Progress Report on Provosts’ Council Draft of
OUS Portfolio and Mission Alignment Approach
March 5, 2010

Premises

- Institution mission alignment is founded on the goals and guiding principles of the OUS Long-Range Plan.
- OUS needs a variety of institutions to meet the broad goals on behalf of Oregon.
- Each institution is complex and contributes to multiple aspects of the OUS mission and goals.
- OUS institutions vary widely in their approach to strategic planning and mission statements. Institutions must also meet NWCCU accreditation requirements in their expression of mission and core themes, and those requirements have just undergone revision. Rather than work directly with institution mission statements, the Provosts’ Council approach is to create a “translation” that presents the OUS portfolio clearly.

Mission and Program Duplication

- Current Board policy (developed during the mid-1970s) addresses necessary versus unnecessary duplication:

  “Not all duplication of curricula is wasteful. Duplication of courses or of curricular programs is an evil only when it results in unnecessarily costly courses or instructional programs, or a reduction in the quality of the courses or programs either existing or to be offered.”

- Reasons for necessary duplication:
  Education core is needed by all graduates.
  High demand may require multiple programs in the same discipline.
  Similar program titles may mask important differences and diversity in program content and approaches.
  Multiple programs in a given discipline may be necessary to bring in funding not provided by the state.

Overall Approach

- Extract key aspects from the OUS mission and goals that must be covered by the collection of institutional missions.
- Align institutional missions to collectively cover OUS goals.
- Organize and display the alignment.
- Develop performance metrics for each OUS mission aspect.
Mission Aspects

- **Undergraduate access**: Geographic focus, addressing board goals for educated citizenry and economic development, by Oregon region, the state as a whole, and via technology-mediated instruction.

- **Program mission intensity**: Programmatic focus, addressing board goals of ensuring access for Oregonians and high quality student learning along general education and broad academic discipline categories.

- **Innovation and research**: Addressing board goals for globally competitive research and innovation, by broad academic discipline category.

- Create matrices representing the three mission aspects. Assign values within each matrix reflecting levels of “intensity”:
  1 = primary for that institution; institution is committed to a leadership responsibility.
  2 = secondary for that institution; institution has substantial involvement but is not committed to leadership in that area.
  3 = institution has some involvement in that mission aspect.
  Blank = institution is not materially involved in that mission aspect.

- Provosts will continue to refine definitions and conventions for assigning values to cells within each matrix.

Metrics

- Tie the mission aspects and their intensities to related metrics to evaluate institutional performance and realign portfolio elements where needed.

- Metrics will be further developed by provosts, presidents, and Chancellor’s staff and then brought into the larger performance framework discussions.