



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.

BOARD OF TRUSTEES

6227 University of Oregon, Eugene OR 97403-1266 | (541) 346-3166 | trustees.uoregon.edu | trustees@uoregon.edu

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

Board of Trustees | Academic and Student Affairs Committee
Public Meeting | December 7, 2017, 9:00 a.m.
Ford Alumni Center | Giustina Ballroom

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?

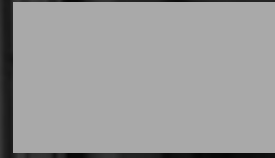
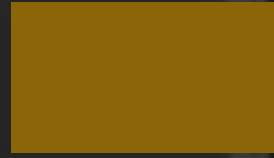
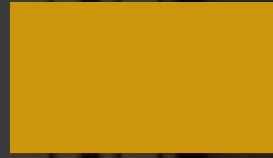
Core Ed must be

- * Mission Driven
- * Distinctly UO
- * Student Success

How?

- * Simplify
- * Innovate
- * Best Practices

CURRENT GEN ED



Composition

Multicultural

Arts & Letters

Social Sciences

Natural Sciences

BA/BS

CURRENT GEN ED

Composition

Multicultural

Arts & Letters

Social Sciences

Natural Sciences

BA/BS

CURRENT GEN ED

Composition
Multicultural

Arts & Letters
Social Sciences
Natural Sciences

BA/BS

CURRENT GEN ED

Composition

Multicultural

Arts & Letters

Social Sciences

Natural Sciences

MOVING FORWARD

		A&L	SSC	NAT
		A&L	SSC	NAT
WR	MC	A&L	SSC	NAT
WR	MC	A&L	SSC	NAT

UNIVERSITY OF OREGON

MOVING FORWARD

		A&L	SSC	NAT
		A&L	SSC	NAT
WR	MC	A&L	SSC	NAT
WR	MC	A&L	SSC	NAT

SHARED EXPERIENCES

FALL	WINTER	SPRING

WR	MC	A&L	SSC	NAT
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SHARED EXPERIENCES

FALL	WINTER	SPRING
NAT	A&L	SSC
MC		WR
COLLOQUIUM		

SHARED EXPERIENCES

FALL	WINTER	SPRING
NAT	A&L	SSC
MC		WR
COLLOQUIUM		

SHARED EXPERIENCES

COL

TAM

C22

CL

J&A

C

CM

YW

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

SHARED EXPERIENCES

COL

TAM

C22

J&A

CM

YW

- * High Impact Pedagogical Practices
- * Teaching Academy Model (TEP)
- * Connection with Student Success/
Student Life

SHARED EXPERIENCES

		A&L	SSC	NAT
		A&L	SSC	NAT
WR	MC	A&L	SSC	NAT
WR	MC	A&L	SSC	NAT

SHARED EXPERIENCES

A&L

A&L

SSC

NAT

MULTICULTURAL REQUIREMENT

AMERICAN
CULTURES

IDENTITY, PLURALISM,
TOLERANCE

INTERNATIONAL
CULTURES

Bachelor's degree candidates must complete one course in two of the categories

MOVING FORWARD

U.S.
CULTURES

INTERNATIONAL
CULTURES

Bachelor's degree candidates must complete one course in each category.

New goals and objectives for courses currently being formulated via campus conversation.

MOVING FORWARD

WR			A&L	SSC	NAT
			A&L	SSC	NAT
			A&L	SSC	NAT
WR	IC	US	A&L	SSC	NAT



GOVERNANCE

CORE ED COUNCIL

draft

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

CORE ED COUNCIL

draft

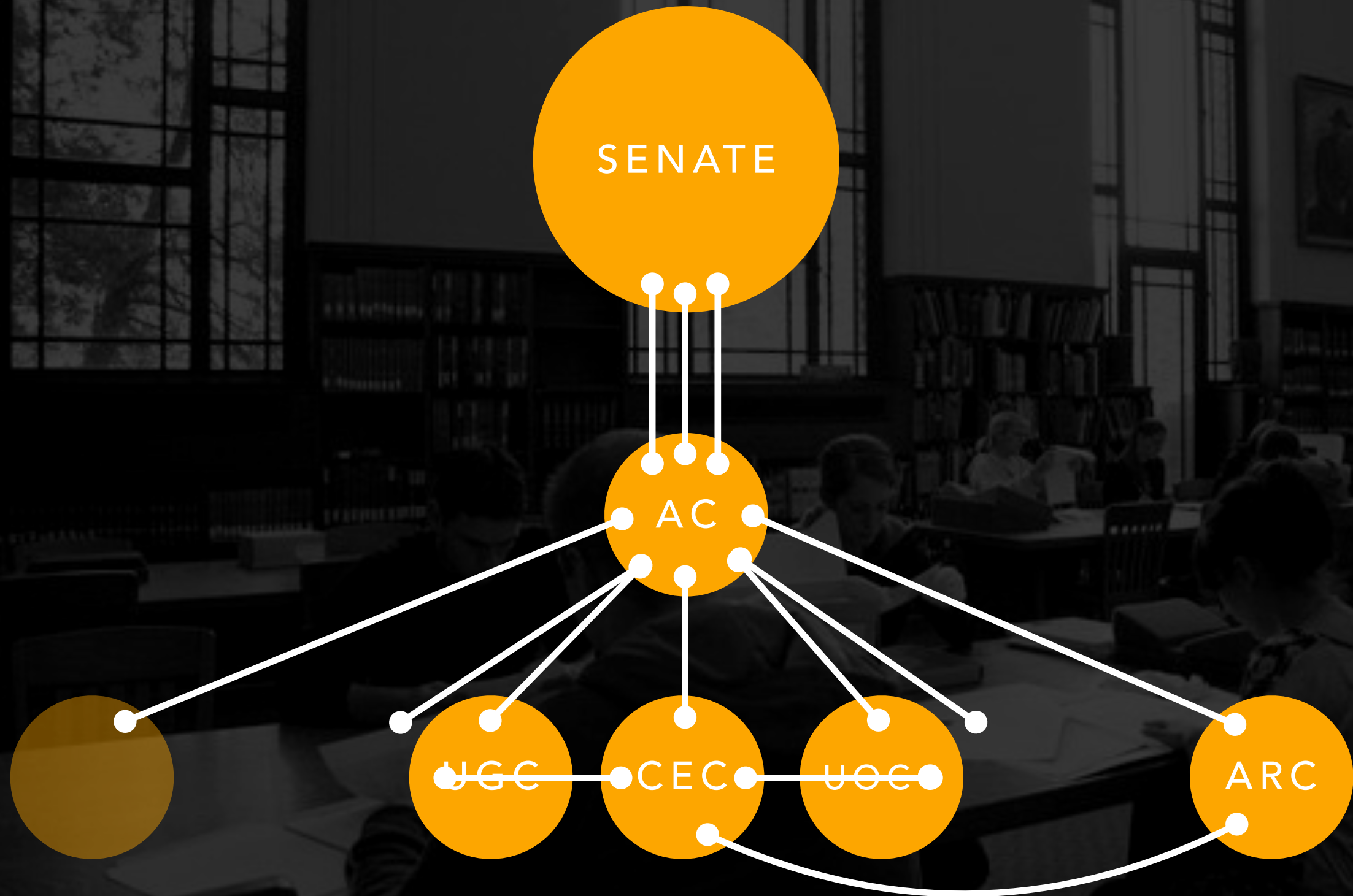
The Core Education Council shall:

- 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).

UNIVERSITY OF OREGON STATUS

- * 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.

CURRENT GOVERNANCE



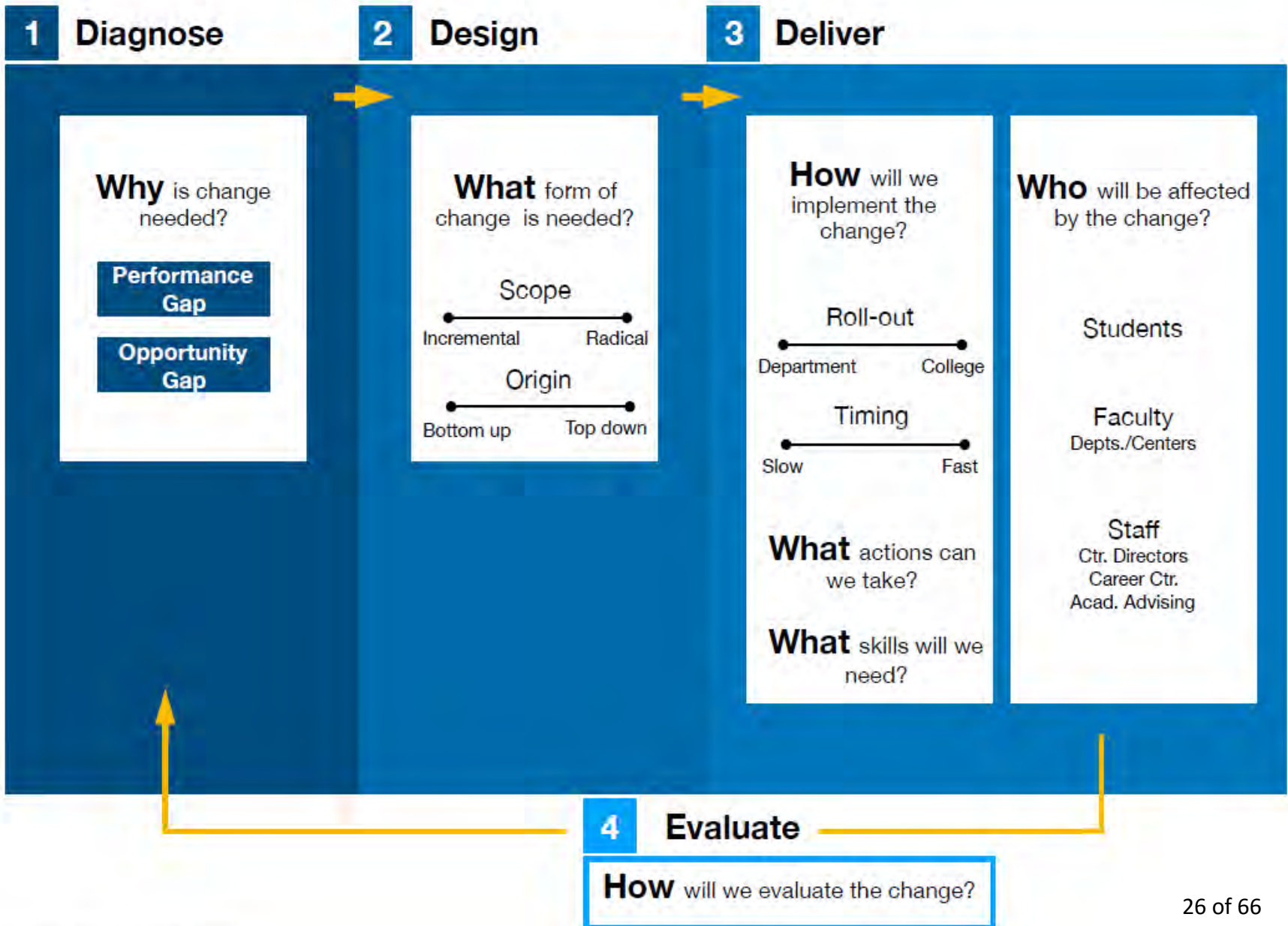


FROM GENERAL TO

CORE EDUCATION

THE CORE OREGON EXPERIENCE

UG Curriculum Review Process



Connecting the Dots

Jessica Best
Robin Clement
Nicole Johnson
Chuck Kalnbach

Faculty
& Staff

Alumni Focus (curriculum)

Chris Bennett
Heather Bottorff
Steve McKeon
Collette Niland

Employer Focus (curriculum)

Lorena Galvin
Jon Moulton
Margaret Savoian

Faculty
& Staff

Faculty
& Staff

Faculty
& Staff

Futures Focus (What and how we teach)

Nicole Wilson
Jamie Hoag Barnett
Erik Ford
Kate Harmon

Student Focus (Student University and College Experience)

Oregon Consulting Group

Faculty
& Staff

Connecting the Dots

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

HYBRID COURSES

- Blended format
- One or more required face-to-face class session
- One or more required session offered online

ONLINE COURSES

- Courses delivered exclusively online
- Two types of delivery:
 - Asynchronous (i.e., self-paced)
 - Synchronous (i.e., “live” learning)

ONLINE DEGREE OR CERTIFICATE

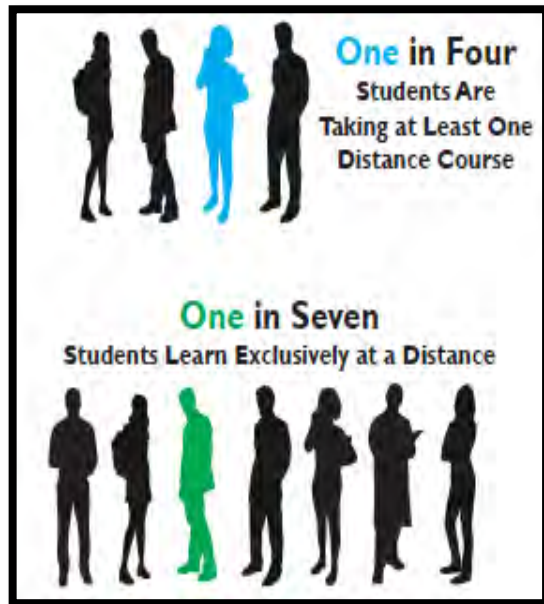
- All requirements can be fulfilled through online courses

HYBRID DEGREE OR CERTIFICATE

- Include at least one required in-person course

The Current State

NATIONALLY...



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**

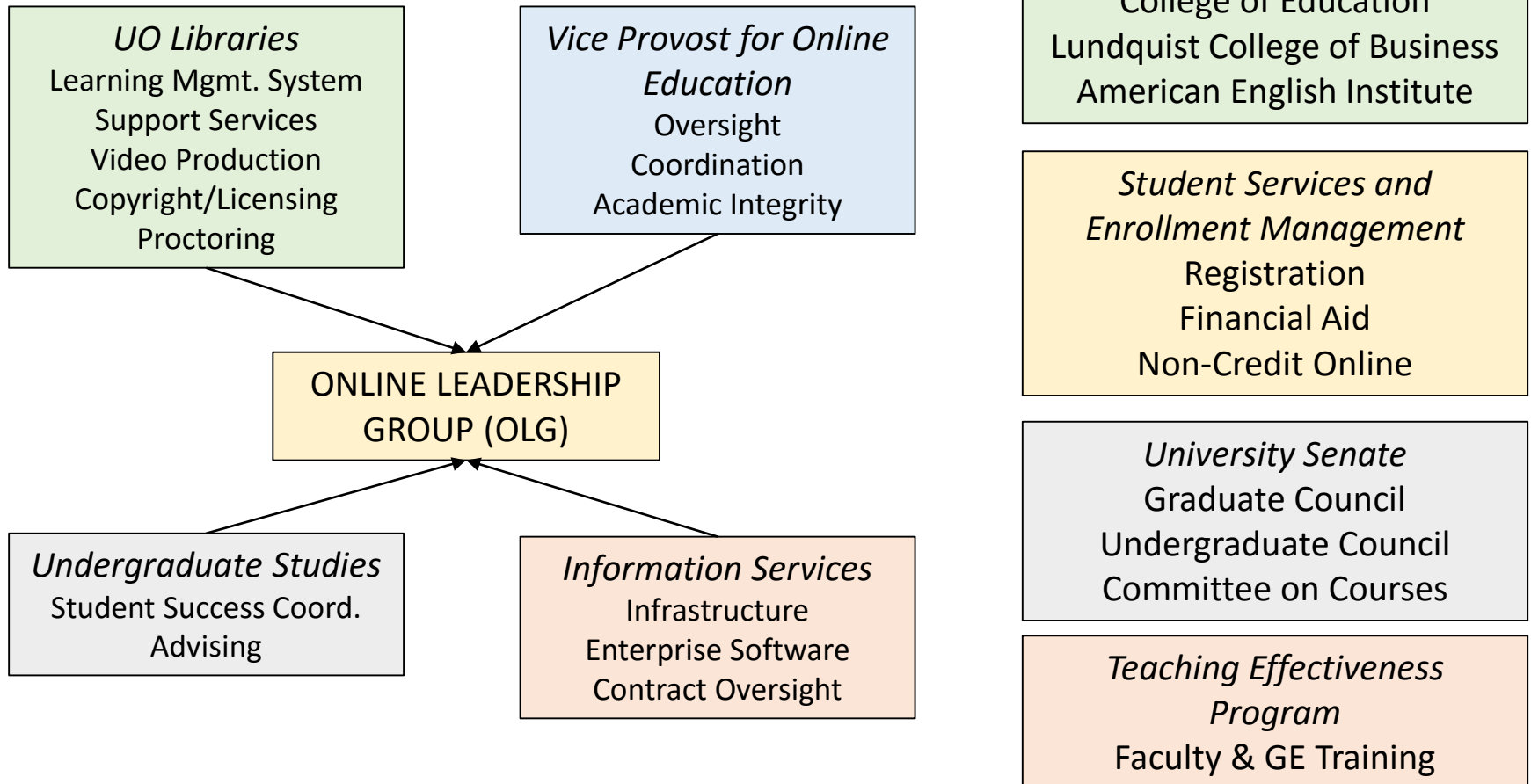
STRENGTHEN UO’S CAPACITY

- 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



Key Steps (Not Necessarily Linear)



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

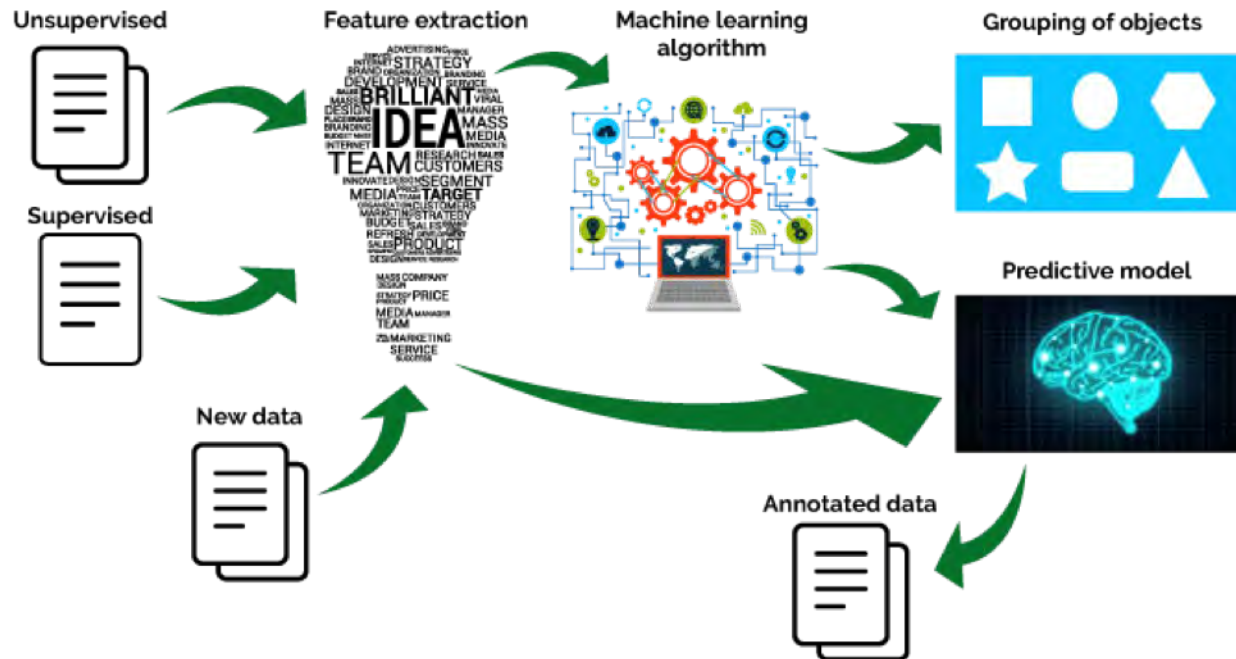
Agenda

- 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

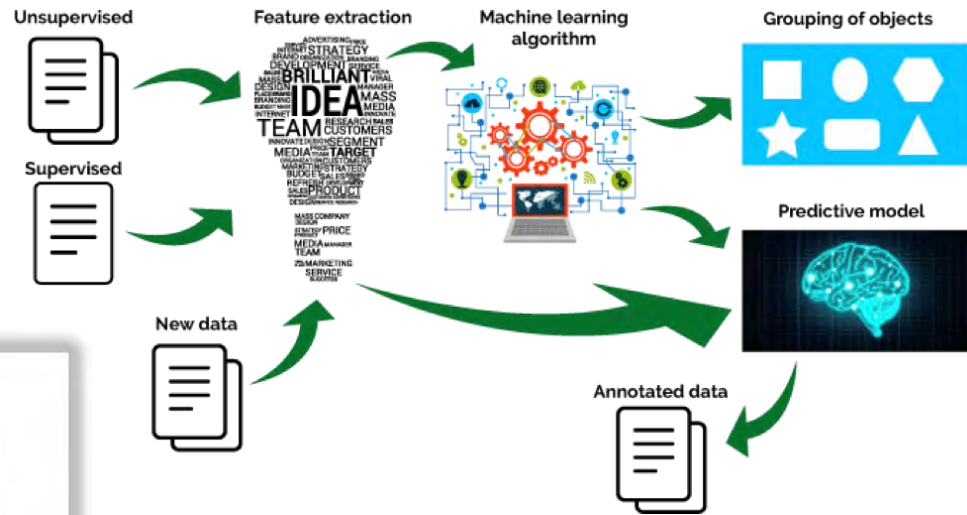
What is Data Science?

- 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?



Customers Who Bought This Item Also Bought



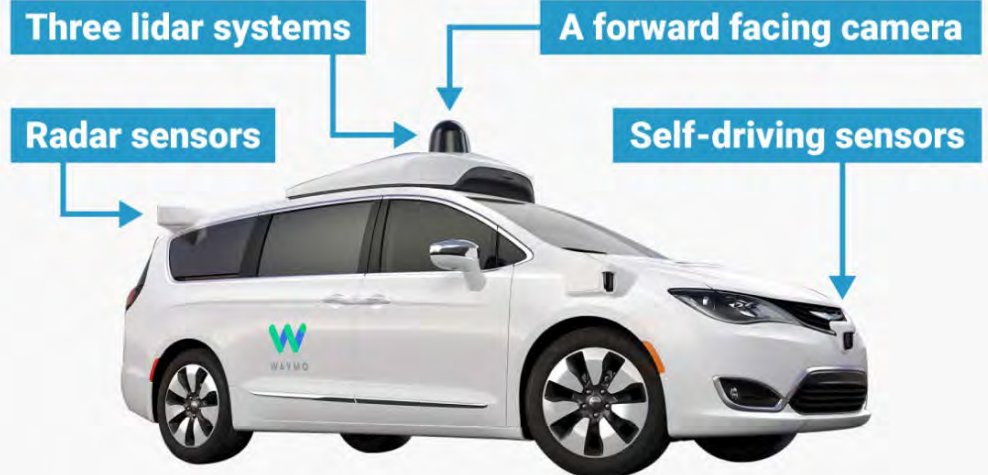
Oliver Twist (Dover Thrift Editions)
 ▶ Charles Dickens
 ★★★★★☆ (213)
 Paperback
 \$3.50



David Copperfield (Dover Thrift Editions)
 ▶ Charles Dickens
 ★★★★★ (196)
 Paperback
 \$5.00



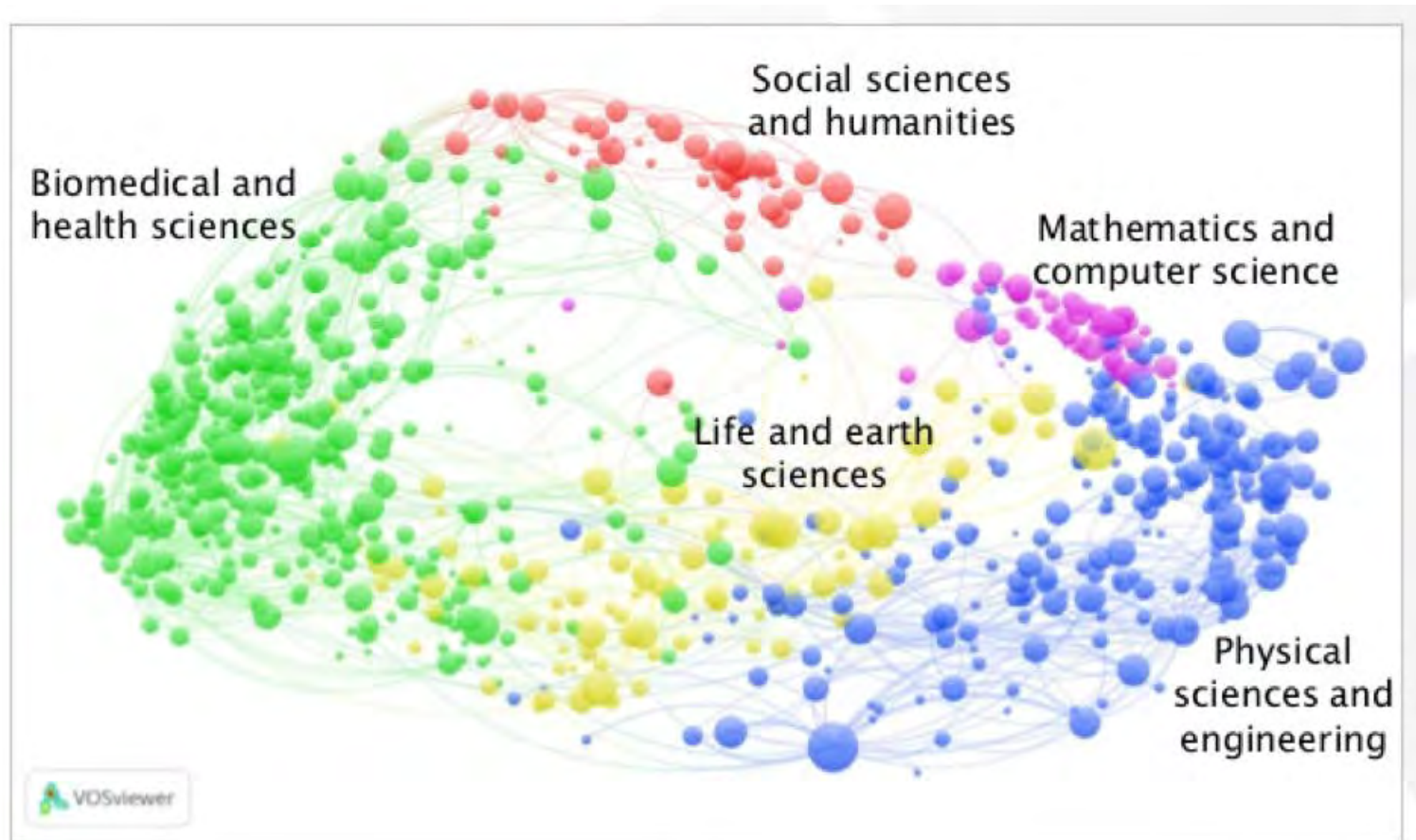
JANE EYRE
▶ Charlotte Bronte
★★★★★ (1,04...
Paperback
\$2.99



Why is Growing Data Science Important for the University of Oregon?

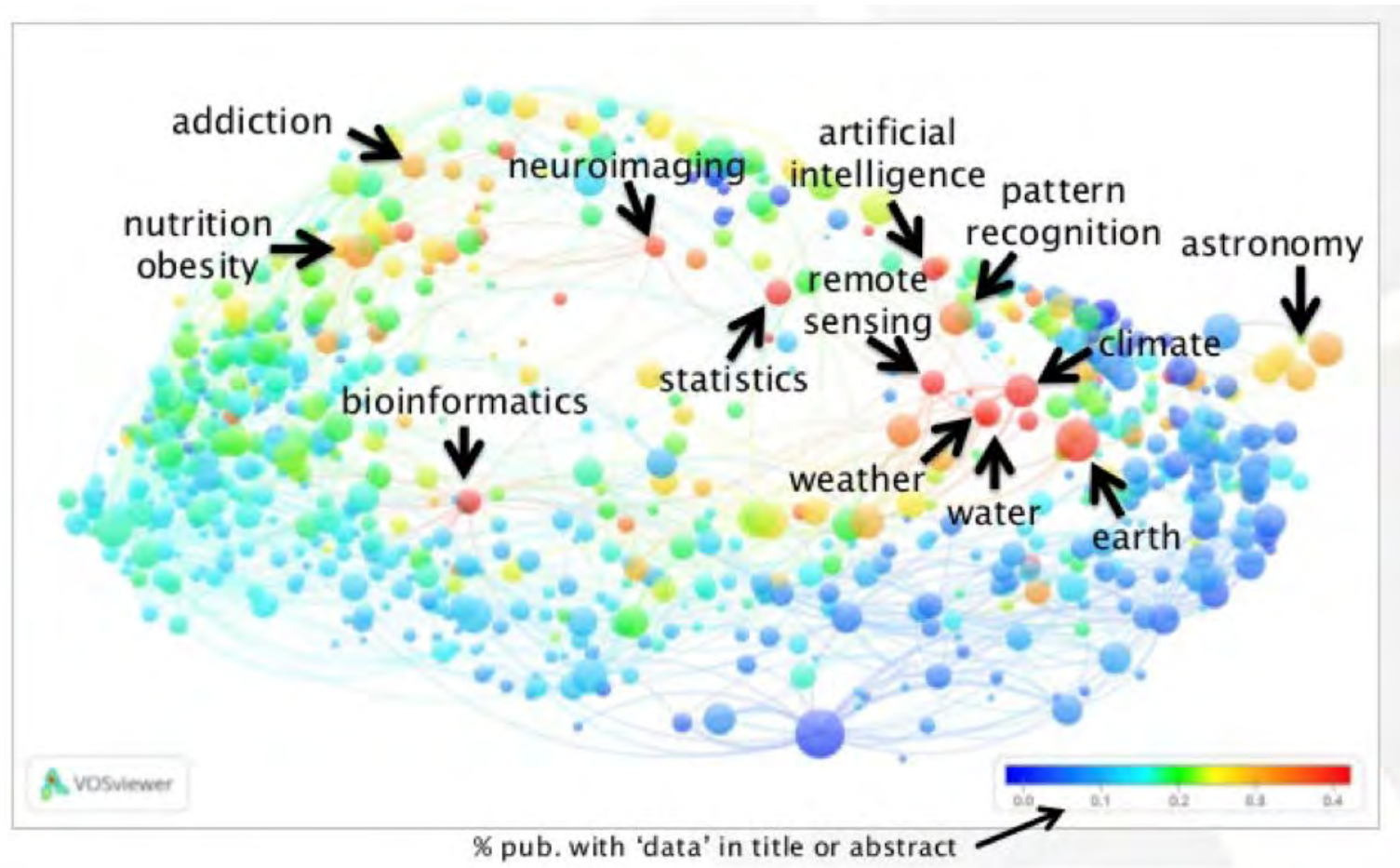
- Build new areas of research and education
- Grow interdisciplinary studies through bridging research
- Facilitate the launch and success of the Knight Campus
- Strengthen connections with our sister institutions in Oregon
- Build bridges with business and government sectors

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

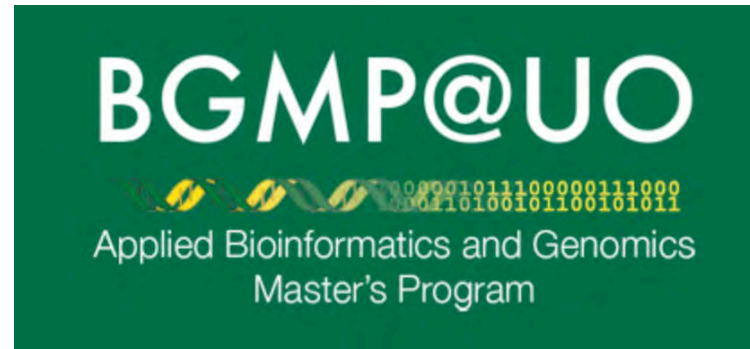
Why is Growing Data Science Important for the University of Oregon?



Why is Growing Data Science Important for the University of Oregon?



Why is Growing Data Science Important for the University of Oregon?



Genomics *in* Action:

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

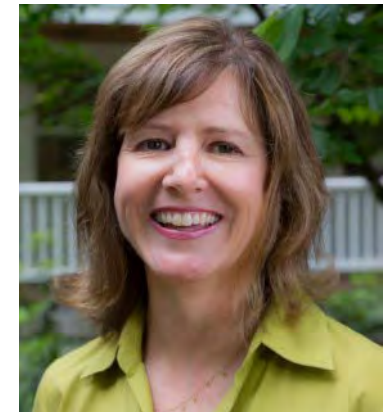
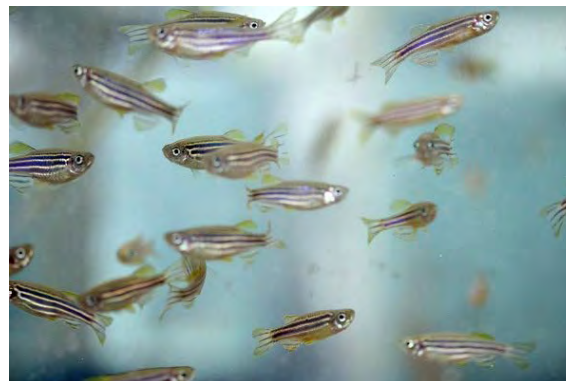


Key Examples of strength across Campus

- Digital humanities
- Geographic information systems
- Business analytics
- Theoretical and systems neuroscience
- Social media data science
- The internet of wild places
- Computational genomics
- Many more....



META CENTER FOR SYSTEMS BIOLOGY



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
- AYS2018/2020-
 - 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?

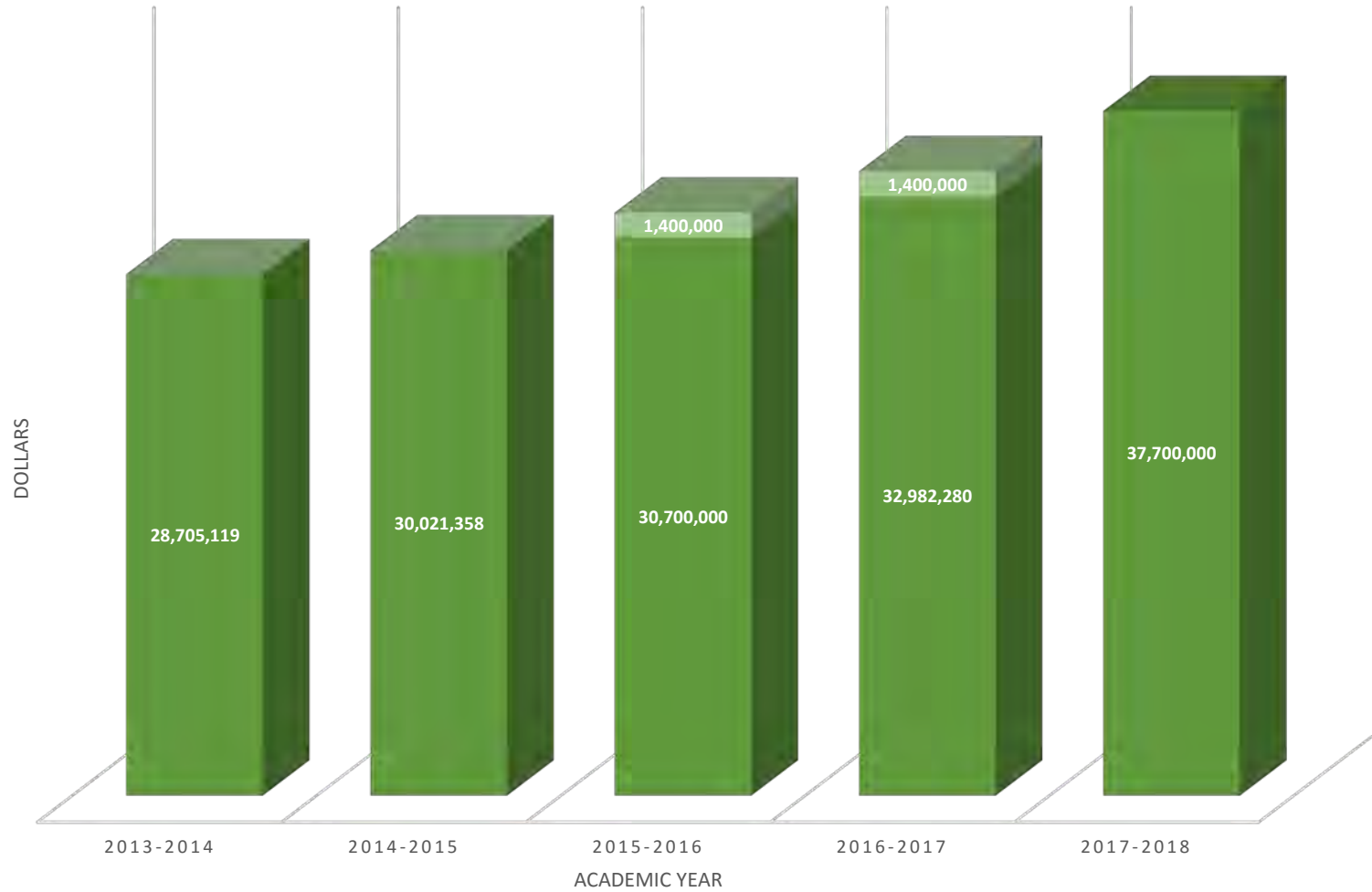
Agenda Item #4

Scholarships and Financial Aid

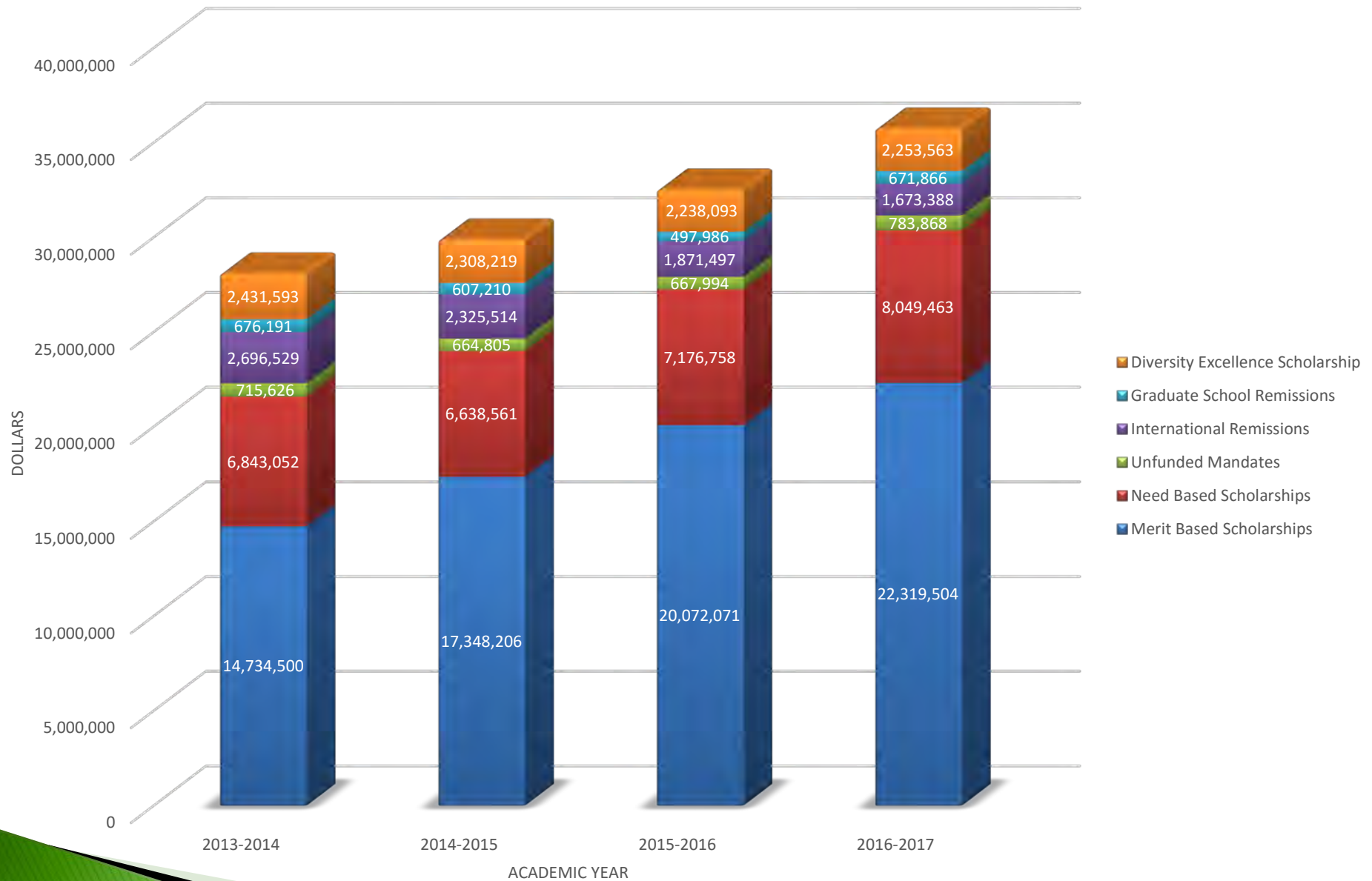
Financial Aid

Board of Trustees Meeting
Ford Alumni Center
December 7, 2017

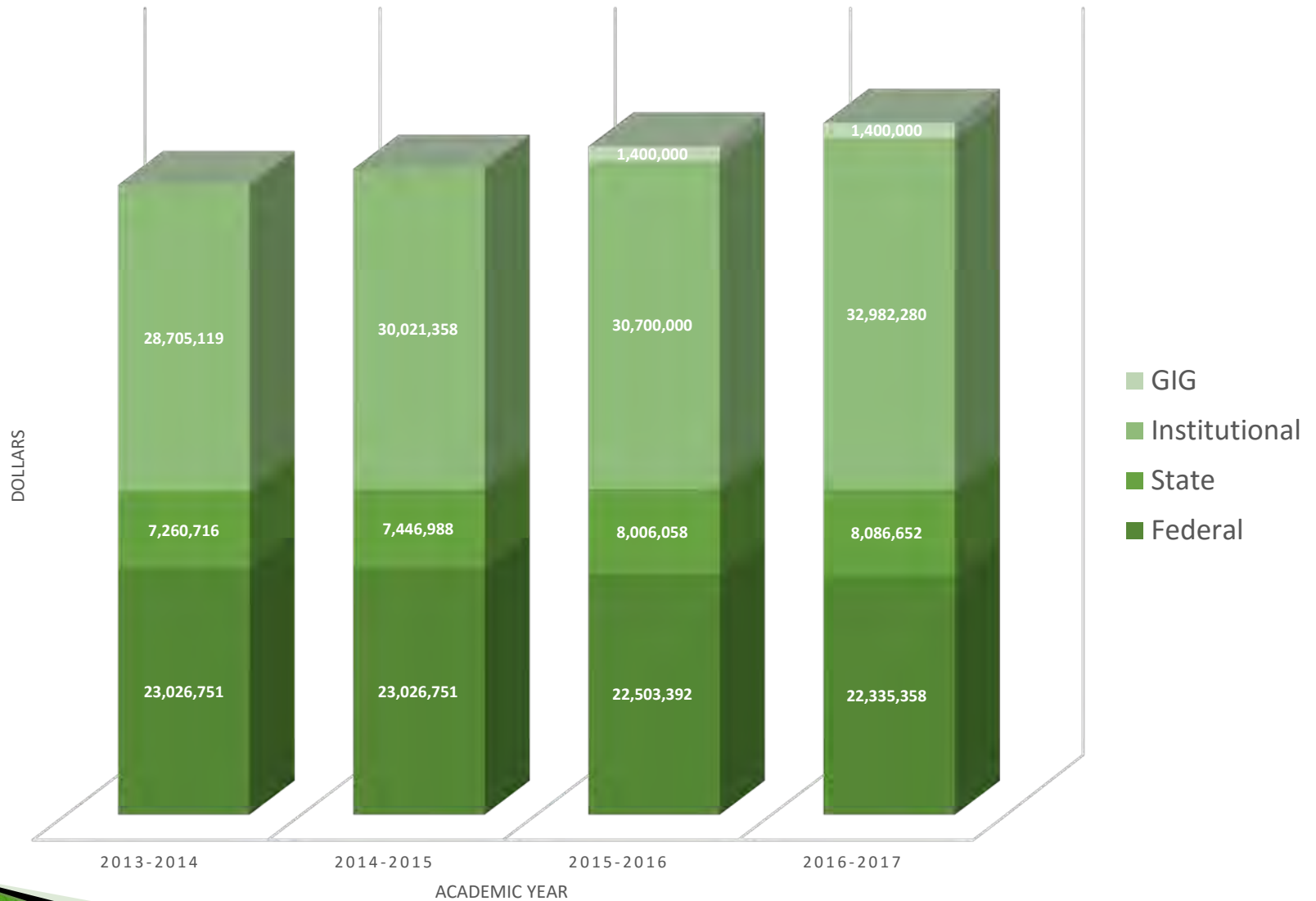
INSTITUTIONAL AID BUDGET



INSTITUTIONAL AID EXPENDITURES



INSTITUTIONAL, FEDERAL, STATE AID



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?