Academic Strategies Committee
June 23, 2011
Oregon State Board of Higher Education

Academic Strategies Committee

Thursday, June 23, 2011
ASRC 515, Portland State University

Agenda

ACTION ITEMS
1. Approval of April 2011 Minutes

CONSENT ITEMS
2. Provosts’ Council Organization and Operation (Andrews)
3. Academic Rank Policy (Andrews)
4. Centers and Institutes in OUS Policy (Andrews)

DISCUSSION ITEMS
5. Update on Economic Development Work Plan (Andrews)
6. Update on OHSU/OUS Life Sciences Complex (Robinson)
7. Mission Alignment (Andrews/Provosts)
   Attachment

8. ASC Priority Areas
9. Meeting Schedule

OTHER ITEMS
10. Other items put forward by the Committee
11. Adjournment
1. **Charge of the Provosts’ Council**

   a. The Provosts’ Council is responsible for making recommendations to the Chancellor of the Oregon University System (OUS) regarding (1) proposed new undergraduate and graduate degrees, new undergraduate certificate programs, degree name changes, (2) and all other substantive changes to undergraduate and graduate academic programming at the OUS universities, (3) institutional mission alignment, and (4) other matters relevant to the academic operations of an institution or the System. (Note: The term “OUS universities” includes Oregon Health & Science University in this document.)

   b. The Provosts’ Council also will consider and make recommendations for new master’s degree proposals for programs related to the undergraduate missions of the OUS universities. All proposed graduate programs will be brought to the Provosts’ Council as information items. The Provosts’ Council is responsible for considering and, where appropriate, for making policy recommendations to the OUS Board regarding community college and K-12 program articulation, student retention policies, and other questions or concerns which directly affect the quality of academic programs at OUS universities.

   c.d. Because the Council plays a key role in recommending and implementing board policy affecting academic programming at the OUS universities, the OUS staff officers Vice Chancellor for Academic Strategies will work closely with the Council and with its provost co-chairperson to ensure effective communication regarding board policies and their implementation.

   d.e. The Council provosts will seek ways to work collaboratively in regard to state and federal grant opportunities and other initiatives which strengthen both the OUS system as a whole and the individual universities. At this time, such cooperative projects include the board approved ‘MBF’ and ‘AEED’ initiatives.

2. **Council Membership**

   a. Membership of the Council shall be comprised of the provosts (or their designees) of Eastern Oregon University, Oregon Health & Science University, the Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon
University, the University of Oregon, and Western Oregon University. Each Council member (or designee) shall be a voting member.

b. The Graduate and Academic Research Policy (GARP) officer OUS Vice Chancellor for Academic Strategies will serve as co-chair and a non-voting ex-officio member of the Council.

c. Regular participation in Council meetings by non-member individuals appropriate to the agenda will be at the discretion and invitation of the Council co-chair. Such individuals would include a representative of the OUS Interinstitutional Faculty Senate (IFS); OUS strategic program officers, and other representatives from the campuses and OUS as appropriate.

3. **Election Appointment and Duties of the Co-Chairperson**

   a. The OUS Chancellor will recommend to the Provost Council the provost co-chairperson of the Council will be annually elected by majority vote of the voting members of the Council to be endorsed during the regular June meeting. The provost co-chairpersons may serve not more than two consecutive terms.

   b. The co-chairpersons shall be responsible for the operation of the Provosts’ Council including setting meeting agendas, scheduling, convening, and chairing, publishing meeting minutes, and reporting the recommendations of the Council to the OUS Board, the board staff, and other appropriate constituencies. The co-chairpersons represents the Council to other governing agencies as necessary.

4. **Meetings**

   a. The Council will hold regularly scheduled meetings during the academic year and during the summer months in conjunction with regularly scheduled OUS Board meetings, and at other times as necessitated by OUS Board and Provosts’ Council agendas. Teleconference meetings may be held as appropriate.

   b. The co-chairpersons may call special meetings as needed or as requested by a majority of the Council members.

   c. A quorum is defined as five of the eight OUS (including OHSU) voting members present at a regularly scheduled Provosts’ Council meeting.
5. Meeting Agendas

a. The co-chairpersons will call for agenda items from the members at least three weeks in advance of regularly scheduled meetings. Agendas for regularly scheduled meetings will be posted to the Provosts’ Council website at least one week in advance of the meetings.

b. Exception to the regular agenda schedule may be made at the discretion of the Council co-chairpersons with the consent of Council members.

6. Operating Procedures, Degree Consideration and Other Program Proposals

a. Program submission and review

New degree program proposals and other substantive curriculum business will be distributed electronically to Council members at least three weeks prior a regularly scheduled meeting for inclusion on the Council’s agenda. During this time period, the Council members will solicit written responses to the proposal from affected programs at their universities. These written responses will be shared with the proposing university provost when the proposal is officially considered as a Council agenda item. Whenever possible, the written responses will be shared prior to the Council meeting. The Council may act to approve the proposal or return it for further refinement.

b. Forwarding approved proposals

(1) New undergraduate degree programs recommended by the Council will be forwarded to the Graduate and Academic Research Policy (GARP) officer, Vice Chancellor for Academic Strategies who shall act as OUS contact person for the Office of Degree Authorization (ODA). The GARP officer OUS will post the required electronic ODA program notification for the required notification period. At the end of this period, the Provosts’ Council co-chairpersons will then forward the new degree proposal, with any comments, to the OUS Academic Strategies Committee of the Board for inclusion on the next Board Consent Agenda Academic Strategies Committee agenda.

(2) New graduate degree proposals will require an external program review conducted by the proposing institution with the support of the Provosts’ Council co-chairpersons.

(3) The Provosts’ Council chair and the GARP officer may send other graduate and undergraduate curriculum business not involving new degrees to the OUS Board as information items.
c. **Consensus Recommendations**

The provosts will attempt to approve curriculum and other business by arriving at consensus. Any provost may request an official vote by the voting members of the Council if consensus is not apparent. If a vote is called, approval requires a majority ‘yes’ vote.

d. **Program Proposal Formats**

The standard OUS proposal formats for new degree programs, certificate programs, and other substantive changes will be used.

7. **Administrative Support for the Council**

    a. OUS staff members will participate in the work of Division of Academic Strategies and will provide staff support for the Council at the Council chairperson’s request and with the consent of the OUS Executive Vice Chancellor and Chief Operating Officer.

    c. The support duties will include **co-chairing the Council meetings**, maintaining the Provosts’ Council website, attending and recording Council minutes, distributing the minutes, report writing, correspondence, and other duties assigned by the chairperson or requested by the Council.
1. Academic ranks shall consist of graduate and faculty rank.

   Graduate ranks are GRADUATE TEACHING ASSISTANT, GRADUATE RESEARCH ASSISTANT and FELLOW.

   Faculty titles and ranks are (in alphabetical order): AFFILIATED FACULTY, CLINICAL PROFESSOR (assistant clinical professor, associate clinical professor, clinical professor), or PROFESSOR OF PRACTICE (assistant professor of practice, associate professor of practice, professor of practice), INSTRUCTOR (instructor, senior instructor I, senior instructor II), LECTURER (lecturer, senior lecturer I, senior lecturer II), LIBRARIAN (assistant librarian, associate librarian, senior librarian), RESEARCH ASSISTANT (research assistant, senior research assistant I, senior research assistant II), RESEARCH ASSOCIATE (research associate, senior research associate I, senior research associate II), RESEARCH FACULTY (assistant research faculty, associate research faculty, research faculty), and TENURE TRACK OR TENURED FACULTY (assistant professor, associate professor, professor, distinguished professor). Faculty rank will not be given to graduate students.

2. Each institution can select from among these ranks and titles those appropriate to the hiring and retention of their faculty members as it relates to their institutional mission.

3. The following definitions shall govern the use of faculty titles and rank:

   (a) AFFILIATED FACULTY: A NTTF (Non-Tenure Track Faculty) appointment for individuals who do not receive monetary compensation by the institution for which services are rendered. They can be unpaid invited guests for a temporary length of time or individuals who, on a consistent basis, lend their expertise and/or collaborate on teaching and research. Affiliate status is approved for a specified length of time and must be renewed should the association continue.

   (b) CLINICAL FACULTY OR PROFESSOR OF PRACTICE SERIES: A NTTF (Non-Tenure Track Faculty) appointment for individuals with primary duties in the area of clinical instruction or professionally related community education/service. Clinical faculty or professor of practice members are licensed or certified professionals, or individuals in professional fields. The major responsibility involves the education of students/learners in academic and clinical settings, supervising clinical experiences, and/or engaging in professionally-related community service. Scholarly activity may or may not be required. Titles in this category in ascending order are assistant clinical professor, associate
clinical professor, and clinical professor; or assistant professor of practice, associate professor of practice, and professor of practice.

(c) INSTRUCTOR SERIES: A NTTF (Non-Tenure Track Faculty) appointment for individuals with unclassified instructional appointments whose functions are devoted exclusively or primarily to undergraduate instruction. Such appointments include advising and mentoring expectations congruent with creative and engaged undergraduate instruction, including the possibility of involvement in design and development of courses and the curriculum. Titles in this category in ascending order are instructor, senior instructor I, senior instructor II.

(d) LECTURER SERIES: A NTTF (Non-Tenure Track Faculty) appointment for individuals with unclassified instructional appointments whose functions may include significant responsibilities for graduate level instruction. The appointment may also include upper-division undergraduate instruction. Such appointments must include significant mentoring and advising responsibilities and a significant measure of responsibility for graduate education. Appointments in the lecturer series will always require the terminal degree (or its professional equivalent for certain adjunct appointments), but the holding of a terminal degree in itself does not constitute an argument for appointment in the lecturer series. Titles in this category in ascending order are lecturer, senior lecturer I, senior lecturer II.

(e) LIBRARIAN SERIES: A ranked appointment that depends on a terminal professional degree in librarianship (typically, a Masters in Library or Information Science) or a position-relevant terminal professional/academic degree plus appropriate experience. Such degree requirements ensure proper professional training, but also provide the flexibility to open appointments to a broader range of qualified applicants. Titles in this category in ascending order are assistant librarian, associate librarian, and senior librarian. A university may elect to consider the librarian series to be eligible for tenure or to be tenured ranks with privileges.

(f) RESEARCH ASSISTANT SERIES: A NTTF (Non-Tenure Track Faculty) appointment for individuals who have earned a bachelor’s or master’s degree and conduct research under the direction of a tenure-related faculty member or a research associate. Titles in this category in ascending order are research assistant, senior research assistant I, senior research assistant II.

(g) RESEARCH ASSOCIATE SERIES: A NTTF (Non-Tenure Track Faculty) appointment for individuals who have an earned doctoral degree (or the highest professional degree in the field plus appropriate experience) and conduct research independently. Titles in this category in ascending order are research associate, senior research associate I, senior research associate II.
(h) RESEARCH FACULTY: A NTTF (Non-Tenure Track Faculty) appointment for individuals who are primarily engaged in research at a level normally appropriate for a professorial rank. Titles in this category in ascending order are research assistant professor, research associate professor, and research professor.

(i) TENURE-TRACK AND TENURED FACULTY SERIES. A faculty position assigned to an academic department wherein the incumbent holds academic rank and is eligible for tenure or is tenured. Titles in this category in ascending order are assistant professor, associate professor, and professor. The title of distinguished professor may be bestowed based on criteria established by a university.

4. The terms "adjunct," "visiting," "fellow," or "emeriti" may be used and/or added to academic ranks in those cases in which the institution wishes (1) to draw upon the skills of certain persons in the community or in other educational, industrial, or governmental institutions for help in carrying forward teaching, research, or service commitments (e.g., doctors, dentists, lawyers, psychiatrists, professors, or administrators at other academic or governmental institutions, public school teachers, or administrators), (2) where the appointment is planned for a limited duration, or (3) as an honorific title.

5. Academic rank can be assigned to staff members in unclassified academic service, whether the type of service is teaching, research, extension, administration, or other service. Deans, vice presidents, presidents, Chancellor, and vice chancellors may have the academic rank of professor as determined by each institution’s criteria.

Stat. Auth.: ORS 351.070
Stats. Implemented: ORS 351.070
Hist.: HEB 3-1978, f. & ef. 6-5-78; HEB 1-1993, f. & cert. ef. 2-5-93; HEB 5-1996, f. & cert. ef. 12-18-96
CENTERS AND INSTITUTES IN OUS

(Adopted by the Oregon State Board of Higher Education, Meeting #427, November 25, 1975, pp. 975-976; amended Meeting #437, March 25, 1977, pp. 275-278; Meeting #593, November 16, 1990, pp. 568-574; Meeting #__, month/day, 2011, pp. ___)

1. That the careful, considered institutional use of the center and institute mechanism be recognized by the Board as a legitimate, potentially valuable approach to the furtherance of institutional mission, through the fostering of interdisciplinary activities in pursuit of basic and applied research and instruction, the attracting of non-state funding in support of institutional mission and goals, the motivation of faculty, the strengthening of academic departments, and the optimized utilization of institutionally-unique resources.

2. That the Board establish the principle that the justification for establishment of centers and institutes must be in terms of their potential for contributing to the achievement of the institutional mission.

The fact that federal or other non-state funds can be secured to fund, totally or in principal measure, a given center or institute cannot be considered justification for the establishment of that center or institute. The real test of justification must be in terms of the extent to which the objectives of the proposed center or institute can be shown to be wholly consistent with and fully supportive of the institution’s mission and advance its strategic priorities and goals. Failing the test, the center or institute ought not to be established.

3. That institutions have the authority to establish centers and institutes that do not grant degrees, consistent with their role and mission. The exception would be if an institution wanted to name the center or institute after a living person. In those cases, OAR 580-050-0025 requires Board approval.

4. That institutional review of proposals to establish centers and institutes be carried on in a manner that is consistent with the considerations cited in item 2 above while enhancing the entrepreneurial talents of the department or other sponsors of the center or institute.

5. That institutions be asked to establish policies to assure that, at regular intervals each center and institute will be given a careful review by an appropriate institutional agency, the examination to include a review of the purposes for which the center or institute was
established, the objectives of the center or institute, any changes in objectives that have occurred since the previous review, the validity of the center's or institute's present objectives and purposes, and the adequacy of its performance.

That based on the review, the institutional provost (or their designee) make decisions regarding improvement, changes in emphasis, alternatives as to direction, changes in leadership, phasing out of the institute or center, or some portions of it, or merging with some other unit within the institution.

6. That when centers or institutes are inactive, they be reviewed under institutional policies to consider whether they ought to be retained or discontinued.
The OUS Provosts’ Council has developed this document to accompany the March 31, 2011, Mission Alignment document in order to its uses and implementation. The Mission Alignment document (attached) includes:

- Background
- Overall approach for defining metrics
- Institutional mission intensities and defining metrics
- A table on the alignment of student access mission intensity along with Systemwide metrics and institutional specific metrics
- A table on academic program mission intensity along with Systemwide metrics and institutional-specific metrics
- A table on innovation/research mission intensity along with Systemwide metrics and institutional-specific metrics
- Institutional mission statements

The Mission Alignment document supports the Oregon University System Board’s four goals to produce the highest level of educational outcomes for Oregonians:

1. *Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State’s economy, while ensuring access for all qualified Oregonians to quality postsecondary education;*
2. *Ensure high quality student learning leading to subsequent student success;*
3. *Create original knowledge and advance innovation, and*
4. *Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.*

In the Mission Alignment document institutional missions and profiles are defined by three alignment matrices that correspond to Board goals:

- **Student Access** (addressing Goal #1 above). Referencing both physical presence as well as areas of the State from which an institution draws a significant number of students.
- **Academic Programs** (addressing Goal #2 above). Undergraduate programs only.
- **Innovation/Research** (addressing Goal #3 above). Reflective of strengths in graduate education and research.

Contributions to the economic, civic, and cultural life in communities (Goal #4) are reflected in all the matrices in that student access; academic programs and innovation/research are all components that contribute to economic and social vibrancy.
The data in each of the matrices, along with the distinct mission of each institution, provides a picture of the contributions each institution makes to OUS and will be used as planning tool.

Each matrix is followed by lists of Systemwide and of institution-specific metrics, from which each institution has selected the most valid indicators of fulfilling the mission aspects for which the institution declares primary mission intensity. Note: OHSU is listed the matrices to demonstrate their contributions to the network of public higher education in the State, however, no metrics are listed for OHSU given their autonomy from OUS.

USE OF MISSION ALIGNMENT
The Mission Alignment document is a snapshot; it shows the contributions of OUS institutions at a given point in time. It is intended to be updated on an annual basis and submitted to the Academic Strategies Committee of the Board for discussion, modification if needed, and approval. It is reflective of how OUS institutions are fulfilling their mission commitments and was designed as a tool to be used by institutions, OUS, and the Board to determine how OUS is meeting the Board’s goals. It provides a bridge to align institutional missions with OUS. It will be used to determine needs for new academic programs and to assess new program proposals. It will provide a framework for measures and metrics to be used to benchmark institutional progress, program viability, and presidential evaluation.

How institutions will use the Mission Alignment matrices and metrics:

- **Development of new academic programs**: The Mission Alignment document will be used internally by an institution to determine program needs. This includes determining the need for new programs (both in terms of meeting market and access), whether or not a proposed new program is duplicative of current offerings in OUS, and if a program needs to be discontinued.

- **Benchmarking**: Institutions will use the Systemwide and campus-specific metrics to benchmark and measure progress. These metrics will be integrated into institutional planning and budget process and could result in program changes, additions, or discontinuations.

- **Mission alignment**: Institutions will use the Mission Alignment document to assess the integrity of their mission via their program array and metrics.

- **Accreditation**: Institutions will use the Mission Alignment document for Northwest Commission on Colleges and Universities accreditation; with a specific emphasis on the required criteria of developing core themes and demonstrating that new academic program development is based on a process that meets the Board’s goals and is informed by assessment and analysis.

How the Provosts’ Council will use the Mission Alignment matrices and metrics:

- **Determining regional and statewide needs**: By routinely examining the rows in the matrices in the Mission Alignment document, the Provosts’ Council will be able to
identify where there might be gaps in OUS offerings by region, meeting market needs, or access and to develop proposals to fill those gaps.

- **Program approval**: The Provosts’ Council will use the matrices in the Mission Alignment document as a means to determine how newly proposed programs fit within an institution’s mission, geographic need, or if it is duplicative of existing offerings.

- **Monitoring**: The Provosts’ Council will annually update the matrices and metrics in the Mission Alignment document to reflect the responsiveness of OUS institutions in ensuring that the program array provided meets the needs of the state.

**How OUS will use the Mission Alignment matrices and metrics:**

- **Program approval**: OUS will use the matrices in the Mission Alignment document as a means to determine how a newly proposed program fits within an institution’s mission, if it serves a geographic need, or is duplicative of existing offerings.

- **Development of initiatives**: OUS will develop and provide leadership on initiatives, when applicable, to support progress on the Systemwide and institutional-specific metrics.

- **Presidential evaluation**: OUS will incorporate the Systemwide and institutional-specific metrics of the Mission Alignment document in presidential evaluations.

- **Compact with the campuses**: OUS will use the Systemwide and institutional-specific metrics in the Mission Alignment document as part of the development of the compact with the campuses.

**How the Board will use the Mission Alignment matrices and metrics:**

- **Fulfilling Board goals**: The Board will continually assess if the matrices and metrics of the Mission Alignment document advance the goals of the Board and, as needed, develop actions.

- **Meeting the needs of the State**: The Board will review the rows and columns of the Mission Alignment matrices to determine if there are gaps in program offerings or student access.

- **Institutional mission integrity**: The Board will use the Mission Alignment document to determine if institutions are meeting their mission and if changes in institutional mission are warranted.

- **Communication document**: The Board will use the Mission Alignment document to communicate with external stakeholders as to how OUS is meeting the needs of the State, as well as evidence of OUS’ progress on advancement of the Board’s goals.
BACKGROUND
The Oregon University System Board, on behalf of OUS, seeks to accomplish four goals to produce the highest level of educational outcomes for Oregonians:

1. Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the state’s economy, while ensuring access for all qualified Oregonians to quality postsecondary education;
2. Ensure high quality student learning leading to subsequent student success;
3. Create original knowledge and advance innovation; and
4. Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.

Both in response to Senate Bill 442 and the goals of the Board, the Oregon University System institutions have defined their missions, student access, academic program array, and research. These efforts are conveyed in the following matrices with accompanying metrics. Individual campuses and the System, as a whole, will use this information to ensure the Board’s goals are met and that resources are effectively managed. The matrices and metrics are designed to first and foremost be used as tools at the campus-level for decision-making related to program development and/or discontinuation.

OVERALL APPROACH FOR DEFINING METRICS
Institutional profiles are defined by three mission alignment matrices:

- Student Access (addressing Goal #1 above). Referencing both physical presence as well as areas of the State from which an institution draws a significant number of students.
- Academic Programs (addressing Goal #2 above). Undergraduate programs only.
- Innovation/Research (addressing Goal #3 above). Reflective of strengths in graduate education and research.

Contributions to the economic, civic, and cultural life in communities (Goal #4) are reflected in all the matrices in that student access, academic programs, and innovation/research are all components that contribute to economic and social vibrancy.
The data in each of these matrices, along with the distinct mission of each institution (also included at the end of this document), provide a picture of the contributions each institution makes to OUS.

INSTITUTIONAL MISSION INTENSITIES AND DEFINING METRICS

Each matrix lists mission aspects in the row categories and the institutions across the columns. The numerical entries in the cells represent the intensity of the commitment each institution has to the mission aspect in that row. A value of 1 implies primary mission intensity for that institution – a commitment to a leadership responsibility in providing coverage for that aspect. A value of 2 indicates secondary mission intensity – substantial involvement by the institution but not a commitment to leadership of the area. A value of 3 indicates some involvement by that institution in that mission aspect. A blank cell indicates that the institution is not materially involved in that mission aspect. It is important to note that these are institution-declared mission intensities and the numbers should not be misinterpreted to stand for a ranking of programs or a measure of program quality but, rather, the numbers represent a commitment on the part of the university to offer this set of mission aligned programs, but with varying intensity.

Each component of the institution’s mission is multi-faceted and is presented here in terse form. It is also the case that quantitative metrics alone do not capture all the essential relationships among various dimensions of an institution and should be factored in when assessing an institution’s mission.

Each matrix is followed by lists of Systemwide and of Institution-Specific metrics, from which each institution has selected the most valid indicators of fulfilling the mission aspects for which the institution declares primary mission intensity. Note: OHSU is listed in the matrices to demonstrate their contributions to the network of public higher education in the state; however, no metrics are listed for OHSU given their autonomy from OUS.
ALIGNMENT DIMENSION #1: STUDENT ACCESS MISSION INTENSITY

<table>
<thead>
<tr>
<th></th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
<th>OHSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Southern</td>
<td>2</td>
<td>3</td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Central</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coastal</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Willamette</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Statewide</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Distance</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

- **Systemwide Metrics**
  - Enrollment (Unduplicated Headcount): Total and Resident
  - Enrollment from primary geographic areas as percentage of Total Enrollment (Note: Need this to link to the Table 1)
  - Underrepresented Enrollment as percentage of Total Undergraduate Enrollment
  - State Appropriation per Fundable Resident Student FTE (Note: Resident enrollment needs to be linked to State funding to get the full picture)

- **EOU Institution-Specific**
  - Distance Education Enrollment as percentage of Total Enrollment
  - Distance Education Enrollment Oregon County by County as a percentage of Total Enrollment
  - Number of Programs—majors, minors, certificates—available at a distance as a percentage of total number of programs offered
  - New Undergraduate Enrollment: Total, percentage of Resident
  - First-Year Retention Rate for Undergraduate Students (including interinstitutional transfers)
  - Percentage of newly admitted freshmen entering with HS Dual Credit courses
  - Percentage of newly admitted transfers who came from Oregon Community Colleges

- **OIT Institution-Specific**
  - Distance Education Enrollment as percentage of Total Enrollment
  - New Undergraduate Enrollment: Total, percentage of Resident
  - First-Year Retention Rate for Undergraduate Students (including interinstitutional transfers)
• OSU Institution-Specific
  o Enrollment as percentage of Total Enrollment for Nonresident U.S. students, international students, graduate students
  o Distance Education Enrollment as percentage of Total Enrollment
  o First-Year Retention Rate for Undergraduate Students

• PSU Institution-Specific
  o Oregon resident enrollment from Portland Metropolitan Area (PMA)
  o Oregon resident enrollment from outside PMA
  o International student enrollment
  o Domestic Nonresident enrollment
  o Ethnicity
  o Programs offered outside PMA (includes online)
  o Enrollment and degrees awarded by these programs

• SOU Institution-Specific
  o Number of Transfer Students from the Six County Southern Oregon Region
  o Number of Articulation Agreements with Institutions in Oregon
  o Number of First Generation/Low Income students served in Oregon/Southern Oregon

• UO Institution-Specific
  o Average HS GPA and SAT/ACT for New Freshman
  o Percentage of Entering Class (undergraduate and graduate) from Underrepresented Groups and International
  o First- to Second-year Retention
  o Six-year Graduation Rate of undergraduates
  o Percentage of Unmet Financial Need of Resident undergraduates filled from University resources

• WOU Institution-Specific
  o Enrollment as percentage of Total Enrollment for any of the following: First Generation/Low Income students
  o First-year Retention Rate for Undergraduate Students
  o New Undergraduate Enrollment: Total, percentage Resident, percentage Underrepresented, etc.
  o Distance Education Enrollment as percentage of Total Enrollment
### ALIGNMENT DIMENSION #2: ACADEMIC PROGRAM MISSION INTENSITY

<table>
<thead>
<tr>
<th></th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
<th>OHSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Math/Science</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Humanities</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering/Tech</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Jour/Comm/Digital</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public/Social Serv</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

- **Systemwide Metrics**
  - Degrees Awarded: Total, Bachelors, Advanced
  - Degrees Awarded in State-designated Workforce Shortage Areas

- **EOU Institution-Specific Metrics**
  - Degrees Awarded in Education Areas Important to the Institution's Geographic Region (Note: These may be different from State-designated Workforce Shortage Areas)
  - Enrollment of students in the State-designated Workforce Shortage areas expressed as a percentage of Total Enrollment
  - Enrollment of students in program areas leading to programs offered in partnership with other OUS partners and Oregon Community College partners
  - Percentage of Graduates Employed or Enrolled One Year After Graduation

- **OIT Institution-Specific Metrics**
  - Degrees Awarded in Education Areas Important to the Institution's Geographic Region (Note: These may be different from State-designated Workforce Shortage Areas). Include enrollment of students in the state-designated shortage areas
(either Labor Department or Complete College America) expressed as a percentage of Total Enrollment.

- Programmatic Accreditation by DOE-recognized professional accreditation agencies
- Percentage of Graduates Employed or Enrolled One Year After Graduation

**OSU Institution-Specific Metrics**

- Licensure or Certification Pass Rates in Selected Education Areas
- Programmatic Accreditation by DOE-recognized professional accreditation agencies
- Six-Year Graduation Rates for Undergraduate Students

**PSU Institution-Specific Metrics**

- Enrollment by Declared Major
- Degrees granted by Major and Level
- Enrollment in Community-Based Learning
- Faculty Headcount and FTE by Tenure Status, by Program

**SOU Institution-Specific Metrics**

- Degrees Awarded in Education Areas Important to the Southern Oregon Region (Business, Education, Environmental Studies, Applied Psychology, Arts)
- Licensure or Certification Pass rates

**UO Institution-Specific Metrics**

- Student/Faculty Ratio
- Percentage of Students that Study Abroad
- Percentage of Students involved in Internships, Leadership Programming and Service Learning

**WOU Institution-Specific Metrics**

- Degrees Awarded in Education Areas Important to the Institution’s Geographic Region (Note: These may be different from State-designated Workforce Shortage Areas)
- Percentage of Graduates Employed or Enrolled One Year After Graduation
- Six-Year Graduation Rates for Undergraduate Students
- Examination of resources dedicated to the Art Programs
ALIGNMENT DIMENSION #3: INNOVATION/RESEARCH MISSION INTENSITY

<table>
<thead>
<tr>
<th>Field</th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
<th>OHSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/Science</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering/Tech</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Resources</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Jour/Comm/Digital</td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public/Social Serv</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• **Systemwide Metrics**
  - Total Annual Sponsored Grant and Contract Expenditures
  - Graduate Degrees Awarded as percentage of Total Degrees

• **EOU Institution-Specific Metrics**
  - High Achieving High-School Graduates (GPA>3.75) as percentage of Total First-Year Class
  - Acceptance Rate of Students to selected Professional/Medical/Graduate Programs
  - Number of Graduating Baccalaureate students presenting Senior Research Symposia as a percentage of Overall Baccalaureate Graduates

• **OIT Institution-Specific Metrics**
  - High Achieving High-School Graduates (GPA>3.75) as percentage of Total First-Year Class
  - Number of Patents, Licenses, and Start-ups per Faculty FTE
  - Cumulative Economic Impact per State Appropriation Dollar
• **OSU Institution-Specific Metrics**
  - Annual Sponsored Grants and Contracts Expenditures per Faculty FTE
  - Number of Patents, Invention Disclosures, and Start-ups, and Licensing Revenue
  - High-Achieving High School Graduates (GPA>3.75) as percentage of Total Enrollment

• **PSU Institution-Specific Metrics**
  - Number of Patents/Licenses/Start-ups
  - Number of Partnerships, by agency or organization type
  - Number of state or federal agencies currently supporting Sponsored Research
  - Carnegie Research Classification

• **SOU Institution-Specific Metrics**
  - Number of Students/Clients Served in Community-based Learning and Research Partnerships
  - Number of Clients served through Educational Outreach Collaborations

• **UO Institution-Specific Metrics**
  - Faculty Salaries as percentage of AAU Peers Median
  - Major Faculty Awards (Fulbright, Guggenheim, National Academies...)
  - Average GRE for new graduate students
  - Graduate enrollment
  - Financial Support provided to graduate students
  - Research Expenditures
  - Dollar Return from Patents and Licensing

• **WOU Institution-Specific Metrics**
  - Annual Sponsored Grants and Contracts Expenditures per Faculty FTE
  - Regionally/Nationally Recognized Programs
INSTUTIONAL MISSION STATEMENTS

Eastern Oregon University
EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural, and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies, and communities add to the educational possibilities of our region and state.

EOU Institutional Core Themes & Associated Goals

**Theme 1:** EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.
- **Goal 1:** Foster and assess student learning
- **Goal 2:** Ensure faculty and staff success

**Theme 2:** EOU is a regional University with a deep sense of commitment to students where they are.
- **Goal 3:** Serve students where they are
- **Goal 4:** Make excellence inclusive
- **Goal 5:** Adopt and enhance appropriate educational technologies

**Theme 3:** EOU is the educational, cultural and economic engine of eastern Oregon.
- **Goal 6:** Foster Partnerships
- **Goal 7:** Ensure a fiscally and environmentally sustainable university environment
- **Goal 8:** Provide programs and resources to respond to high demand regional needs

**Theme 4:** EOU provides personal, student-centered experience in both the curricular and co-curricular programs.
- **Goal 9:** Ensure access and success for all students
- **Goal 10:** Provide opportunities for students and faculty to engage with their community
Oregon Institute of Technology

Oregon Institute of Technology, a member of the Oregon University System, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon’s citizens and provides information and technical expertise to state, national, and international constituents.

Mission Core Themes
- Applied degree programs
- Student and graduate success
- Statewide educational opportunities
- Public service

Oregon State University

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.

Portland State University

The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the
region. It actively promotes the development of a network of educational institutions to serve the community.

Southern Oregon University

Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.

- A challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement;
- Academic programs, partnerships, public service, outreach, sustainable practices, and economic development activities that address regional needs such as health and human services, business, and education; and
- Outstanding programs that draw on and enrich our unique arts community and bioregion.

University of Oregon

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities flagship institution of the Oregon University System.

The University is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the University strives to enrich the public that sustains it through

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity
- a recognition that research, both basic and applied, is essential to the intellectual health of the University, as well as to the enrichment of the lives of Oregonians, by energizing the state’s economic, cultural, and political structure
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry
• the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the University’s mission and support its spirit of community

• the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it

• a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the University community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community

• a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society

• the conviction that freedom of thought and expression is the bedrock principle on which University activity is based

• the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life

• a continuing commitment to affordable public higher education

Western Oregon University

Western Oregon University offers exemplary undergraduate and graduate programs in a supportive and rigorous learning environment. Oregon’s oldest public university, WOU works to ensure the success of students and the advancement of knowledge as a service to Oregon and the region. The University works in partnership with PK-12 schools, community colleges, higher education institutions, government, and local and global communities.

Western Oregon University is a comprehensive public university, operating for the public good, which:

• Provides effective learning opportunities that prepare students for a fulfilling life in a global society;
• Supports an accessible and diverse campus community; and,
• Improves continuously the educational, financial, and environmental sustainability.

Mission Core Themes

• Effective learning
• Supports diversity
• Sustainable institution
Committee members present included: Chair James Francesconi and Directors Jill Eiland, Preston Pulliams (arrived at 1:42 p.m.), and Rosemary Powers. Director Hannah Fisher was absent due to a personal commitment.

Chancellor’s staff present included: Vice Chancellor Sona Andrews, Di Saunders, Bruce Schafer, Marcia Stuart, and Charles Triplett.

Campus representatives included: Provost Kent Neely (WOU) and Senior Vice Provost Russ Tomlin (UO).

**ACTION ITEMS**

1. **Call to Order**
   
   Chair Francesconi called the meeting of the Academic Strategies Committee to order at 1:35 p.m.

2. **Approval of March 2011 Minutes**
   
   **Action:** Directors Rosemary Powers made the motion to approve the minutes and Preston Pulliams seconded. Motion carried.

3. **Academic Program Approval**
   
   - UO, M.A./M.S. in Multimedia Journalism
   - UO, Master in Nonprofit Management

   Chair Francesconi called upon Senior Vice Provost Russ Tomlin, UO Academic Affairs, to provide background on the proposed new programs. Discussion included opportunities for collaboration with Portland State University and outreach plans to underrepresented populations. Following discussion, Chair Francesconi called for a motion to approve the two programs at the University of Oregon.

   **Action:** Directors Rosemary Powers made the motion and Preston Pulliams seconded. Motion carried; Director Eiland was absent during the vote.

4. **Mission Alignment**

   Chair Francesconi called upon Vice Chancellor Sona Andrews to provide background on the item; it was noted that this proposal will be forwarded to the full Board in June for review and
approval. Committee members noted the connections between the mission alignment work, the performance measures policy currently under review by the Governance Committee, and the Secretary of State’s audit of faculty workload.

**Action:** Director Jill Eiland made a motion to accept the mission alignment document and to forward to the full Board for consideration. Director Rosemary Powers seconded the motion carried. The motion carried.

5. **OUS Action/Work Plan for Equity Initiatives**

Chair Francesconi called upon Dr. Andrews to present the item, noting that the plan was reviewed by the Committee last month and is being brought back for approval. Discussion pointed to the evolutionary nature of creating and implementing equity initiatives within OUS. The Committee stressed the importance of institution accountability and requested regular reports to provide opportunity for members to weigh-in on the progress and direction. The Chair agreed and suggested that all Board Committees as well as the full Board should prioritize equity planning in their work.

**Action:** Director Rosemary Powers made the motion to endorse the plan and to forward to the full Board for discussion. She reiterated the Committee’s ongoing commitment to improving equity and increasing diversity within OUS. Director Jill Eiland seconded. Motion carried.

6. **WOU, Approval of Preamble, Mission Statement, and Core Themes**

Chair Francesconi called upon Provost Kent Neely, Western Oregon University, to provide background on the item. Following a brief discussion, Chair Francesconi called for a motion to approve the proposed preamble, mission statement, and core themes for WOU.

**Action:** Directors Jill Eiland made the motion and Rosemary Powers seconded. Motion carried.

**DISCUSSION ITEM**

7. **Faculty Satisfaction and Career Flexibility**

Chair Francesconi called upon Dr. Andrews to open the discussion and asked her to update the Committee on the pending release of the Secretary of State’s audit review of faculty workload. Vice Chancellor Andrews explained that Chancellor’s staff are concerned by factual misrepresentations in the audit report and about the depth of understanding with which the auditors bring to the work of the faculty, the operations of universities, and the goals of the Board. She indicated that the OAD report mischaracterizes teaching, research, and service as mutually exclusive activities. Committee discussion highlighted that each regular faculty member at OUS engages in instruction, scholarship or research and in service to the campus and the community. These aspects of faculty work are inextricably linked and embodied in the OUS mission.
Dr. Andrews indicated that a faculty survey will be disseminated in October, results are anticipated in December, and a report to the Board in January 2012. Discussion focused on survey criteria and Committee involvement.

8. Adjournment

With no further business, the meeting was adjourned at 3:09 p.m.