

**Committee Membership**

Elisa Hornecker, Chair	Present	Jamie Moffitt	Present
Toya Fick	Present	Jenny Ulum	Present
Julia Lo	Present	Dennis Worden	Present
Ed Madison	Present		

**Convening.** The Academic and Student Affairs Committee (ASAC) of the Board of Trustees of the University of Oregon (Board) met at the Ford Alumni Center June 5, 2023. Committee Chair Elisa Hornecker called the meeting to order at 1:01 p.m. Pacific Time. (All times noted going forward are Pacific Time.) The secretary verified attendance and a quorum.

**Provost’s Report.** Janet Woodruff-Borden, interim provost and executive vice president provided an update on important items in the academic portfolio. Woodruff-Borden began by providing an update on two dean searches, sharing that Laura Lee McIntyre was selected as dean of the College of Education, and that a decision was made to pause the search for a dean of the Clark Honors College, with plans to restart the search in the fall. Next, she discussed faculty retention and the release of the 2023-24 institutional hiring plan with a goal to hire 66 new tenure track faculty with a focus in sport and wellness, the environment, and Latine studies. Woodruff-Borden described the strategic engagement of academic leaders in determining the priority areas for hiring and the trend of faculty hiring to be more demographically diverse. Trustees engaged in questions and discussion on items including but not limited to the need to increase hiring to replace those faculty positions lost during covid, how unsuccessful searches are handled within the institutional hiring plan, diversity of faculty and staff in relation to AAU public institutions, and factors that contribute to retention or lack of retention of faculty of color.

**School/College in Focus: College of Design.** Adrian Parr, dean, College of Design provided an overview of the College of Design, describing their strategic goals to support students, advance faculty excellence and expertise, deliver impactful curricula, be a strong steward of resources, and to cultivate and provide an enriching experience for all members of the community. There are 9 undergraduate and 15 graduate programs in the college with 84 tenure track faculty, 79 career faculty, 24 officers of administration, 32 classified staff, and 70 graduate workers that teach 1,954 students (a 10% increase over the previous 5 years). Yash Akhouri, a student in School of Architecture spoke of his experience as a student studying ecologic design. Parr then walked through several student programs focused on creating a sense of community and applied experience for students. Next, Parr recounted development efforts, which include \$7 million in gifts and endowments in the past two years by taking a holistic approach to those interested in the work being done at the College. Tamara Alarcon Basurto, an undergraduate in the School of Art and Design shared her goals and interests in product design and how her program is helping her achieve those goals. Professor Judith Sheine discussed work in the School of Architecture and Environment highlighting several awards and grants, including the \$41.4m Build Back Better grant to support the mass timber coalition, of which the university is a member. Charis Rieder, a student in the accelerated master of non-profit management in the School of Public Policy and Management shared her goals and the focus on experiential learning within her program, to prepare students for real-world career opportunities. Parr then reviewed the Department of History of Art and Architecture and recent

faculty awards. She then reviewed diversity, equity, and belonging activities, including highlighting her focus on diversifying the student study abroad experience to include more non-Eurocentric experiences. Parr discussed in detail a college focus on transspecies design and multiple activities designed to support this area of scholarship. Kelly Kottowski, a masters student in Art and Architecture, closed by highlighting the opportunities that are provided within the program for experiential learning. Trustees engaged in questions and discussion on items including but not limited to the limitations provided by facilities.

**Hispanic Serving Institution Initiative.** Laura Pulido, professor, Department of Indigenous, Race, and Ethnic Studies, provided an overview of Hispanic Serving Institutions and discussed the possibility of the university focusing more intently on achieving the status of being a Hispanic Serving Institution (HSI). She began by recounting the historic discrimination that created disparities in higher education. One of the federal government's strategies for affecting that historic discrimination was the creation of HSI's, a status that establishes a pathway for new resources and opportunities. Pulido reviewed some of the benefits of having HSI status, including the way it can have a positive impact on reducing disparities in graduation rates for Latine students. She then discussed three goals of the university's HIS Implementation committee; 1) develop a strategic plan for the university, 2) create community and momentum across campus, and 3) build capacity in multiple areas of focus. Trustees engaged in questions and discussion on items including but not limited to other public institutions in the state and their relative HSI status, targeted Latine student recruitment efforts, ways to engage parents so they feel comfortable with their child attending the university, how immigration policies impact enrollment, the value of working with community-based organizations for student recruitment, and partnership opportunities with community colleges.

**Knight Campus for Accelerating Scientific Impact.** Bob Guldberg, vice president and Robert and Leona DeArmond executive director provided an update on the Knight Campus, beginning with an overview of Knight Campus Building 2, which began construction in April 2023 with the goal of project completion by December of 2025. The building will have more specific engineering space and will house a new cohort of tenure track faculty. Next, Guldberg discussed several research highlights including that the unit now has the third highest number of proposal submissions for external support on campus. The Knight campus has just recruited its fourth cohort of bioengineering doctoral students, with an expectation of enrolling 34 students in academic year 2024. The Knight Campus will have 20 post-doctoral scholars training in Knight Campus research programs, and 26 undergraduates with the new bioengineering minor. Guldberg then described how the Knight Campus has tried to differentiate itself among bioengineering programs, specifically with a focus on student success and careers, and the integration of curricula and programs to engage in applied learning and skill development. Ethan Dinh, a member of the 2022 Knight Campus Undergraduate Scholars program discussed his experience in the program and how it has prepared him for work as a researcher. Trustees engaged in questions and discussion on items including but not limited to initial goals for the number of students engaged in the Knight Campus, the length of time for construction of the second Knight Campus building, and diversification in faculty recruitment.

**Ballmer Institute for Children's Behavioral Health.** Katie McLaughlin, incoming executive director; Randy Kamphaus, acting executive director and Professor of School Psychology, provided an update on the Ballmer Institute. Kamphaus began by describing achievements since the Institute's creation in March of 2022 including the establishment of a micro credential, delivery of graduate level classes to 80 educators this past year, and the establishment of a BA/BS in Child Behavioral Health with enrollment beginning for fall of 2023 that includes transfer pathways from Lane Community College, Mount Hood Community College, and Portland Community College. Next, he introduced Dr. Katie McLaughlin,

incoming executive director of the Ballmer Institute. McLaughlin described her vision of the Ballmer Institute, to help our society transition from a mental health system that focuses only on the treatment of the most severe problems to one that identifies issues at early stages and provides interventions to prevent the development of more severe issues. These interventions will often be provided in the community setting. This will be done by establishing the Ballmer Institute as a national model that will be focused on rigorous development and evaluation in the areas of training, community implementation, and policy and societal change. She described one of the unique characteristics about the program, which is integrating a clinical service delivery model into the training. A second priority is the development of community advisory boards to allow for ongoing interaction and feedback from stakeholders in the community, including parents with children in the program and school professionals. Trustees engaged in questions and discussion on items including but not limited to the value of the licensure pathway for undergraduates, the number of years of study within the program, training system and school leaders to scale impact of the program, and evaluation of program success and career connection.

**Meeting Adjourned at 11:40 a.m.**