Academic Strategies Committee
July 28, 2011
Agenda

DISCUSSION ITEMS
1. Mission Alignment (Andrews/Francesconi) ................................................................. 1
   Attachment .................................................................................................................. 4

2. Update on Research Council Work Related to Economic Development (Andrews)

3. Equity / Diversity Work Plan (Andrews) .................................................................... 17

OTHER ITEMS
4. Other items put forward by the Committee

5. Adjournment
The OUS Provosts’ Council has developed this document to accompany the March 31, 2011, Mission Alignment document in order define 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 Chancellor’s Office will use the Mission Alignment matrices and metrics:

- **Program approval**: The Chancellor’s Office 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**: The Chancellor’s Office will develop and provide leadership on initiatives, when applicable, to support progress on the Systemwide and institutional-specific metrics.

- **Presidential evaluation**: For Board action, the Chancellor’s Office will incorporate the Systemwide and institutional-specific metrics of the Mission Alignment document in presidential evaluations.

- **Compact with the campuses**: For Board action, the Chancellor’s Office 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.

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**Attachment**

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**Mission Alignment/Metrics**

**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

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- **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)
- Percentage of newly admitted freshmen who had HS ACP during their last year of high school or percentage of newly admitted transfers who came from Oregon Community Colleges (if this is possible given the current framework)

- **OSU Institution-Specific**
  - Enrollment as percentage of Total Enrollment for Nonresident U.S. students, international students, graduate students
  - Distance Education Enrollment as percentage of Total Enrollment
  - First-Year Retention Rate for Undergraduate Students

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

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

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

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

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- **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
## ALIGMENT DIMENSION #3: INNOVATION/RESEARCH MISSION INTENSITY

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- **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
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
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## OUS Action/Work Plan for Equity Initiatives

As of June 9, 2011; based on input from ASC

*Items in yellow are 2011 priorities for ASC*

<table>
<thead>
<tr>
<th>Item/Activity</th>
<th>Responsible Person/Unit</th>
<th>Detail</th>
<th>Timeline</th>
<th>Status</th>
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</thead>
</table>
| Measures of equity accountability | • OUS Academic Strategies Division  
• ASC                | 1. Sona will collect campus diversity plans.  
2. Sona will consult with ASC, provosts, and others to develop a set of proposed measureable outcomes of accountability  
3. Sona will look into various national diversity score cards  
4. Joe Holiday will work with registrars, enrollment managers, and other groups on the same | Provosts will supply campus diversity plan by end of June | Draft list of outcomes developed. They along with score card will be refined this summer by a summer intern |
| Summit                        | • OUS Academic Strategies Division                          | 1. Follow up to the summit held in 2009 with the purpose of exchanging best practice ideas/examples and to weigh in on proposed parameters of accountability to track progress for faculty, staff, and student diversity and inclusion  
2. Rosemary and Dalton to provide additional info/advice | Event to take place in Nov 2011 |                                                                            |
| Faculty diversity             | • OUS Academic Strategies Division                          | Develop a set of best practices for the recruitment and retention of faculty of color. Possible ideas are to have a ‘train the trainer’ session for OUS department chairs and/or faculty, provide some organized materials of best practices on this topic, work with existing campus personnel | Spring 2011 or Fall 2011 (prior to the start of the faculty recruitment season)  
Create a recruitment resource list for campuses by start of Fall quarter 2011 | Recruitment Resource list in progress |
<table>
<thead>
<tr>
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<th>Timeline</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Engagement of staff, campuses, and Board with external groups</td>
<td>• OUS</td>
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<td></td>
<td>• Board</td>
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<td></td>
<td>• Campuses</td>
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<tr>
<td>Add equity/diversity as an item that is visited with some frequency on the</td>
<td>• Chancellor</td>
<td></td>
<td>Immediately</td>
<td>Provost Council and ASC have added diversity as a regular item</td>
</tr>
<tr>
<td>agendas of Presidents’ Council, Provosts’ Council, ICAR, Board, ASC, etc</td>
<td>• OUS Academic Strategies Division</td>
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<tr>
<td></td>
<td>• Jim Francesconi</td>
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<td></td>
<td>• Paul Kelly</td>
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<tr>
<td>Develop a resource list of individuals at our institutions that can serve as</td>
<td>• OUS Academic Strategies Division</td>
<td></td>
<td>March 2011</td>
<td>Completed, distributed to institutions, and posted on OUS website at</td>
</tr>
<tr>
<td>resources/speakers at other campuses</td>
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<td></td>
<td><a href="http://www.ous.edu/about/diversity">http://www.ous.edu/about/diversity</a> under Resources.</td>
</tr>
<tr>
<td>Prioritize System-level initiatives</td>
<td>• OUS Academic Strategies Division</td>
<td>Select the 2-3 initiatives that we wish to make progress on and put a</td>
<td>April 2011</td>
<td>Initiatives highlighted in yellow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>focus on those</td>
<td></td>
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<tr>
<td>Continue with making progress on campus diversity initiatives</td>
<td>• Presidents</td>
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<td>Ongoing</td>
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<td></td>
<td>• OUS Chancellor</td>
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<tr>
<td>Include equity/diversity as a criteria for presidential and Chancellor</td>
<td>• Governance Committee</td>
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<td>Governance Committee work in progress</td>
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<tr>
<td>evaluations</td>
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<tr>
<td>Inventory</td>
<td>• OUS Academic Strategies Division</td>
<td>Create an inventory of campus initiatives</td>
<td>March-June</td>
<td>Campus diversity plans have been requested and will be analyzed at the</td>
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<td>end of June</td>
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</table>

Oregon State Board of Higher Education
Academic Strategies Committee
Page 18
DISCUSSION ITEMS
<table>
<thead>
<tr>
<th>Item/Activity</th>
<th>Responsible Person/Unit</th>
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<th>Timeline</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included equity/diversity with compact with campuses</td>
<td>• OUS • Board • Campuses</td>
<td></td>
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</tr>
<tr>
<td>Review Board-, System-, campus-level practices related to equity/diversity</td>
<td>• All Board Committees • OUS • Campuses • Finance Committee</td>
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<tr>
<td>Improve the Board’s measureable commitment to equity/diversity</td>
<td>• Board</td>
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<tr>
<td>Diversity of Board</td>
<td>• Board • Governor • Governance Committee</td>
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<tr>
<td>Revise Board goals to include diversity</td>
<td>• Board</td>
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<tr>
<td>Create greater diversity of Chancellor Office staff</td>
<td>• Chancellor • Vice Chancellors</td>
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