each category.

New goals and objectives for courses currently being formulated via campus conversation.
GOVERNANCE
The Core Education Council shall oversee that part of the University curriculum which is required of all undergraduate students. Currently that includes but is not limited to:

- Group satisfying courses
- Multicultural requirement
- Writing requirement
- Requirements distinguishing BA/BS degrees
- Curriculum of shared experiences
- Assessment of learning outcomes
The Core Education Council shall:

A. Convene an ongoing **campus dialog** on the purpose, value, assessment, evaluation and improvement of the core education at the university.

B. **Establish**, review and revise the **goals**, objectives and assessable **learning outcomes** of the core education.

C. **Establish**, review and revise **policies** and processes to ensure an effective, regular and comprehensive system of **assessment** of student learning outcomes in core education.

D. Review and **recommend** to the Senate proposals and **policies concerning** core education **requirements**;

E. Establish **guidelines** and criteria for **courses** which satisfy core education requirements;

F. **Serve as a resource on core education** for campus stakeholders including, but not limited to, the Provost, the Dean of Undergraduate Education, the University Committee on Courses, the Undergraduate Council, the Academic Requirements Committee and the Scholastic Review Committee, curriculum committees in schools and colleges.

G. **Interpret** existing core education **policy** in the general sense (i.e. provide guidance on the interpretation of the goals and objectives of core education, but not on whether specific courses meet the requirements to be listed as satisfying one of the core ed requirements).
Senate has convened the Core Education Task Force
- Core Ed Task Force has drafted the proposed charge
- Core Ed Task Force has drafted proposed membership
- Preliminary conversations with Undergraduate Council, Committee on Courses, Academic Council and the Senate

Expected to pass through the Senate in winter quarter for convening in Fall 2018.

Core Ed Task Force will establish preliminary goals and objectives in alignment with the university mission.
FROM GENERAL TO

CORE EDUCATION

THE CORE OREGON EXPERIENCE
UG Curriculum Review Process

1. Diagnose
   - **Why** is change needed?
     - Performance Gap
     - Opportunity Gap

2. Design
   - **What** form of change is needed?
     - Scope
       - Incremental
       - Radical
     - Origin
       - Bottom up
       - Top down

3. Deliver
   - **How** will we implement the change?
     - Roll-out
       - Department
       - College
     - Timing
       - Slow
       - Fast
   - **What** actions can we take?
   - **What** skills will we need?
   - **Who** will be affected by the change?
     - Students
     - Faculty
     - Depts./Centers
     - Staff
     - Ctr. Directors
     - Career Ctr.
     - Acad. Advising

4. Evaluate
   - **How** will we evaluate the change?

Borrowed honorably from Harvard Business
Agenda Item #2

Online and Hybrid Education
Online Education at the University of Oregon

Scott Pratt, Executive Vice Provost
Adriene Lim, Dean, University Libraries
Jessie Minton, Chief Information Officer

Thursday, December 7, 2017

Board of Trustees of the University of Oregon
## Online—Hybrid—Distance Learning

<table>
<thead>
<tr>
<th>HYBRID COURSES</th>
<th>ONLINE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Blended format</td>
<td>• Courses delivered exclusively online</td>
</tr>
<tr>
<td>• One or more required face-to-face class session</td>
<td>• Two types of delivery:</td>
</tr>
<tr>
<td>• One or more required session offered online</td>
<td>• Asynchronous (i.e., self-paced)</td>
</tr>
<tr>
<td></td>
<td>• Synchronous (i.e., “live” learning)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ONLINE DEGREE OR CERTIFICATE</th>
<th>HYBRID DEGREE OR CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All requirements can be fulfilled through online courses</td>
<td>• Include at least one required in-person course</td>
</tr>
</tbody>
</table>
The Current State

AT THE UO...

- In 2016-17, the UO offered about 500 online courses taken by 8,400 students.
- Many UO students also take online courses from other universities—though we cannot currently track how many.
- UO currently offers only one online degree program.
- The UO currently has not developed a centralized, administrative vision or strategy for online education.
The Current State

• Decentralized initiatives at the School/College level have led to non-standardized approaches, inefficiencies, and more institutional risk.
  • UO has local expertise distributed across the university that has brought many courses online.

• Investments in technology, software, and staffing to support online education has been very limited.

• “Transform IT” will lead to better centralization of resources and an ability to increase efficiencies and lower costs over time.

• The President and Provost are committed to developing and achieving an online strategy and have set aside non-recurring funds to support the project.
The Online Education Environment: A Reality Check

The online market is fairly well developed nationally. For example, Oregon State has more than 50 online degree and certificate programs with more than 1,000 online courses offered to distance learners in 50 states and 40+ countries. Arizona State has an even larger array.

UO is significantly behind the national trend in developing infrastructure, expertise, and reputation necessary for a successful online or hybrid program.

However, we have anecdotal evidence that the UO has a strong reputation in many areas where students seek an online UO option.
The Online Education Environment: A Reality Check

Possible UO enrollment increases will put significant pressure on facilities. Developing an array of undergraduate courses targeted at UO students could help alleviate the some of the space pressure.

UO undergraduate students face course access obstacles in other ways that also can be addressed by carefully planned online offerings.
Vision

**ENHANCE STUDENT SUCCESS**
- Redesign “bottleneck” courses
- Establish “withdraw redirect” course
- **RESULTS:** Increased carrying loads and retention rates leading to better four-year graduation rates

**OFFER UNIQUE, INNOVATIVE, AND SUSTAINABLE PROGRAMMING**
- Build high-quality online programs that leverage UO’s unique academic strengths, guided by market analysis
- Provide relevant programs that will meet changing needs of students, society, and industry
- **RESULTS:** Positive workforce impacts, better outreach with industry, and both leveraging and increasing the value of the UO brand

**STRENGTHEN UO’S CAPACITY**
- Improve current student access to key courses
- Additional support for faculty to develop innovative and online hybrid courses
- New e-resources to support additional and better advising, tutoring, and course access
- Make more classroom space available
- **RESULTS:** Increased revenue for reinvestment in students and faculty, increases overall resource usage by students and faculty, and improved student/classroom space ratio
Key Issues

- Leadership, Ownership, and Accountability
- Urgency vs. Care and Quality
- Internal vs. External Development
- Improving Basic Online Support Services Infrastructure
- Faculty Time for Course Development
- IP Ownership
- Metrics and Benchmarks
Online Components

**UO Libraries**
- Learning Mgmt. System
- Support Services
- Video Production
- Copyright/Licensing
- Proctoring

**Vice Provost for Online Education**
- Oversight
- Coordination
- Academic Integrity

**ONLINE LEADERSHIP GROUP (OLG)**

**Information Services**
- Infrastructure
- Enterprise Software
- Contract Oversight

**Schools/Colleges (Current)**
- CAS Divisions
- College of Education
- Lundquist College of Business
- American English Institute

**Student Services and Enrollment Management**
- Registration
- Financial Aid
- Non-Credit Online

**University Senate**
- Graduate Council
- Undergraduate Council
- Committee on Courses

**Teaching Effectiveness Program**
- Faculty & GE Training
Key Steps (Not Necessarily Linear)

- Market Research
- Project Management
- Technology Services and Platforms
- Course Development
- Recruitment
- Financial Aid and Enrollment Advising
- Student and Faculty Support
- Retention
- Quality Control and Assessments
- Internship and Job Placement
- Continuous Improvement
Plan Overview

- Establish Online Leadership Group (OLG)
- Develop Financial Model
  - Implementation budget
  - Course fee model to support infrastructure
- Hire Vice Provost for Online Education (Target Start: April 1)
  - Hire necessary support staff
- Establish success metrics
- Survey of current status and available resources at the UO
  - Design
  - Current courses offered and enrollments
  - Existing faculty and student support
- Begin coordination with CAS to focus on courses targeting student success development
- Establish contract guidelines
Plan Overview

- Better integrate already available courses focused on student success into advising and track results
- Initiate market study
- Begin program design work for new degree and certificate programs
- Commission redesign of student success courses for Fall 2019 implementation
- Expand faculty and student support services in UO Libraries
- Propose an online course fee effective FY2019-20
- Begin annual progress reports to Board of Trustees
Plan Overview

**AY2019-20**
- Implement course fee for all online course offerings
- New program proposals through required curriculum approval process(es)
- Implement new student success courses and track results

**AY2020-21**
- Target year for first cohort
- Review results of student success courses and modified as appropriate
- Assess faculty and student support functions relative to use and modify as appropriate
Agenda Item #3

Presidential Initiative on Data Science
Presidential Initiative in Data Science

Thursday, December 7, 2017

Board of Trustees of the University of Oregon
Agenda

• What is Data Science?
• Why is Growing Data Science at UO Important?
• Foundational Growth in Data Science at UO
• A Vision for UO Data Science Initiative
• Key Strengths and Challenges
• Timeline and Critical Milestones
What is Data Science?

- Is a rapidly growing field that focuses on the extraction of new knowledge from large amounts of data
- Involves novel quantitative and computational approaches, and development of new technologies
- Is transforming nearly all areas of research, and is fundamentally changing society
- Requires new research and educational programs to stay at the forefront of this growing field
What is Data Science?
What is Data Science?
Why is Growing Data Science Important for the University of Oregon?

- Build new areas of research and education
- Grow interdisciplinary studies through bridging research
- Facilitate the launch and success of the Knight Campus
- Strengthen connections with our sister institutions in Oregon
- Build bridges with business and government sectors
Why is Growing Data Science Important for the University of Oregon?

Nees Jan van Eck, Researcher at Centre for Science and Technology Studies, Leiden University
Why is Growing Data Science Important for the University of Oregon?
Why is Growing Data Science Important for the University of Oregon?
Why is Growing Data Science Important for the University of Oregon?

Friday, February 2, 2018
Ford Alumni Center
1720 East 13 Ave
University of Oregon
genomics.uoregon.edu

A meeting to bring together academic and industry leaders to:
- Present innovative bioinformatic approaches
- Provide networking opportunities
- Explore internship possibilities for graduate students
Why is Growing Data Science Important for the University of Oregon?

- Our society is being transformed by data science and analytics
- The economy of the 21st century is data and knowledge based
- We and our technologies are growing together in many ways
- Enormous opportunities for improving the human condition
- Unprecedented stresses on our society and social structures
Key Examples of strength across Campus

- Digital humanities
- Geographic information systems
- Business analytics
- Theoretical and systems neuroscience
- Social media data science
- The internet of wild places
- Computational genomics
- Many more....
A vision for Data Science at UO

- Intellectual home for support of advanced research and training
- Research
  - Home for new types researchers to UO
  - Provide a nucleus to bring together faculty and students from across campus
  - Create a unique identity for UO in data science
  - Draw the best researchers from around the world
- Education
  - Advanced undergraduate and graduate educational opportunities
  - Experiential learning and connections with growing economic sectors
  - Tools and training for non-traditional students
  - Opportunities for online and distance education
- Bridges
  - Across different disciplines, schools and colleges at UO
  - With the Knight Campus for Accelerating Scientific Impact
  - With our sister institutions in Oregon and along the West Coast
  - With key partners in the growing knowledge and data-based economy
Key Strengths and Challenges at UO

- **Strengths**
  - Significant work by faculty already to grow data science across campus
  - Strong history of interdisciplinary research
  - Our identity as a liberal arts research university
  - Key investments in high performance computing over last 3 years
  - Knight Campus for Accelerating Scientific Impacts
  - Strong partners in OSU, PSU and particularly OHSU
  - Top data science programs and companies on the West Coast

- **Challenges**
  - Lack of schools of agriculture, engineering and medicine
  - Relative size of our University compared to our aspirational peers
  - Growth needed in areas of applied math and computer science
  - Resources necessary to attract and retain best faculty and students
  - Continued need for growth in physical space and computational tools
Timelines and critical milestones

- **AY 2017/2018—**
  - Support and build upon existing efforts and excitement at UO
  - Begin recruiting top faculty who could be key accelerants
  - Data Science Visioning Committee presents proposal to Provost
  - Vetting with key stakeholders across campus and improvements
  - Initiation and UO Data Science Implementation Plan

- **AYS 2018/2020—**
  - Work with key constituencies across UO to build the program quickly
  - Identify key space and other resource needs – and then solve them
  - Launch program in AY 2019/2020
  - Acquire additional support within and outside of the University

- **5 year plan - full implementation of program by 2023**
- **10 year plan – national and international prominence**
Questions?
Agenda Item #4

Scholarships and Financial Aid
Financial Aid
Board of Trustees Meeting
Ford Alumni Center
December 7, 2017
INSTITUTIONAL, FEDERAL, STATE AID

ACADEMIC YEAR

- 2013-2014
  - Institutional: 28,705,119
  - State: 7,260,716
  - Federal: 23,026,751

- 2014-2015
  - Institutional: 30,021,358
  - State: 7,446,988
  - Federal: 23,026,751

- 2015-2016
  - Institutional: 30,700,000
  - State: 8,006,058
  - Federal: 22,503,392

- 2016-2017
  - Institutional: 32,982,280
  - State: 8,086,652
  - Federal: 22,335,358

Dollars

GIG
- Institutional
- State
- Federal
FYIs

- Year Round Pell
- End of originating Federal Perkins Loans
- HEA, FERPA and PTAC data sharing guidance

2016 Graduating Class:
- 43.6% with debt
- Average Debt of Borrowers: $26,164
Questions?